



New York 21st Century Community Learning Centers

SOARING BEYOND EXPECTATIONS

Statewide Annual Evaluation Report
Contract Year 4
(7/1/20 – 6/30/21)



Prepared for
**The New York State Education Department
Office of Student Support Services**



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EXECUTIVE SUMMARY

We were not just an afterschool program. Some youth lost their parents, and this team supported those kids. There are lots of things we don't see but those things do and did matter. The wisdom of 21st CCLC to give flexibility and offer to support youth virtually made us feel available and flexible. Those are the things that really matter during this time.

Project Overview

The New York State Education Department (NYSED) has awarded Measurement Incorporated (MI) a 5-year contract to conduct the external evaluation of the New York State 21st Century Community Learning Center (21st CCLC) initiative. This initiative focuses primarily on children who attend high poverty and low-performing schools; it provides expanded learning opportunities for academic enrichment, youth development, and family literacy to help students meet state academic standards.

MI's scope of work under the contract includes the following six deliverables:



Deliverable 1: Evaluation of NYSED's achievement of objectives related to statewide improvements in participating students' academic performance and behavior



Deliverable 2: Evaluation of the effectiveness of the 21st CCLC Technical Assistance Resource Centers (RCs)



Deliverable 3: Evaluation of the performance of local 21st CCLC programs



Deliverable 4: Review and assessment of the quality and completeness of local program-level annual evaluation reports



Deliverable 5: Provide guidance to NYSED on transition to a state-level data collection and reporting system



Deliverable 6: Provide support to local program evaluators

Status of Deliverables

Following is an overview of the status of evaluation activities and findings for each of the six deliverables. To provide for better continuity, in some cases the time frame of the activities discussed fall slightly outside of the official period for Contract Year 4 – *i.e.* before July 1, 2020, or after June 30, 2021.

Deliverable 1: Evaluation of Statewide Objectives

Because of the pandemic, and requests from program staff and suggestions from the state evaluator, NYSED provided subgrantees with waivers for spring 2020 so that they only had to enroll 50% (rather than 90%) of their enrollment targets at 30 hours or more, or 90% of their targets at 15 hours or more, to be considered to have met their targets. In the following year, after a full year of pandemic during program year 2020-21, NYSED temporarily waived all participation targets as criteria for funding. MI cleaned roster data, filled in missing data, verified school and district records, and validated accuracy of student ID codes.

With the support of NYSED's 21st CCLC State Coordinator, MI obtained permission from NYS Privacy, Counsel and Information Reporting offices to obtain “personally identifiable information” (PII) on participating and non-participating students. Upon completion of the data validation process described above, outcome data held by SIRS will be attached to the program data in order to complete analyses of statewide objectives. To provide for more complete data that would otherwise have been missing due to the pandemic and to the structure of the GPRA reporting requirements, MI also developed a statewide teacher survey assessing student changes in achievement and behavior; as well as a more granular list of activity categories to more accurately describe program activities.

Because of the highly inconsistent and problematic data available for the first four years, analyses of statewide objectives will, for now, focus only on outcomes rather than impacts.

Deliverable 2: Evaluation of the Effectiveness of the Resource Centers

There were numerous very positive indicators of the supports provided to sub-grantees by the Technical Assistance Resource Centers (TARCs, or RCs). Primary data sources included structured observations and participant surveys of all webinars and symposia, interviews with key staff from each Resource Center, and a survey of Program Directors.

The first question was the extent to which the RCs were able to bring in representation of a majority of programs for each activity. Although it goes without saying that the RCs have limited control over who shows up, it is part of their responsibility to do what they can to maximize attendance. In fact, the vast majority of programs met expectations for participation, particularly among Rest of State programs.

Participant surveys revealed that almost everyone in attendance found virtually every session – including both individual webinars as well as sub-topics at the kick-off webinar and spring symposium -- to be at least “moderately” relevant, engaging, goal-oriented and well organized. The most notable exception was the EZReports presentation during the November 2020 kick-off webinar, which only about two-thirds of participants found at least moderately relevant to their practice. These lower ratings were likely due to the fact that this was their first exposure to a very complex system for many participants.

MI's observations of these sessions were also mostly positive. Webinars generally ran smoothly, although time management could have been stronger in some cases. Presenters were knowledgeable and most often, achieved their goals. They made use of relevant and substantive materials to support content, although in some cases the slides were too text heavy and would have been more effectively presented as a summary with hand-outs. The degree to which each session engaged participants interactively varied widely, given the challenges of the online format and, in many cases, large amounts of material to be covered in a short time. Nevertheless, survey respondents still generally found the sessions to be intellectually engaging.

According to their ratings and comments on the fall 2021 Program Director survey, Directors were generally satisfied with the supports they received from the Resource Centers. Perhaps most surprising was that the large majority were quite satisfied with how their Site Monitoring Visits were conducted, indicating that they recognized it not as a punitive process, but as an effort to help support ongoing program improvement. In several respects, NYC programs were even more satisfied with monitoring than Rest of State – although the low response rates, especially from NYC, necessitate cautious interpretation.

Deliverable 3: Evaluation of Selected Local Programs

Because of building closures necessitated by the pandemic, all site “visits” conducted for deliverable 3 were conducted virtually, through semi-structured interviews with program staff and local evaluators. Since program activities were also, for the most part, virtual, activity observations were also conducted virtually in the few cases where this was possible. Following are highlights from the four topics that these visits focused on:

- **EZReports.** Staff found that rollout of the system was highly problematic, occurring in the middle of a school year during the pandemic. While they experienced a steep learning curve, however, they found it useful once it was set up. Technical assistance, both from the developers, Thomas Kelly Systems Associates (TKSA) and from the Resource Centers, was found to be on target and very prompt.
- **Virtual and Hybrid Instruction.** The pandemic that resulted in building closures and necessitated virtual instruction, also created a whole new set of needs for students. They experienced so much trauma throughout this year that in many cases, before they could even focus on academics, they needed emotional supports, wellness and outreach. Even where more routine programming did take place, everyone was new to virtual learning, and the situation created stress for staff as well as students. The need to use virtual platforms raised issues of lack of training, technological issues, and difficulty maintaining student engagement. Nevertheless, programs were able to identify activities that were both engaging, and met critical family needs – for example, by providing food and conducting virtual cooking classes.

Local evaluators gave their clients high marks for creativity, flexibility, and providing needed support and connection during the pandemic.

- **Anticipated Student Needs.** Most program staff and evaluators anticipated that the learning losses and emotional traumas created by the pandemic would exacerbate the gaps and challenges that already existed for many students. Going forward, greater focus on social-emotional needs, one-on-one supports, and topic-specific supports such as Regents Prep were expected.

- **Staff Turnover.** Staff turnover occurred at all levels for a variety of reasons. Where service providers were affected, the impact may not have been severe, since there was also lower participation; but the loss of a specialist who had conducted particular programming (such as art) could be felt more. One lesson learned was that programs should be more proactive about having a plan in place in the event of such upheavals.

Deliverable 4: Review of Annual Evaluation Reports

Updates disseminated via the Year 4 AER template included requirements that reports focus more on the quality of Performance Indicators and appropriateness of related assessments, the relevance of PIs to activities they were assessing, and the accuracy with which results were interpreted. Options were added in several parts of the AER template to encourage evaluators to report on impacts of the pandemic.

Results of MI's reviews of the Year 3 AERs were presented in the context of "How to use evaluation to benefit your program." Suggestions included strategies for improved collaboration with program staff, implementing practices to adapt to changing circumstances such as the pandemic, and strategies for using evaluation findings for program improvement.

Development of the Year 4 AER Template incorporated even more explicit opportunities for reporting on how the pandemic disrupted programming as well evaluation activities.

Deliverable 5: Support Transition to Statewide Data Collection/Reporting

Implementation of the deep and complex EZReports system continued to require support throughout Year 4. (Indeed, it is likely to require ongoing support for some time, although the intensity of that need is hoped to decline over time.) MI supported, and helped conceptualize and prioritize system customizations needed for the NYS program. Many of these emerged from communications that MI maintained with local evaluators and program staff, which gave us a better understanding of what customizations might be needed. In addition to helping strengthen the system's validation rules, MI also conducted quality control on many aspects of EZReports data that were not adequately validated by the system itself.

Although the roll-out of EZReports was less than ideal, and this complex and powerful system has a steep learning curve, MI's quality control of program records over the first four program years (as discussed above) made clear that the new system is producing a far more complete, consistent and accurate record than what had been obtained before.

Deliverable 6: Support Local Program Evaluators

MI's support of local program evaluators involved a combination of structured meetings with ad hoc communications addressing needs as they arose. Topics on which the structured meetings focused included strengths and challenges in the AERs, when and whether to modify Performance Indicators, collaborating to find solutions for documenting programs through EZReports, strategies for conducting and evaluating virtual instruction, addressing concerns about enrollment losses, implementing the spring teacher survey, and collaborating on strategies to improve participatory evaluation – including discussion on how both program directors and evaluators can use the newly developed Progress Briefs, which provide a statewide summary of programs' mid-year reports.

Ultimately, those Program Directors who responded to the fall 2021 Program Director survey expressed very strong satisfaction with their evaluation services. It is important to recognize, however, that this satisfaction always reflects some combination of the quality of evaluation services provided, and the level of expectations for evaluation services from the client.

Recommendations

Following is a summary of recommendations that are derived from the evaluation findings described above, organized by deliverable.

Deliverable 1: Evaluation of Statewide Objectives

As requested by the Director of NYSED's Student Information Repository System (SIRS) office, to increase the efficiency of the data validation process and the accuracy of data matching,

- ➔ 21st CCLC sub-grantees should always report official state student IDs (NYSSIS IDs) rather than local or district IDs.

To ensure more complete and accurate program records,

- ➔ Resource Centers should perform more frequent data checks to make sure sub-grantees are staying on top of entering data into EZReports, and entering valid data.

Under certain circumstances, the process that SIRS uses to validate student IDs only verifies that a NYSSIS ID exists within a certain district.

- ➔ It is essential that the process also confirm that it belongs to the same student.

Deliverable 2: Evaluation of the Effectiveness of the Resource Centers

While program representation at workshops/webinars and conferences/symposia was, to the extent it could be assessed, generally good, it was often difficult to assess because sessions were inconsistent in whether registration required that participants indicate their program affiliation.

- ➔ As MI has recommended in the past, because NYSED has explicit attendance requirements for these events, indicating program affiliation at registration should become standard practice, and Resource Centers should use this information to determine whether they need to reach out to particular programs to promote more regular participation.

Time management and density of content were the most frequently observed challenges among a generally very strong program of professional development.

- ➔ NYSED and the Resource Centers might consider distributing the content for some of the more intensive topics into more frequent training sessions.

Deliverable 3: Evaluation of Selected Local Programs

The annual "Exploratory Site Visits" have provided an important resource for rich and valuable insights into state-wide trends in successes and challenges in program implementation. The following recommendations emerge from the insights gained in this year's visits:

- **EZReports:** [See recommendations under Deliverable 5.]

- **Virtual and Hybrid Instruction:**
 - ➔ While the importance of in-person learning is almost universally recognized, it is impossible to predict what path the pandemic will take in the future. Even if the need for virtual instruction that arose from the pandemic does not return, it is a strategy that can have value as an adjunct to in-person learning, and there are projections that it will remain at least a part of many educational programs. To ensure that providers are prepared for such trends – and that they are not blind-sided in the event of another wave of the pandemic – consider weighing further trainings in such strategies among other professional development priorities.
 - ➔ As we have recommended in the past, it is essential for all stakeholders to recognize that the learning gaps and traumas created by the pandemic are likely to continue to require attention long after the pandemic is over. Attention to these needs should be built into professional development priorities.
- **Staff Turnover:**
 - ➔ As mentioned above, programs should have a plan in place in the event of staff turnover. One approach to this strategy that has been suggested in the past is for the State, Resource Centers and/or experienced program staff to develop a State program implementation guide, similar to the existing Evaluation Manual. Programs might also be required, or at least strongly encouraged, to develop their own addenda to such a guide that are specific to their local circumstances.

Deliverable 4: Review of Annual Evaluation Reports

State leadership recognizes that improving local program quality is primarily the purview of the local evaluators. The best way for the State to support local program quality is through the State evaluator’s role in supporting the quality of local evaluations.

- ➔ The reviews of Annual Evaluation Reports is an important strategy to achieve that goal, but these reviews could have more impact if the State evaluator had more band-width to make it possible to provide individual technical assistance where needed.
- ➔ A strategy that is currently being explored during Year 5 to promote participatory evaluation – a clear priority for State leadership – is to conduct the AER reviews through the lens of participatory evaluation, for example by identifying opportunities to strengthen collaboration, or areas where program leaders might make more use of recommendations. (These foci would also have more impact if the State evaluator had more opportunity to provide individual technical assistance.)

Deliverable 5: Support Transition to Statewide Data Collection/Reporting

As discussed above, all stakeholders struggled initially with EZReports’ steep learning curve. While staff at all levels who have been involved since the system’s initial, full roll-out in fall 2021 are becoming more comfortable with it, there will always be staff turnover, as well as completely new sub-grantees at the beginning of each funding round.

- ➔ To help flatten the initial learning curve, TKSA and/or the Resource Centers might consider providing more frequent professional development sessions early in each program year, particularly for new staff and programs.

Deliverable 6: Support Local Program Evaluators

Local evaluators (and some program staff) who have attended evaluation networking sessions have often expressed appreciation for the value of these meetings. However, it has been observed that the evaluators who may need the most support are sometimes the least likely to attend.

- ➔ As discussed under Deliverable 4, the State evaluator could have greater impact with greater band-width to make it possible to provide individualized technical assistance.
- ➔ NYSED might consider making participation at individualized TA sessions mandatory for local evaluators, just as participation in SMV reviews are required of program staff.
- ➔ The updated Evaluation Manual – one of the components of this deliverable – should include clear guidelines for supporting participatory evaluation, and should be targeted to program staff as well as evaluators.¹

¹ In fulfillment of this deliverable, MI is currently working on drafting a revised manual that meets these criteria.

SUMMARY OF YEAR 4



Deliverable 1: Evaluation of NYSED's achievement of objectives related to statewide improvements in participating students' academic performance and behavior

Quality Control of Program Records

Quality control and analyses of sub-grantees' Year 3 attendance rosters was completed for data elements that might impact their grants (enrollment targets). An overview of how successful programs were in meeting their targets during Year 3 was presented at the fall 2020 virtual Kickoff webinar. Results of these analyses, in combination with those of a survey that NYSED sent to all sub-grantees to explore how events of the pandemic impacted their participation rates, were used to inform requests to higher level NYSED officers for a partial waiver of participation target requirements.

For the first three program years prior to full statewide implementation of the EZReports system, the remaining roster data (such as student ID codes and grade levels) was cleaned to the greatest extent possible. Missing data from these years (especially students' day schools and districts) that would be critical for linking to state records, and for statewide impact analyses, was filled in primarily by tracking programs' Year 4 school-site relationships. In addition, program records were verified against NYSED's Institutional Master File (IMF) database on the SED Reference (SEDREF) Public Reports Portal.¹

MI also supported quality control of Year 4 data that was recorded in the new EZReports system, including sub-grantees' activity records, participant demographics and program attendance records. This guidance included reviewing the built-in validation checks provided by the EZReports system, and providing strategies for monitoring student ID codes and validating District and School BEDS codes.

MI then implemented strategies for matching student records from program documents and State data. In summary, these strategies involve cleaning and filling in the original program data (especially student ID codes, activity site records, and school and district codes). Cleaned program records from each year are then sent to the SIRS office, which uses program-provided student ID codes and demographics to verify whether the ID codes are associated with the correct students. This process continued into the first two quarters of Year 5.

¹ <https://eservices.nysed.gov/sedreports/list?id=1>

Once validation of the program-provided ID codes is complete, additional state data (such as attendance and achievement outcomes) will be attached to the program roster data from all four years, and will be used for analyses of statewide objectives, as discussed in the next section.

Analysis of Statewide Objectives

In further preparation for the analyses of statewide objectives, MI's evaluation Project Director and NYSED's 21st CCLC State Coordinator co-facilitated meetings with the NYSED offices of Counsel, Privacy and Student Information and Reporting Services (SIRS), and the Contract Administration Unit (CAU). These meetings continued the discussions started in summer 2020 about accessing student-level, personally identifiable information (PII), that would be necessary to support analyses. Meetings during the 2020-21 school year focused on determining whether and how State PII could be incorporated into the EZReports system, while ensuring that State and federal data privacy laws are observed. These meetings also addressed the possibility of obtaining state-held PII for non-participating students to support a matched sample comparison analysis.

Towards the end of the fourth program year, at the request of NYSED's Counsel and Chief Privacy Officer, MI submitted an updated Data Privacy Addendum, including a more detailed Data Privacy and Security Plan, resulting in approval for MI to access PII for program participants as well as non-participants. To further improve the quality of data available for evaluating statewide objectives, MI also supported the development of a more meaningful list of program activity categories, and created (with input from an advisory group of program staff and local evaluators) a Statewide survey for teachers to rate changes in their students' academic achievement and behavior (see Appendices I and II).

Final data sets resulting from the above procedures were reviewed to determine the completeness and integrity of the data, and what level of analysis they would support. The first step of this review involved merging validated student records from years 1 and 4 to estimate how many students, and from which programs and grades, participated for more than one year to determine whether a longitudinal analysis might be possible. This comparison revealed that there seemed to be a sufficient number of students who remain in the program for multiple years to support a longitudinal analysis for at least a small subgroup of participants. Unfortunately, however, the results of the COVID-19 pandemic, and our findings from our reviews of available data, reveal problems, or anticipated problems, with available data that cannot be resolved. These problems included data that are missing due to incomplete or inaccurate reporting (especially prior to implementation of EZReports), data that are anticipated to be missing because of testing disruptions and statewide problems with record keeping during the pandemic, and potential inaccuracies because of the incomplete process used for validation of student ID codes, among others. A more detailed overview of problems with these data is provided in Appendix III.

Because of these complications, it was agreed that the available data would not be sufficiently robust to support a rigorous longitudinal dosage analysis with a matched comparison group, as originally planned. In addition, the extremely protracted time frame (originally initiated in August 2020) that was required to obtain permission from NYSED to access these data and to obtain validation of program-provided student ID codes, made it unrealistic to complete rigorous impact analyses within the time remaining on the state evaluation contract. Instead, MI and the State Coordinator agreed that the analyses for the current funding round will be limited to descriptive summaries of pre- and

post-program year outcomes, disaggregated by key accountability groups. Where the data allow, these analyses will include a control for hours of participation (dosage) within a given year.

A preliminary outline of the revised analysis plan is shown in Table 1, below. It should be noted, however, that such analyses will not be sufficiently rigorous to draw any causal conclusions about the “impact” of the 21st CCLC programs.

Table 1.
Preliminary Plan for Analyses of Statewide Achievement and Behavioral Outcomes
NYSED 21st CCLC Programs, Round 7, Years 1 and 2^(a)

Research Questions	Outcome Variables	Explanatory Variables
Do students participating in each of the first two years of the NYS 21 st CCLC Programs (program years 2017-18 and 2018-19) ^(a) demonstrate improved academic standing relative to their peers?	Median Student Growth Percentiles in ELA and math Credit accumulation rates Graduation rates	Baseline Student Growth Percentiles in ELA and math School-wide mean credit accumulation rate School-wide graduation rate
Are changes in relative academic standing consistent across grade level, gender, race/ethnicity, economic standing and disability status?	[As above]	Grade level, race/ethnicity, Free/Reduced Price Lunch eligibility, Student with Disabilities status
Are changes in relative academic standing stronger for students with greater participation in program activities?	[As above]	Total annual hours attendance in 21 st CCLC program
Do students participating in the NYS 21 st CCLC Programs demonstrate improved school attendance relative to their peers?	School attendance rates	School-wide attendance rate
Are changes in school attendance consistent across grade level, gender, race/ethnicity, economic standing and disability status?	[As above]	Grade level, race/ethnicity, Free/Reduced Price Lunch eligibility, Student with Disabilities status
Are changes in school attendance stronger for students with greater participation in program activities?	[As above]	Total annual hours attendance in 21 st CCLC program

^(a) Because of the confounding effects of the disruptions caused by the COVID-19 pandemic, analyses will not focus on program years 2019-20 or 2020-21. However, descriptive statistics of outcome variables will be reported for these years to the extent they are available. The final program year for this funding round, 2021-22, cannot be included because of the timing of the state evaluation contract.

In addition to the above outcome analyses for Years 1 and 2, MI will provide descriptive statistics for Year 4, showing the focus (total annual hours) of programming and student attendance in program activities designed to address the following state and federal objectives, to the extent that program records are sufficiently complete ²:

- ELA achievement,
- math achievement,
- other academic achievement,
- college/career readiness,
- social-emotional wellness, and
- other enrichment (including recreation, health and arts).

Despite the ongoing disruptions from the COVID-19 pandemic during the 2020-21 program year, it was apparent that full implementation of the EZReports data monitoring and reporting system resulted in more complete and accurate data than was seen in previous years. As a result, it is expected that more rigorous analyses of statewide objectives will be possible during the next funding cycle beginning in fall 2022.

² MI developed a detailed list of program activity “focus” categories for EZReports that reflects actual program designs and alignment with program objectives more accurately than the activity list that was required for GPRA reporting through program year 2020-21; however, this level of detail was not documented prior to Year 4. In addition, because of the data problems described above, these more targeted activity categories will not be used for outcome analyses in Year 4 because of the confounding effects of the pandemic, as discussed above.



Deliverable 2: Evaluation of the effectiveness of the 21st CCLC Technical Assistance Resource Centers (RCs)

To help assess the quality of the TARCs' Year 4 support services, MI analyzed data obtained through structured symposium and webinar observations, participant surveys, Resource Center interviews, and a fall 2021 retrospective survey of Program Directors³. Findings from these evaluation activities are summarized below. Copies of the webinar and symposium surveys and observation protocol are presented in Appendices IV-VI. The retrospective Program Director survey is shown, with responses, in Appendix VII.

For all of the surveys presented below, please note that results with lower response rates should be interpreted with caution; any surveys with response rates below 50% of participants (including the surveys from the November EZReports webinar and the December webinar for new Program Managers) should not be considered representative of participants' overall perceptions.

Representative Attendance at Virtual Activities

Each program was required to send at least one representative to the fall kick-off webinar, the fall EZReports webinar, the spring teacher survey webinar, and the spring symposium⁴. Among the seven other webinars during program year 2020-21, programs were required to send representatives to at least two of the three fall webinars and two of the four spring webinars.

While the Resource Centers obviously did not have full control over ensuring that programs attend, there was an expectation that they do everything possible to maximize participation. Table 2 below summarizes the proportion of programs represented, based on the fall 2021 Program Director surveys. Because of the low survey response rate from New York City programs, however, these results may not be accurate.

³ The retrospective Resource Center interviews that are normally conducted each fall were not conducted this year because the Rest of State Resource Center had just been replaced under a new contract. A cumulative interview with both Resource Centers is planned for spring 2022.

⁴ Representation for Teacher Survey webinar cannot be reported because it was not included in the Program Director survey, and the Zoom sign-in report did not require participants to provide email addresses or program numbers.

