

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

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**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 21<sup>st</sup> 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”).<sup>1</sup> *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.

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

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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**<sup>1</sup> per the **Request for Proposals** for local program funding<sup>2</sup> and the approved addenda to the Evaluation Manual,<sup>3</sup> as well as **State monitoring guidelines**.<sup>4</sup>

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).

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

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

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

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

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- *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.

**New York State 21<sup>st</sup> CCLC State Evaluation Team:**

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## I. Project Information

<b>Program Name</b>	Boys & Girls Club of Buffalo, Charter Schools	
<b>Project Number</b>	0187-21- 7014	
<b>Name of Lead Agency</b>	Boys & Girls Club of Buffalo	
<b>Name of Program Director</b>	Lorrie Ann Knight	
<b>Name(s) of Participating Site(s) and grade level(s) served at each site</b>	Site 1: <u>Babcock Boys &amp; Girls Club</u>	Grade(s) Served: <u>K-8</u>
	Site 2: <u>Butler-Mitchel Boys &amp; Girls Club</u>	Grade(s) Served: <u>K-8</u>
	Site 3: <u>Egbertsville Youth &amp; Community Center</u>	Grade(s) Served: <u>K-8</u>
	Site 4: <u>John F. Beecher Boys &amp; Girls Club</u>	Grade(s) Served: <u>K-8</u>
	Site 5: <u>Masten Boys &amp; Girls Club</u>	Grade(s) Served: <u>K-8</u>
	Site 6: <u>William C. Baird Boys &amp; Girls Club</u>	Grade(s) Served: <u>K-8</u>
	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: _____
<b>Target Enrollment</b>	Total (Program-wide): <u>525</u>	Actual # at/above 30 hours <u>149</u>
<b>Evaluator Name and Company</b>	Emily Hagstrom, Via Evaluation	
<b>Evaluator Phone and Email</b>	(716) 362-0627 <a href="mailto:Emily@viaeval.com">Emily@viaeval.com</a>	

## 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 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.

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.**

**Program Objective 1.1-1 (specify): 100% of 21st CCLC students will participate in academic assistance and academic enrichment in the core areas during the school year and summer programs.**

**Describe activity(ies) to support this program objective here: School-day virtual learning, Power Hour, STEAM, and Money matters to name a few.**

(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.
During the school year, the program will offer targeted academic assistance/enrichment activities to all participants for at least 30 minutes from Monday-Thursday.	Students	Y	Program Schedule Site visit observations	VIA reviewed the program schedule and calendar and discussed them with the Project Director. At site visits, VIA observed the timing and quality of the activities. If any inconsistencies were noted, VIA discussed them with the project team for clarification.	N/A	Yes	Each site offers at least 30 minutes of targeted academic assistance/enrichment to all participants Monday-Thursday. Most students participate in at least one hour each day, Monday-Friday.
<b>If needed, describe activity(ies) specific to the above Performance Indicator here:</b>							
During the summer, the program will offer 3 hours of targeted academic activities to all participants every day of program.	Students	Y	Program Schedule	VIA reviewed the program schedule and calendar and discussed them with the Project Director.	N/A	Yes	The program offered at least 3 hours of targeted academic activities to all participants each day during the summer.
<b>If needed, describe activity(ies) specific to the above Performance Indicator here:</b>							
<b>Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.</b>							

**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):** 100% of 21st CCLC students will participate in daily youth development activities designed to promote soft skills critical for students to succeed in school and life.

**Describe activity(ies) to support this program objective here:** Arts & crafts, Triple Play, Positive Action, and Smart Moves to name a few.

(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.
The program will offer a variety of enrichment and youth development activities to all participants for at least 1 hour every day of program during the school year.	Students	Y	Program Schedule Site visit observations	VIA reviewed the program schedule and calendar and discussed them with the Project Director. At site visits, VIA observed the timing and quality of the activities. If any inconsistencies were noted, VIA discussed them with the project team for clarification.	N/A	Yes	Each site offered more than 1 hour of enrichment and youth development activities to all participants each day during the school year.
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
The program will offer a variety of enrichment and youth development activities to all participants for at least 3 hours every day of program during the summer.	Students	Y	Program Schedule	VIA reviewed the program schedule and calendar and discussed them with the Project Director.	N/A	Yes	The program offered at least 3 hours of enrichment and youth development activities to all participants each day during the summer.

*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.



**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.<sup>1</sup>

**Program Objective 1.3-1 (specify):** BGCB will collaborate with the community to plan, implement, and sustain the after-school program and continue to expand services to students and their families.

