Year 3 (2019-2020) NYS 21CCLC Annual Evaluation Report Template

Purpose of this Document

This Year 3 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.

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 funding,[2] as well as **State monitoring guidelines**.[3]

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.

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 3 Results).
- *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 21st CCLC State Evaluation Team:
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[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] As outlined in New York State's revised 21st CCLC "Site Visit Monitoring Report," cited above.

Table of Contents

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 3. Additional space is provided to report on Year 2 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:

Col. A, B, D, E –*PIs, Target Populations, Activities 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 – *Activities:* List activity titles, or attach a list (in any format) as an appendix, and reference here.

Col. E – *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. F – *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. G – *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. H – *Was PI Met?* 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. ake 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.

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

(A) ***Sample* Performance Indicator(s) (PI)** of success	(B) ***Sample* Target Population(s)**	(C) ***Sample* PI Meets SMART Criteria? (Y/N)**	(D) ***Sample* Activity(ies) to support this program objective**	(E) ***Sample* PI Measures** data collection instruments & methods	(F) ***Sample* Describe the analysis conducted,** Include any longitudinal assessments conducted beyond one program year.	(G) ***Sample* Response Rate/ % With Data** (if applicable):	(H) ***Sample* Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured)**	(I) ***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.
ELA enrichment programs offered 3 hours/day, 3 days/week for 30 weeks annually	*Students who score below proficient on prior spring NYS ELA test*	*Y*	*- ELA Skills Through Leadership* *- ELA Support for SIFE*	*- Program schedule* *- Fall evaluator observation summary*	*- Review of scheduled dates, days and hours* *- fall observations verify existence of programs*	*NA*	*Partial*	*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.*
600 students who score below proficient on prior spring ELA test attend at least 30 hours of ELA programming annually	*Students who score below proficient on prior spring NYS ELA test*	*Y*	*- ELA Skills Through Leadership* *- ELA Support for SIFE*	*- spring '19 NYS ELA exam* *- attendance rosters*	*Review of:* *- spring '19 ELA scores* *- count of #s attending >30 hrs by ELA scores*	*# targeted by PI: Total students below proficient enrolled in ELA activities = 500* *# w data: 335 [# with spring '19 ELA score and records of hours of ELA program attendance]* *[% with data = 335/500=67%]*	*No*	*All 335 students at Sites A and B (combined) who had scored below proficient attended at least 30 hours at one of these programs; but this is fewer than 600 students.*

Comments: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, etc.
- Objective 1.1 and second PI are approved modifications – original did not focus on students scoring below proficient in prior year.

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***

(A) ***Sample*** **Performance Indicator(s) (PI)** of success	(B) ***Sample*** **Target Population(s)**	(C) ***Sample*** **PI Meets SMART Criteria? (Y/N)**	(D) ***Sample*** **Activity(ies) to support this program objective**	(E) ***Sample*** **PI Measures** data collection instruments & methods	(F) ***Sample*** **Describe the analysis conducted,** Include any longitudinal assessments conducted beyond one program year.	(G) ***Sample*** **Response Rate/ % With Data** (if applicable):	(H) ***Sample*** **Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured)**	(I) ***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.
80% of grade 4-8 participants who were below proficient in spring 2019 and attended 30+ hours of ELA activities score at/above proficient in spring 2020	*Grade 4-8 students who score below proficient in prior spring NYS ELA test*	*Y*	*- ELA Skills Through Leadership* *- ELA Support for SIFE*	*- 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: 335 [# grade 4-8 in ELA programs who scored below proficient in spring '19 AND attended ELA activity for 30+ hrs]* *# w data: [Pending]*	*Data Pending*	*Spring '20 ELA data expected ca. August 2020*
Sample **Prior Year PIs for Objective 2.1-1**								
80% of struggling participants score at/above proficient in spring 2019	*Students who were struggling in ELA in SY 2018-19*	*N*	*- ELA Skills Through Leadership* *- ELA Support for SIFE*	*- Fall '18 survey of ELA teachers* *- spring '18 and spring '19 NYS ELA exams* *- attendance rosters*	*#/% of target group at/above proficient, spring '19*	*# targeted by PI: 512 students struggling in ELA participated in ELA programs* *# w data: 460 of these completed spring '19 ELA exam* *[% with data= 460/512=90%]*	*Yes*	*Among all 460 students (at both sites) who met all criteria and had complete data, 382 (83%) scored at/above proficient on spring '19 ELA exam.*

Comments: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, etc.

- Y3 PI is an approved modification to specify which participants the indicator is referring to.

- Y2 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 2019-20 to make it Specific.