Table 2
Proportions of 21st CCLC Programs Represented at 2020-21 Activities⁵

Activity(ies)	Required Representation	Statewide: % of Programs Represented	NYC: % of Programs Represented	RoS: % of Programs Represented
Kick-off Webinar	100%	86%	82%	89%
EZReports Webinar	100%	86%	76%	94%
Teacher Survey Training ⁶	100%	UNK	UNK	UNK
Spring Symposium	100%	89%	82%	94%
	Required Representation	Statewide: % of Programs Attending at least 2	NYC: % of Programs Attending at least 2	RoS: % of Programs Attending at least 2
Fall webinars (New Program Managers, Online Practices, and Trauma Response)	100% attend at least 2	62%	46%	74%
Spring webinars (Creativity, SelfCare & Healing; Culturally Responsive Pedagogy; Building Back Together; and Program Sustainability)	100% attend at least 2	75%	52%	92%

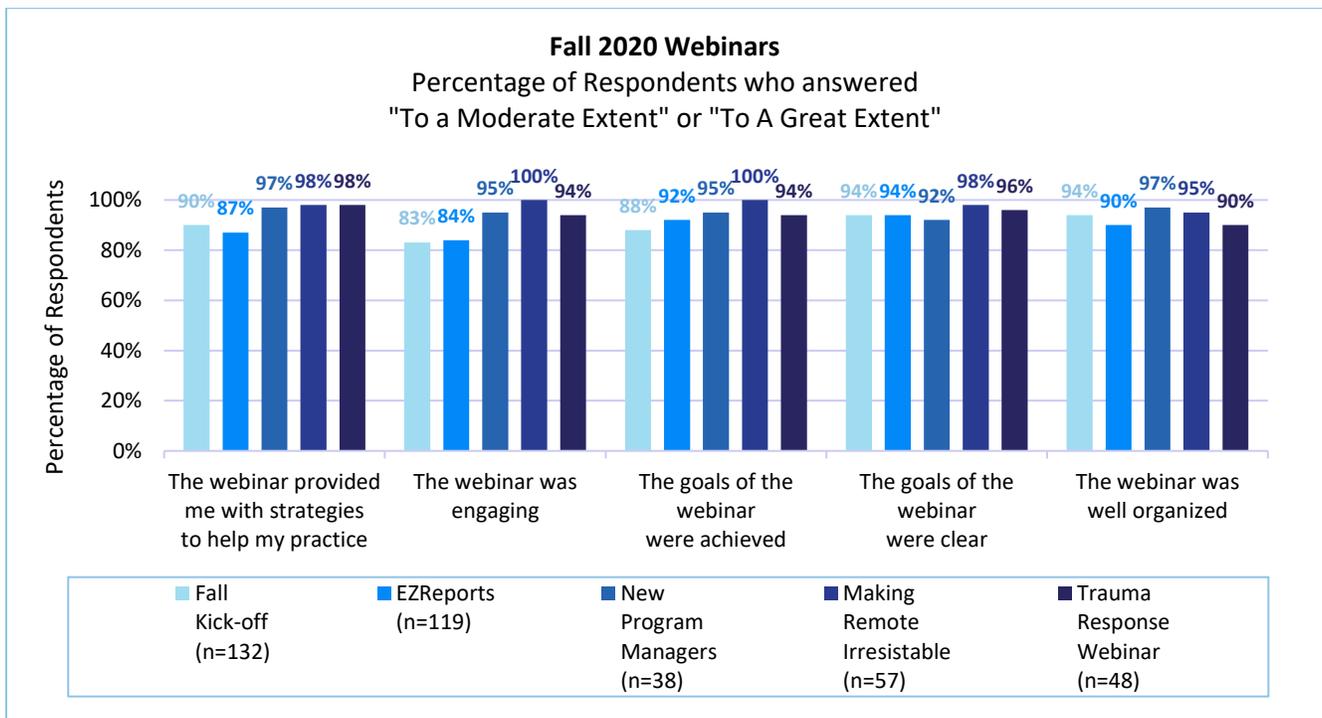
As shown above, representation was high for the three required events, although representation from NYC was not as high as in previous years; and participation in the other webinars was considerably lower, especially from NYC. It is likely that the disruptions from the pandemic were a major reason for this lower participation – but those who did participate were generally quite positive about the sessions, as discussed in the next sections.

Professional Development Webinars: Fall 2020

Fall 2020 webinars were evaluated through observations and surveys, the full results of which were provided to NYSED as part of the Year 4 report for Quarters 1-2, submitted on August 20, 2021. The graph below presents a high-level summary of the survey results for each webinar, and is followed by a brief narrative about each webinar.

⁵ Representation at the fall kick-off, EZReports webinar, spring symposium and other fall and spring webinars was estimated from Program Director survey responses.

⁶ Participation at the Teacher Survey Webinar was obtained from the Zoom log-in record, showing 235 participants other than NYSED, RC or MI staff. Since the log-in function was not set to require email address or affiliation, however, the proportion of programs represented could not be determined.



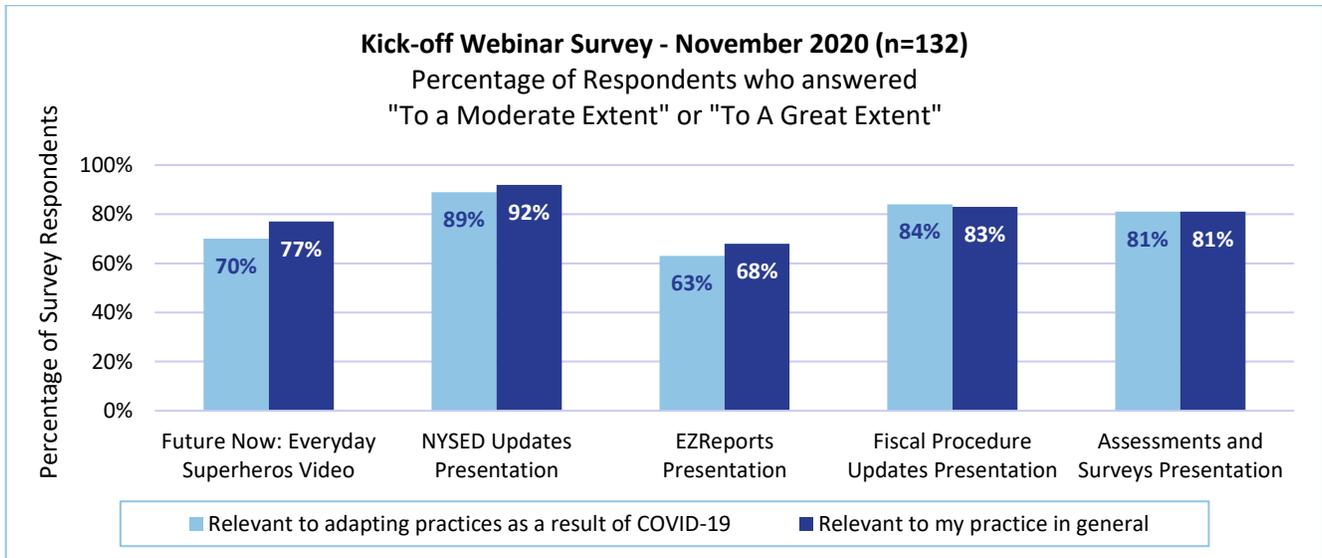
Kick-off Webinar (November 12, 2020)

The primary goals of this very full 75-minute webinar included:

- providing program staff with updates on the federal waiver allowing programs to provide supplemental activities when school is in session remotely;
- procedures for carrying over unused funds from the previous year;
- upcoming changes to GPRA and APR requirements;
- status of implementing EZReports and plans for training;
- a heads up about upcoming surveys from both NYSED and MI, as well as the requirement to administer surveys to day school teachers; and,
- the status of attendance and enrollment target requirements.

Observers noted that all of these goals were well aligned with both participant priorities and interests as well as State priorities. Presentations went smoothly and remained on schedule; they were clear and succinct, with effective balance between information provided verbally and slide content. The overall tone of the webinar was highly engaged and upbeat throughout, with the “MC” from the Children’s Aid Society providing very effective transitions between presentations and encouragement of participation, while seamlessly and almost invisibly managing the technology.

There were 159 participants at the webinar (excluding staff from NYSED, the Resource Centers or MI), and completed surveys were received from 132 respondents, representing a very strong response rate of 83%. Participants’ survey responses to this webinar were mostly positive, particularly in reference to being well organized and clarity of goals. Comments included words like “clarity,” “conciseness,” “informative,” and “enthusiasm.” The most frequently cited suggestions were for more time for discussion and Q&A.



EZReports Webinar (November 18, 2020)

Staff from the NYC and RoS Resource Centers facilitated this webinar to help all sub-grantees get up to speed with the new data system. Objectives included providing orientation to the purpose and structure of the NYS EZReports system, tips for use, and reviewing the various resources available to obtain additional support. Facilitators were well-prepared, knowledgeable, organized, and clear in their presentations. Questions were answered during the webinar to the extent that time allowed, and were also reinforced through a printed Q&A document that was completed after the webinar.

Respondents found the presentation to be “clear,” “simple,” “straightforward” and “well organized” and appreciated the opportunities to get their questions answered. There was frustration, however, about the large amount of information, which quite a few commented required more time to absorb; and the fact that it was not presented sooner, before programs had started. There were 259 participants who signed in for the webinar (excluding staff from NYSED, the Resource Centers or MI), with completed surveys received from 119 respondents, for a response rate of only 46%. Because of this low response rate, survey results cannot be assumed to be representative of all participants.

New Program Managers Webinar (December 2, 2020)

The Resource Centers provided a comprehensive orientation for Program Managers who were new to their role in the 2020-21 program year. The webinar began with an introduction to the TARCs: who they are and what services they provide. It then provided an overview of numerous critical points that managers are accountable for, including:

- program participation requirements,
- a timeline of goal posts for the year including APR data reporting,
- tips for completing the Program Manager’s Mid-Year Report,
- tips on good fiscal practices,
- site monitoring visits,
- advisory board requirements,
- SACC licensing,

- obtaining resources,
- the QSA process, and
- a schedule of upcoming trainings.

Clearly this represented a large amount of information for new managers to absorb and many of the slides were too dense for participants to take in during the course of the session. However, the presentation was well paced and very effective at its primary purpose. Observers' impressions that the webinar achieved its goals were supported by survey results. Respondents' comments indicated that the information was valued and "to the point." There were 83 participants who signed in for the webinar (excluding staff from NYSED, the Resource Centers or MI), with completed surveys received from 38 respondents, for a response rate of only 46%. Because of this low response rate, results cannot be considered representative of all participants.

Making Remote Irresistible Webinar (December 9, 2020)

Among those programs that were providing direct student services during school closures, almost all had to make use of virtual programming – but most program staff, and probably most students, had little if any experience with this method. Being unable to interact with students in person, and encountering far greater hurdles to interacting with students individually, program providers faced major challenges to keeping students engaged. This webinar presented practical suggestions for how to do so more effectively.

Presenters demonstrated a wide range of personal styles, but each was well versed in the material and the techniques they were describing. They consistently provided practical ideas that recognized students' emotional needs during this time, including methods for promoting student engagement which, through modeling, also helped promote engagement among the adult participants in this webinar. Participants rated this workshop very highly, with substantial majorities indicating that the information was "Great[ly]" relevant to their need to adapt to the pandemic, and to their practice in general. Among 115 participants who signed in for the webinar (excluding staff from NYSED, the Resource Centers or MI), completed surveys were received from 57, for a response rate of 50%.

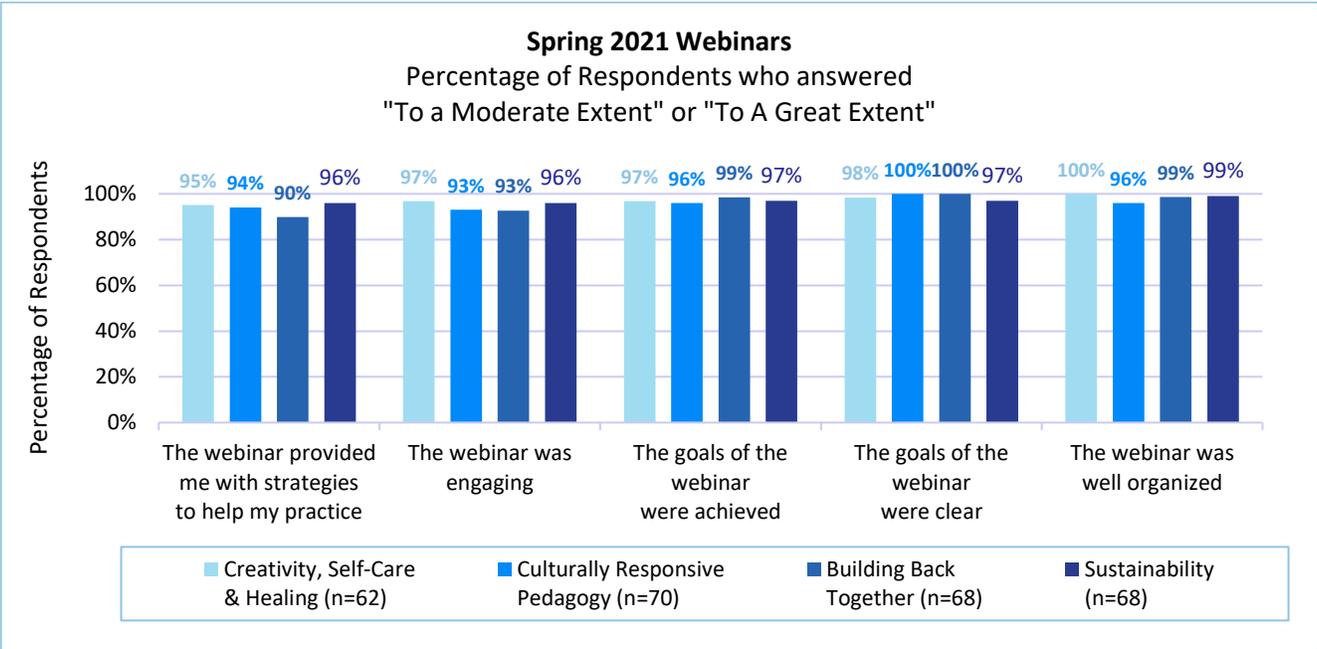
Trauma Response Webinar (December 16, 2020)

Life during the pandemic created unprecedented emotional trauma – and in too many cases also physical trauma – for all students and their families. Program providers could not ignore these realities, and had to approach all of their interactions with students in a way that was informed by, and directly addressed, the needs of trauma victims. This workshop provided insights into what trauma is, an asset-driven framework for healing, and practical strategies and resources that participants could integrate into their work. The session was highly interactive and engaging, and maintained a positive tone despite the very serious nature of the content.

The session was very well received, as reflected in survey responses, with substantial majorities indicating that the session was “Great[ly]” relevant to their need to adapt to the pandemic, and to their practice in general. There were 56 participants who signed in for the webinar (excluding staff from NYSED, the Resource Centers or MI), with completed surveys received from 48 respondents, for a very strong response rate of 86%.

Professional Development Webinars: Spring 2021

Spring 2021 webinars were also evaluated through observations and surveys, the full results of which were provided to NYSED on September 1, 2021, in webinar-specific reports that included closed-ended survey responses, survey comments, and observation results. The graph below presents a high-level summary of the overall survey results, and is followed by a brief narrative about each webinar.



Creativity, Self-Care & Healing Webinar (May 5, 2021)

This webinar was extremely well organized, well presented, valuable, and engaging. Especially in light of the fact that the second primary presenter was unexpectedly unavailable. The warmth of the presentation and the clear interest in participants' perspectives allowed participants to feel comfortable enough to speak publicly on some rather personal topics. The observations resulted in two suggestions for future webinars: monitor the size of the breakout rooms, if possible, to ensure they are not too big or too small, and be aware of calling on the same participants which may discourage other less outgoing participants from speaking.

The survey results reflected very positively on the session. Many respondents mentioned how engaging the presentation was, how they enjoyed the varying types of activities, and how they could really use the resources in their programs. The breakout rooms were also mentioned as a highlight, although a few respondents were disappointed with their group; a suggestion was made to name one participant in each group as the leader or facilitator to get the discussion going. Among 70 participants who signed in for the webinar (excluding staff from NYSED, the Resource Centers or MI), completed surveys were received from 62, for a response rate of 89%.

Culturally Responsive Pedagogy Webinar (May 12, 2021)

The content of this webinar was well-aligned with NYSED's priority of engaging in culturally responsive relationships. This is an essential goal considering the great cultural diversity among 21st CCLC participants, and is particularly important considering the social and emotional trauma that these students and their families have experienced from the COVID pandemic. The presenter engaged the audience by continually asking for contributions, and summarized people's comments smoothly and thoroughly, from both the chat box and verbally, connecting them to each other and validating everyone's views. The presenter was mindful of different learning styles, and demonstrated cultural competence by asking for individual artifacts that are important to participants. The areas for improvement identified through observations were time management, as the session went over and some content was skipped, and creating simpler slides that are not as crowded with detail.

The survey respondents were very pleased with the presenter and echoed the importance of the topic. Respondents appreciated the opportunity for self-reflection and to learn from their colleagues. The most frequent comment was that more time was needed, both in the breakout rooms and for the session in general. Among 72 participants who signed in for the webinar (excluding staff from NYSED, the Resource Centers or MI), completed surveys were received from 70, for an almost unprecedented response rate of 97%.

Building Back Together Webinar (May 19, 2021)

Trauma-informed care has been a standard priority for NYSED conferences, and is of particular relevance for preparing program staff to support students in recovery after the pandemic. All three presenters were clear and audible, and they were all knowledgeable about their topics. The first two presenters were engaging and covered a lot of ground, while the third presenter offered a lot of opportunities for interaction. The slides of the second two presenters were a bit too text heavy, but all resources were provided to enable participants to follow up on their own.

The comments from survey respondents demonstrate the strong positive impact of this webinar. Adjectives used include "amazing", "inspiring", "powerful" and "inspirational". The only suggestions were to discuss more tangible ways of supporting others through stress and trauma, and for the session to be longer to allow for more discussion. Among 82 participants who signed in for the webinar (excluding staff from NYSED, the Resource Centers or MI), completed surveys were received from 68, for a response rate of 83%.

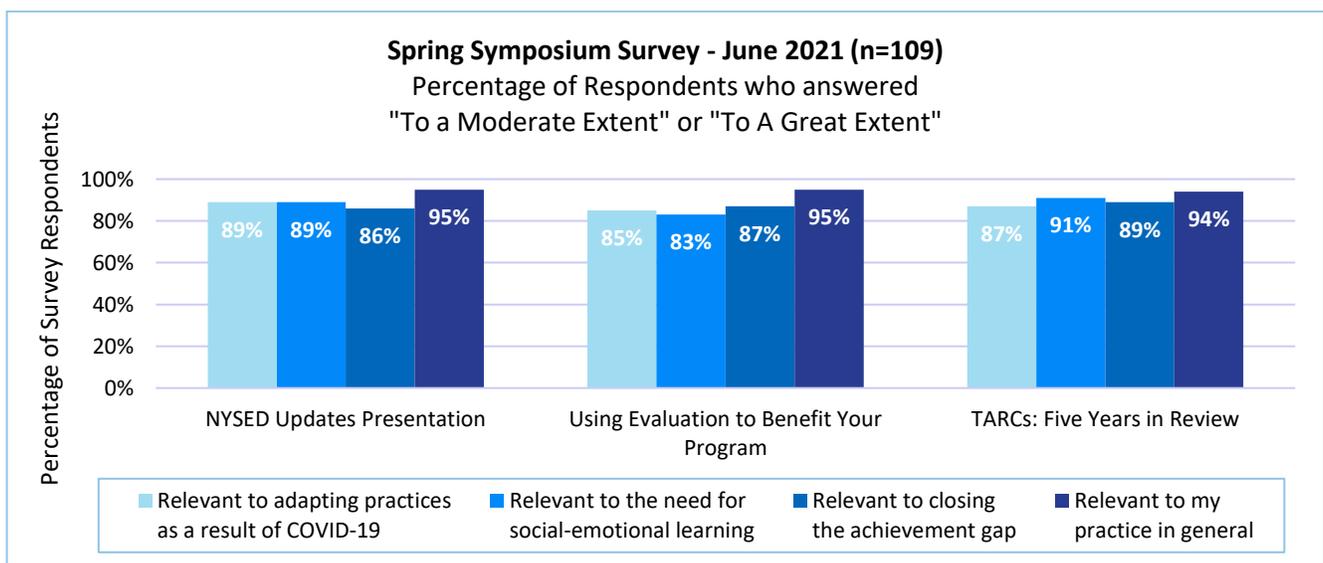
Sustainability Webinar (May 26, 2021)

The topic of sustainability is dense and complex, and not one that is inherently engaging for a lot of people, but it was presented systematically and coherently. The main presenter maintained a consistent effort to keep people engaged, while also making sure that resources were available for programs to use for follow-up. The presenter’s sharing of personal experiences also seemed likely to assure participants, during a very difficult transition period, that he has been there before and understands their situation. Materials were very high quality and relevant, hitting many essential points that should provide people with concrete and practical guidance in sustainability planning.

Participants that responded to the evaluation survey also praised the presenter’s energy, openness and skill at facilitating a difficult topic. Participants enjoyed the interactive aspect of the presentation, the breakout discussions, and all the resources shared. A few suggestions for improvement were to provide more examples of actual funding opportunities, more success stories of other programs who had been through a sustainability process, and to structure the webinar more like a workshop to allow participants a chance to work on their plans together. Among 86 participants who signed in for the webinar (excluding staff from NYSED, the Resource Centers or MI), completed surveys were received from 68, for a response rate of 79%.

Spring Symposium (June 2, 2021)

Like the professional development webinars, the spring 2021 symposium was also evaluated through observations and surveys. As for prior years’ in-person conferences, the survey used to evaluate the spring symposium was more in-depth than the webinar surveys, and included separate ratings for each major agenda topic. The full results from the symposium observations and surveys were summarized in a separate report submitted to NYSED on August 31, 2021. The graph below presents a high-level summary of the overall survey results, and is followed by a brief narrative about the symposium.



The theme of the Spring Symposium was “Re-imagine”, in recognition of the challenges that programs have faced during the pandemic and how they have adjusted and continued their work. The session began with the presenter sharing an image of a bent, but mature and healthy tree, and promoted active involvement by asking participants to jot words into a word cloud or comments in the Chat that the image brought to mind. This proved to be a powerful image that grabbed participants’ attention, and reflected thoughts of how their practice had changed over the past year. The symposium continued with updates from NYSED and TARC, which provided essential information related to:

- teacher surveys,
- participant targets and budgets,
- ongoing improvements to EZReports,
- SMVs and Action Plans,
- summer programming,
- funding opportunities, and
- TARC contracts.

All presenters had clear delivery, and a good grasp of the issues discussed. Numerous materials, resources, calendars and deadlines were reviewed, and shared through links on the slide deck. The session ended with a look back at the last five years of programming, with an emotional farewell from the Rest of State TARC team.

Almost all survey respondents found that all three primary presentations during the symposium were at least “Moderately Relevant” to their practice, and approximately two-fifths or more rated all aspects of all three presentations as “Greatly Relevant.” Their comments were very positive overall. They enjoyed the inspirational speeches and the videos of program highlights, and found the updates informative and clear. Some offered suggestions for improvement, including: more opportunities for interaction, breakout rooms to connect with colleagues (this was a greatly-missed aspect of in person conferences), and sharing the slide deck before the symposium so that attendees can take notes. Among 136 participants who signed in for the webinar (excluding staff from NYSED, the Resource Centers or MI), completed surveys were received from 109, for a response rate of 80%.

Program Director Survey

The fall retrospective Program Director Survey, addressing questions about directors’ perceptions of supports, successes and challenges in program implementation⁷, was administered in November 2021⁸. Because the current state evaluation contract ends two months before the end of the sub-grantees’ contracts, this will be the final Program Director survey for this funding round. As such, in

⁷ In addition to questions about program implementation and training priorities, questions were also included in this survey about respondents’ satisfaction with their local evaluation services. Results from these questions are presented under Deliverable 6 below.

⁸ This survey was administered somewhat later than in previous years in order to avoid creating conflicting priorities with a state-required survey about day schools’ report card formats, needed for GPRA reporting. In addition, respondents were asked to rank their anticipated professional development needs for Year 4, to avoid the need for the Resource Centers to submit a third fall survey.

addition to questions addressing perceptions of Year 4, questions were also included about directors' perspectives on all four years. Highlights are summarized here, with detailed survey results presented in Appendix VII.

Among the 99 program directors⁹, about two-thirds (64%) responded to the survey. These respondents represented 58% of all programs, including 77% of Rest of State programs but only 43% of New York City programs. Program directors were invited to involve other staff in responding, since some of them are not involved in all details of the project. The large majority of respondents (78%) were program managers/directors, while the remaining respondents mostly included Site Coordinators and CBO Directors¹⁰. Among all respondents, about 15% had not begun serving in their role until the beginning of closures due to the COVID-19 pandemic.

Supports from Resource Centers

- One-third (35%) of respondents reported having received a monitoring visit during the the first program year (2017-18). Similar numbers reported having received a monitoring visit during each of the subsequent three program years 2 through 4 (50%, 46%, and 46%, respectively).
- Almost all respondents (97%) reported having received at least one SMV some time between Year 1 and Year 4, including almost two-fifths (39%) who had already received more than one.
- Increasingly larger proportions of respondents reported having received other kinds of TA (either through visits or otherwise) in each year (17%, 24%, 40%, 42% respectively). This likely reflects a combination of programs recognizing the need for and requesting more TA over time, while fewer respondents reported “Not Sure” for recent years.
- Large majorities (ranging from 85% to 91%) were *Mostly* or *Very Satisfied* with almost all aspects of how their monitoring visits were conducted. The only other ratings – “RC’s support in helping you develop an action plan” and “Flexibility of RC's expectations during the pandemic” – still received highly favorable ratings from substantial majorities of 81% and 75%, respectively.
- Concerns that it is sometimes difficult to convince people receiving a review that the purpose is not punitive, but to help them improve their programs, appear to have been unfounded: The large majority of respondents (86% or more) were “Mostly” or “Very Satisfied” with most aspects of the monitoring review process. The lowest ratings were for “flexibility of expectations during the pandemic,” but among those receiving monitoring visits during that time, most respondents (75%) still reported being at least “Mostly Satisfied” with this aspect of monitoring.