**Describe activity(ies) to support this program objective here:** Advisory Meetings, community partnerships.

(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.
The program will hold quarterly Advisory Committee meetings with the following participating: representatives from BGCB, EVCS, SBCS, BUCS, students, parents, and community partners.	Stakeholders	Y	AC Meeting Minutes and Sign-in Sheets	VIA participated in meetings, and sign-in sheets were collected to monitor stakeholder involvement in meetings.	N/A	Yes	Quarterly Advisory Committee meetings were held (12/1/20,1/26/21,3/9/21,5/18/21) with representatives from sites across both grants attending including students, parents, and community partners.
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
The program will offer services from at least two additional community agencies each program year.	Families	Y	Log of community agencies providing services	The project director provided the log of community agencies providing services for evaluator review.	N/A	Yes	The following community agencies provided services: Buffalo Zoo, UB Leadership Core, Tower Garden, BlueCross BlueShield, Fisher-Price, the Buffalo bills, RICH Products, Confident Girl Mentoring, and Cricket Wireless.
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
<b>Comments on Program Objective:</b> Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, <b>challenges encountered due to pandemic</b> , etc.							

<sup>1</sup> 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.

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

**Program Objective 1.4-1 (specify):** Parents of students participating in the 21st Century Program will participate in programs to increase their capacity to support their students' education.

**Describe activity(ies) to support this program objective here:** various parent activities on ZOOM

(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.
In conjunction with the schools, the program will offer at least 10 family education and engagement activities each year.	Parents/Families	Y	Family event log	VIA reviewed the list of family events the program held throughout the year.	N/A	Yes	Each site offered 2 parent nights in June, for a total of 12 events.
<b>If needed, describe activity(ies) specific to the above Performance Indicator here:</b>							
Adult family members of at least 40% of program students will participate in family education and engagement activities each year.	Parents/Families	Y	Parent sign-in sheets	Program staff did not consistently collect attendance at the virtual events.	# targeted by PI: 149 # w data: 123	Partial	Overall, a total of 34 participants who attended at least 30 hours had a family member attend at least one event (28%). The rates varied by site from only 14% (3 of 21) at Butler Mitchell, to 56% (5 of 9) at Beecher. The objective was also met at Eggertsville with 40% (4 of 10) participating.

**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.

<sup>1</sup> 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).

**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): 21st CCLC students will be offered quality programming during the summer and school year.**

**Describe activity(ies) to support this program objective here: Program activities & Summer programming**

(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.
During the school year, the program will offer 15 hours a week of programming to all students, from Monday to Friday.	Students	Y	Program Calendar and Schedule Site Visits	VIA reviewed the program schedule and calendar and discussed them with the Project Director. At site visits, VIA observed the timing and quality of the activities. If any inconsistencies were noted, VIA discussed them with the project team for clarification.	N/A	Yes	BGCB offered students synchronous and asynchronous school-day learning as well as after school programming for 10.5 each day, 5 days a week, for a total of 52.5 hours of programming each week.

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

During the summer, the program will offer 40 hours a week of programming, from Monday to Friday for 6 weeks.	Students	Y	Program Calendar and Schedule	VIA reviewed the program schedule and calendar and discussed them with the Project Director.	N/A	Yes	During the summer, the program offered 52.5 hours a week of programming, 7:30am to 6pm from Monday to Friday for 9 weeks.
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**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.

**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): Regular attendees will maintain or improve their literacy and math skills, the primary academic goals of the partner schools.**

**Describe activity(ies) to support this program objective here: Daily ELA & Daily Math focused activities (Power hour, Positive Action, etc.).**

(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.
75% of regular attendees will meet grade level requirements in Math each year.	Students	Y	Final Math class grade	VIA received final Math class grades from EVCS and SBCS. BUCS is no longer a partner with BGCB, so no data for these students were provided. Additionally, students under 5 <sup>th</sup> grade in SBCS were assessed on individual skills – not overall achievement. VIA analyzed the data and calculated the percentage of regular attendees who passed their class according to the schools' grading scales.	# targeted by PI: 104 # w data: 44	Yes	In total, there were 104 regular attendees this year; 44 (42%) had math level grade data. Of those students with data, 39 (89%) met grade level math requirements.
<b>If needed, describe activity(ies) specific to the above Performance Indicator here:</b>							
75% of regular attendees will meet grade level requirements in ELA each year.	Students	Y	Final ELA class grade	VIA received final ELA class grades from EVCS and SBCS. BUCS is no longer a partner with BGCB, so no data for these students were provided. Additionally, students under 5 <sup>th</sup> grade in SBCS were assessed on individual skills – not overall achievement. VIA analyzed the data and calculated the percentage of regular	# targeted by PI: 104 # w data: 44	Yes	In total there were 104 regular attendees this year; 44 (42%) had ELA level grade data. Of those students with data, 38 (86%) met grade level math requirements.