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):

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

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):								
(A) **Performance Indicator(s) (PI)** of success	**(B)** **Target Population(s)**	**(C)** **PI Meets SMART Criteria? (Y/N)**	**(D)** **Activity(ies) to support this program objective**	**(E)** **PI Measures** data collection instruments & methods	**(F)** **Describe the analysis conducted.** Include any longitudinal assessments conducted beyond one program year.	**(G)** **Response Rate/ % With Data** (if applicable):	**(H)** **Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured)**	**(I)** **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.
						# targeted by PI: ___ # w data: ___		
						# targeted by PI: ___ # w data: ___		
Prior Year PIs for Objective 1.2-1								
						# targeted by PI: ___ # w data: ___		
						# targeted by PI: ___ # w data: ___		

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):								
(A) **Performance Indicator(s) (PI)** of success	**(B)** **Target Population(s)**	**(C)** **PI Meets SMART Criteria? (Y/N)**	**(D)** **Activity(ies) to support this program objective**	**(E)** **PI Measures** data collection instruments & methods	**(F)** **Describe the analysis conducted.** Include any longitudinal assessments conducted beyond one program year.	**(G)** **Response Rate/ % With Data** (if applicable):	**(H)** **Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured)**	**(I)** **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.
						# targeted by PI: ___ # w data: ___		
						# targeted by PI: ___ # w data: ___		
Prior Year PIs for Objective 1.3-1								
						# targeted by PI: ___ # w data: ___		
						# targeted by PI: ___ # w data: ___		

[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.***

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):								
(A) **Performance Indicator(s) (PI)** of success	**(B)** **Target Population(s)**	**(C)** **PI Meets SMART Criteria? (Y/N)**	**(D)** **Activity(ies) to support this program objective**	**(E)** **PI Measures** data collection instruments & methods	**(F)** **Describe the analysis conducted.** Include any longitudinal assessments conducted beyond one program year.	**(G)** **Response Rate/ % With Data** (if applicable):	**(H)** **Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured)**	**(I)** **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.
						# targeted by PI: ___ # w data: ___		
						# targeted by PI: ___ # w data: ___		
Prior Year PIs for Objective 1.4-1								
						# targeted by PI: ___ # w data: ___		
						# targeted by PI: ___ # w data: ___		

[1] ***Note that this table might serve as a supplemental source of evidence documenting "Adult Learning Opportunities" helping to support grantees' compliance with SMV 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):

(A) **Performance Indicator(s) (PI)** of success	(B) **Target Population(s)**	(C) **PI Meets SMART Criteria? (Y/N)**	(D) **Activity(ies) to support this program objective**	(E) **PI Measures** data collection instruments & methods	(F) **Describe the analysis conducted.** Include any longitudinal assessments conducted beyond one program year.	(G) **Response Rate/ % With Data** (if applicable):	(H) **Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured)**	(I) **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.
						# targeted by PI: ___ # w data: ___		
						# targeted by PI: ___ # w data: ___		
Prior Year PIs for Objective 1.5-1								
						# targeted by PI: ___ # w data: ___		
						# targeted by PI: ___ # w data: ___		

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):

(A) **Performance Indicator(s) (PI)** of success	(B) **Target Population(s)**	(C) **PI Meets SMART Criteria? (Y/N)**	(D) **Activity(ies) to support this program objective**	(E) **PI Measures** data collection instruments & methods	(F) **Describe the analysis conducted.** Include any longitudinal assessments conducted beyond one program year.	(G) **Response Rate/ % With Data** (if applicable):	(H) **Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured)**	(I) **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.
						# targeted by PI: ___ # w data: ___		
						# targeted by PI: ___ # w data: ___		
Prior Year PIs for Objective 2.1-1								
						# targeted by PI: ___ # w data: ___		
						# targeted by PI: ___ # w data: ___		

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):

(A) **Performance Indicator(s) (PI)** of success	(B) **Target Population(s)**	(C) **PI Meets SMART Criteria? (Y/N)**	(D) **Activity(ies) to support this program objective**	(E) **PI Measures** data collection instruments & methods	(F) **Describe the analysis conducted.** Include any longitudinal assessments conducted beyond one program year.	(G) **Response Rate/ % With Data** (if applicable):	(H) **Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured)**	(I) **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.
						# targeted by PI: ___ # w data: ___		
						# targeted by PI: ___ # w data: ___		
Prior Year PIs for Objective 2.2-1								
						# targeted by PI: ___ # w data: ___		
						# targeted by PI: ___ # w data: ___		

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 3 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. The specified purposes of these visits, as defined in the Evaluation Manual, 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 OST 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 observation protocol results.[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 3 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 observation protocol results,[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 3 observations (MM/YY): _____