⁹ Although there are 138 sub-grantee programs, at the time of the survey there were only 100 directors on record, as several directors serve more than one program; and no email address was provided for one of them.

¹⁰ No NYC Community School Directors responded this year.

- Satisfaction with the monitoring review process was similar in many respects among NYC and RoS program respondents. However, there were several aspects of the monitoring in which NYC programs were somewhat more satisfied with the process. These included:
 - Clarity of communications about what you needed to change to be in compliance (100% of NYC respondents vs. 86% of RoS respondents were “Mostly” or “Very Satisfied”),
 - Timeliness of the RC’s submitting report for your review (96% vs. 81% were “Mostly” or “Very Satisfied”),
 - Adequacy of the RC’s support in helping you develop an action plan for follow-up (91% vs 75% were “Mostly” or “Very Satisfied”), and
 - Flexibility of the RC's expectations at any monitoring conducted during the pandemic (86% vs. 68% were “Mostly” or “Very Satisfied”).

- A large majority of respondents (ranging from 90% to 100%) were Mostly or Very Satisfied with almost all aspects of other types of technical assistance and overall support received from the TARCs. Even the lowest ratings were still extremely favorable, with 85% and 74%, respectively, reporting that they were Mostly or Very Satisfied with support for the Quality Self Assessment (QSA) process and for using EZReports.
 - This satisfaction was mostly similar for NYC and RoS programs.
 - However, substantially larger proportions of NYC respondents than RoS respondents were “Mostly” or “Very Satisfied” with the adequacy and quality of support for using EZReports (88% vs. 65%), quality of professional development workshops, symposia, and webinars (96% vs. 86%)

- Among those who had been in their role prior to Year 4, about half (56%) were equally satisfied with the overall support received from their TARC compared with prior years, while virtually all the rest were more satisfied.



Deliverable 3: Evaluation of the performance of local 21st CCLC programs

In spring 2021, the MI Senior Research Consultant conducted the fourth round of annual site visits with a new group of 10 local programs. The purpose of these visits is to gain insights into programmatic strategies, successes, and challenges, in order to inform program improvement statewide; the process is not used to evaluate individual programs. The methodology employed for this process and the findings from the spring 2021 visits are discussed in the next two sections.

Methods

Data was collected primarily through semi-structured interviews with the program directors and local evaluators using a video conferencing platform. In New York City, where all LEA sub-grantees are NYC Community Schools, Community School Directors were also invited to the program director interviews. A few Directors also elected to invite additional staff to the interview who could contribute details about daily program operations. For programs managed by a CBO sub-grantee, CBO leaders were often invited to the interview. The specific personnel interviewed was ultimately the decision of the LEA or CBO. Due to lock-downs resulting from the COVID-19 pandemic, activity observations that are normally part of this process were very limited, although virtual activities were observed to the extent possible. The observations were conducted with the understanding that a single observation at a single program site cannot provide a representative picture of how the program conducts these activities, particularly under these unique circumstances. Rather, the observations served the purpose of providing the evaluator with a sense of how programs were attempting to function during this difficult period.

Focus of Visits in Year 4

The major topics that would form the focus of the Year 4 site visits were identified, in collaboration with NYSED staff, to address both issues that emerged as challenging in Year 3, and those most relevant to programs in Year 4. The identified topics, which were used as a scaffold for the structured interviews, are summarized below.

- I. EZReports System: Year 4 was the first year of full implementation of the EZReports system. Questions focused on data entry and timing, monitoring attendance, ease of use, challenges, technical assistance, and teacher surveys.**
- II. Virtual and Hybrid Instruction: Many programs were offering virtual or hybrid programming in 2020-21 due to school closures. We inquired about how services were delivered and evolved from March 2020 through the time of the interviews in Spring 2021; perceptions of the effectiveness of the delivery methods; and challenges and lessons learned.**
- III. Anticipated Student Needs: This topic represented a follow-up on questions asked in Year 3 about the balance between academic and enrichment activities, and social-emotional learning activities and support. After more than a full year of students experiencing remote and hybrid learning, we wanted to know how that balance may have shifted during Year 4 due to the pandemic, and what needs program directors and evaluators anticipated for their students in fall 2021.**

- IV. Staff Turnover:** Grantees were asked about how the pandemic impacted staff turnover, the reasons for staff leaving, how any staffing changes impacted their ability to serve students effectively, and their strategies for responding to any turnover.

Data Collection

Semi-structured interviews and virtual observations conducted at each Exploratory Site Visit were guided by outlines of questions addressing the protocols described below.

- **After-School Director Interview:** This semi-structured interview obtained information on each of the four topics above.
- **Program Evaluator Interview:** This interview addressed the local evaluator’s perspectives on the same topics. In addition, local evaluators were asked about particular challenges faced in the 2020-21 year. In several cases where the program’s evaluation contract was with a larger evaluation company, more than one evaluator participated in the interview. To ensure confidentiality and encourage candid conversation, evaluator interviews were conducted separately from those with program personnel.
- **Site Visit Observation:** During the time period in which the virtual site visits were conducted, 21st CCLC programs were providing programming in different ways. Three programs were providing in-person activities, one used a hybrid model, and most of the New York City programs were virtual. While all programs providing virtual programming were contacted to schedule virtual observations, most were non-responsive or felt their attendance was too low or unreliable to feel comfortable scheduling an observation. (One program was providing mostly one-on-one social-emotional support and observations would have been inappropriate). Ultimately, two programs provided the State Evaluator access to conduct three observations to synchronous remote activities.

Selection of Programs for Exploratory Site Visits

Measurement Incorporated was contracted to conduct 10 program visits a year, for a total of 50 programs over the course of the 5-year grant. A goal was established of making the 10 programs selected for each year’s visits as representative as possible.¹¹ The program characteristics that were identified by NYSED and MI for defining a sample that reflects the distribution of Round 7 programs included region (NYC or RoS), type of grantee (LEA or CBO), locale type (Big 5, other urban, suburban, rural), program size (number of students served), and grades served.

To avoid overwhelming program staff, any programs that were slated for a Monitoring Visit from their Resource Center were excluded. In addition, any sites that had been visited by the State Evaluator in Years 1 to 3 were also excluded from the pool of potential visits. The sites selected for ‘visits’ were then strategically targeted to ensure that the sample outlined above would be met by the end of Year 5. Resource Center staff were invited to provide feedback on the final selection of sites.

¹¹ Since it was only possible to conduct three observations during the spring 2021 visits, they clearly could not be considered representative, but did serve to provide insights into how virtual learning was offered.

Ten grantees were selected for Exploratory Site Visits based on the criteria described above, and online interviews were conducted with all ten from April 30th through June 10th, 2021. Table 3 below shows the distribution of visited programs for each selection criterion.

Table 3.
Characteristics of Programs Selected for Spring 2021 Exploratory Site Visits

Characteristic	Value	Number of Programs Selected
Region	NYC	6
	RoS	4
Region within RoS	Western (other than Buffalo)	1
	Mid-West	1
	Big 4	2
Type of Grantee	LEA	4
	CBO	6
Locale Type	Big 5 Urban	8
	Rural	2
Program Size ^(a)	Small (< 400 students served)	6
	Medium (400 – 600 students served)	2
	Large (700 or more students served)	2
Grades Served ^(b)	Elementary	2
	Middle School	2
	High School	3
	Elementary/Middle School	3

^(a) For programs operating more than one school site, program size was defined as the total number of students served across all sites.

^(b) For programs operating at more than one school site, grades served was based on the grades of the site that was selected. However, several of these programs operate at schools serving different grade ranges.

Interviews were conducted with 10 21st CCLC Program Directors, 11 additional staff, and 15 local evaluators (some of whom evaluated multiple sites visited). In addition, the State Evaluator observed 3 enrichment activity sessions offered by two programs.

Findings

Because the intention of the Exploratory Site Visits was to form generalizations about program insights at the state level and not to evaluate individual programs, and because of the need to maintain confidentiality about individual programs, the findings are reported here aggregated and summarized across programs.

Observations

Two art activities and one career exploration workshop for students in grades 3-6 were observed virtually. In all three online activities, there were at least two adult leaders. In the career exploration workshop, there were four adults. The number of students attending ranged from 5 to 9. The art activities were hands-on activities, with students creating their own interpretations of themes presented. For example, students were asked to create an animal that had a super-power and share

it with the class. Students were encouraged to use items from around their homes to do the art activities. When it came time for sharing, students did their best to turn their cameras around to show their creations, some more successfully than others.

In the career exploration workshop, presenters shared their experiences as physical therapists, showing students videos of how physical therapists work and photos of a typical physical therapy room. They also shared how they became interested in the field and the education they needed for it. A few students asked questions.

In all the classes, staff/guest speakers tried to engage students, encouraging questions, and sometimes calling on students to share their ideas and thoughts. Communication among students was limited, and occasionally discouraged, since ‘side conversations’ were heard by everyone and could derail a lesson. Students turned their cameras on and off during the activities, sometimes disappearing for a short time. The internet connection from the observer’s perspective was stable, but some students complained that staff were freezing, or their speaking was not properly synched with their live picture. Student engagement was sometimes difficult to assess, apart from the production of art projects and those asking questions.

Interviews

The EZReports System

Overall System Use

Overall, grantees interviewed found EZReports challenging to set up, but easy to keep up with and track attendance. The program was described as “onerous”, “prescriptive”, “time-consuming” and “labor intensive” in initially setting up activities and entering student information. Following are some of the main challenges encountered.

- Most program directors interviewed felt the timing of rollout was challenging. It was particularly difficult to adjust to a new system mid-grant, during a pandemic, when virtual programming was taking up a lot of bandwidth.
- Users found that it could be hard to find and correct mistakes in setting activities up correctly. Those transitioning from YouthServices noted that EZReports requires more detailed information about staff and certifications, which many did not consider urgent information but could not move forward without completing.
- Setting up activity schedules was also difficult for many programs. If schedules changed each day or an activity was longer in one semester than the previous one, a new activity had to be documented. It was noted that the system does not allow for adjustments to the schedule or activity time after attendance was entered.
- Adding students was also found to be cumbersome since each student had to be officially enrolled in a particular activity, rather than simply added to the attendance roster.
- The changes that were made to the system over the 2020-21 year also caused some concern for grantees. Some interviewees noted, “we’ve experienced kids losing hours because they have changed the algorithm or calculation.”

It was highly unrealistic to think that during a pandemic, in the middle of a school year, we could recapture the past. It was an extraordinary

Despite these challenges and the steep learning curve, however, some program directors could see the system's value once initial data was entered.

It was fussy and frustrating to set it up, then easy to keep up with it.

It will be useful, but there was a big learning curve.

Attendance

Many grantees found that inputting and monitoring attendance went smoothly after the initial system was set up. However, several programs had to configure their activities before they knew the system well enough to do it properly. This required extra time to go back and re-configure activities.

- Several programs noted that their attendance reports were initially showing errors with students in multiple activities. This occurred due to overlapping events where students could leave one activity and start another if they chose (e.g., completing academic work/tutoring and then going to an enrichment activity). While this is the reality of how many programs actually operate, the reporting system could not reflect the fluidity of this situation. Program directors had to edit their EZReports programs to create non-overlapping activities, even if that meant altering the meeting times. For example, if tutoring met from 3:30 to 4:30pm, but some students left at 4pm to attend another activity, EZReports had to be set up to look like tutoring ran from 3-4 pm and sports and nutrition operated from 4-5pm.
- The actual attendance data entry was still difficult for some grantees who were taking attendance on paper and then transferring the data into the system. Some suggested it would be easier to enter data into the system on an iPad, but their programs did not have enough iPads for every activity leader.
- Most program directors were aware of the option of using scanners, but none of those interviewed were using them. It is unclear whether they were concerned about perceived costs, or complexity of setting them up, or simply did not recognize the potential advantages of using one.
- Virtual programming created special challenges for recording attendance for some programs. One program in particular tutored students virtually during online classes, across many schools with different schedules (with a waiver from NYSED). Creating so many 'activities' was time-consuming, and the program hired their evaluator to enter all this data.
- Some interviewees noted that the system will provide an alert that there is missing attendance but will not indicate the exact dates for that missing data. These comments appear to be an example of the system's learning curve, as there is in fact a way to "drill down" from the missing attendance report to see the actual calendar. Nevertheless, nearly all programs were up-to-date or nearly so with entering their attendance data at the time of the interviews.

Reports

Pre-canned reports available in the system were not always easy to identify by their titles, and many directors found they were not intuitive. However, it was reported that the data generated could be very valuable.

Technical Assistance

All the grantees who had submitted support tickets through EZReports had them answered very promptly, typically within 24 hours or less.

- While some issues were easily resolved and others took longer, all problems were ultimately addressed satisfactorily.
- Some users noted that submitting support tickets electronically was more challenging than it would be to speak to a person at a Help Desk. Some problems required lengthy explanations that did not lend themselves easily to written communications.
- All grantees who needed assistance and used the Technical Assistance Resource Centers found them very knowledgeable and helpful.

They are very prompt at getting back to us. It's not personal at all, but it is very prompt and practical. They refer you to videos, but more personalized training would be better.

Teacher Survey

District-held grants understandably had an easier time obtaining teacher information in preparation to distribute the teacher survey than did CBOs. However, since EZReports is not integrated with any school data platforms (e.g., School Tool, Power School, etc.), even school districts had to enter teacher names manually into an uploadable spreadsheet that would be compatible with EZReports.

- Some 21st CCLC directors did not want their names associated with the Teacher Survey. They felt it was important to maintain positive relationships with teachers in the schools, particularly during the pandemic year, and were concerned about further burdening teachers during an already frustrating, difficult year.
- Some principals expressed concern with the number of surveys an individual teacher might need to complete, which for some high school teachers could have numbered in the hundreds. (Upon discovering this problem, NYSED and MI agreed that no one teacher would be expected to complete surveys for more than 20 students.)
- While most interviews were conducted prior to sending out the Teacher Survey, those interviewed after they were sent noted that it went smoothly.

Categorizing Activities

Most programs did not have issues categorizing activities in EZReports. The problems that did arise were with activities that served multiple purposes. NYSED and MI had anticipated this problem, since the official categories required for GPRA reporting did not include much detail and did not allow selection of more than one category. To enable programs to better describe their programming, NYSED and MI created a second, more granular list of categories and subcategories, and asked TKSA to customize the NYS system so that programs could assign multiple categories to a single activity. (This detailed list of “Focus Categories” is shown in Appendix I.)

- One program noted difficulties in how to categorize activities that overlapped two areas, such as mentoring and academics, or SEL and art, because of the requirement to assign a percentage weight to each category. They felt that in some cases, such as activities that infuse SEL supports, it didn't make sense to assign weights.

- Some programs thought it would be beneficial to have an ‘other’ category and be able to add a specific activity if it was not reflected in the existing categories. This concern was raised specifically in reference to a need to be able to document a focus on SEL. (While the detailed activity category list created by NSED and MI does incorporate a category for “Counselling, Character Education, and Social Emotional Wellness,” the specific descriptors do not include general social-emotional development as a selectable option.) While there was an understanding among interviewees that uniformity was useful on a statewide level, a few programs felt that some individuality and nuance was lost.

Virtual and Hybrid Instruction

All the sites interviewed stopped in-person programming in spring 2020, with most providing virtual programming through spring and summer 2020. Two district-based programs did not provide any services in spring 2020, as their schools struggled to connect virtually with students and families. While several programs remained virtual for fall 2020, a few provided in-person services. This might include having students come to their site, where staff would be present to help them get online and navigate the virtual environment, and provide support while they were participating in virtual classes or activities. Another model of in-person services involved providing a hybrid of in-person activities for students who were back in school physically, and remote activities for students still learning virtually or who were only in their school buildings a few days per week. By spring 2021, most programs were providing a hybrid of virtual and in-person services, with a few CBO-based programs remaining fully virtual. Some CBOs had issues acquiring special permits to use school buildings for in-person programming. One program provided an in-person only program (with no remote option) by late spring 2021.

When the NYC system shut down, the priority was not on afterschool. We realized the most important thing was touching base with students to be sure they were connected [with laptops]. The focus was on wellness and outreach. We helped families navigate those challenges.

Services provided from spring 2020 through spring 2021 included:

- Job assistance
- Vaccination workshops
- Technology assistance
- Rental assistance
- Wellness checks and social-emotional assistance
- Food and clothing drives
- Cooking classes
- Art activities
- Academic assistance
- SAT preparation
- Tutoring
- Mentoring
- Dance/martial arts

All programs noted that virtual programming was stressful for staff when it started, but that comfort levels increased over time as staff became more adept.

Those programs providing a hybrid model of programming (involving both in-person students and remote students) had greater challenges. It was difficult for staff to manage remote and in-person students at the same time. All these programs had assistants providing support to and

In the very beginning this was a huge change and challenge. As time went by it got better. We discovered how useful technology can be for the program.

monitoring online students, while another staff member managed social distancing and following guidelines in-person.

Effectiveness of virtual platforms for delivering program content

Programs were divided on how effective virtual platforms were for delivering after school services. Many program directors felt that virtual programming was not at all effective, due to staff limitations (e.g., lack of training and/or comfort with online platforms), technological issues (e.g., reliable connectivity, screens freezing) and a lack of student participation and interaction.

As an extracurricular at 3:30 when a kid has been online all day, there is nothing social about it at that point. We can't replicate the in-person activities.

Honestly, I don't think we did that well. We could have used more resources, gotten more training.

We were trying to meet the needs of the students, but it was challenging to get students to log on when they're not logging on to academic programs.

A few program directors felt that given the circumstances and constraints of the pandemic, virtual programming was fairly effective. They cited limited but consistent student participation and enjoyment of activities. Apart from the virtual programming itself, many programs were also providing families with much needed supplies and goods. These included living essentials, but also materials that supported virtual activities, such as art supplies, and food that was used for a virtual cooking class.

Virtually, we can offer activities to more students at the same time. The kids are really enjoying the activities and have a great connection with staff.

It was easier after we figured out all the materials we needed to provide. Food was one of the biggest insecurities, so cooking was a big activity.

Primary Challenges with Virtual Program Delivery

The primary difficulties with virtual program delivery universally included low attendance, inconsistent engagement in activities, technology issues, blending remote and in-person activities, and a lack of training.

- Attendance issues included not only very small numbers of students engaging in virtual program sessions, but also problems monitoring attendance, since students often logged in and out during a session, lost connection, or had their cameras off. One program experienced an additional issue of differences between the district's and the school's criteria for whether students should be counted if their cameras were off. As a CBO providing programming, they were unsure as to which rules to follow. Online fatigue on the part of students plagued all programs. Some programs made significant efforts to increase attendance, calling parents every day to ask about their children's participation. However, attendance fluctuated regardless of all efforts due to COVID exposures, as well as school closures impacting the distribution among hybrid and virtual activities.
- Engagement in online programming was problematic for students and occasionally activity providers. Students did not always have their cameras on, sometimes due to slow internet

connection (which was exacerbated by having cameras on). Students were also often encouraged to mute themselves due to background noise, reducing opportunities for interaction. A few programs reported a lack of supervision of online sessions. “[The former director] was not aware that a lot of staff who were supposed to be online were not there.” Some group leaders were not turning on their cameras or were leaving halfway through a scheduled session. Online tutoring fell short, with tutors not having access to workbooks students were using and not being able to view the homework students were doing.

- Students and occasionally staff had technological issues, both in terms of hardware (e.g., access to a computer, losing a charger) or internet access. While overall this was more common at the beginning of the pandemic than in Spring 2021, some issues persisted, with online time lags and frozen screens being relatively common.
- Blending remote and in-person afterschool activities presented additional challenges. There was a need for contingency plans for both remote and in-person programming, since it was always unclear how many students would attend in each situation. It was difficult to translate planned in-person activities to a virtual setting, with a lack of materials at home. At the same time, the slide presentations, video sharing, and quizzes planned for a remote delivery could not be translated easily into an in-person setting. In New York City, programs were hybrid throughout most of the 2020-21 academic year, but with few students attending in person, some afterschool activities stayed remote. The students who were coming to school did so in cohorts a few days a week, in pods with limited adults. Hybrid afterschool groups had to have smaller ratios of staff to students and could not mix pods.
- A few programs noted that there was no training on how to effectively lead online programming and their staff needed specific, targeted training to be more successful.

Lessons Learned by Program Directors Regarding Virtual Program Delivery

Programs learned many lessons in how to provide effective programming and engage students.

Successful strategies included:

- Providing office hours virtually for individual student sessions with staff.
- Having an extra adult to co-lead a virtual or hybrid activity, monitor the chat and troubleshoot technology issues.
- Making the transition to just sending kits home with instructions to engaging with students in synchronous virtual activities.
- Maintaining direct communication with parents was important, especially for younger students.
- Communicating and meeting with families virtually was easier.

We learned that we are all so resilient. We were able to show up and provide technology, food, and come together as a community. Now we can use it in other ways. It will make life easier.

Evaluator Perspectives on Virtual and Hybrid Instruction

Effectiveness of Virtual instruction

Overall, evaluators gave programs high marks for their creativity and flexibility in supporting students and families through multiple means during a very challenging time. They also acknowledged that remote learning was not as successful as in-person learning.

- While program attendance was low, it tended to be consistent, providing students with much-needed support, engagement, and connection with others.
- Programs had to be flexible with schedules and attendance. Evaluators observed a completely different set of skills online, with staff managing internet freezes, students' microphones not working, and making sure each child had a chance to talk.
- Program participation levels, unsurprisingly, often did not meet official goals; but program staff made important connections with students. Evaluators noted that programs reported suicide attempts being prevented, food being delivered, and other critical services being

It allowed me to see a side of programming I hadn't seen before.

They were giving kids chance to connect with adults who cared about how they were doing. Especially when so many programs just shut down for the year. It's not the best program I've seen them do, but I didn't feel it was fair to beat up on them too much.

I think the content of the program matters less than the fact that someone's there for them.

provided.

Virtual observations:

Virtual site visit observations presented more challenges than opportunities for local evaluators. The fact that they were able to be conducted with even a few students in attendance was counted as a success.

Strengths:

- Evaluators whose programs were delivering virtual activities were able to do virtual observations, though with very few students.
- A couple of evaluators noted that virtual observation had some advantages, in that they were able to see an activity from the same perspective as students. It was easy to observe who was participating with fewer students, and all conversations could be heard more clearly.

Challenges:

- Other evaluators felt that virtual learning was sometimes chaotic, with students lacking focus, making it difficult to tell what they were observing.
- Scheduling observations was sometimes problematic, since programs were nervous about how many students would be present for the observation. One evaluator tried observing three activities and no students showed up.
- Technology issues were common on the part of students, activity leaders, and observers. Some local evaluators initially had issues connecting to platforms as outsiders.
- Students' attention was not as focused virtually; some were laying on couches or had their cameras off.
- Most evaluators found it difficult to assess the respect, rapport, and relationships between the service provider and students and among students online. There was often no peer interaction online, since activity leaders were afraid it would get chaotic if students talked with each other.

- Evaluators missed being able to see the informal interactions that occur between activities where staff help kids transition, which help contribute to engagement.
- Evaluators all agreed that virtual observations of in-person programs – necessitated because many schools were limiting visitors – were particularly flawed and awkward. They only saw what the person holding the camera showed them and missed out on context and other activity in the room.
- Finally, evaluators lacked tools to measure the effectiveness of asynchronous videos, other than views. Students were not asked to submit assignments or work samples prepared after seeing the videos, which might have been used to assess the quality of the activity. Alternatively, local evaluators may have been able to adapt student and/or staff surveys to obtain feedback on these activities. However, a few anticipated that circumstances would result in low survey response rates. They were trying to mitigate that problem by offering incentives for survey completion or, for younger students, emailing surveys to parents and encouraging them to complete the surveys with their children.

Aside from virtual program activity, evaluators noted that attending advisory meetings online was more time efficient for everyone than attending in-person and anticipated using virtual advisory meetings going forward.