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				attendees who passed their class according to the schools' grading scales.			
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
95% of regular attendees will progress to the next grade.	Students	Y	Grade progression information	Grade progression information was provided by the schools. Data from BUCS was not available.	# targeted by PI: 104 # w data: 54	Yes	Of the 54 students with data, nearly all (53 or 98%) progressed to the next grade. However, it should be noted that due to the COVID-19 pandemic most students progressed grades.
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
<b>Comments on Program Objective:</b> Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, <b>challenges encountered due to pandemic, etc.</b>							

**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):** Regular attendees will improve their achievement of indicators that positively impact school performance.

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

(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.
At least 85% of regular attendees will exhibit positive school day attendance (missing less than 10% of eligible school days).	Students	Y	School day attendance records	Not measured	N/A	Not measured due to pandemic	School day attendance could not be reliably measured this year, as each school handled attendance during virtual programming differently.
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
At least 75% of regular attendees will demonstrate improvement in personal skills related to recreation, physical fitness, nutrition & health or conflict resolution.	Students	Y	Measure of Personal Skills (MoPS) Staff survey	VIA curated a list of all students across sites. BGC staff then reviewed the MoPS to complete for their respective students. VIA combined MoPS from all sites to track improvement.	# targeted by PI: 104 # w data: 86	Yes	Overall, 81% of students with a completed survey (70 of 86) improved in at least one category.
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
<b>Comments on Program Objective:</b> Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, <b>challenges encountered due to pandemic</b> , 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.

Due to the unique program setup this year, not all students in the program attended BGCB feeder schools. Thus, data for some students are not available. Additionally, BGCB and BUCS have ended their partnership so no grade-level data was available for any BUCS students.

### 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.<sup>1</sup> 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): 01/21\_\_\_\_\_

**Results:**

See attached results

---

<sup>1</sup> 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,<sup>1</sup> 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): 04/21\_\_\_\_\_

- Observation protocol used for point of service observations:<sup>2</sup>
  - 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:**

See attached results

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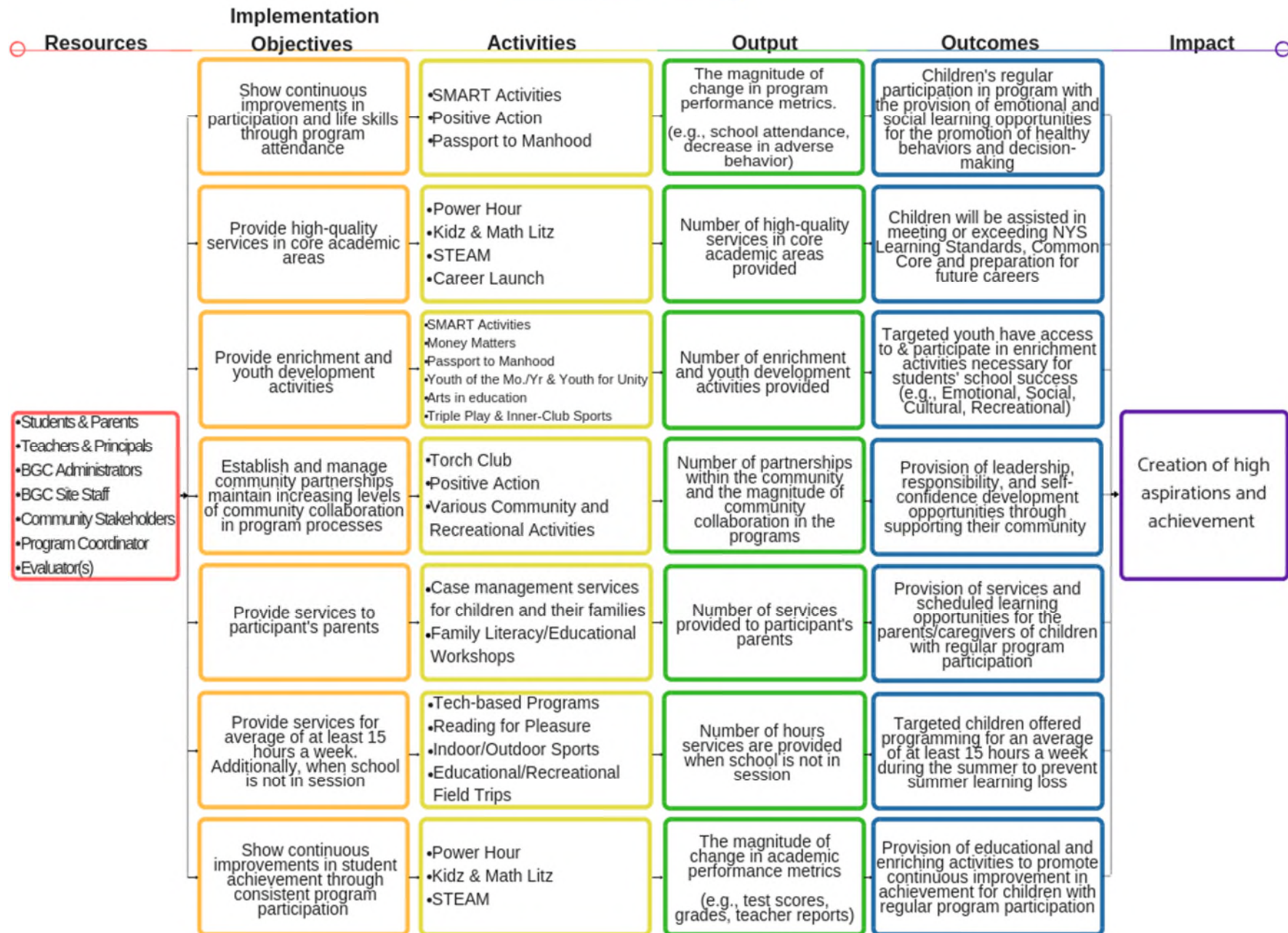
<sup>1</sup> Copies of completed site observation protocols and/or other site visit summaries should be provided to program managers as a source of required supporting evidence to meet compliance for SMV Indicator H-1(c), “evidence of two site visits per site.”