- Observation protocol used for point of service observations:[2]
  - ❒ Out of School Time (OST) Protocol
  - ❒ Modified Out of School Time (OST) Protocol
  - ❒ 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 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)

Please provide your most up-to-date logic model, highlighting any modifications since the program began.[1] Logic model templates and samples are provided below:

- **"Logic Model Components"** on the next page 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

- 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

Inputs/ Resources	Activities	Outputs	Outcomes
What supports do you have?	*What will you do with it?*	*How much/ how many?*	*What will change as a result of the program?*
Inputs/ Resources are what is needed to operate the program	**Activities** are the key services provided and the support work conducted as part of the program	**Outputs** are a way to show the extent of program activities, usually represented in numbers or percentages	**Outcomes** are the benefits or changes experienced by the target population as a result of the program activities Outcomes can be separated into **Short-term, Intermediate, and/or Long-term** categories depending on when you expect the benefit or change to happen, and/or the order in which changes are believed to contribute to other changes

Arrows illustrate how inputs/resources support activities

Arrows illustrate how activities are related to outputs

Arrows illustrate how outputs contribute to/lead to outcomes

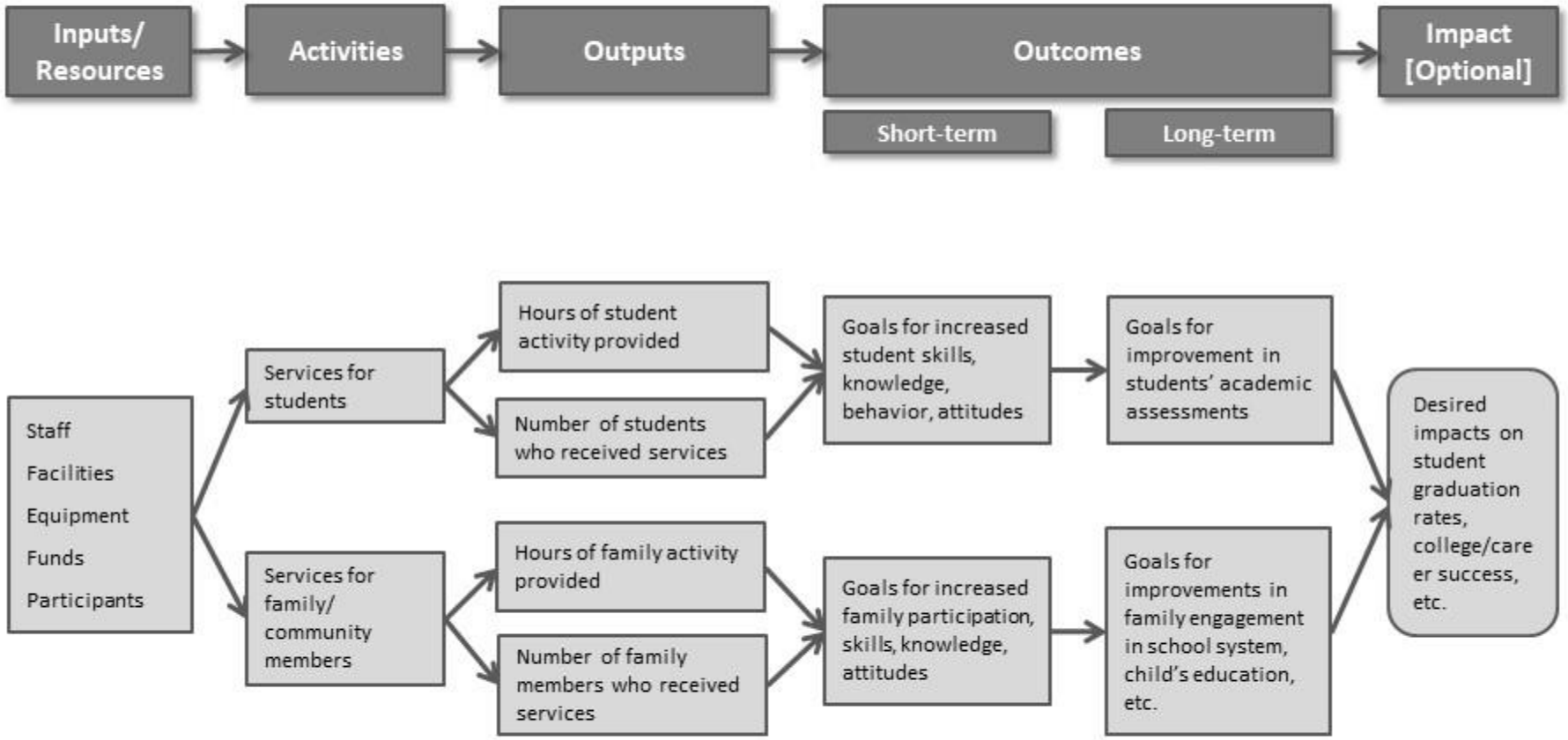
Assumptions*: Information that we believe to be true, which provides reasoning for why the program design will be successful