Anticipated Needs of Students

Academic Needs

The vast majority of program directors and evaluators anticipated significant learning losses from the pandemic, although a few noted that some students thrived with extra parent support. Evaluators in particular expressed a lack of trust in all academic data from 2020-2021 as a barometer of how much students had learned or how far behind they might have fallen. Program directors and evaluators alike agreed there is a greater need than ever for afterschool programs to support both academics and SEL needs.

- There was a great deal of concern that students did not really work, academically, during the 2020-21 school year and would suffer as a result. There was a sense that teaching was diluted over virtual platforms, students had missed many homework assignments or not attended classes at all, and learning gaps had both been created and significantly increased.
- Since so many students were not showing up to class, other students received smaller group instruction over the last year. Now, students will struggle with larger group instruction. One-on-one supports for students will need to be increased in after school programs as a result.
- A huge need for Regents Prep was anticipated for high school students.

I see pockets of very engaged students and their engagement goes hand in hand with parent support. But most students are behind academically. I'm seeing the politics of the State assessment, with such easy, recycled questions. When you make it so easy you can say [students] have not been impacted.

The most vulnerable children were the least likely to be in school.

There is a large proportion of 'ghost' students' who have not been engaged with school.

- There was also some concern from district-held grants that teachers were so burnt out from virtual instruction, they may not want to provide after school services in 2021-22.

Social-Emotional Learning Needs

Social-emotional needs were at the forefront of what both program directors and evaluators anticipated when all students returned to school in fall 2021. From simply re-adjusting to a routine and following school rules to identifying and expressing grief, loss, anxiety, depression, and abuse, students' need for social-emotional support was thought to be of paramount importance.

Behavior

- Students will need to remember or learn how to act in the classroom, in the hallway, how to interact with people, obey rules, and be on time.
- Chronic absence will be even more of an issue than it was before.

Kids have been jumping on couches in their PJs, taking class from bed. Going back to a regular program to sit and follow directions will be tough. They are out of practice.

Expressing emotions

- Students will need outlets to express themselves when they return to school about COVID fears, family members losing jobs, anxiety, and depression.

Trauma-informed care

- There was widespread concern about physical and emotional abuse in students' homes and impacts on students of being isolated in dangerous situations for a long period of time.
- Many Program Directors anticipated a need to create trauma-informed care for parents and children. Their staff would have to know how to identify stress in children and help them deal with grief and loss.
- There were concerns that in some cases, the need to focus on immediate social-emotional issues and trauma informed care might, initially, have to outweigh the focus on academics.
- Some wondered if for younger children, attachment issues may arise from being home with their parents constantly.

Teen anxiety, depression, suicidal thoughts, and eating disorders may have increased. After school programs are a good candidate for addressing those needs, but we have to have the freedom to If we can get them to a place where they are ready to absorb [academic] content, they'll be fine. Kids will have all kinds of trauma. The first thing we'll do is address SEL needs.

Some evaluators were concerned that parental fears about COVID-19 might have detrimental impacts on the number of children attending after school programs and meeting target enrollments.

Staff Turnover

Nearly all programs (9 of 10) interviewed experienced some staff turnover, mostly with staff providing program activities. These losses generally had a modest impact on programming. However, one program experienced significant key staff turnover, leaving the program with low morale and inconsistent programming.

Primary reasons for staff leaving

The most commonly reported reasons for staff turnover, in order of frequency, included:

- Concerns about personal safety with in-person programming
- Relocation to other cities or countries
- Personal issues or family illness
- Burnout from teaching virtually

Impacts and staff turnover prevention strategies

- Several programs noted that because student participation in programming was low, fewer staff did not hurt the program.
- A couple of programs reported that staff leaving had an impact on particular activities (e.g., an art club was forced to dismantle when the instructor left).
- While most programs were either able to hire new staff or meet student needs with fewer staff, one noted it needed to be better prepared for staff turnover and have a structure in place for how to respond.
- One CBO had to furlough 95% of their staff, forcing those workers to seek other employment. Many did not return, and by spring 2021 the organization still had vacancies. While they were able to serve students remotely, delays in getting staff cleared for SACC licenses created significant issues for serving youth in-person. Some staff had been on the SACC clearance list since September 2019.
- Several programs reported getting recommendations for new staff from existing employees and canvassing for people who were willing to work in-person for the 2021-22 year.
- In one program with significant key staff turnover and low staff morale, parents lost faith in the CBO and did not want to send their children to the program.



Deliverable 4: Review and assessment of the quality and completeness of local program-level annual evaluation reports

MI is contracted to conduct a review of local Annual Evaluation Reports (AERs) for approximately 20% of all programs each year, with the goal of reviewing at least one AER for all, or almost all, programs over the course of the five year contract. To encourage consistency in reporting across programs, NYSED has agreed to require local evaluators to conform their AER reports to a template created by MI. Each year, MI confers with the local evaluators, as well as NYSED, to discuss the usefulness of the AER template and the review process, and determine whether any modifications of the process are warranted. Because of the timing of when the AERs are due, during MI's fourth contract year, updating the AER review protocols, and actual review of the Year 3 AERs, began in fall 2020, while updating of the Year 4 AER template took place in spring 2021. The Year 4 AER Template is shown in Appendix VIII.

For the Year 3 AERs, several changes had been made to the report template, to reflect the impacts of the COVID-19 pandemic on the programming and evaluation processes. Details of these changes were discussed in MI's aforementioned quarterly report for Year 4, Quarters 1-2.

Because AERs are due by September 30 of each year for the preceding program year, MI's current statewide report addresses findings from the Year 3 AERs, based on reviews that took place beginning in the fall of Year 4.

Reviewing the Year 3 AERs

Updating the Year 3 AER Review Process

In fall 2020, as soon as most of the Year 3 AERs had been submitted, MI began work on updating our internal review protocol. MI altered our internal review protocol slightly for the Year 3 reports, in order to identify specific examples – both positive and negative – that could be more easily shared with programs and evaluators. The updates were designed to ensure that the reviews aligned with the changes that would be reflected in these reports resulting from the pandemic, which had first emerged the prior spring, just before evaluators began writing the reports; as well as to capture other improvements identified through the prior year's reviews.

Some of the modifications to streamline the review process were identified and agreed upon internally by MI staff, while those affecting the content of the reviews were submitted for approval by NYSED. Aside from internal modifications designed to streamline the process, approved changes impacting the content of reported findings included the following:

- Focusing on the following research questions:
 - Quality of Performance Indicators (PIs)
 - Appropriateness of assessments for measuring objectives

- Relevance of PIs to assess success of activities
- Accuracy of interpreting and reporting of outcomes
- Including an option to interpret reported PI outcomes as “Not measured due to pandemic constraints”
- Providing a more detailed review of the types of fidelity assessed at site visits
- Explicit recognition that spring 2021 point of service observations, if possible, would likely be modified
- Disaggregating the reviews of Conclusions & Recommendations to include focus on
 - Status of prior year’s recommendations
 - Recommendations from current year
 - Strategies to ensure that evaluation helped inform program improvement
 - Impacts of implementing recommendations

Review of the Year 3 AERs and Presentation of Findings

Once all Year 3 evaluation reports were submitted, MI conferred with NYSED to determine whether there were any projects with previously reviewed AERs that warranted a second review. There being none for which NYSED wanted a second review, MI again selected a sample for review from among those projects that had not been reviewed previously, using the same selection criteria as in past years.

The results of the AER Reviews are usually presented at the Spring Symposium, but this year MI decided to take a slightly different approach with our presentation. Instead of a specific focus on the strengths and weaknesses of Year 3 AER Reports, MI pulled out the top-level findings from our review and included them in a wider-themed presentation for the June 2021 symposium titled “How to Best Use Evaluation to Benefit Your Program.” This presentation covered three main areas of findings, many of which were derived directly from the AER reviews:

- **Strategies for Collaboration:** Participatory evaluation requires active collaboration between programs and evaluators around program fidelity, interpretation of evaluation results, and ensuring that performance indicators are clearly defined and that assessments are appropriate.
- **Adaptive Practices:** Recognizing the ongoing challenges of the pandemic, MI discussed ideas for adapting practices around participation, social emotional learning, and how to respond to a lack of evaluation data.
- **Strategies for Using Evaluation Findings:** Evaluation findings and reports are meant to be tools for learning and not an end in themselves, and questions should always follow about what worked or could work better, both in the program itself and in the evaluation process.

Further detail about the AER Review results were presented at the Local Evaluation Networking Meeting on August 11, 2021, and are discussed under Deliverable 6.

Providing Guidance on Year 4 AER Reporting

At the same time that MI was working on reviewing and summarizing findings from the Year 3 AERs, we were also reviewing the prior year AER template, engaging in conversations with the Evaluation Network (including any program staff that wanted to participate) and NYSED about what updates to the template might be beneficial. Among proposed modifications, those that eventually received consensus, and approval from NYSED, included the following:

- Explicit recognition of how profoundly the programs they would be reporting on were disrupted by the COVID-19 pandemic
- A note in the instructions encouraging evaluators to use the “Explain” column in the Evaluation Plan & Results table to note any specific challenges related to COVID-19
- New options of “Not measured due to Pandemic” and “Not met due to pandemic” were added for reporting the status of performance indicators
- The addition of a row in the Evaluation Plan & Results table to list all relevant activities for each Program Objective, which helped to streamline the table
- A reminder to include “challenges encountered due to the pandemic” in the comments under each Objective
- A note in the section on site visits to include virtual observations in reporting results
- A new option for programs to submit a Theory of Change (ToC) model in place of a Logic Model



Deliverable 5: Provide guidance to NYSED on transition to a state-level data collection and reporting system

Throughout Year 4 of the current funding round, MI continued to provide ongoing support for the roll-out of the new EZReports system, working closely with NYSED and the data vendor to ensure that it performed all functions needed to support data recording and analyses required of sub-grantees by the federal Government Performance and Results Act, as well as state-wide objectives and reporting requirements. MI staff supported the training of local evaluators using the system, responding to their questions and concerns, and conveying these concerns to NYSED and Thomas Kelly Systems Associates (TKSA) as needed.

Customizing EZReports for New York State

MI worked closely with NYSED in identifying system customizations that were needed to perform functions that were unique to the needs of the New York State program, and negotiating and prioritizing customizations as needed. Specific customizations were discussed in greater detail in the quarterly report for Year 4, Quarters 1-2. Additional customizations are continually discussed among MI, the State Coordinator and TKSA. MI plays a key role in helping to define the specifics of each customization, contributes to considerations of how highly each one should be prioritized, and tests the function of each customization after it is implemented.

Among the types of customizations obtained were creation of new reporting options, additional data validation rules, and modifications of how some data were reported. A summary of the most significant customizations that were implemented during Year 4 is provided in Appendix IX.

Quality Control of EZReports Data

In addition to testing all customizations of the system, as discussed under Deliverable 1 above, MI performed periodic quality control of the data recorded in EZReports during Year 4. Reports showing distributions of missing or invalid data were shared with Resource Centers and NYSED at several points during the year. These reports provided supplemental information to the “Data Check” functions that are built into EZReports, all of which is designed to help inform programs’ efforts to ensure complete and accurate records.

In spite of these efforts, it was discovered that there remained substantial amounts of missing data – particularly student demographics – after the end of the 2020-21 program year. This gap was likely a result of a combination of two conditions. First, the EZReports system allows Program Directors to “approve” an exception (such as missing data) from the system’s Data Check report, resulting in a report that no longer highlights the fact that data are missing. In addition – while it may be inevitable that there will occasionally be some unretrievable data – NYSED had not established a clear policy about expectations for programs to obtain and document as much of these data as possible. MI continues to work with NYSED and the Resource Centers to establish a clearer process for responding to these findings throughout the year, and stronger policies regarding how much missing data is acceptable.

Monitoring Program Staff's Comfort with EZReports

In addition to helping state and Resource Center staff monitor the accuracy and completeness of data in EZReports, MI periodically surveys users to determine their level of comfort using the system. Recognizing that it is a complex and powerful system with a steep learning curve, responses from the field seem to indicate that local program staff are growing more adept with the system.

MI administers webinar assessment surveys following each training session provided by the Resource Centers. Survey responses from the initial EZReports training session conducted in November 2020 indicated that participants found the presentation to be clear and informative, but were frustrated that the large amount of information presented required more time to absorb, and that it was not presented before setup for the 2020-21 programs had started.

By the time the Program Director survey was administered in November 2021, however, more than half (54%) of respondents were mostly or very satisfied with the support they receive from Thomas Kelly Software Associates, including resources built into the EZReports application. Much of this increase in comfort with the system can be attributed to ongoing, direct supports from the Resource Centers, prompt and individualized responsiveness from TKSA to support ticket requests, and program staff having spent additional time working with the system – all of which are mutually reinforcing.

Nevertheless, as of November 2021, a fourth (25%) of responding Program Directors remained unsatisfied with this support. MI continues to assess participants' perceptions of additional training opportunities that are still being provided, and will continue to send findings from these assessments to NYSED and RC staff as they are available.

Strengths of EZReports

The transition to the use of EZReports as the statewide data documentation and reporting system has encountered quite a few substantial challenges. After preliminary discussions with MI during Year 1 about characteristics that would be desirable for a vendor, the State got a late start on moving the process forward. The preparation, internal review, and distribution of the highly technical Request for Proposals used to identify a vendor, followed by the vendor selection process, was an extremely time consuming process. Since EZReports was ultimately not ready for roll out until the fourth year of a five-year funding period, there was a sense of urgency in getting it off the ground, whereas hindsight made clear (and quite a few program staff and evaluators commented) that a pilot implementation phase – where programs could still fall back on their previous data systems while learning the new one – would have been preferable. As a result of this rapid roll-out, users had to learn the system as they were setting up their actual program records – “building the plane while flying it.” Even aside from these early missteps, EZReports is a very deep, complex and powerful data warehousing and reporting system that has a steep initial learning curve. Navigating this curve while sub-grantees were setting up their programs presented yet another challenge.

Despite all of these challenges, however, as users at all levels become more adept at using the system, it is emerging as a very valuable tool. Among just a few of the particular strengths of the system, and the team that is supporting it, are the following:

- Splash screens that are seen upon initial login are set up at key times to remind users about time-sensitive tasks, such as transitions to the updated system when GPRA requirements changed, and at the beginning of a new project year.
- The system includes a very detailed, built-in support page that includes the following features:
 - a list of email and telephone support contacts, including direct access to TKSA, NYSED, and Resource Center staff
 - a user guide and highly focused training videos on scores of topics – all of which are keyword searchable;
 - a Support Ticket system that maintains records of the status of, and solutions to all support requests, which are always responded to very promptly, individually and in detail;
 - a detailed FAQs list, addressing both generic questions as well as those specific to NYS, with the latter being continually updated in follow-up to Q&A meetings held with NYS staff.
- Deep linkages among the numerous system screens allow for generating a wide variety of reports that enable users to explore their data for a multitude of purposes.
- TKSA provides all State and Resource Center personnel direct phone and email access to two knowledgeable, technically competent and highly responsive staff, including the Thomas Kelly Vice President and an EZReports Account Manager.

Although EZReports has only very recently performed its first end-of-year statewide APR data upload for New York State, there is already evidence that the efforts to bring this system online have been fruitful. As MI has been cleaning the participant records from the first four years and working with the SIRS office to verify student ID codes in preparation for analyses of statewide objectives, the difference in quality of the Year 4 data set from EZReports compared with the first three years is unmistakable.



Deliverable 6: Provide support to local program evaluators

MI's charge to review and report findings on AERs, per Deliverable 4, is a central component of our efforts to support local program evaluators. Together, these deliverables are intended to help raise the quality of 21st CCLC program evaluation at the local level. Because part of the state's philosophy for raising evaluation quality includes participatory evaluation, MI also extends guidance to Program Managers as part of this effort.

Technical Assistance for Local Evaluators

One of the primary strategies used to support the local evaluation process is through technical assistance sessions (open to program staff as well as evaluators), and facilitating two-way communications with local evaluators through emails, phone calls, and open-invitation listening sessions, all conducted through the NYS Evaluation Network. Following is a summary of such meetings that took place during the 2020-21 program year.

Evaluation Networking Meeting, July 16, 2020

This session, which was delayed in part due to the emergence of the COVID-19 pandemic, presented highlights of strengths and challenges based on findings from MI's reviews of the Year 2 Annual Evaluation Reports (which would normally have been presented during Year 3). This meeting was described in more detail in the Year 3 State Annual Evaluation Report.

Evaluator Listening Session, December 10, 2020

MI hosts "listening sessions," open to all local evaluators, normally at least once a year, or as needed depending on circumstances. Although the agenda will sometimes include a topic on which NYSED and/or MI consider it important to obtain feedback from evaluators, for the most part the conversations focus on topics requested by the evaluators themselves, in response to an informal survey preceding the session.

Topics for the December listening session included the following:

- Modifying Performance Indicators (PIs). Are such modifications acceptable, or desirable? Under what circumstances? Will it trigger a Risk Assessment?

MI clarified that modifications are in fact desirable when the original PI is poorly written, or when a change in circumstances renders it less relevant. MI advised NYSED that such modifications represent an improvement in the program and should not be counted as a Risk Assessment trigger, to which NYSED agreed.

- Working with EZReports. Concerns included:
 - Concerns about reflecting hours of participation in one-on-one activities. One of the NYC evaluators described a solution that the NYC TARC had approved.

- Taking attendance at the activity level. The state had decided to require this because it will facilitate more granular, and more meaningful, impact analyses.
 - Use of scanners to facilitate attendance. How and when they can be used, which ones to use, where to find them.
 - Apparent reporting errors in EZReports. Several of these concerns were brought to TKSA's attention and have since been clarified or corrected. MI emphasized that users should always check EZReports' various support resources (discussed under Deliverable 5). If they cannot find it there and the Resource Center is unable to resolve a problem, they should raise concerns through a Support Ticket, which results in very prompt responses from TKSA.
 - Evaluators' access to EZReports to help support data entry. Some had the impression that they were unable to access the data entry interface, or some of the functions, that their Program Director or Site Coordinators needed, limiting their ability to lend support. It was pointed out that the Program Director has the ability to grant the evaluator access to any of these functions. Evaluators' role in these efforts highlights the importance of collaboration between Program Directors and evaluators.
- Conducting and evaluating virtual learning. MI and all participating evaluators shared ideas for making virtual learning and virtual observations more effective. Participants were also referred to the recording of the prior day's webinar facilitated by The Leadership Program, "Making Remote Irresistible," which was very well received. (See summary under Deliverable 2, above.)
 - Concerns about enrollment losses. Participants shared concerns about the possibility of meeting enrollment targets during the ongoing pandemic and shut-downs. Both participants and MI staff shared ideas and strategies for strengthening participation; but MI also acknowledged the reality of the problem, and confirmed that NYSED was also acutely aware of it.
 - Implementing the Teacher Survey. The necessity of collecting achievement outcomes through a spring teacher survey, owing to the cancellation of testing and inconsistency of grading, was discussed. The conversation surfaced ideas about other academic assessments available to some programs (which would need to be used in addition to the teacher survey), as well as certain phrasing and formatting suggestions for the survey itself, such as the fuzzy distinction between "homework" and "schoolwork" for virtual instruction.

Conveying Concerns about EZReports

In follow-up to the issues raised during the December 2020 listening session, MI acted as a conduit, conveying concerns to NYSED throughout the remainder of the year about EZReports problems. As a result, several of the problems with EZReports (e.g., tracking ad hoc activities, aligning results between count and list reports), were either corrected or clarified for users.

Conveying Concerns about Enrollment

Additional follow-up from the December listening session pressed the issue of ongoing concerns about difficulties meeting enrollment targets during the pandemic. Advocacy from Elizabeth Whipple, with the support of multiple anecdotes reported from the field, ultimately resulted in obtaining clearance to have the enrollment targets waived – for a single year only – as a consideration for budget approval.

Presentation on Using Evaluation, Spring Symposium, June 2, 2021

As discussed under Deliverable 4 above, MI facilitated a presentation at the June 2021 statewide symposium titled “How to Best Use Evaluation to Benefit Your Program.” This presentation encouraged participatory evaluation by addressing both program staff and evaluators, discussing explicit strategies – relevant to the responsibilities of both groups – for collaboration and for practical application of their evaluation results.

Evaluation Networking Meeting, August 11, 2021

The August networking meeting included findings from MI’s reviews of the Year 3 Annual Evaluation Reports. The meeting was also used to introduce evaluators to the newly-developed Progress Brief, which summarizes Program Directors’ individual Mid-year Reports.

- **Year 3 AER Reviews.** In addition to the June 2021 presentation on using evaluation for program improvement (see Deliverable 4), further detail about the findings from the Year 3 AER reviews were presented at the August 2021 Networking Meeting. These highlights included the following:
 - Strengths in reporting and evaluation design, including:
 - Clarity of writing;
 - Acknowledgement of challenges as well as strengths;
 - Actionable and practical recommendations;
 - Use of multiple measures; flexibility in use of proxy measures (including in-person or remote observation), and in reporting at least partial results wherever possible;
 - Varied communication channels;
 - Strengths in design and assessment of objectives;
 - Substantial success accessing sites for program observations, despite closures; and
 - Universal focus on fidelity.
 - Opportunities for improvement, including clearer definition of performance indicators, and insuring they are written to assess change.
 - Acceptability of changing objectives and PIs with a modification.

- The value of transparency in reporting how the pandemic disrupted programming and evaluation
- **Progress Brief.** NYSED has long required each Program Director to prepare a Mid-year Report (MYR) in the early spring of each year, based on completion of an extensive online survey obtaining detail on many aspects of program practices and implementation status. Collectively, these annual MYRs provided an abundance of rich information about the local 21st Century programs throughout New York State. While individual reports were useful to each program, collectively they represented a knowledge bank that was too vast to synthesize. MI suggested to NYSED that the data from these reports could be aggregated and summarized in a single report that could provide valuable information about statewide trends. During the 2019-20 and 2020-21 program years, MI provided substantial support to help NYSED conceptualize and develop reports that accomplished just that.

The relevance of these briefs, which enable individual sub-grantees to see their programs in the context of statewide trends and takeaways, was discussed with program staff at the June 2020 symposium. However, in the ongoing effort to encourage and support participatory evaluation, MI realized that it would be equally important to bring these reports to the attention of local evaluators. During the August Networking Meeting, MI staff familiarized evaluators with the progress brief, and highlighted specific components that could be of particular value to participatory evaluation. These included sections (derived from the MYRs) about the partnership with the evaluator, assessment of fidelity of implementation, and strategies to strengthen stakeholder engagement and collaboration with school day staff.

Program Directors' Relationships with their Evaluators

As discussed under Deliverable 2, the fall 2021 Program Director survey included several questions about their perceptions of their relationships with their evaluators. When reviewing these results, it is important to remember that the overall response rate was modest, representing just under three-fifths of all programs, including only 43% of New York City programs. Results should therefore be interpreted with caution, and results specific to New York City should not be assumed to be representative.

- The vast majority of respondents reported being Mostly or Very Satisfied with all aspects of their relationships with their evaluators during the 2020-21 program year.
 - Almost all respondents (89%) who were in their current role prior to Year 4 reported that their satisfaction had at least remained the same since prior years, including about one-fifth (21%) who said it had improved.
 - Only a handful of respondents (12%) had entered a contract with a different evaluator since this cycle began. This was too few to support an analysis of Directors' changes in satisfaction under their new evaluator while still maintaining confidentiality.

These survey results indicate a high level of satisfaction with evaluation services among Program Directors. This is an encouraging finding. At the same time, however, it should be noted that this satisfaction reflects a combination of the quality of evaluation services provided, and the level of expectations for evaluation services on the part of program staff. MI believes that our responsibility

for continually raising the quality of evaluation requires raising expectations as well as supporting evaluation activities.

APPENDICES

Appendix I: Detailed “Focus Categories” to Define Activities¹

Academics
Tutoring
ELLs/MLLs support
ELA/Reading/Literacy Enrichment/Support
Social Studies Enrichment/Support
Science Enrichment/Support
Technology/Computer Skills/Application
Engineering Skills/Application
Mathematics Enrichment/Support
STEM Enrichment/Support
English as a New Language
New Language for English Speakers
Homework Help

Arts
Visual Arts
Performing Arts (Theatre/Drama, Music, Dance, Poetry)
Arts and Crafts
Other Arts (Digital Arts, Culinary, Cosmetology, Fashion, etc.)