<sup>2</sup> 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)

#### 21st Century Community Learning Centers

#### Logic Model



Annual Evaluation Report (AER) Template – Year 4 Final

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

**Comments:**

Despite the changes in sites this year, the logic model still aligns with the programming offered and was not changed.

---

<sup>1</sup> 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 findings<sup>1</sup>

### **a. Status of the implementation of recommendations from the previous year;**

**AND**

### **documented or perceived impacts of implementing those recommendations, if known**

The following recommendations were made last year. The status of each are below.

#### **Work with Evaluator to ensure new objectives are measured**

Most of the required data that could be collected this year was, which allowed many objectives to be measured.

#### **Create a plan for virtual programming**

The program was able to run in person programming throughout the year and did not need to create a virtual plan.

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

In addition to the AER, the program was given a local slide deck-style report that included recommendations. This report and the recommendations were reviewed at the first advisory meeting with the Advisory Committee, as well as discussed with the project director. Additional recommendations for program improvement were provided after the site visits and mid-year check-in report. These findings were discussed with the program director and at advisory meetings as well.

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

Charter schools in Buffalo remained virtual for most of the school year. Therefore, the program was not able to run out of the schools as planned. Instead, the Boys and Girls Clubs of Buffalo (BGCB) received approval to move programming to their clubhouses across the city. Additionally, a waiver was granted for programs in Buffalo to serve students from all BPS schools. This allowed the program to serve students across the city from all schools in virtual learning during the day, where students could come to the clubs and log into their virtual schooling, with support from on-site staff during asynchronous times. Additionally, students could attend in person programming after school at the sites. Because programming was located in the clubhouses, students from both BGCB 21st CCLC grants attended all sites. Despite these challenges, nearly all objectives that could be measured were met, which indicates the program was able to follow the intended design and achieve the intended outcomes, even with these changes.

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<sup>1</sup> 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.

**Plan for proper support around social-emotional activities to help students transition back to full-time in-person learning.**

Due to the pandemic this year, BGCB changed the model of their after-school program to assist students with virtual school-day learning. With schools potentially bringing back all students next school year, program staff should work to ensure the social-emotional needs of students are met while they work through transitioning back to school. Consider offering more social-emotional activities to support students during this difficult time. Boys and Girls Clubs are especially well suited to provide these activities.

**Work with the remaining schools to create a plan to meet target numbers.**

With BUCS no longer a site, the program will need to work closely with the remaining two schools to find ways to meet the target participation numbers.

**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**

**VI. Sustainability**

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

X Yes  No

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

BGCB has been planning with donors to provide additional funds for membership fees. With BGCB having ownership of the buildings strategically located throughout the city of Buffalo, they are confident they will increase memberships with many coming from our currently funded 21CCLC sites. They will also apply for additional federal, state, private and local dollars. Conversations with schools have included funding ideas for a smaller afterschool program with monies from the school and membership fees.

## VII. Appendices

### Required:

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

### Optional:

- Sample of memo or weekly/monthly report used to share ongoing evaluation results/data with program<sup>2</sup>
- Any additional narrative, analysis, graphics or other information that did not fit into any section in this report that you would like to include

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<sup>1</sup> 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.

<sup>2</sup> 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.

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

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**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 21<sup>st</sup> 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”).<sup>1</sup> *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.