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

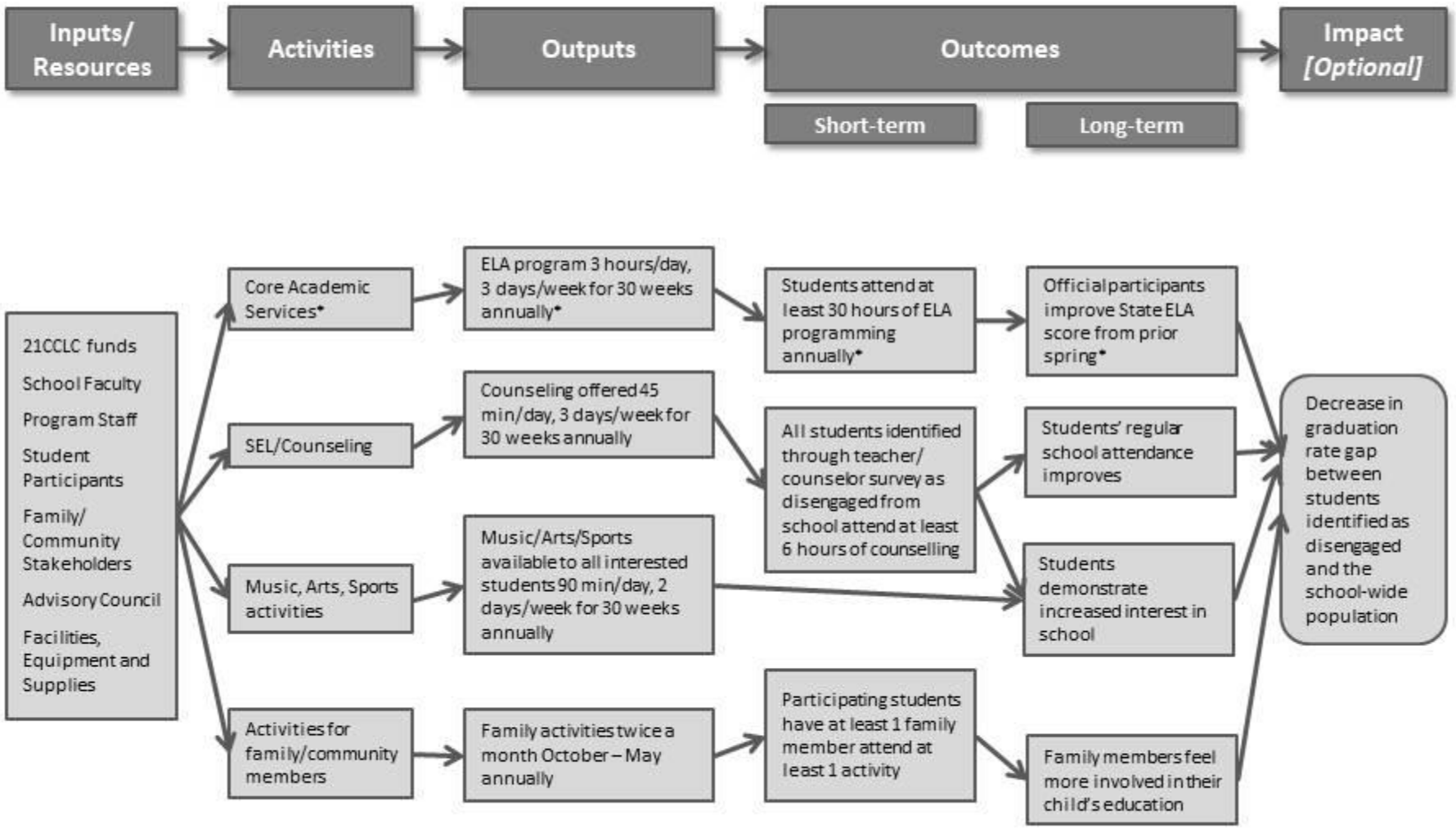
* The boxes for Target Population, Intended Impact, Assumptions, and External Factors illustrate relevant context for the logic model, but they are not required.

Measurement Incorporated 3/2020

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 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 findings[1]

a. Status of the implementation of recommendations from the previous year

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

c. Documented or perceived impacts of implementing prior year recommendations, if known

[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.

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

e. Conclusions and recommendations based on prior year evaluation findings that could not previously be addressed due to pending data, if applicable

VI. 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 program[2]
- 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.