College / Career Readiness
Career exploration, entrepreneurship, job skills
College prep - exploration/applications
Community/Service Learning

Recreation / Health
Health & Wellness, Hygiene
Fitness & Nutrition
Physical recreation/sports

Counselling/Character Education/Social Emotional Wellness
Violence Prevention
Alcohol & Drug Prevention
Youth leadership, Student Voice
Self Esteem, Mentoring, Teen Pregnancy Prevention, Truancy Prevention
Peer Counselling/Discussion Group
Bullying & Internet Safety
Other Counselling

¹ For multi-disciplinary activities, programs can select up to three categories for each activity. If more than one category is selected, they are required to provide an estimate of what proportion of time the activity focuses on each.

Appendix II: New York State Spring 2021 Teacher Survey²

² The format and instructions for this survey were modified to accommodate distribution through EZReports.

Appendix III: Data Problems Limiting Analyses for Years 1 - 4

Anticipated problems resulting from impacts of the COVID-19 pandemic

- Any longitudinal study spanning the first four years of Round 7 would be compounded by dramatic changes in 21CCLC programming, day school activities, and student motivation resulting from the COVID-19 pandemic and associated school closures from spring 2020 through summer 2021.
- No state testing was conducted during spring 2020
- State testing in spring 2021 was abbreviated, excluding the performance assessment portion of the tests
- The proportion of eligible students tested in spring 2021 is believed to be very low, which would result in severely biased findings.
- Aside from test results, other outcomes (such as attendance, graduation, and credit accumulation) from the 2019-20 and 2020-21 school years would also be severely biased because of the likelihood of highly inconsistent data availability.

Problems revealed by MI's data reviews

- Student ID codes were invalid, or missing entirely, for a substantial proportion of participants in each year.
- SIRS' process for validating student ID codes provided by the programs only confirms that the NYSSIS code exists, or that the NYSSIS code corresponding to a local ID code exists in the same district; it does not necessarily confirm that the ID code represents the same student.
- Because only a very small proportion of Round 7 participants participate for multiple years, the vast majority representing only a couple of grades, a longitudinal analysis would not be representative of the program statewide.
- Even in normal years, no alignment study is conducted to make scores on NYS ELA and math tests comparable from year to year. NYSED addresses this limitation by reporting student growth percentiles (SGPs) which rank each student against their peers; however, NYSED has not yet decided whether SGPs will be calculated for spring 2021.
- Even in normal years, uneven rates of parental opt-outs from testing introduces additional potential bias to any analyses using NYS standardized tests.

Appendix IV: Webinar Survey

NYS 21st CCLC [Webinar Title] Webinar [Date]

Webinar Evaluation Survey

**** Note: Throughout the survey, if you need to go back to the previous page, use the "BACK" button located at the bottom of the page.** **Do not use your browser's "BACK" button ****

1. Please indicate your role in the 21st CCLC program.*

- Project Director/Program Manager
- Program Financial Officer
- Site Coordinator
- Program Evaluator
- Other (please specify):

2. What is your affiliation?

- CBO
- District/Municipality
- School
- College/University
- Evaluation firm
- Other (please specify):

3. What grade levels does your program serve? (Check all that apply; if you are working with multiple programs, indicate the grade levels of all programs you work with.) (check all that apply)*

- Early elementary (pre-K through 3rd)
- Late elementary (4th through 6th)
- Middle school
- High school
- Other (please specify):

4. In what region(s) is(are) the program(s) you work with located? (Check all that apply)*

- New York City
- Rest of State

Ratings of Webinar Presentation

5. Please rate the extent to which the presenter(s) exhibited the following qualities, using the indicated scale.

a) The presentation provided me with knowledge, skills and/or strategies that are relevant to my need to ***adapt my practice to school shut-downs and other conditions resulting from the COVID-19 pandemic, as well as virtual activities in general.***

- Not at all***
- To a small extent***
- To a moderate extent***
- To a great extent***

b) The presentation provided me with knowledge, skills and/or strategies that are relevant to my need to ***adapt my practice to the need for social-emotional healing and closing the gap.***

- Not at all***
- To a small extent***
- To a moderate extent***
- To a great extent***

6. Overall, to what extent did this webinar possess the following characteristics?

	<i>Not at all</i>	<i>To a Small Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
a) The webinar was well organized, and included adequate time and structure for sharing and questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) The goals of the webinar were clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) The goals of the webinar were achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) The webinar was engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) The webinar provided me with knowledge, skills, resources and /or strategies that <i>will help my practice.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8) What did you like best about this webinar?

9) What, if anything, could have been improved in this webinar?

You are almost done!

When you are done, CLICK THE **SUBMIT** BUTTON TO SEND YOUR RESPONSES.

Thank you for your time!

Appendix V: Symposium Survey

NYS 21st CCLC Virtual Symposium June 2, 2021

Symposium Evaluation Survey

**** Note: Throughout the survey, if you need to go back to the previous page, use the "BACK" button located at the bottom of the page.** **Do not use your browser's "BACK" button ****

1. Please indicate your role in the 21st CCLC program.*

- Project Director/Program Manager
- Program Financial Officer
- Site Coordinator
- Program Evaluator
- Other (please specify):

2. What is your affiliation? *

- CBO
- District/Municipality
- School
- College/University
- Evaluation firm
- Other (please specify):

3. What grade levels does your program serve? (Check all that apply; if you are working with multiple programs, indicate the grade levels of all programs you work with.) (check all that apply)*

- Early elementary (pre-K through 3rd)
- Late elementary (4th through 6th)
- Middle school
- High school
- Other (please specify):

4. In what region(s) is(are) the program(s) you work with located? (Check all that apply)*

- New York City
- Rest of State

Ratings of General Session Presentations

5. For each of the General Session presentations listed below, please rate the extent to which the presentation exhibited the following qualities, using the indicated scale.

5.1) NYS Education Department Updates

a) The presentation provided me with knowledge, skills and/or strategies that are relevant to my need to ***adapt my practice to school shut-downs and other conditions resulting from the COVID-19 pandemic, as well as virtual activities in general.***

- Not at all***
- To a small extent***
- To a moderate extent***
- To a great extent***

b) The presentation provided me with knowledge, skills and/or strategies that are relevant to my need to ***adapt my practice to the need for social-emotional healing.***

- Not at all***
- To a small extent***
- To a moderate extent***
- To a great extent***

c) The presentation provided me with knowledge, skills and/or strategies that are relevant to my need to ***adapt my practice to the need for closing the achievement gap that has expanded as a result of the pandemic.***

- Not at all***
- To a small extent***
- To a moderate extent***
- To a great extent***

d) The presentation provided me with knowledge, skills and/or strategies that are relevant to my ***practice in general***

- Not at all***
- To a small extent***
- To a moderate extent***
- To a great extent***

5.2) Statewide Evaluator Updates (Measurement Incorporated): Using Evaluation to Benefit your Program

a) The discussion provided me with knowledge, skills and/or strategies that are relevant to my need to ***adapt my practice to school shut-downs and other conditions resulting from the COVID-19 pandemic, as well as virtual activities in general.***

- Not at all***
- To a small extent***
- To a moderate extent***
- To a great extent***

b) The presentation provided me with knowledge, skills and/or strategies that are relevant to my need to ***adapt my practice to the need for social-emotional healing.***

- Not at all***
- To a small extent***
- To a moderate extent***
- To a great extent***

c) The presentation provided me with knowledge, skills and/or strategies that are relevant to my need to ***adapt my practice to the need for closing the achievement gap that has expanded as a result of the pandemic.***

- Not at all***
- To a small extent***
- To a moderate extent***
- To a great extent***

d) The discussion provided me with knowledge, skills and/or strategies that are relevant to my ***practice in general***

- Not at all***
- To a small extent***
- To a moderate extent***
- To a great extent***

5.3) TARCs: Five Years in Review

a) The discussion provided me with knowledge, skills and/or strategies that are relevant to my need to ***adapt my practice to school shut-downs and other conditions resulting from the COVID-19 pandemic, as well as virtual activities in general.***

- Not at all***
- To a small extent***
- To a moderate extent***
- To a great extent***

b) The presentation provided me with knowledge, skills and/or strategies that are relevant to my need to ***adapt my practice to the need for social-emotional healing.***

- Not at all***
- To a small extent***
- To a moderate extent***
- To a great extent***

c) The presentation provided me with knowledge, skills and/or strategies that are relevant to my need to ***adapt my practice to the need for closing the achievement gap that has expanded as a result of the pandemic.***

- Not at all***
- To a small extent***
- To a moderate extent***
- To a great extent***

d) The discussion provided me with knowledge, skills and/or strategies that are relevant to my ***practice in general***

- Not at all***
- To a small extent***
- To a moderate extent***
- To a great extent***

6. Please answer the following questions considering the symposium as a whole.

	<i>Very Satisfied</i>	<i>Mostly Satisfied</i>	<i>Somewhat Satisfied</i>	<i>Neutral</i>	<i>Somewhat Dissatisfied</i>	<i>Mostly Dissatisfied</i>	<i>Very Dissatisfied</i>
a) General registration process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Adequacy of your web connection to enable you to participate effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Opportunities to be heard in a virtual environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Opportunities to connect with others in a virtual environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Extent to which you felt engaged in the activities and sessions overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Extent to which the Symposium was well organized, and included adequate time and structure for questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Overall satisfaction with the Symposium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Overall, what did you find most valuable about this symposium?

8. Overall, what could have been improved?

9. What are your suggestions for future professional development?

You are almost done!
When you are done, CLICK THE SUBMIT BUTTON TO SEND YOUR RESPONSES.
Thank you for your time!

Appendix VI: Webinar Session Observation Checklist

GENERAL SESSION OBSERVATION CHECKLIST*

SESSION BACKGROUND INFO

Date	
Observer	
Conference	
Presentation Title	
Name of presenter/s	

CONTENT

Key Themes & Messages <i>As stated by the presenter/facilitator</i>	Coherence <i>To what extent did the content seem aligned with the overall conference agenda and relevant priorities for participants (identify priorities, if possible)</i>
1	
2	
3	
4	

DELIVERY: Describe specific demonstrations of the presenter's preparedness, skills & ability to engage the audience. Focus on aspects of the delivery that stood out. Use the examples below as prompts.

Examples	Aspects of the Presenter's delivery that stood out
<ul style="list-style-type: none"> ✓ Presenter's voice was clear and audible ✓ Presenter moved around the room or used other effective non-verbal communication techniques to capture the attention of the audience ✓ Presenter demonstrated awareness of time limits and paced the presentation accordingly ✓ Presenter demonstrated deep knowledge and command of the material ✓ Presenter demonstrated cultural competence ✓ Presentation materials (handouts, PowerPoint slides) were relevant and of high quality ✓ Presenter incorporated appropriate interactive/ hands-on methods to engage with the material, if applicable (e.g., role play, small group activities) ✓ Presenter frequently asked questions to engage the audience and to check for understanding ✓ Presenter encouraged trainees to ask questions and provided clear answers 	

*RC Performance Indicator 1.1B(4): General Session themes and messages demonstrate coherence and consistency with NYSED program objectives and policies; lead presenters demonstrate requisite skills and preparedness, and work to engage participants when appropriate.

Appendix VII: Program Director Survey Summary Report

Fall 2021 Program Director Survey Summary

(N=63; Response Rate=64% of Program Directors, 77% of Programs)

Survey instructions:

Thank you for completing this survey. Be assured that the information you provide will be treated confidentially; neither you nor your district, school(s), CBO or evaluator will be identified with any response. You can skip any questions you do not wish to answer, but please answer as candidly as possible.

Please submit your survey by **Monday, November 15, 2021.**

** Required items*

BACKGROUND INFORMATION

1. Please indicate your 4-digit grant number below (Remember that your responses will remain confidential). If you are affiliated with more than one grant, please list ALL grant numbers here, and complete the remainder of the survey to reflect all grants. *
2. Who was the recipient of your current (Round 7) 21st CCLC grant(s)? *
 - 32 (50.8%) CBO
 - 32 (50.8%) District/LEA

3. In which regions is (are) your program(s) located? *

25 (39.7%)	NYC
38 (60.3%)	Rest of State

4. What is your primary affiliation?

30 (47.6%)	CBO
23 (36.5%)	District/LEA
10 (15.9%)	School

5. What is your title? *

49 (77.8%)	Program Director/Manager/Coordinator
0 (0.0%)	Community School Director
6 (9.5%)	Site Coordinator/Manager/Director
6 (9.5%)	CBO Director/President
2 (3.2%)	Other Program Staff (please specify)

6. When did you begin serving in this role for your current 21st CCLC Program? *

12 (19%)	Prior to Round 7
21 (33%)	During Round 7, Year 1 (2017-18)
9 (14%)	During Round 7, Year 2 (2018-19)
13 (21%)	During Round 7, Year 3 (2019-20)
8 (13%)	During Round 7, Year 4 (2020-21)

7. What is this grantee organization’s experience with 21st CCLC programs?

- 13 (21.0%)** New to 21st CCLC (as of Round 7)
- 49 (79.0%)** Previous experience with 21st CCLC programs (prior to Round 7)

SUPPORTS FROM YOUR RESOURCE CENTER

8. Which of the following Resource Center sessions did you -- and/or any other program staff from your 21st CCLC program(s) (other than your evaluator) -- attend during Year 4 (2020-2021)? (Check all that apply)^(a)

Sessions	You Attended	Other Staff Attended
a) Year 4 Kickoff Webinar (11-12-20)	51 (94.4%)	16 (29.6%)
b) EZReports Webinar (11-18-20)	45 (83.3%)	21 (38.9%)
c) New Program Manager Webinar (12-2-20)	21 (61.8%)	17 (50.0%)
d) Online Practices Webinar (12-9-20)	25 (67.6%)	18 (48.6%)
e) Trauma Response Webinar (12-16-20)	24 (64.9%)	22 (59.5%)
f) Creativity, Self-Care & Healing Webinar (5-5-21)	24 (68.6%)	17 (48.6%)
g) Culturally Responsive Pedagogy Webinar (5-12-21)	27 (65.9%)	22 (53.7%)
h) Building Back Together Webinar (5-19-21)	34 (82.9%)	16 (39.0%)
i) Program Sustainability Webinar (5-26-21)	39 (81.3%)	15 (31.3%)
j) Spring 2021 Virtual Symposium (6-2-21)	47 (85.5%)	20 (36.4%)

^(a) Percents represent proportions of respondents. Data are re-analyzed in the annual report to reflect proportions of grants represented.

9. Has/Have your program(s) received an onsite or virtual Monitoring Visit or other technical assistance from your Resource Center since the Round 7 program began? (Check all that apply)

a) Received a monitoring visit?

2017-18 Program Year:	19 (35.2%)	Yes	18 (33.3%)	No	17 (31.5%)	Not sure
2018-19 Program Year:	28 (50.0%)	Yes	15 (26.8%)	No	13 (23.2%)	Not sure
2019-20 Program Year:	25 (46.3%)	Yes	23 (42.6%)	No	6 (11.1%)	Not sure
2020-21 Program Year:	25 (46.3%)	Yes	26 (48.1%)	No	3 (5.6%)	Not sure

b) Received other TA visit?

2017-18 Program Year:	7 (11.9%)	Yes	30 (50.8%)	No	22 (37.3%)	Not sure
2018-19 Program Year:	7 (12.3%)	Yes	32 (56.1%)	No	18 (31.6%)	Not sure
2019-20 Program Year:	11 (19.3%)	Yes	35 (61.4%)	No	11 (19.3%)	Not sure
2020-21 Program Year:	6 (10.2%)	Yes	42 (71.2%)	No	11 (18.6%)	Not sure

c) Any other TA not involving a site visit?

2017-18 Program Year:	3 (5.2%)	Yes	33 (56.9%)	No	22 (37.9%)	Not sure
2018-19 Program Year:	7 (11.9%)	Yes	32 (54.2%)	No	20 (33.9%)	Not sure
2019-20 Program Year:	12 (20.7%)	Yes	34 (58.6%)	No	12 (20.7%)	Not sure
2020-21 Program Year:	18 (31.6%)	Yes	31 (54.4%)	No	8 (14.0%)	Not sure

10. If you received any onsite or virtual Monitoring Visits at any time between June 2017 and August 2021, please rate the following:

	Very Satisfied (7)	Mostly Satisfied (6)	Somewhat Satisfied (5)	Not Important (4)	Somewhat Dissatisfied (3)	Mostly Dissatisfied (2)	Very Dissatisfied (1)	Not Applicable	MEAN
a) Clarity of expectations for being in compliance prior to the visit, including prior opportunity to review the Site Monitoring Visit (SMV) report template.	41 (69.5%)	11 (18.6%)	5 (8.5%)	1 (1.7%)	1 (1.7%)	0 (0.0%)	0 (0.0%)	--	6.53
b) Adequacy with which the RC helped you prepare for the visit (e.g. purpose, agenda, needed document preparation).	38 (65.5%)	13 (22.4%)	5 (8.6%)	1 (1.7%)	1 (1.7%)	0 (0.0%)	0 (0.0%)	--	6.48
c) Adequacy during the visit of document review and program walk-through in alignment with the expectations as outlined in the SMV, and in reflecting your program's progress.	39 (68.4%)	12 (21.1%)	5 (8.8%)	1 (1.8%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	--	6.56
d) Clarity of communications about what you needed to <i>change</i> to be in compliance.	39 (67.2%)	14 (24.1%)	2 (3.4%)	2 (3.4%)	1 (1.7%)	0 (0.0%)	0 (0.0%)	--	6.52
e) Timeliness of RC's submitting report for your review.	38 (65.5%)	12 (20.7%)	5 (8.6%)	2 (3.4%)	1 (1.7%)	0 (0.0%)	0 (0.0%)	--	6.45
f) Adequacy of RC's support in helping you develop an action plan for follow-up.	40 (67.8%)	8 (13.6%)	6 (10.2%)	2 (3.4%)	1 (1.7%)	1 (1.7%)	1 (1.7%)	--	6.31
g) Flexibility of RC's expectations at any monitoring conducted during the pandemic.	35 (59.3%)	9 (15.3%)	4 (6.8%)	1 (1.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	10 (16.9%)	6.59

10. h) What were the most useful aspects of the Monitoring Visit(s)?

[See comments in Appendix]

10. i) What could have been improved in these Monitoring Visits?

[See comments in Appendix]

11. If you have received other TA (besides monitoring visits) since June 2017, please rate the following:

	Very Satisfied (7)	Mostly Satisfied (6)	Somewhat Satisfied (5)	Not Important (4)	Somewhat Dissatisfied (3)	Mostly Dissatisfied (2)	Very Dissatisfied (1)	Mean
a) RC's understanding of the reason(s) for your program's need for Technical Assistance.	13 (68.4%)	4 (21.1%)	1 (5.3%)	0 (0.0%)	1 (5.3%)	0 (0.0%)	0 (0.0%)	6.47
b) RC's focus on your program's priorities in response to your needs.	12 (63.2%)	5 (26.3%)	1 (5.3%)	0 (0.0%)	1 (5.3%)	0 (0.0%)	0 (0.0%)	6.42
c) RC's recommendations were actionable, feasible and useful.	11 (57.9%)	6 (31.6%)	2 (10.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6.47
d) RC provided follow-up as needed.	10 (52.6%)	9 (47.4%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6.53

11. e) What were the most useful aspects of this TA?

[See comments in Appendix]

11. f) In what ways could this TA have been improved?

[See comments in Appendix]

12. Considering all conferences, workshops, materials, professional development and technical assistance that you have received from your Resource Center since the program began, please rate your satisfaction with the following aspects of these supports:

	Very Satisfied (7)	Mostly Satisfied (6)	Somewhat Satisfied (5)	Not Important (4)	Somewhat Dissatisfied (3)	Mostly Dissatisfied (2)	Very Dissatisfied (1)	Mean
a) Overall availability of support when needed.	48 (77.4%)	10 (16.1%)	3 (4.8%)	0 (0.0%)	1 (1.6%)	0 (0.0%)	0 (0.0%)	6.68
b) Opportunities to provide input about our training and support needs.	40 (66.7%)	16 (26.7%)	2 (3.3%)	1 (1.7%)	1 (1.7%)	0 (0.0%)	0 (0.0%)	6.55
c) Access to professional development and other supports on the topics that our program needed the most.	45 (72.6%)	11 (17.7%)	4 (6.5%)	1 (1.6%)	1 (1.6%)	0 (0.0%)	0 (0.0%)	6.58
d) Adequacy of support for the Quality Self Assessment (QSA) process.	35 (58.3%)	16 (26.7%)	7 (11.7%)	2 (3.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6.40
e) Adequacy of support for completion of Federal Annual Performance Reports (APRs).	40 (65.6%)	15 (24.6%)	3 (4.9%)	1 (1.6%)	2 (3.3%)	0 (0.0%)	0 (0.0%)	6.48
f) Overall adequacy and quality of support for using EZReports.	35 (57.4%)	10 (16.4%)	9 (14.8%)	1 (1.6%)	4 (6.6%)	1 (1.6%)	1 (1.6%)	6.05
g) Overall quality of professional development workshops, symposia, and webinars.	44 (72.1%)	11 (18.0%)	5 (8.2%)	0 (0.0%)	1 (1.6%)	0 (0.0%)	0 (0.0%)	6.59
h) Overall quality of support for adapting to the challenges of the COVID-19 pandemic.	44 (71.0%)	13 (21.0%)	2 (3.2%)	0 (0.0%)	2 (3.2%)	0 (0.0%)	1 (1.6%)	6.50

13. How satisfied were you with professional development and technical assistance that you received from Thomas Kelly Software Associates, including resources in the EZReports application, for using the application?

Very satisfied	Mostly satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Mostly dissatisfied	Very dissatisfied	Mean
(7)	(6)	(5)	(4)	(3)	(2)	(1)	
11 (17.5%)	23 (36.5%)	13 (20.6%)	8 (12.7%)	3 (4.8%)	3 (4.8%)	2 (3.2%)	5.22

14. On the whole, how satisfied were you with professional development and technical assistance that you received from your Resource Center prior to Year 4?

Very satisfied	Mostly satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Mostly dissatisfied	Very dissatisfied	Mean
(7)	(6)	(5)	(4)	(3)	(2)	(1)	
39 (61.9%)	17 (27.0%)	3 (4.8%)	4 (6.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6.44

15. How would you rate your overall satisfaction with professional development and technical assistance that you received from your Resource Center during Year 4 (July 1, 2020 through June 30, 2021) compared with what you received during prior years?

- 9 (14.5%)** I was **much more** satisfied in Y4 than in prior years
- 6 (9.7%)** I was **somewhat more** satisfied in Y4 than in prior years
- 4 (6.5%)** I was **slightly more** satisfied in Y4 than in prior years
- 35 (56.5%)** My level of satisfaction was **similar** in Y4 than in prior years
- 2 (3.2%)** I was **slightly less** satisfied in Y4 than in prior years
- 0 (0.0%)** I was **somewhat less** satisfied in Y4 than in prior years
- 0 (0.0%)** I was **much less** satisfied in Y4 than in prior years
- 6 (9.7%)** Not Applicable; I was not in my current role prior to Year 4

16. PROFESSIONAL DEVELOPMENT NEEDS FOR 2021-2022

Use this question to rate your program's needs for information, resources or training at this time. The results will be used by the Resource Centers to plan webinar topics for this year.

Please rank the following topics in order of importance to your program, with 1 being the highest.

<u>Mean Rank</u>	<u>TOPIC</u>
2.74	Program Sustainability: taking a “whole school” approach toward planning future partnerships with school communities.
3.28	Cultural Competence in the After School space: taking the time to reflect on the awareness, attitudes, knowledge, and skills needed to serve a given school community
2.83	Parent Engagement in the virtual space: tips, tools, best practices from the field
3.79	Taking Care of Self and Others as a Leader: tips for self- care and social emotional development for practitioners
3.06	In-Person and Virtual Positive Behavior Management: discussion of evidence-based, proactive approaches to changing challenging student behavior.
2.96	Using Trauma-Informed and Healing Centered practices: helping practitioners recognize the presence of trauma symptoms and acknowledge the role trauma may play in an individual's life.
3.33	Diversity, Equity and Inclusivity in Schools: A guided examination of individual, interpersonal and structural dynamics of racism. Additionally, the institute provides support with co-developing strategic approaches to effectively mitigate and redress the impact of structural racism within school communities.
3.60	Building a Culture of Inclusivity with Students and Staff: Helping staff with tools and techniques to build positive school climate and culture and discourage bullying while encouraging respect for all.

SUPPORTS FROM YOUR LOCAL EVALUATOR

17. Please rate your satisfaction with the following aspects of your relationship with your local evaluator (the evaluator who supported your program during the majority of Program Year 4 -- July 1, 2020 to June 30, 2021):

(Remember that your responses will remain strictly confidential and will be reported only in aggregate with other programs.)