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<sup>1</sup> Retrieved from <http://www.p12.nysed.gov/ssss/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**<sup>1</sup> per the **Request for Proposals** for local program funding<sup>2</sup> and the approved addenda to the Evaluation Manual,<sup>3</sup> as well as **State monitoring guidelines**.<sup>4</sup>

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).

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

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

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

<sup>4</sup> As outlined in New York State’s revised 21<sup>st</sup> 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.

**New York State 21<sup>st</sup> CCLC State Evaluation Team:**

**Jonathan Tunik**, Project Director

**Lily Corrigan**, Project Associate

**Nora Phelan**, Project Associate

**Dr. Nina Gottlieb**, Senior Research Consultant

[21CEval@measinc.com](mailto:21CEval@measinc.com) | 1-800-330-1420 x203

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## I. Project Information

<b>Program Name</b>	Boys & Girls Club of Buffalo, Lovejoy	
<b>Project Number</b>	0187-21- 7015	
<b>Name of Lead Agency</b>	Boys & Girls Club of Buffalo	
<b>Name of Program Director</b>	Lorrie Ann Knight	
<b>Name(s) of Participating Site(s) and grade level(s) served at each site</b>	Site 1: <u>Babcock Boys &amp; Girls Club</u> Grade(s) Served: <u>K-8</u> Site 2: <u>Butler-Mitchel Boys &amp; Girls Club</u> Grade(s) Served: <u>K-8</u> Site 3: <u>Eggertsville Youth &amp; Community Center</u> Grade(s) Served: <u>K-8</u> Site 4: <u>John F. Beecher Boys &amp; Girls Club</u> Grade(s) Served: <u>K-8</u> Site 5: <u>Masten Boys &amp; Girls Club</u> Grade(s) Served: <u>K-8</u> Site 6: <u>William C. Baird Boys &amp; Girls Club</u> Grade(s) Served: <u>K-8</u> 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: _____	
<b>Target Enrollment</b>	Total (Program-wide): <u>175</u>	Actual # at/above 30 hours <u>84</u>
<b>Evaluator Name and Company</b>	Emily Hagstrom, Via Evaluation	
<b>Evaluator Phone and Email</b>	(716) 362-0627 <a href="mailto:Emily@viaeval.com">Emily@viaeval.com</a>	

## 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 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.

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.**

**Program Objective 1.1-1 (specify): 100% of 21st CCLC students will participate in academic assistance and academic enrichment in the core areas during the school year and summer programs.**

**Describe activity(ies) to support this program objective here: School-day virtual learning, Power Hour, STEAM, and Money matters to name a few.**

(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.
During the school year, the program will offer targeted academic assistance/enrichment activities to all participants for at least 30 minutes from Monday-Thursday.	Students	Y	Program Schedule Site visit observations	VIA reviewed the program schedule and calendar and discussed them with the Project Director. At site visits, VIA observed the timing and quality of the activities. If any inconsistencies were noted, VIA discussed them with the project team for clarification.	N/A	Yes	Each site offers at least 30 minutes of targeted academic assistance/enrichment to all participants Monday-Thursday. Most students participate in at least one hour each day, Monday-Friday.
<b>If needed, describe activity(ies) specific to the above Performance Indicator here:</b>							
During the summer, the program will offer 3 hours of targeted academic activities to all participants every day of program.	Students	Y	Program Schedule	VIA reviewed the program schedule and calendar and discussed them with the Project Director.	N/A	Yes	The program offered at least 3 hours of targeted academic activities to all participants each day during the summer.
<b>If needed, describe activity(ies) specific to the above Performance Indicator here:</b>							
<b>Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.</b>							

**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):** 100% of 21st CCLC students will participate in daily youth development activities designed to promote soft skills critical for students to succeed in school and life.

**Describe activity(ies) to support this program objective here:** Arts & crafts, Triple Play, Positive Action, and Smart Moves to name a few.

(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.
The program will offer a variety of enrichment and youth development activities to all participants for at least 1 hour every day of program during the school year.	Students	Y	Program Schedule Site visit observations	VIA reviewed the program schedule and calendar and discussed them with the Project Director. At site visits, VIA observed the timing and quality of the activities. If any inconsistencies were noted, VIA discussed them with the project team for clarification.	N/A	Yes	Each site offered more than 1 hour of enrichment and youth development activities to all participants each day during the school year.
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
The program will offer a variety of enrichment and youth development activities to all participants for at least 3 hours every day of program during the summer.	Students	Y	Program Schedule	VIA reviewed the program schedule and calendar and discussed them with the Project Director.	N/A	Yes	The program offered at least 3 hours of enrichment and youth development activities to all participants each day during the summer.

*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.

**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.<sup>1</sup>

**Program Objective 1.3-1 (specify):** BGCB will collaborate with the community to plan, implement, and sustain the after-school program and continue to expand services to students and their families.