	Very Satisfied (7)	Mostly Satisfied (6)	Somewhat Satisfied (5)	Not Important (4)	Somewhat Dissatisfied (3)	Mostly Dissatisfied (2)	Very Dissatisfied (1)	Mean
a) Our evaluator explains evaluation activities and findings in a way that is accessible and meaningful to appropriate audiences.	50 (80.6%)	10 (16.1%)	1 (1.6%)	1 (1.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6.76
b) Our evaluator provides sufficient feedback and information to support ongoing program improvement.	49 (79.0%)	9 (14.5%)	3 (4.8%)	1 (1.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6.71
c) Our evaluator helps us build on our strengths.	47 (75.8%)	9 (14.5%)	4 (6.5%)	2 (3.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6.63
d) Our evaluator utilizes program staff's expertise to involve them in evaluation planning and interpretation of findings.	44 (71.0%)	10 (16.1%)	6 (9.7%)	2 (3.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6.55
e) Our evaluator considers program staff's workloads and program schedules when planning evaluation activities.	47 (77.0%)	9 (14.8%)	2 (3.3%)	2 (3.3%)	1 (1.6%)	0 (0.0%)	0 (0.0%)	6.62
f) Our evaluator discusses program challenges in a way that feels constructive rather than criticizing.	51 (82.3%)	9 (14.5%)	1 (1.6%)	1 (1.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6.77
g) Our evaluator is helping us to improve our 21st CCLC program.	50 (80.6%)	9 (14.5%)	2 (3.2%)	1 (1.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6.74

18a. How would you rate your overall satisfaction with the evaluation services you received during Year 4 (July 1, 2020 to June 30, 2021) compared with what you received during previous years?

5 (7.9%)	I was much more satisfied in Y4 than in previous years
6 (9.5%)	I was somewhat more satisfied in Y4 than in previous years
2 (3.2%)	I was slightly more satisfied in Y4 than in previous years
43 (68.3%)	My level of satisfaction was similar in Y4 than in previous years
0 (0.0%)	I was slightly less satisfied in Y4 than in previous years
1 (1.6%)	I was somewhat less satisfied in Y4 than in previous years
0 (0.0%)	I was much less satisfied in Y4 than in previous years
6 (9.5%)	Not Applicable; I was not in my current role prior to Year 4

18b. Did your program enter a contract with a different evaluator since this cycle began?

7 (12.3%)	Yes	50 (87.7%)	No
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If YES, approximately when did you hire a new evaluator?

2 (29%)	Program Year 1
4 (57%)	Program Year 2
1 (14%)	Program Year 3



- 19.** As you are beginning your final year under this contract (and perhaps applying for renewed funding), please reflect on what your biggest successes were so far since Round 7 began in July 2017.

[See comments in Appendix]

- 20.** What have been your greatest challenges so far during Round 7?

[See comments in Appendix]

- 21.** Have you applied, or will you be applying, for a renewal grant in Round 8? Why or why not?

[See comments in Appendix]

CLICK THE SUBMIT BUTTON TO SEND YOUR RESPONSES.

Appendix: Respondent Comments

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Q10 h) What were the most useful aspects of the Monitoring Visit(s)?

New York City Programs

- Better understanding of the requirements
- Discussions on how to improve how I was able to improve my curriculum.
- Good opportunity to review all of the standards and objectives for the grant
- Having a full understanding of expectations and reviewing the programs entirety.
- Having the list of documents ahead of time!
- I found it helpful to get all my information in one place.
- One of the programs was struggling with enrollment and attendance. The TA suggestions were helpful in increasing our numbers.
- Our MV was just before the COVID shut down, Felisha and her staff were amazing at working with us to complete all lacking documents and our action plan while we worked remotely.
- Received tips on improving programming for the following year. A space was created to express concerns in confidence.
- Strategies to ensure retention and student engagement in the academic services
- The Monitoring Visit was extremely helpful in helping us to understand all the program requirements and documents, as I was relatively new to my Project Director role. The visit also helped us create new systems to better track communication with school-day teachers, required drill dates, etc.
- The monitoring visits helped us to assess what we needed to improve and to be in compliance.
- The most useful aspect of the visit is the site action plan that is given directly after the visit. This action plan allowed my staff to be fix up programmatic issues and improve on the programming we offered
- The site monitoring visit (SMV) team reviewed the required documents and gave very valuable input about how to improve our overall compliance system. Becoming aware of the importance of ongoing documentation of important meetings with finance officer, partners, coordinator, evaluator and others was one of the most important elements that we learned.
- This was 4 years ago. Our monitor gave me clear checklists for the monitoring visit. she was actively interested in how we adapt 21st Century requirements to our unique setting as a community site. We felt supported as a result, in terms of her feedback.

Rest of State Programs

- A different program director conducted this visit, but the most helpful parts were the clear action steps that needed to be taken to be in compliance.
- Able to submit documents prior to the monitoring visit.
- Felicia, Joanna and Nicholas being so easily accessible and letting me know in advance what they'd need.
- Having a template of what items would be needed during/for the visit - Communication throughout was great (pre/post visit)
- Help making sure all paperwork id correct and that not missing anything.
- Helped me understand bottom line compliance.
- insight on the grant
- It helped us assess how we were doing and be aware of any flaws/inconsistencies we might have been experiencing.
- It was a great visit and I learned a lot from reviewing the tool together.
- Making sure our protocols are inline with 21st Century.
- Many of the questions were answered before the visit which was helpful
- n/a
- Nothing. There were not tangible recommendation provide from the monitoring visit
- Open and honest feedback.
- Provide support
- Putting long term practices into place have been extremely helpful, not for just 21 C programs but all afterschool programs we work with.
- RC was very helpful and explained everything in detail, what was needed and gave a detailed timeline on when to have the items in.
- Sharing program practices, discussing best practices
- The ability to receive ideas, templates and pointers to enhance program quality and meet all objectives.
- The assurance that we are doing what we need to correctly.
- The feedback regarding the program.
- The feedback that I receive
- The feedback that is given to improve the program.
- the goal of the visits was clear. It would have been helpful for all grantees to receive an outline of what these visits entail prior to ANY site being visited. It helps prepare sites for all the necessary documentation needed to run an effective program.
- The Indicators of Success and Supporting Documents sections were extremely helpful as we were able to evaluate the current status of our program and note the necessary programmatic areas of improvement.

- The interactive conversations, visioning around moving forward, emphasis on quality improvement
- The one I was present for, the demeanor of our SMV Evaluator was helpful and the patience in explaining every part of the rubric stuck with me. From that day, I felt confident about the process as it was my introduction into the process.
- The review of the paperwork
- They help us to figure out what needs to change on site, what we are missing, and how it is going.
- To ensure the program is running in compliance of expectation and identification of areas for improvement.
- Understanding that we were in compliance.
- Understanding the components of the Site Monitoring Visit.

Q10 i) What could have been improved in these Monitoring Visits?

New York City Programs

- After talking to my 21st CCLC team members about the onsite visits to our schools, we would not change a thing. This visit was comprehensive and the outcomes were of great value to all of us.
- I can't think of any improvements. I was grateful for the flexibility to conduct the visit remotely during fall 2020.
- It took approximately 50 - 60 hours to prepare for the monitoring visit. We had all of the documentation requested, so it was not an issue of not having things in place as we had a perfect monitor visit. To pull all of the files and documentation, follow up with information requests, complete in-depth review - in total took a lot of time. This time was taken away from our programming efforts, plain and simple, as the focus of my work for 2 months was preparing everything for review and sending it along.
- It was fine.
- Less paperwork
- NA
- Nothing
- Nothing to add
- Nothing, it was great and valuable.
- Now that we have all acclimated to Zoom, going forward it might help to have both Program Director and Site Coordinator met via Zoom with the Monitor before the Site Visit to address the monitoring expectations and answer any process or content questions about the upcoming visit. That would help in preparation for the monitoring visit.
- Shorter time.

Rest of State Programs

- Better list of documents to be reviewed.
- Follow up with Action Plan and receiving of Compliance Letter.
- Follow-up and feedback after action plan submitted.
- Have a better understanding of K-5 programming.
- How supporting documents were asked to be uploaded into Google Drive. The Drive could have been organized better to reflect the flow of the site visit.
- I was happy with how it went and didn't see the need for improvement.
- It became almost overwhelming and took up so much of our time and efforts over a few week/month long period. It would be nice if it interfered less into our already very busy work days!
- Knowing what to prepare for and what documentation is needed ahead of the visit.
- Luckily I had a tip from a fellow Program Manager in advance that noting page numbers for each item was necessary; otherwise we wouldn't have been able to cover anything, really, during the visit.
- More support around the changes we need to implement
- n/a
- N/A
- N/A
- N\A
- No improvements noted.
- no suggestions
- Nothing
- nothing
- nothing
- Nothing I can think of.
- Nothing.
- procedures for uploading documents very cumbersome and takes a ton of time to sort it through tabs especially since there are a number of items that fulfill multiple sections
- See above.
- The Manager identified wanting a time set aside after to discuss visit findings. On occasion the RC representatives differ in their perspectives when conducting the site visit.

- The resources center is amazing and they were extremely helpful working us through each step of the visit.
- The results from the monitoring visit took a long time. This could have been caused by the pandemic.

Q11 e) What were the most useful aspects of this TA?

New York City Programs

- Giving us examples that would help us improve things we struggled with.
- Informal conversations
- NA
- Our program had a change of administration in the middle of the year, so having a TA visit really helped with get the program back on track.

Rest of State Programs

- Always good to have an intentional time to look at the program from this angle
- Getting to have an in depth conversation about potential site visits, hearing what areas need improvement prior to the site visit, and learning more about the program from the state standpoint in general.
- Ideas for virtual programming and always available for support.
- Just to be sure all records are being kept accurately.
- N/A
- The ability to focus on key points that can improve our program; especially being a listening ear.
- Their experience and wealth of knowledge helped them give great advice and help work through hardships.

Q11 f) In what ways could this TA have been improved?

New York City Programs

- NA
- NA

Rest of State Programs

- Capacity for doing the visit is stretched with all the responsibilities that go into running a high quality program. We ask staff to do too much. We need the staffing structure, adequate admin funding and capacity supports at the agency level to actually make the visits more productive which would in turn result in better outcomes for our communities and target populations.
- Data collection, reports and ez reports training could have been better.
- I would not identify it as and are that needed to be improved, however, when addressing the TA it did not seem like all of the RC involved understood the Assistance.
- N/A
- N/A
- N/A
- no comment
- Prior notice of the visit.

Q19 As you are beginning your final year under this contract (and perhaps applying for renewed funding), please reflect on what your biggest successes were so far since Round 7 began in July 2017.

New York City Programs

- After receiving additional funding from a private foundation we were able to serve an additional 50 students beyond our target number. With additional funding from another foundation we added STEM instruction and instructors and used a consultant mentor to improve our STEM teaching. for two consecutive years before the pandemic we used Hip Hop Ed. to create a student showcase of talent for parents and friends to see. But the biggest success was re-opening in-person programming in July 2020 and forward, when our school partners were mostly in remote instruction, our community-based program had site control and dynamic, dedicated staff that engaged our students within safe COVID precautions to help address academic and personal growth needs.

- Engaging students and providing meaningful resources during a pandemic!! We had to be creative to make it work, but I feel confident we provide quality programming during this time.
- Established partnerships with [local school district] and the Immigrant and Refugee Community. Our program directly supported new refugee children coming into the district. We provided Intensive Literacy and mathematics opportunities for academic enrichment. We also provided students with a broad array of other activities such as drug and violence prevention, SEL (social emotional learning), art, music, soccer, STEAM, coding, 1:1 tutoring, and character education programs.
- I am very proud of what how our program has grown since I took over the Program Directorship in 2019. We have our own name and logo, we have provided a variety of wonderful academic and enrichment programs to our students, we brought on the Building Cultural Bridges program in which our students exchange letters with students from Namibia and participate in live video-conferencing with them, and even during Covid-19 and school closure we maintained an active hybrid in-person and virtual program that delivered high-quality programming to students and families on a shoe-string budget...knowing we wouldn't make our target students/hours and would likely have to return funds (which we didn't ultimately have to do).
- I was hired in beginning of year 2 of this cycle. Year 2 was an extreme challenge as the support from my district was very minimal as there was staff turnover. The TARC and evaluator provided me the necessary resources and foundation to rebuild the program at my site. It took two years to rebuild the foundation but our program is very successful at this time.
- Increased our parent engagement tremendously! Sustained a successful, meaningful and purposeful After-school program. We hit our target numbers every year, including COVID years.
- Meeting minimum targets for every program year. Evaluation data shows that 63% of participants demonstrated improvements in ELA, and 65% demonstrated improvements in math - this was fairly consistent across all 4 years. Sending a student designed research project to the International Space Station for actual implementation. Developing the 4-H Virtual Academy during the beginning of the COVID-19 pandemic and engaging over 500 youth. Running programs fully in-person for the 2020-21 school year.
- Our ability to influence students' college aspirations and high school and college readiness. Our participation in Robotics tournaments and Ivy League classes being made available to our students. Impacting the SAT score growths of our student participants.
- Our biggest success is the social emotional and academic growth in our participants- several didn't speak a word of English when they arrived and or were extremely shy, witnessing so many come out of their shells reminds us why we do the work we do.
- Our biggest success was truly aligning our After School Programming with the goals of the district during the school day. We were able to align curriculum/PBL units to the student data during the school day and provide targeted interventions to support math and reading skills.
- Providing enrichments and supports to our students and families.
- Robotics Club has become very popular and successful.

- Strong school-day connections because most staff work at school during the day and have Strong relationships with students and families - Emphasis on daily, imbedded SEL - Engaging programming with regular partners such as [CBO Name], etc. as well as unique, low-cost partners such as [local college program] and [local university] student interns - Transition to virtual programming via project kits, Zoom sessions, etc. during the pandemic - High-quality all-staff trainings for adult and peer leaders with different session choices and opportunities for collaboration
- Strong school-day connections because most staff work at school during the day and have Strong relationships with students - Emphasis on daily, imbedded SEL - Engaging programming with regular partners such as [CBO name], etc. as well as unique, low-cost partners such as [local college program] and [local university] student interns -Transition to virtual programming via project kits, Zoom sessions, etc. during the pandemic, especially delivery of meal kits/nutrition lessons in partnership with [CBO name] -High-quality all-staff trainings for adult and peer leaders with different session choices and opportunities for collaboration
- The biggest success for [Program Name] was being able to offer our Program 5 days a week for 3 hours a day. Before the grant we were only able to run 3 days a week for 2 hours a day. Our Program was able to purchase technology items that students can learn coding and drones which is very important for future jobs. We are able to serve all our students dinner before they go home because we were able to run the Program for 3 hours.
- The biggest success was to provide quality afterschool services to families and students who need it. And to provide robust, engaging experiences for students.
- The biggest successes since we began Round 7 has been that we were able to create a platform for student voice and student led activities. Through activities such as student council , student leadership, government etc , we were able to foster mutually respectful relationships that honor student voice in decision making. All of our programs/ activities were aligned with core day classes so we saw a boost in academic achievement for 86.7% of the students. Another success is that we created an environment that supports necessary positive youth development. In response to the coronavirus pandemic and with the given flexibilities provided by the state , 21CCLC was able to ensure the continuity of the many services we traditionally provided in the classrooms. We were also able include a SEL component where social workers and case managers would provide case management and grief counseling to our students and their families. A hotline was created where students has access to case managers and counselors during the day and evening hours . Not only did we support the students, and families , but our staff as well .
- The CBO and District worked closely together to address the COVID-19 pandemic that closed our schools on March 13, 2020. Before the closing, all 21st CCLC Instructors and staff were fully trained in virtual learning methods, all students had Chrome Notebooks and knew how to use these. The results were that students and their parents fully accepted our plan of action to keep education alive. All of our 21st CCLC goals, objective and outcomes were met during this pandemic, along with helping these families access COVID-19 resources. We have developed a strong bond with our students and their families as a result of these emergency actions.
- The greatest success was support our school communities during the pandemic.
- We have been able to provide services to many of our students in grades 4-8, we look forward to continuing this this year.

- We were able to improve parent participation compared to previous years
- Yes, we are hoping to continue the program since it is the only afterschool program for the District and a huge impact on the community

Rest of State Programs

- Parents have attended events (STEM with Dad/ Family Game Nights/ Nutrition Workshop) - Student interest- we have students that have been with the program since the program has begun - Students are excited to be in the program - Retention of Staff - Good relationship with School Administration- always working together to ensure the success of the program - Ability to continue to serve the families during the Pandemic - Student attendance during the Pandemic - The majority of the students who enrolled in the program reached the required 30 hours within a month
- Receiving a perfect site monitoring visit - Meeting our enrollment numbers and exceeding the 90 hours of program for majority of our students - Building a really successful afterschool program that everyone loves
- 100% compliance on our site visit and taking the lead the to reach out and connect and support with our targeted families in whatever way we could.
- According to feedback from school staff, parents and students, the enrichment activities and academic achievement has demonstrated positive emotional development and enhanced self esteem.
- Adapting to the challenges of remote programming and providing quality services that benefitted students and their families. Also, the flexibility to provide push in programs during the school day helped to support schools.
- Being able to provide services virtually.
- Being able to serve students during the pandemic - getting students out of their homes, helping students succeed academically.
- Biggest successes thus far: Hiring an Educational Liaison-which has dramatically improved our interaction and engagement level with our HS partners Ability to provide continuous academic support services to scholars throughout the grant cycle Supporting with providing Certified Nursing Assistant certifications for 300+ scholars along with several additional certifications (Patient Care Technician and Pharm Tech) Supporting over 900+ scholars graduate from high school and attend a post secondary institution Ability to provide College Access support services to scholars throughout their time in program
- Continuing to support students and families during a global pandemic.
- Flexibility to work with students during the school closure
- helping students and families during the pandemic
- I feel like we have evolved into a more robust program since the beginning. With the use of a program modification, we were able to respond and meet the needs of a demographic that we did not serve prior to the pandemic. The families we support are truly pleased with and grateful for what we provide. Should we not receive the next round of funding, our program will be sorely missed.
-

- In 2020 2021 Covid19 continued virtual learning for students in [Program name]. During that school year we were able to navigate to support online academic learning and at home enrichment opportunities for students. The program continued to offer quality programming through the efforts of staff and families.
- Infusion of mental health component.
- It was providing support to students that were culturally responsive and met their social, emotional needs.
- Meeting targets annually
- n/a
- One of our biggest successes has been the continued evolution of our program and its quality components.
- Our biggest success includes our partnerships and the number of workshops offered. We worked well as a team to offer virtual and in-person programming. We have many staff committed to helping our kids and families.
- Our biggest success was implementing plans and support during COVID. We continued to offer programming and support to our kids and their families through a variety of tools and resources in a safe and nurturing way.
- Our biggest success was the fact that we were able to continue the program virtually right away when the pandemic began which meant that there was no gap in service to our participants. This was very crucial for them to have some sort of program running before the schools were able to setup virtual learning.
- Our biggest successes were in how we found supporting our youth through virtual programming broadened our scope of services and helped youth feel more connected. More youth connected to counseling than before. [Program name] was also able to provide and sustain weekly in-person service once a week to provide food, clothes, PPE supplies and other items to our youth. We had several in-person events such as our Grab and Go(s) and our HSE Graduations. Another big success was our program being able to meet our participation deliverable under CCLC and it just spoke our ability to remain innovative in providing engaging programming in a virtual space.
- Our greatest success is that we were able to start a pre-k afterschool program. Not only were the families in the community thrilled but the school was thrilled as well. It has been nice to be a part of every developmental milestones that our participants have because we have been with them since the beginning.
- Our program saw increased parent engagement and STEM programming. Staff were offered PD opportunities to enhance programs and activities. I was able to retain most of my staff for this round. As a result of the work happening in 21st century at my District, I was able to secure community stakeholders support to enhance program. Despite the pivot to virtual programming and not seeing the level of engagement that usually is seen with in person, this year being back in person have seen our highest enrollment in the Middle and Elementary sites. We have also increased our level of culturally responsive programs as a result of District initiatives.
- Supporting two schools in the expanded learning model.
- The ability to continue our work with our students during a pandemic. We were able to continue service with not only our students but our families as well. Many of our big family events were a success and the parents appreciated what we were able to offer.

- The biggest success in Round 7 were the relationships built between students and staff, the increase in girls participating in STEM, and family engagement during field trips.
- The immediate level of creativity and resilience our team showed to keep serving our children and team members in a virtual platform at the end of Year 3 and how we remained steadfast and flexible in Year 4.
- This is my first year in the role of Program Director, therefore I can only speak to the last year of the grant. Establishing and building upon the evaluator/program relationship has been huge for me since our evaluators have been with us for many years. They know our district, programs and grants very well and have been a wonderful resource through this transition.
- This round has been amazing. The [local BOCES] Consortium serves between 500-600 students across three counties and five programs. Serving these students and communities has been amazing. Teaching the importance of social emotional functioning, diversity, and providing a safe space for students to learn and thrive has been remarkable.
- We have been able to expand programming to incorporate new students, new activities, and increase parent engagement. We have taken this round to really focus on what our families need, especially following the COVID-19 pandemic.
- We were able to see improvement in so many areas. It was clearly evident that the children who we serve enjoyed their time in our afterschool programs more than ever!
- Wonderful programming and staffing that helped students survive the pandemic emotionally
- Yes, we are in the beginning phase of the cont[r]act. Our biggest successes are how we were able to reach students and family during the Pandemic and provide with quality services to meet their needs.

Q20 What have been your greatest challenges so far during Round 7?

New York City Programs

- Attracting and retaining front line staff with the crazy job market. We are competing with fast food business escalating wages, and fear of COVID, I suspect. Dealing with the Teacher Survey and EZ Reports in 2021 were real uphill climbs. Schools were less than responsive. some principal s and teachers had to be contacted 4-5 times. EZ Reports does not live up to it's name all the time.
- COVID
- Developing plans for program sustainability. Staffing during the 2020-21 school year.
- Getting staffing and students at the MS/HS level.
- In our Middle School grant, our biggest challenge has been enrollment and participation.
- keeping our students engaged in program, we are in a high school and compete with after-school employment and sports
- Keeping the spirits up in our children and their families in coping with the trauma. Making sure that the community resources are available to meet their basic needs.

- Meeting attendance targets with pandemic
- Parent Engagement
- Retaining staff and hiring staff.
- Retention of our older students during the pandemic when we were 100% remote
- Staffing - it was tough to find staff before we started (we are a small, rural school district with few outside agencies/partners to provide daily support so we depend heavily on school staff). Now, it's nearly impossible, and we are unable to service as many students as we would like until we are able to hire more staff.
- staffing, student enrollment
- staffing, student enrollment
- Struggles to meet attendance targets during pandemic and shifts to remote programming - Staffing and bus driver shortages this current program year
- Struggles to meet attendance targets during pandemic and shifts to remote programming -Staffing and bus driver shortages this current program year
- The budget approval process after Co-Vid- we were not able to use the amended and carry over funds due to the approval time it took - we were approved after our budget year and grant year ended.
- The greatest challenge was to run the program during covid 19 with school closures and online learning.
- The pandemic certainly slowed some of our momentum in year 3/4; however, we are rebounding quickly and effectively.
- The pandemic was a huge challenge.
- The pandemic was a our biggest challenge and fully coming back now this school year. Many kids and families still do not want to be in the building and mixing with other students.
- This year has been extremely challenging due to our inability to retain staff , vaccine mandate and the lack of applicants for programs.
- When we were virtual, getting engagement through Zoom. Keeping students and staff healthy through the pandemic.
- Without a doubt Covid-19 and school closure was the biggest challenge, however it forced us to think creatively. We worked twice as hard to deliver great programming to half the kids, but succeeded.