**Describe activity(ies) to support this program objective here:** Advisory meetings, community partnerships

(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.
The program will hold quarterly Advisory Committee meetings with the following participating: representatives from BGCB, Lovejoy, students, parents, and community partners.	Stakeholders	Y	AC Meeting Minutes Sign-in Sheets	VIA participated in meetings, and sign-in sheets were collected to monitor stakeholder involvement in meetings.	N/A	Yes	Quarterly Advisory Committee meetings were held (12/1/20,1/26/21,3/9/21,5/18/21) with representatives from sites across both grants attending including students, parents, and community partners.
<b>If needed, describe activity(ies) specific to the above Performance Indicator here:</b>							
The program will offer services from at least two additional community agencies each program year.	Families	Y	Log of community agencies providing services	The project director provided the log of community agencies providing services for evaluator review.	N/A	Yes	The following community agencies provided services: Buffalo Zoo, UB Leadership Core, Tower Garden, BlueCross BlueShield, Fisher-Price, the Buffalo bills, RICH Products, Confident Girl Mentoring, and Cricket Wireless.
<b>If needed, describe activity(ies) specific to the above Performance Indicator here:</b>							
<b>Comments on Program Objective:</b> Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, <b>challenges encountered due to pandemic</b> , etc.							

<sup>1</sup> 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.



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

**Program Objective 1.4-1 (specify):** Parents of students participating in the 21st Century Program will participate in programs to increase their capacity to support their students' education.

**Describe activity(ies) to support this program objective here:** various parent activities on ZOOM

(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.
In conjunction with the school, the program will offer at least 10 family education and engagement activities each year.	Parents/Families	Y	Family event log	VIA reviewed the list of family events the program held throughout the year.	N/A	Yes	Each site offered 2 parent nights in June, for a total of 12 events.
<b>If needed, describe activity(ies) specific to the above Performance Indicator here:</b>							
Adult family members of at least 40% of program students will participate in family education and engagement activities each year.	Parents/Families	Y	Parent sign-in sheets	Program staff did not consistently collect attendance at the virtual events.	# targeted by PI: 84 # w data: 84	Yes	A total of 62 participants who attended at least 30 hours had an adult family member attend at least one events (74%).
<b>If needed, describe activity(ies) specific to the above Performance Indicator here:</b>							
<b>Comments on Program Objective:</b> Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, <b>challenges encountered due to pandemic</b> , etc.							

<sup>1</sup> 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).

**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): 21st CCLC students will be offered quality programming during the summer and school year.**

**Describe activity(ies) to support this program objective here: Program activities & Summer programming**

(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.
During the school year, the program will offer 15 hours a week of programming to all students, from Monday to Friday.	Students	Y	Program Calendar and Schedule Site Visits	VIA reviewed the program schedule and calendar and discussed them with the Project Director. At site visits, VIA observed the timing and quality of the activities. If any inconsistencies were noted, VIA discussed them with the project team for clarification.	N/A	Yes	Due to the pandemic this year, BGCB was able to offer students programming 10.5 hours of programming each day, 5 days a week, for a total of 52.5 hours or programming each week. This time includes both synchronous and asynchronous school-day learning.

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

During the summer, the program will offer 40 hours a week of programming, from Monday to Friday for 6 weeks.	Students	Y	Program Calendar and Schedule	VIA reviewed the program schedule and calendar and discussed them with the Project Director.	N/A	Yes	During the summer, the program offered 52.5 hours a week of programming, 7:30am to 6pm from Monday to Friday for 9 weeks.
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*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.

**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): Regular attendees will maintain or improve their literacy and math skills, the primary academic goals of the partner schools.**

**Describe activity(ies) to support this program objective here: Daily ELA & Daily Math focused activities (Power hour, Positive Action, etc.).**

(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.
75% of regular attendees will meet grade level requirements in Math each year.	Students	Y	Final ELA class grade	BPS provided final Math grades for each student. Students who scored below a 65 or who were given an incomplete were considered to not have met grade level requirements. VIA matched BPS data to program attendance status.	# targeted by PI: 44 # w data: 40	Yes	Among the 44 regular attendees, 40 (91%) had final Math grade data available. Of the 40 students with data, 35 (88%) met grade level requirements in Math.
<b>If needed, describe activity(ies) specific to the above Performance Indicator here:</b>							
75% of regular attendees will meet grade level requirements in ELA each year.	Students	Y	Final Math class grade	BPS provided final ELA grades for each student. Students who scored below a 65 or who were given an incomplete were considered to not have met grade level requirements. VIA matched BPS data to program attendance status.	# targeted by PI: 44 # w data: 40	Yes	Among the 44 regular attendees, 40 (91%) had final ELA grade data available. Of the 40 students with data, 34 (85%) met grade level requirements in Math.
<b>If needed, describe activity(ies) specific to the above Performance Indicator here:</b>							
95% of regular attendees will progress to the next grade.	Students	Y	Grade progression information	Grade progression information was provided by BPS for all students. VIA matched BPS data to program attendance status.	# targeted by PI: 44 # w data: 38	Yes	Of the 44 regular attendees, 38 (86%) had grade progression data available. All 38 students with available data (100%) progressed to the next grade.