Rest of State Programs

- Everything related to the pandemic - Staffing can be challenging with a limited budget - Some restriction with 21c money on food and field trips sometimes were challenging

- Hiring Staff- finding individuals with specific skill sets for activities (STEM/ DANCE/Chess) - Getting staff cleared by DOH in a timely fashion - Not reaching enrollment- due to the low enrollment in the school, it hindered us in reaching our target enrollment - Parent involvement- although parents were involved in events, we did not always have a great turnout. Parents schedules conflicted with the times of workshops and/or meetings.
- being a school-based program and seeing valuable partnerships and resources left on the table when our families needed them the most.
- COVID. This has been challenging for all and though we have persevered, we have still not returned to a state of normalcy.
- Finding supervision staff to work all program sites is difficult. We have always been understaffed.
- Hiring and maintaining a staff to provide programming post March 2020.
- I think for us, our greatest challenge has been getting the parents engaged in activities and workshops but otherwise, it has been great.
- In order of importance, Covid 19, Ezreport, and funding delay. By the way, the [roll-out] of Ezreport was horrible, and I wished they would have worked in collaboration with the grantees on the design.
- Just planning for what to do if we do not have funding renewed. We are doing so much good and we need this grant to continue as we still have a lot of work to do.
- Maintaining coordinated balance with Community Based Organizations (CBOs) and school partners.
- Managing the pandemic was an unexpected and unprecedented scenario that our schools and CBO partners had to navigate. This final year has been challenging as students reacclimate to in-person school while still processing the trauma and loss of the previous year. Behavioral issues due to emotional distress have been on the rise throughout all of our schools.
- Managing through the pandemic and pivoting to remote instruction.
- N/A
- Navigating COVID and finding a way to offer safe, quality programming.
- Our greatest challenge is balancing staff and student quarantines. We also can not allow parents or unvaccinated volunteers into programs. Parent programs are a huge challenge. We have offered outdoor events.
- pandemic
- Pandemic was the greatest challenge we faced and ensure the safety of staff, students, and family.
- Parent engagement, retaining staff
- Prior to COVID-19 the biggest challenge was the limited slots. Since the program has earned itself a name as a most desirable place for youngsters to spend a stimulating, fulfilling time in a relaxed, warm and nurturing atmosphere. For this reason, the limited slots were quickly filled, leaving many on the waiting list. However once COVID-19 set in, that was by far the greatest challenge...
- Retention of staff has been one of our biggest challenges and smaller family events.
- staffing

- Staffing - it was difficult before the pandemic and presents much more of a challenge through the pandemic
- Staffing our program with quality personnel has been our greatest challenge. This carries over into meeting target enrollment because proper ratios have to be maintained at all times. There is a lot of work that goes into running a program of this magnitude. Many areas require "full-time" attention. However, we only have the ability to fund one full-time position, which much of the work falls upon. Gathering all stakeholders at one time to host meetings is virtually impossible. COVID-19 has increased these challenges exponentially. During the quarantine period, all programs had to shift to a virtual platform or cease programming completely. Once schools opened back up for hybrid learning, our district did not allow our program back in the buildings. We had to let go of quality staff and have not been able to regain them since fully opening back up. Families were reluctant to have their children sit with a screen for more time than was absolutely necessary. This impacted our target enrollment tremendously. Being out of work and or home for extended periods of time allowed families to recognize what is necessary, and what is convenient. They figured their way around childcare, and despite the wonderful benefits of our program, they have not outweighed the comfort their homes, having their children less exposed.
- students not in the building.
- Supporting staff's burnout and mental health during a period where we were faced with national coverage of racial injustice and inequities as a society. The agency made concerted efforts to do a deep dive internally of our own racial and equity work, as well as shape programming to address it. Also, in large part zoom fatigue was prevalent across all tracks and trying to keep participants full participatory in certain zoom groups was challenging. As staff, we adapted and went over virtual decorum with our young people rigorously.
- Switching Program Directors presented some challenges especially since this occurred during COVID-19, but we were able to really refocus our programming at this time.
- The COVID-19 pandemic and learning best practices and strategies to support scholars and their families during these turbulent times and in the virtual space. Due to the fact that our after school program is housed in a nursing facility we had an extra layer to navigate in terms of meeting the needs of the staff, scholars and their families. Parental engagement-pre, during and post the COVID-19 pandemic.
- The greatest challenge was maintaining the level of engagement during virtual programming.
- The LCSD program utilized during the school day support staff as one component of the round 7 grant. That component as well as the 300hr requirement were questioned and reviewed in year 3. [Program name] was asked to adjust their model to provide after school programming in order to meet the grants hour requirement. The program had to adjust staffing, model, budgets, and services in order to meet the request. Upon further discussions and review of the round 7 RFP, eventually the program was reviewed and allowed to return to the original model, however not without many adjustments to students, families, staff and the district.
- The pandemic and school closures. The introduction of a new recordkeeping system (EZ Reports) were all were new using the system at the same time.
- Timely guidance on protocols regarding how to use grant funding during COVID-19.
-

- Transitioning away from the expanded learning model to an after-school model. We needed to increase the number of sites to meet our target numbers. The pandemic is still an huge issue that is impacting our attendance and not having transportation is one of the huge reasons why our attendance is low.
- Unnecessary stress of ensuring that students receive minimum of 30 hours' of programming, which is based on a model that does not make sense in NYC
- Unquestionably the pandemic. Also, dealing with [local school district].
- Working within the confines and the protocols of a school district. Staff turn over, staff buy in, meeting the 30 hour participation requirement with a huge population of homeless and migrant families.

Q21 Have you applied, or will you be applying, for a renewal grant in Round 8? Why or why not?

New York City Programs

- Absolutely!!!! This program has made all the difference in the world for our students, parents and community! Being a small district we are the hub and families look to us for resources and services. Our student achievement has also improved do to our programs implemented by this grant!
- Applying
- [Local college] prides its self on the work they do on the westside of [district], NY. We want to improve academic achievement, particularly in ELA for K-8th grade students and help them gain skills they will need to succeed in college or a career. To help our students accomplish academic achievements, and become active members of their community.
- I believe we are reapplying for round 8, because it... [comment not completed]
- We are applying for renewal. 21st Century is a great, balanced design with secure funding, unlike other sources that can get frozen due to State budget crises, etc. We can see the positive impact on our children and their families with this program. We will submit the best proposal possible. Of course we are also pursuing other sources as well for sustainability.
- We are in the process of writing the grant application as our students rely so heavily on the program.
- We will be applying
- We will be applying for a renewal grant in Round 8.

- We will most definitely apply for round 8. In my position, as Director of Grants and District/Community programs, I oversee all district grant funded programs and community partnerships. This allows my office to effectively combine resources so that together they can provide better, more wholistic, more responsive, and more meaningful programming, speaking truth to the quote, "the whole is greater than the sum of its parts". Our community has a large population of working poor (63% poverty rate). In a recent survey of our parents, in which I asked for their input in the development of the 21stCCLC Round 8 program, they were overwhelmingly and enthusiastically supportive of expanding the 21stCCLC academic and enrichment after school program to include children in grades K-8 (we currently serve grades 5-8). Several parents indicated that this type of programming, free to parents, would be so important as to pull families out of poverty by reducing their childcare costs. That's a pretty powerful statement. Our children and families have been very supportive of the 21stCCLC program and our data indicates that we are making a difference, we would like to continue the good work we have started thanks to 21stCCLC.
- Yes - a Grant writer is in the process of writing right now.
- Yes we have applied for Round 8. In order to keep running for 3 hours 5 days a week we will need the grant. We live in a very low income area which means students are not able to have the opportunity we can provide for them. Our tutors are teachers during the day so the students can get extra help when needed.
- Yes we will be applying, this program is very much needed in this high school and it is the only after school program in the districts high schools.
- Yes! The 21st CCLC program is the heart of our enrichment programming for our students and families. We depend on this funding to provide a safe space for students to engage in accelerated learning, high-interest workshops to develop competencies, and to provide parents with resources they need to be active partners with the district. The 21st CCLC grant informs our district and building-level plans on yearly basis, and the data collected is used to determine interventions and the success of interventions provided via the grant. It is clear, after two months of school, our students need this resource more than ever before. Overall, there was a loss of attachment with the school community, which is such an important factor for overall success. I truly believe the 21st CCLC grant and programming we provide make the difference between students staying and engaging in school, or students dropping out (lack of family support, lack of academic support, lack of soft skills like resilience, problem solving) and lack of social-emotional supports. Our program provides all of these things and has shown repeatedly through our yearly evaluations to make an impact on our high-needs students.
- Yes, [program name] will apply.
- Yes, we are applying for Round 8
- Yes, we are applying for round 8 for both contracts. These programs offer much needed support to students and families especially to close the learning gap created by the covid 19 pandemic.
- Yes, we are applying for the grant due to community need of enrichment activities and social emotional support as well as the internal resources our agency provides such as career services, mental health services and food from our pantry.
- Yes, we will be applying for a renewal grant in Round 8.

- Yes, we will be applying for a renewal grant in Round 8. Our schools have greatly benefitted from the program and still need it to serve students in the region.
- Yes, we will. The current [local BOCES] consortium will be split into two separate consortiums, each with 4-5 schools.
- Yes. This program is a huge asset to our school community and the families (especially of Elementary students) rely on this program to provide their children with a safe and secure learning environment outside of school hours so they can work.
- Yes. The impact has been remarkable and our opportunity to transform the lives and experiences of the students in our program has been life changing for the schools, students, and for us as a service provider.

Rest of State Programs

- In round 7 [Program name] programming experienced a lot of changes to the model of services that were written for and approved through the grant as highlighted above. They then experience even more changes with the addition of virtual programming due to Covid-19. While Covid-19 could not have been predicted, that partnered with the previous changes in services resulted in a lot of changes. While the program ultimately was allowed to return to the original model, the district is aware that is not the expected model moving into round 8, and therefore have decided not to write in round 8.
- Round 08 applications will be submitted to support NYC Community School Districts to reach academic, social/emotional and youth development goals.
- The [program name] Round 7 program has earned itself a name as a most desirable place for youngsters to spend a stimulating, academically-enriching time in an inclusive environment. For this reason, the limited slots were quickly filled, leaving many on the waiting list. In an effort to satisfy the big demand, [program name] is applying for CCLC Round 8 funding. In concurrence with 21st CCLC program goals, the proposed program will be closely modeled after the highly successful Round 7 CIC 21st CCLC program with increased enrollment to meet the unmet need.
- We are currently in the process of applying for a renewal grant in Round 8.
- We are in the process of completing our application for Round 8 of the grant. We've demonstrated that our program is an asset to our community. With 21st CCLC funds, we will be able to continue to serve the families that do not have the means to provide what we offer.
- We have joined a consortium of local school districts that are partnering with [local CBO] to apply for Round 8.
- We will be applying for renewal so we can continue the amazing work we are doing and seeing the need for afterschool program for families and students.
- We will be applying for round 8 because there is a great need in this district for quality after school programming. The district serves children in high poverty, crime ridden areas and helps keep our youngest scholars safe after school.

- We will not apply. We are hoping more of our local community agencies will receive round 8. We were not satisfied with the grant restrictions, especially with the pandemic and not being flexible with funds earlier on. Waiting until the last moment to let folks know they will not have a penalty due to low attendance was unnecessary stress on our finance and program teams and wasted time.
- yes
- yes
- yes
- Yes
- Yes - we are in the process of applying. This grant contributes and maintains a lot of our youth program services and staff's salaries, so the need to obtain this grant great.
- Yes- the program is needed in our area.
- Yes we are applying for Round 8 but doing more multi site applications instead of 5 separate ones.
- Yes we have. We would love to continue to program we started with 21st CCLC. It is a partnership we really enjoy and personally speaking working on this program has made me a more successful director overall.
- Yes we will be applying for a renewal grant because 21CCLC has given our students and family the opportunity to want more when it comes to their education. We have been able to really get to know our families and create great relationships which has helped us help their child.
- Yes we will be applying for Round 8 in order to continue to serve our community.
- Yes we will be applying.
- Yes!
- Yes! We are excited and feel that we will have a very strong application(s)!
- Yes, because it provides essential resources to our community and aligns with the needs of our students.
- Yes, our community really needs this program and the impact it has had has been tremendous.
- Yes, we are applying again. Our students are still in desperate need of social and emotional support. The staff we have has been able to reach out to both our students and families to give them the support and resources they need. Our building continues to need the social/emotional support, especially after the pandemic.
- Yes, we are applying for Round 8 being that this program helps students with academic enrichment, social and emotional assistance and gives them a safe environment after school.
- Yes, we are applying for round 8. There is a massive need for this funding for our students and the extended services.
- Yes, we are grateful for the funds that make such a difference in our school communities
- Yes, we will apply for a renewal. The school principal would like us to continue programming, as well as the parents. Although the enrollment is low in the school, it is a need for parents as the majority of the parents work and need the assistance.



- Yes, we will be applying for funding to serve a different set of students.
- Yes, we will be applying for Round 8 because our schools need SEL programming to overcome the challenges of the pandemic.
- Yes, we will be applying. The 21st CCLC funding allows us to do so many wonderful things to support the students and families in our community.
- Yes. We really need to keep the positivity moving forward and keep our afterschool programs running for the benefit of our students and communities. Thank you so much for helping our students grow thus far! – [Program Director's name]
- Yes...it's a great opportunity for our districts children.

Appendix VIII: Year 4 AER Template

Year 4 (2020-2021) NYS 21CCLC Annual Evaluation Report Template

Please Note: Text in this template that is new or modified compared with the Year 3 template appears in **maroon type**.

Purpose of this Document

This Year 4 Annual Evaluation Report (AER) Template and Guide for evaluators of local 21st CCLC programs in New York State was developed at the request of the **State Program Coordinator**.

It is recognized, as stated in the Evaluation Manual, that “Evaluation first and foremost should be useful to the program managers at all levels of the system...” and that “The Annual Report’s primary function is to present findings on the degree to which...objectives were met.” The Evaluation Manual further specifies that the AER should report on the study methodology, findings, and recommendations and conclusions.

While these represent the report’s “primary” functions, they do not reflect its only purpose. The AER also serves – along with other data sources – to inform NYSED Project Managers, Resource Center support specialists, and the Statewide Evaluator about program performance and accomplishments, which help guide the monitoring review and technical assistance processes. Indeed, many of the components of this report are directly aligned with NYSED policies and program expectations that are the focus of the monitoring visits that all programs receive. These alignments are highlighted throughout this template with references to **required indicators and evidence** in the revised Site Monitoring Visit Report (“SMV Report”).¹ *Because NYSED and the Resource Centers review a program’s AERs before each visit, information provided in this report that aligns with those indicators can be used to fulfill the documentation requirements of these visits.*

Additional purposes of this report include helping to inform NYSED and the State Evaluator about trends across sub-grantees, which help to guide NYSED’s policy decisions, as well as its mandated reporting to the U.S. Department of Education. In short, the AER supports program improvement at both the state and local levels, and contributes to evidence that the federal government needs to make funding decisions.

¹ Retrieved from <http://www.p12.nysed.gov/sss/documents/21C%20Onsite%20Monitoring%20Report%202017-19.doc>. Please keep your eyes on the SSS website for future updates to the SMV.

Annual Evaluation Report (AER) Template – Year 4 Final

For all of these reasons, the information requested herein should be of interest to all stakeholders, and is consistent with that required by the **Evaluation Manual**¹ per the **Request for Proposals** for local program funding² and the approved addenda to the Evaluation Manual,³ as well as **State monitoring guidelines**.⁴

The purpose of this report guide and template is to clearly identify, and to organize within a consistent structure, the information that is necessary for each of the above stakeholders. The template has been designed with the varying needs of these different stakeholders in mind. It is designed to strike a compromise between the brevity and accessibility that program managers require, and the depth of detail that state and federal stakeholders require. Summaries or graphics that would be useful to program staff can always be included within the comments of each section or included in the appendices.

Please note that NYSED, the Resource Centers, and the State Evaluation Team are acutely aware of the challenges over the past year created by the COVID-19 pandemic, such as school closures and resulting needs to conduct program activities virtually and/or through hybrid models; the need to redesign many program activities to accommodate these conditions; personal, financial and health crises faced by many families, resulting in reduced participation; the need to also redesign evaluation activities so they could be conducted remotely; the cancellation of state testing in spring 2020; the interruptions to communications, distribution of surveys, and access to documents; and many other challenges. It is well understood that such conditions have had major impacts on all levels of programming, and that some project goals had to be modified, could not be measured, and/or could not be met. This template has been redesigned slightly to facilitate evaluators' ability to report on such limitations.

We encourage the author(s) of this report to use the “Explain” column in the Evaluation Plan and Results tables, as well as other comment and narrative sections of the report, to explain where the program and the evaluation were hampered by these conditions, as well as any strategies that were used to address the challenges.

General Guidelines for Completing this Document

- ***Results should be reported primarily at the sub-grantee level;*** however, if there is a lot of variation in results among sites, or if there are one or more “outlier” sites that do not fit the consortium level summary, these variations should also be reported. In addition, if different performance indicators, activities and/or assessments are used at different sites, these differences should be made explicit in Section 2 (Evaluation Plan and Year 4 Results).

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

² Retrieved from <http://www.p12.nysed.gov/funding/2017-2022-21st-cclc/2017-2022-21st-cclc-grant-application.pdf>.

³ <http://www.p12.nysed.gov/sss/documents/AddendumtoNYSEvaluationManual4-27-21v1.pdf>

⁴ As outlined in New York State’s revised 21st CCLC “Site Visit Monitoring Report,” cited above.

Annual Evaluation Report (AER) Template – Year 4 Final

- *Additional guidelines and instructions are provided for each section below. Please read them carefully.*
- *Please provide any content that is in PDF format (logic model, appendices, etc.) as attachments of the original document; images copied into this Word document do not translate well.*
- If respondents are concerned that data-heavy appendices would be overwhelming to their client, the optional Comments after each section can be used to provide a narrative summary, graphics, etc. as desired.

Please contact the State Evaluation Team at Measurement Incorporated with any questions. Thank you for your cooperation.

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I. Project Information

Program Name	
Project Number	0187-20- _____
Name of Lead Agency	
Name of Program Director	
Name(s) of Participating Site(s) and grade level(s) served at each site	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: _____
Target Enrollment	Total (Program-wide): _____ Actual # at/above 30 hours _____
Evaluator Name and Company	
Evaluator Phone and Email	

II. Evaluation Plan & Results

- Use the tables below to identify your program objectives, performance indicators (PIs) of success, evaluation and measurement plan, and results of your evaluation data collection and analysis for Year 4. Additional space is provided to report on Year 3 results that could not be reported last year.
- Add rows, and copy and paste the sections provided below, as many times as needed in order to accommodate all of your program's objectives and PIs. *Enter only one PI per row*, so as to make clear how it aligns with responses regarding target populations, SMART criteria, supporting activities, etc.
- This table is derived from the Template for Goals & Objectives in your grant proposal. *If the activities and measurability of the PIs indicate a strong adherence to this original plan, then this completed table may be used by grantees as evidence to support compliance with SMV Indicator E-3(a):* "Adherence to the Program's Grant Proposal".
- If you have an existing table that includes some of the information below, you may copy and paste it at the end of this section or attach as an appendix. *You must then reference the appended table(s) by writing "See Appendix X" or "See table below" in the appropriate columns, and then complete all additional columns that require information not included in your original table(s).*
- Column instructions and definitions for the following tables:

[Old Col. D] – Space for reporting activities to support program objectives and PIs has been added immediately below each objective in lieu of the old Col. D. Activities can also be reported in a row underneath each PI if there are activities unique to each PI within each objective. List activity titles, or attach a list (in any format) as an appendix, and reference here.

Col. A, B, D – PIs, Target Populations and PI Measures: Specify in the comments box whether any of these were modified from the original grant proposal, and if so, whether the modifications are pending or approved.

Col. B – Target Populations: Students, parents, grade levels, sub-groups [e.g. special education], specific activity participants, etc. as applicable.

Col. C – SMART Criteria: Evaluators are asked here to assess whether they believe each of the established PIs are SMART (as defined below). If not, include an explanation in the comments of why not, and any plans to modify the PI.

SMART stands for: **Specific:** targets a specific, clearly defined area of improvement for a specific target group; **Measurable:** states a defined outcome that can be assessed, and how it is to be assessed, including instruments and analyses [which can be indicated in Columns E and F]. (SMART indicators can include qualitative assessment); **Achievable:** realistic given baseline conditions and available resources [note this may be difficult for the State Evaluator to assess]; **Relevant:** aligned to program mission, program activities, school day academics, GPRA indicators, etc.; **Time-bound:** specifies when the goal will be achieved [most will be annual].

Col. D – PI Measures: Data collection instruments and methods used to assess success of the PI; e.g. surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records, state assessments, other skills assessments, etc. Indicate the title if a published instrument is used.

Col. E – Analyses: Analyses of the above measures used to determine whether the PI was met. Be sure to include specific results that directly assess the PI.

Col. F – Response Rate/% With Data: These measures are defined as the number of individuals for whom data/information was obtained, divided by the total number in the population for whom the PI was specified. Note that the PI target population may be smaller than the total number of program participants, for example in activities that are not designed for all students, or if the PI is specified only for students attending a minimum number of hours.

Col. G – Was PI Met? As mentioned, it is well understood that the pandemic has had a major impact on meeting or even measuring many PIs and Objectives – options for these responses have been added. A designation of "Partial" can only be used to indicate that a Performance Indicator (PI) was fully met in at least one site, but not at all sites. "Progress towards" the PI, or "almost" meeting the indicator, should not be counted as partially met, although such details are useful, and are welcome in the comments sections. Make sure that assessments of whether PIs were met are aligned with how the PI is defined. (For example, if the PI specifies improvement, it is not sufficient to report only on end-of-year performance.)

All Columns - Any **academic** PIs from the prior year that could not be reported in that year's AER (e.g. due to pending district data) must now be reported in the "**Prior Year PIs**" subsection following each sub-objective.

a. Sample Evaluation Plan and Results Tables

Objective 1: 21st CCLCs will offer a range of high-quality educational, developmental, and recreational services for students and their families.

Sub-Objective 1.1: Core educational services. 100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.

Sample Program Objective 1.1-1 (specify): ELA enrichment program offered to all students below proficient

Sample Describe activity(ies) to support this program objective here:
 - ELA Skills Through Leadership; - ELA Support for SIFE

(A) Sample Performance Indicator(s) (PI) of success	(B) Sample Target Population(s)	(C) Sample PI Meets SMART Criteria? (Y/N)	(D) Sample PI Measures data collection instruments & methods	(E) Sample Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Sample Response Rate/ % With Data (if applicable):	(G) Sample Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) Sample EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
<i>ELA enrichment programs offered 3 hours/day, 3 days/week for 30 weeks annually</i>	<i>Students who were below proficient in ELA in spring 2020, as confirmed by baseline ELA ratings on spring 2021 Teacher Survey</i>	Y	<i>- Program schedule - Fall evaluator observation summary</i>	<i>- Review of scheduled dates, days and hours - fall observations verify existence of programs</i>	NA	Partial	<i>Both activities offered for 3 hrs/day X 3 days/wk at Site A, At Site B, leadership ELA met full schedule but ELA for SIFE only 2 hrs/day.</i>
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
<i>600 students who were rated as below proficient in baseline ELA on spring 2021 Teacher Survey attend at least 30 hours of ELA programming annually</i>	<i>Students who were below proficient in ELA in spring 2020, as confirmed by baseline ELA ratings on spring 2021 Teacher Survey</i>	Y	<i>- fall '20 local Teacher Surveys - spring '21 State Teacher Surveys - attendance rosters</i>	<i>Review of: - fall '20 and spring '21 Teacher Surveys - count of #s attending >30 hrs by ELA scores</i>	<i># targeted by PI: Total students below proficient enrolled in ELA activities = 500 # w data: 335 [# with completed spring '21 Teacher Survey and records of hours of ELA program attendance] [% with data = 335/500=67%]</i>	Not met due to pandemic	<i>All 335 students at Sites A and B (combined) who were rated below proficient attended at least 30 hours at one of these programs; but attendance fell below the target of 600 students due to school closures.</i>
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							

Comments: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.
 - Objective 1.1 and both PIs/population definitions are approved modifications – original did not focus on students scoring below proficient in prior year; changed measure from prior year ELA test to Teacher Survey ratings because of 2020

testing cancellation.

Objective 2: Participants of 21st CCLC Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

Sub-Objective 2.1: Achievement. Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports.

Sample Program Objective 2.1-1 (specify): *Participants attending ELA enrichment improve their ELA performance*

Sample Describe activity(ies) to support this program objective here:

- ELA Skills Through Leadership; - ELA Support for SIFE

(A) Sample Performance Indicator(s) (PI) of success	(B) Sample Target Population(s)	(C) Sample PI Meets SMART Criteria? (Y/N)	(D) Sample PI Measures data collection instruments & methods	(E) Sample Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Sample Response Rate/ % With Data (if applicable):	(G) Sample Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) Sample EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
<i>80% of grade 4-8 participants who were rated as below proficient at baseline on spring 2021 Teacher Survey, and attended 30+ hours of ELA activities, are rated on the Survey as at/above proficient as of spring 2021 and/or score at/above proficient on Spring 2021 ELA test</i>	<i>Grade 4-8 students who were below proficient in ELA in spring 2020, as confirmed by spring 2021 Teacher Survey</i>	Y	<i>- fall '20 local Teacher Surveys - spring '21 Teacher Surveys - spring '21 ELA test - attendance rosters</i>	<i>#/% of target group at/above proficient, spring '21</i>	<i># targeted by PI: 335 [# grade 4-8 in ELA programs who were rated as below proficient at baseline AND attended ELA activity for 30+ hrs] # w data: [Pending]</i>	<i>Data Pending</i>	<i>Spring '21 ELA data expected ca. August 2021</i>

Sample Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.