*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.

**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):** Regular attendees will improve their achievement of indicators that positively impact school performance.

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

(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.
At least 85% of regular attendees will exhibit positive school day attendance (missing less than 10% of eligible school days)	Students	Y	School day attendance records	BPS OSA provided the total days absent and total membership days for each program participant. Discrepancies in how attendance was recorded across schools were found due to the schools being fully remote the majority of the year.	N/A	Not measured due to pandemic	School-day attendance could not be reliably measured this year due to inconsistencies across schools.

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

At least 75% of regular attendees will demonstrate improvement in personal skills related to recreation, physical fitness, nutrition & health or conflict resolution.	Students	Y	Measure of Personal Skills (MoPS) Staff survey	VIA curated a list of all students across sites. BGC staff then reviewed the MoPS to complete for their respective students. VIA combined MoPS from all sites to track improvement.	# targeted by PI: 44 # w data: 40	Yes	There were 44 students who reached regular attendee status. Of those 44, 40 (91%) had a MoPS completed by program staff regarding their improvement. Overall, almost all students (93% or 37 of 40) improved in at least one category.
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**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.

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.<sup>1</sup> 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): 01/21\_\_\_\_\_

**Results:**

See attached results

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<sup>1</sup> 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,<sup>1</sup> 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): 04/21\_\_\_\_\_

- Observation protocol used for point of service observations:<sup>2</sup>
  - 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:**

See attached results

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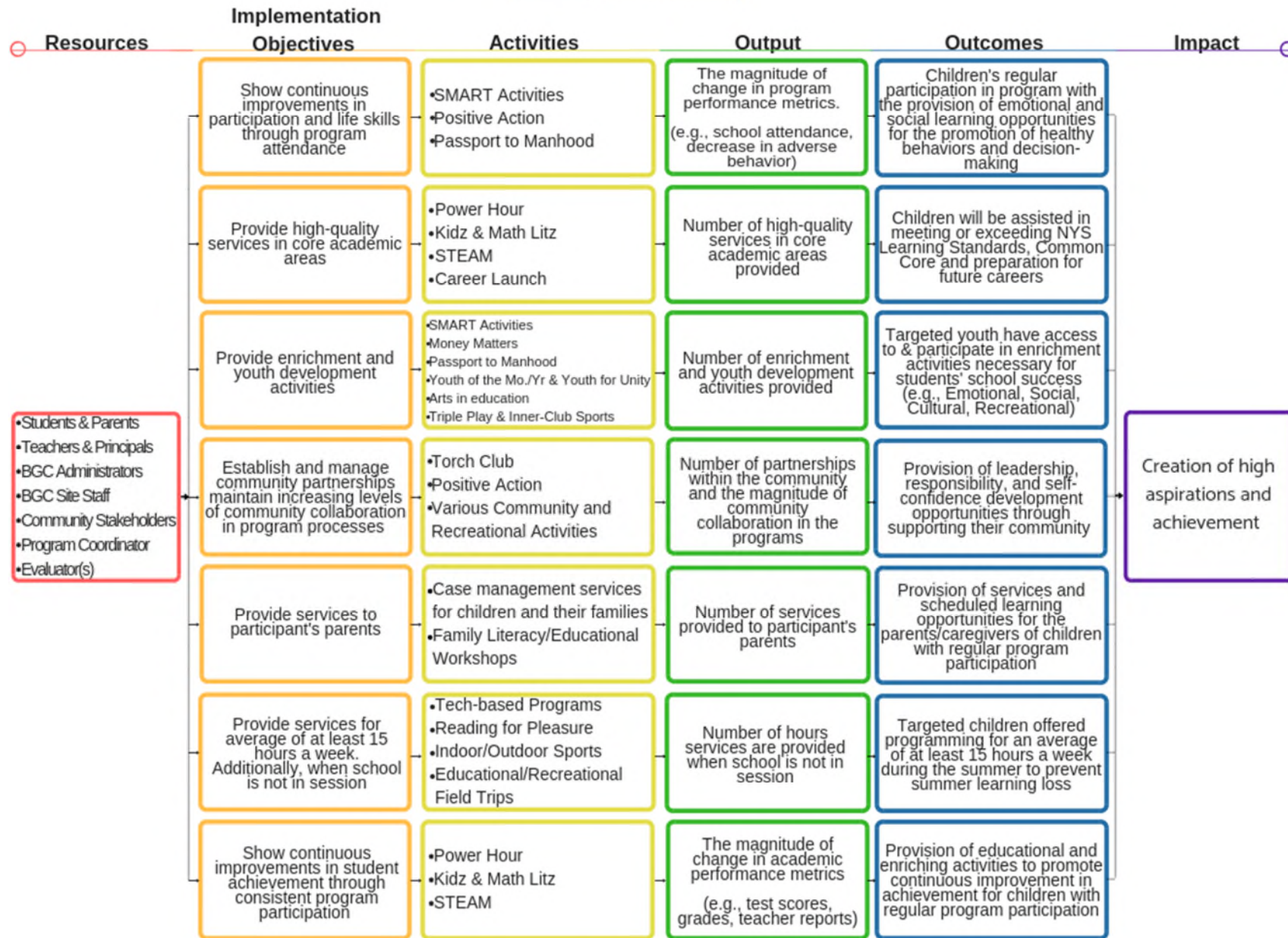
<sup>1</sup> Copies of completed site observation protocols and/or other site visit summaries should be provided to program managers as a source of required supporting evidence to meet compliance for SMV Indicator H-1(c), “evidence of two site visits per site.”