- Y4 PI is an approved modification to specify which participants the indicator is referring to, and to reflect a change in PI measures because of 2020 state testing cancellation.

- Y3 PI was not "SMART" - Not specific (does not specify how participants would be defined as "struggling"; program submitted a program modification to change this PI for SY 2020-21 to make it Specific.

Sample PRIOR Year PIs for Objective 2.1-1 [needed only if not reported last year]							
Sample Describe prior year activity(ies) to support this program objective here: - ELA Skills Through Leadership; - ELA Support for SIFE							
(A) Sample Performance Indicator(s) (PI) of success	(B) Sample Target Population(s)	(C) Sample PI Meets SMART Criteria? (Y/N)	(D) Sample PI Measures data collection instruments & methods	(E) Sample Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Sample Response Rate/ % With Data (if applicable):	(G) Sample Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) Sample EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
80% of struggling participants score at/above proficient in spring 2020	Students who were struggling in ELA in SY 2019-20	N	- Fall '19 survey of ELA teachers - spring '19 and spring '20 NYS ELA exams - attendance rosters	#/% of target group at/above proficient, spring '20	# targeted by PI: 512 students struggling in ELA participated in ELA programs # w data: No students completed spring '20 ELA exam [% with data= 0/512=0%]	Not measured due to pandemic	Spring '20 ELA performance could not be assessed due to cancellation of state testing.
Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, , challenges encountered due to pandemic, etc.							

b. Evaluation Plan and Results Tables

Enter your program's data here.

Objective 1: 21st CCLCs will offer a range of high-quality educational, developmental, and recreational services for students and their families.

Sub-Objective 1.1: Core educational services. 100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.

Program Objective 1.1-1 (specify):

Describe activity(ies) to support this program objective here:

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		

If needed, describe activity(ies) specific to the above Performance Indicator here:

					# targeted by PI: ____ # w data: ____		
--	--	--	--	--	--	--	--

If needed, describe activity(ies) specific to the above Performance Indicator here:

Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.

PRIOR Year Objective 1.1-1 [Specify if changed]:							
PRIOR Year PIs for Objective 1.1-1 [report in table below only if not reported last year]							
Describe prior year activity(ies) to support this program objective here:							
(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
Comments on PRIOR Year Program Objective/Pis: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic , etc.							

Sub-Objective 1.2: Enrichment and support activities. 100% of Centers will offer enrichment and youth development activities such as nutrition and health, art, music, technology and recreation.

Program Objective 1.2-1 (specify):

Describe activity(ies) to support this program objective here:

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic , etc.							

PRIOR Year Objective 1.2-1 [Specify if changed]:							
PRIOR Year PIs for Objective 1.2-1 [report in table below only if not reported last year]							
Describe prior year activity(ies) to support this program objective here:							
(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
Comments on PRIOR Year Program Objective/Pis: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic , etc.							

Sub-Objective 1.3: Community Involvement. 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

Program Objective 1.3-1 (specify):

Describe activity(ies) to support this program objective here:

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							

Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, **challenges encountered due to pandemic**, etc.

¹ Note that this table might serve as a supplemental source of evidence documenting activities to engage and communicate with families, helping support grantees' compliance with Indicators in SMV Section G, particularly G-3, G-5, G-6, and G-7.

PRIOR Year Objective 1.3-1 [Specify if changed]:							
PRIOR Year PIs for Objective 1.3-1 [report in table below only if not reported last year]							
Describe prior year activity(ies) to support this program objective here:							
(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
Comments on PRIOR Year Program Objective/Pis: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.							

Sub-Objective 1.4: Services to parents and other adult community members. 100% of Centers will offer services to parents of participating children.¹

Program Objective 1.4-1 (specify):

Describe activity(ies) to support this program objective here:

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic , etc.							

¹ Note that this table might serve as a supplemental source of evidence documenting “Adult Learning Opportunities” helping to support grantees’ compliance with MV Indicator G-8(d).

PRIOR Year Objective 1.4-1 [Specify if changed]:							
PRIOR Year PIs for Objective 1.4-1 [needed only if not reported last year]							
Describe prior year activity(ies) to support this program objective here:							
(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
Comments on PRIOR Year Program Objective/Pis: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.							

Sub-Objective 1.5: Extended hours. 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.

Program Objective 1.5-1 (specify):

Describe activity(ies) to support this program objective here:

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic , etc.							

PRIOR Year Objective 1.5-1 [Specify if changed]:							
PRIOR Year PIs for Objective 1.5-1 [needed only if not reported last year]							
Describe prior year activity(ies) to support this program objective here:							
(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
Comments on PRIOR Year Program Objective/Pis: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic , etc.							

Objective 2: Participants of 21st CCLC Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

Sub-Objective 2.1: Achievement. Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports.

Program Objective 2.1-1 (specify):

Describe activity(ies) to support this program objective here:

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic , etc.							

PRIOR Year Objective 2.1-1 [Specify if changed]:							
PRIOR Year PIs for Objective 2.1-1 [needed only if not reported last year]							
Describe prior year activity(ies) to support this program objective here:							
(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
Comments on PRIOR Year Program Objective/Pis: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic , etc.							

Sub-Objective 2.2: Behavior. Regular attendees in the program will show continuous improvements on measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors.

Program Objective 2.2-1 (specify):

Describe activity(ies) to support this program objective here:

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							

Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, **challenges encountered due to pandemic, etc.**

PRIOR Year Objective 2.2-1 [Specify if changed]:							
PRIOR Year PIs for Objective 2.2-1 [needed only if not reported last year]							
Describe prior year activity(ies) to support this program objective here:							
(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
Comments on PRIOR Year Program Objective/Pis: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic , etc.							

Provide a discussion of any particular strengths or limitations of above assessments or evaluation design, and describe any efforts or plans to minimize limitations (**Required** if there were limitations).

(Optional): Additional comments on evaluation plan and Year 4 PI results.

III. Observation Results

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 – to the extent you were able to complete them. **Also include here a discussion of any 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.**

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, focuses on activity content and structure (including environmental context, participation, and instructional strategies), relationship building and the quality of interpersonal relationships, and the degree to which activities focus on skill development and mastery.

a. First visit

Append results from any observation protocols or separate reports you have prepared for your client, as applicable.¹ Alternatively, you can paste on this page any summaries of findings on **fidelity to program design** from the first required visit.

Please specify approximate date(s) of *first* round of Year 4 observations (MM/YY): _____

Results:

¹ Copies of completed site observation protocols and/or other site visit summaries should be provided to program managers as a source of required supporting evidence to meet compliance for SMV Indicator H-1(c), “evidence of two site visits per site.”

b. Second visit:

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 4 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 in Appendix**)
 - Other observation protocol (attach sample in Appendix, or if published, indicate name): _____

Results:

¹ Copies of completed site observation protocols and/or other site visit summaries should be provided to program managers as a source of required supporting evidence to meet compliance for SMV Indicator H-1(c), “evidence of two site visits per site.”

² Note: As specified in SMV Indicator D-3, grantees are also required to conduct program activity implementation reviews, using a form consistent with the research-based OST (**or OST-A**) observation instrument. Evidence of the activities specified in Indicator D-3 [see D-3(a) and (b)] can be strengthened if the evaluator and grantee collaborate on learning from the findings of these similar point-of-service observations and grantee quality reviews.

IV. Logic Model (LM) *and/or* Theory of Change Model (ToC)

Some evaluators have indicated that a Theory of Change, as an addition to, or in lieu of, a logic model, would be more meaningful than a logic model for their client. In this section, please provide whichever model(s) are most useful for your client. Theory of change should be aligned with the discussion of evidence-based research underpinning the program theory that was required by the RFP; it can be presented as a formal model, or it can be presented descriptively.

Please provide your most up-to-date logic *and/or* theory of change model(s), highlighting any modifications since the program began.¹ Logic model templates and samples are provided below:

- “**Logic Model Components**” (below) describes the basic components that should be included, as well as some optional contextual factors.
- Following the “Components,” the “**Generic Logic Model Template**” shows one possible structure in more detail.
- The “**Sample Logic Model**” then shows an example of what an actual 21st CCLC program might look like. Additional logic model examples from actual programs in NYS accompany this AER template, included with permission of the Program Directors.

For a more in-depth discussion of how to create a logic model, refer to the Evaluation Manual, *Creating a Program Logic Model Based on the Program Theory* (pp. 22-24), and *Appendix 4: The Logic Model Process Deconstructed* (Appendix pp.8-13).

Guidelines for Logic Models

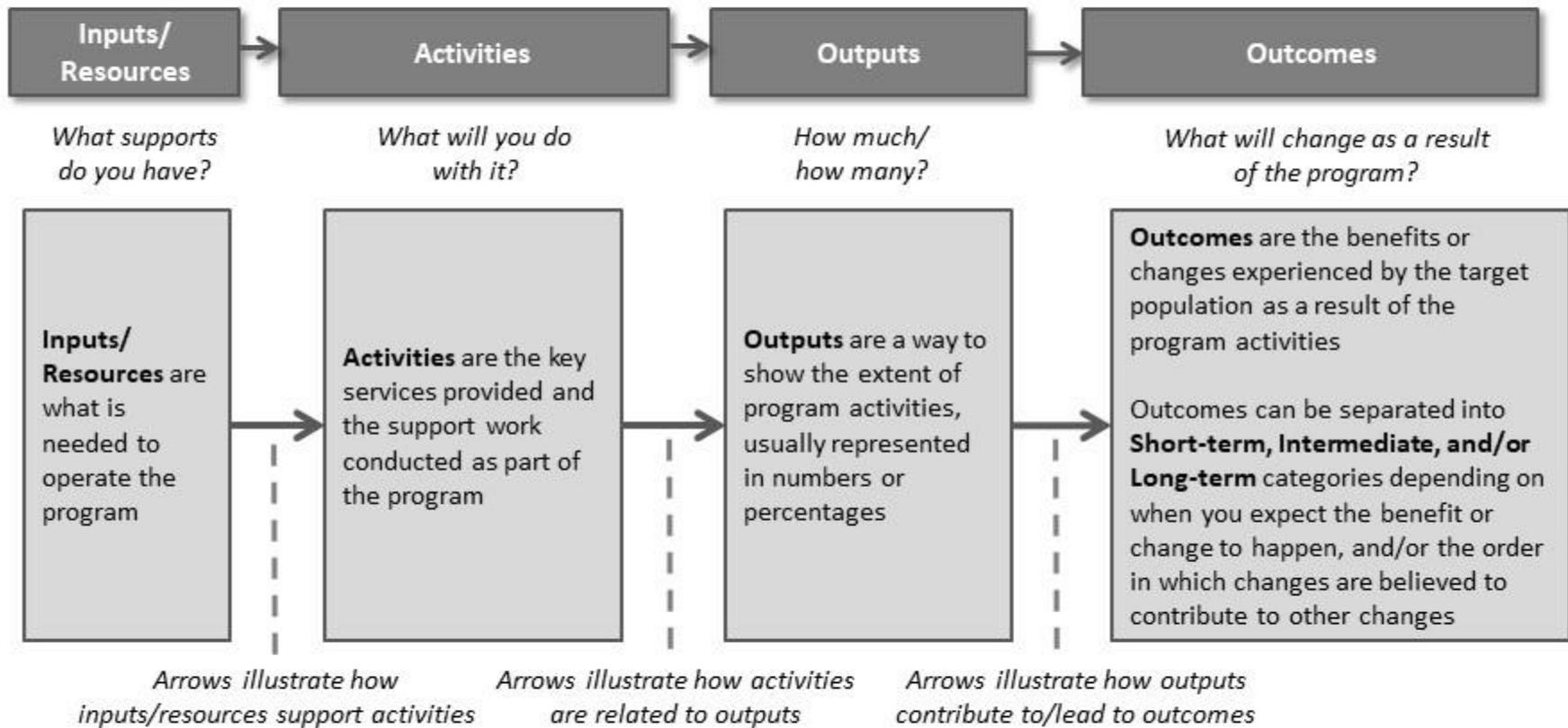
- There is no one “correct” format for a logic model. It is the content that is important.
- Components of the logic model should align with your Evaluation Plan in Section II above:
 - Activities in your evaluation plan should align with activities in the logic model
 - Goals, objectives and/or performance indicators in your evaluation plan should align with outputs, and short-term and long-term outcomes in the logic model, as applicable.
- There can, however, be additional components of the logic model that are not part of the evaluation plan. For example:
 - Descriptions of administrative resources or activities that may not be directly addressed in your evaluation objectives.
 - You might also include one or more “ultimate” outcomes/impacts reflecting the fundamental purpose, motivation, or mission of your program, even if it is not something that is explicitly measured. They are typically more general statements than SMART goals – for example, “improving academic success,” or “creating productive citizens.”
- The Logic Model should do more than simply list inputs, activities, etc.; it should depict how these components relate to each other. The arrows can be read as meaning “leads to,” “supports,” “contributes to,” etc. It is important to note that the outcomes and impacts that 21st CCLC activities “contribute to” are virtually always also affected by numerous other factors.
- Logic models do not need to show measurable specifics – these details should be shown in the Evaluation Plan in Section II.

¹ **Note: an up-to-date logic model is required for compliance with SMV Indicator H-2. (See Indicator H-2(b).)**

Logic Model Components

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

Intended Impact*: The overall aim of all the program activities to the target population and/or community

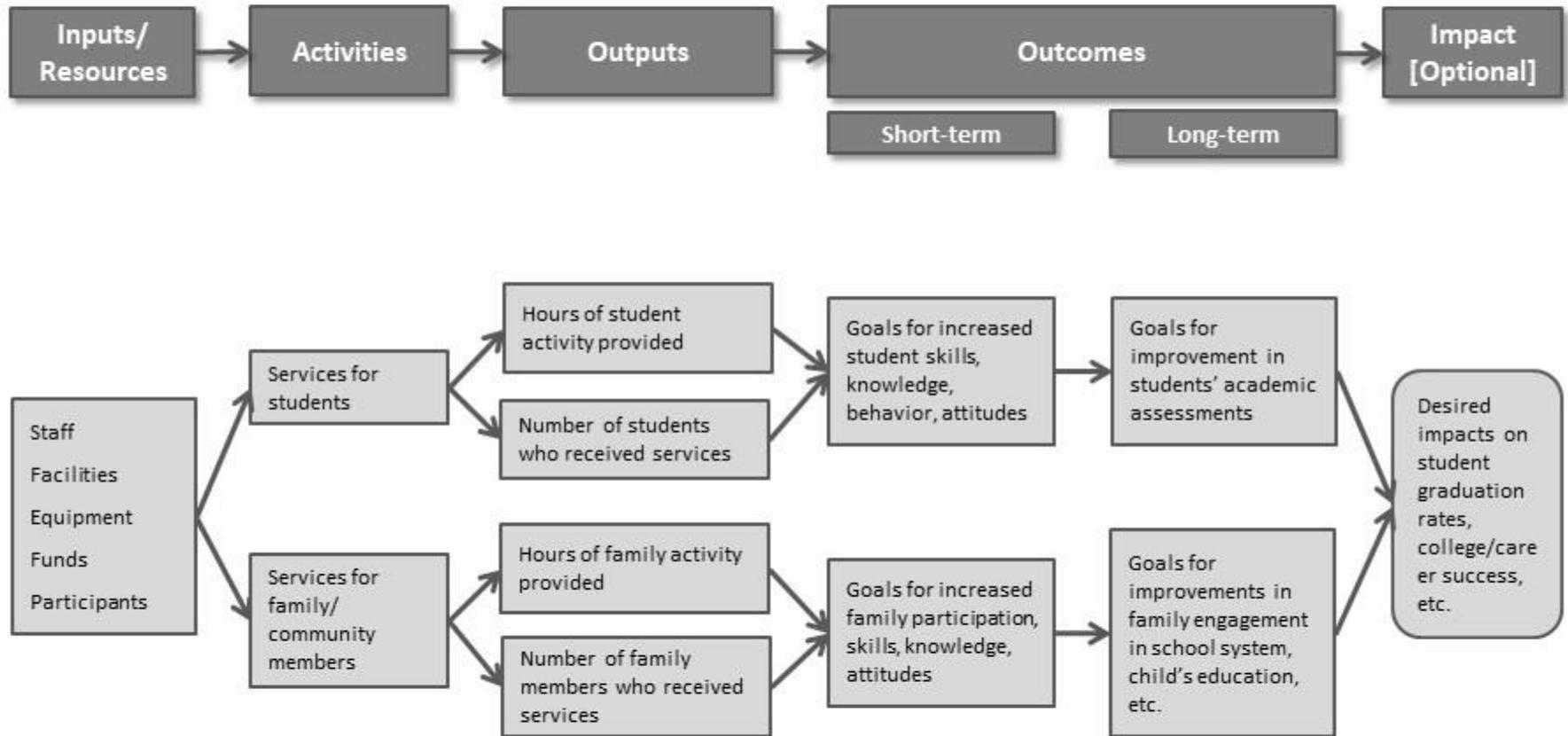


Assumptions*: Information that we believe to be true, which provides reasoning for why the program design will be successful

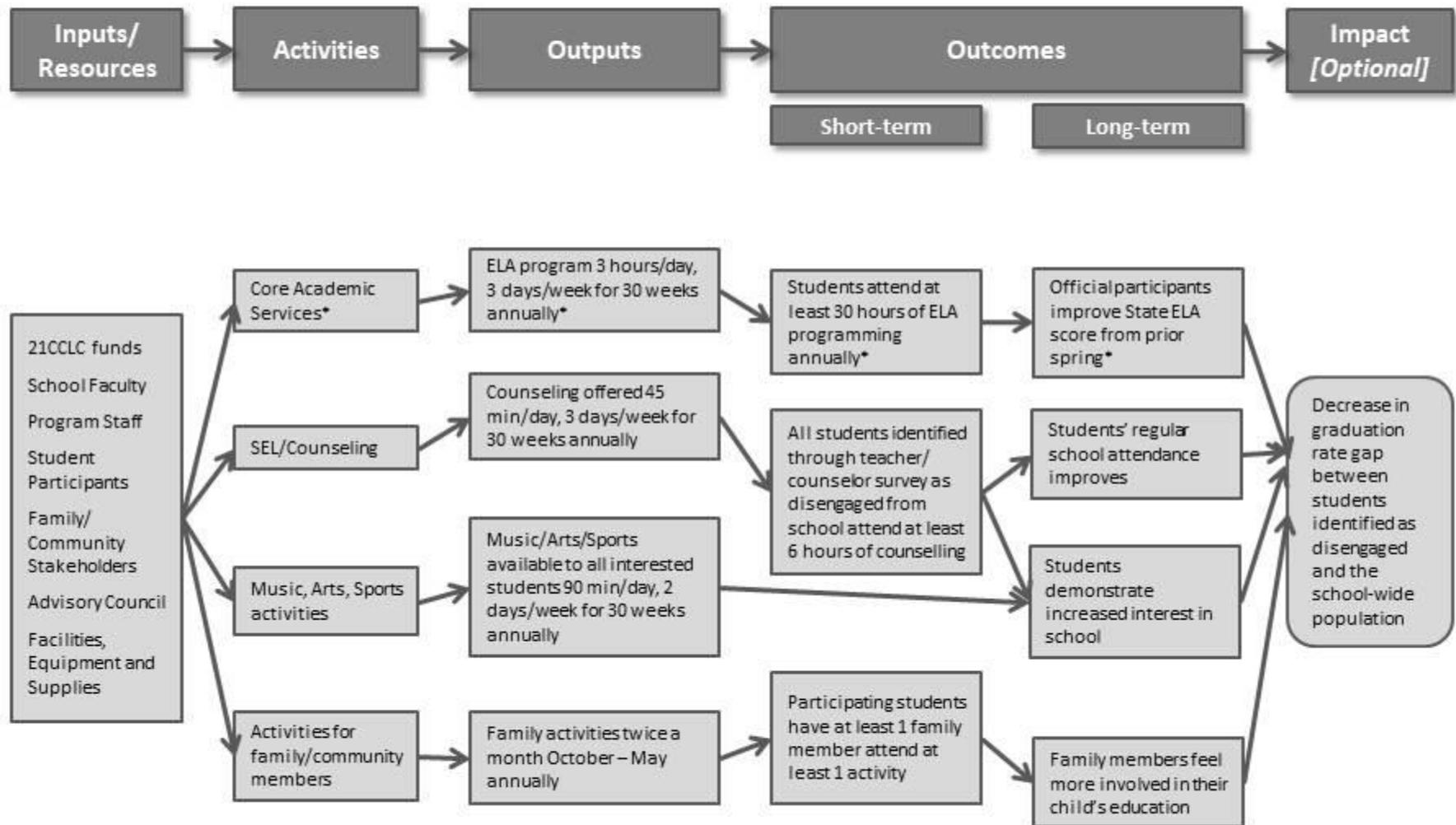
External Factors*: Aspects of the environment, which the project may have no control over, that could influence outcomes

* The boxes for Target Population, Intended Impact, Assumptions, and External Factors illustrate relevant context for the logic model, but they are not required.

21CCLC Logic Model Template



21CCLC Sample Logic Model



* Note how the activities, outputs and outcomes for Academic Services align with the activities, objectives and PIs in the sample evaluation plan in Section II above.

COPY AND PASTE YOUR LOGIC MODEL HERE, using the above “template” (or one of the examples) as a guide.

- Use the space below to summarize any aspects of the LM, **and/or Theory of Change**, that have changed since the prior program year,¹ or are still under development, and if so, why.

Comments:

¹ Note that annual reviews of the logic model are required, as per SMV Indicator H-2(b).

V. Conclusions & Recommendations

Program's successes and lessons learned based on evaluation findings¹

**a. Status of the implementation of recommendations from the previous year;
AND
documented or perceived impacts of implementing those recommendations, if known**

b. Strategies to help ensure that evaluation findings were used to inform program improvement.

c. Conclusions and recommendations based on the current year's evaluation findings

d. Conclusions and recommendations based on evaluation findings from prior year objectives and indicators that could not be addressed until the current year due to pending data, if applicable

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.

VI. Sustainability

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

Yes No

If YES, please briefly list potential sustainability strategies here (bullet format is sufficient):

VII. Appendices

Required:

- Copies of any *locally developed* measurement tools/assessments (surveys, observation tools, *etc.*)
- Full, tabulated results of any quantitative assessment tools (surveys,¹ observation protocols, skills assessments, *etc.*)

Optional:

- Sample of memo or weekly/monthly report used to share ongoing evaluation results/data with program²
- Any additional narrative, analysis, graphics or other information that did not fit into any section in this report that you would like to include

¹ Note: As specified in SMV Indicator H-4(a), local evaluators and program administrators are jointly responsible for administering annual surveys to student participants, and grantees are required to maintain documented evidence of this activity.

² Note: As specified in SMV Indicator H-3(b), local evaluators and program administrators are jointly responsible for maintaining ongoing communication with each other, and grantees are required to maintain documented evidence of this activity.

Appendix IX: Summary of Year 4 EZReports Customizations

Allow import/upload of data from other formats (such as CitySpan)
Test sample CitySpan sample file (from NYC) for upload to EZR
Create more granular list of Activity Categories
Strengthen system's validation functions: <ul style="list-style-type: none">- provide different session duration warnings for different times (after school, weekends, during school, etc.);- Block selection of activities during day unless site is ELT- Make entry of at least one (State StudentID or District Student ID) mandatory- State student ID value must be 10 digits- Make fiscal contact mandatory- Make day school teacher information mandatory- Make day school principal information mandatory- Total # target students per site = Total target number for grant
Distinguish activity types as virtual synchronous, virtual asynchronous, or in-person
Distinguish between Partner and Vendor
Modify definition of "Regular" student as 90 hours, not 30 days
Define Locale type
Generate new reports: <ul style="list-style-type: none">- Program contact information- Site contact information- Day school contact information- Site level attendance hours
Update online FAQs with list of questions from Bi-weekly Q & A
New Teacher Survey logic for 21APR reports
Allow multi-site user to link to two different grantees