<sup>2</sup> 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)

#### 21st Century Community Learning Centers

#### Logic Model



Annual Evaluation Report (AER) Template – Year 4 Final

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

**Comments:**

Despite the changes in sites this year, the logic model still aligns with the programming offered and was not changed.

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<sup>1</sup> 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 findings<sup>1</sup>

### **a. Status of the implementation of recommendations from the previous year;**

**AND**

### **documented or perceived impacts of implementing those recommendations, if known**

The following recommendations were made last year. The status of each are below.

#### **Work with Evaluator to ensure new objectives are measured**

Most required data that could be collected this year was, which allowed many objectives to be measured.

#### **Create a plan for virtual programming**

The program was able to run in person programming throughout the year and did not need to create a virtual plan.

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

In addition to the AER, the program was given a local slide deck-style report that included recommendations. This report and the recommendations were reviewed at the first advisory meeting with the Advisory Committee, as well as discussed with the project director. Additional recommendations for program improvement were provided after the site visits and mid-year check-in report. These findings were discussed with the program director and at advisory meetings as well.

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

Buffalo Public Schools (BPS) remained virtual for most of the school year. Therefore, the program was not able to run out of the school as planned. Instead, the Boys and Girls Clubs of Buffalo (BGCB) received approval to move programming to their clubhouses across the city. Additionally, a waiver was granted for programs in Buffalo to serve students from all BPS schools. This allowed the program to serve students across the city from all schools in virtual learning during the day, where students could come to the clubs and log into their virtual schooling, with support from on-site staff during asynchronous times. Additionally, students could attend in person programming after school at the sites. Because programming was located in the clubhouses, students from both BGCB 21<sup>st</sup> CCLC grants attended all sites. Despite these challenges, all objectives that could be

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<sup>1</sup> 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.

measured were met, which indicates the program was able to follow the intended design and achieve the attended outcomes, even with these changes.

**Plan for proper support around social-emotional activities to help students transition back to full-time in-person learning.**

Due to the pandemic this year, BGCB changed the model of their after-school program to assist students with virtual school-day learning. With schools potentially bringing back all students next school year, program staff should work to ensure the social-emotional needs of students are met while they work through transitioning back to school. Consider offering more social-emotional activities to support students during this difficult time. Boys and Girls Clubs are especially well suited to provide these activities.

**Work with the district to ensure afterschool programs can operate within the building this year.**

In-school programming is a vital support for the students. It will take continued coordination between providers and the district to facilitate programming with all the COVID protocols that are likely to be in place. An alternate plan to continue operating at BGC sites should be maintained as a backup.

**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**

**VI. Sustainability**

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

X Yes  No

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

BGCB has been planning with donors to provide additional funds for membership fees. With BGCB having ownership of the buildings strategically located throughout the city of Buffalo, they are confident they will increase memberships with many coming from our currently funded 21CCLC sites. They will also apply for additional federal, state, private and local dollars. Conversations with schools have included funding ideas for a smaller afterschool program with monies from the school and membership fees.

## VII. Appendices

### Required:

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

### Optional:

- Sample of memo or weekly/monthly report used to share ongoing evaluation results/data with program<sup>2</sup>
- Any additional narrative, analysis, graphics or other information that did not fit into any section in this report that you would like to include

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<sup>1</sup> 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.

<sup>2</sup> 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.