

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

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

Purpose of this Document

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

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

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

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

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

Annual Evaluation Report (AER) Template – Year 4 Final

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

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

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

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

General Guidelines for Completing this Document

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

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

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

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

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

Annual Evaluation Report (AER) Template – Year 4 Final

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

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

New York State 21st 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 | 1-800-330-1420 x203

Table of Contents

I.	Project Information.....	2
II.	Evaluation Plan & Results	3
a.	Sample Evaluation Plan and Results Tables.....	4
b.	Evaluation Plan and Results Tables	7
III.	Observation Results	32
a.	First visit.....	33
b.	Second visit:	34
IV.	Logic Model (LM) <i>and/or</i> Theory of Change Model (ToC)	35
	Guidelines for Logic Models.....	35
V.	Conclusions & Recommendations.....	41
a.	Status of the implementation of recommendations from the previous year; AND documented or perceived impacts of implementing those recommendations, if known	41
b.	Strategies to help ensure that evaluation findings were used to inform program improvement.	41
c.	Conclusions and recommendations based on the current year's evaluation findings	41
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	42
VI.	Sustainability.....	42
VII.	Appendices	43

I. Project Information

Program Name	STEAM Academy	
Project Number	0187-20- _ _ _ _	
Name of Lead Agency	White Plains Youth Bureau	
Name of Program Director	Kassandra Mindingall	
Name(s) of Participating Site(s) and grade level(s) served at each site	Site 1: Summer Math Bridge Program, Eastview Middle School, Grade(s) Served: Rising 6 th Grade Site 2: Virtual Elementary After School Program, students from 5 White Plains Elementary Schools, Grade(s) Served: 1 through 5 Site 3: Passages After School Program, Bethel Baptist Church, Grade(s) Served: 1 through 5 Site 4: Slater After School Program, The Slater Community Center, Grade(s) Served: 1 through 5 Site 5: Middle and High School After School and Saturday Programs, Grade(s) Served: 6 through 12	
Target Enrollment	Total (Program-wide) 200	Actual # at/above 30 hours: 200
Evaluator Name and Company	Liesa Stamm, Evaluation, Research and Planning Consulting	
Evaluator Phone and Email	860-236-4490 liesastamm1@gmail.com	

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 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 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 plan, then this completed table may be used by grantees as evidence to support compliance with SMV Indicator E-3(a):* "Adherence to the P
- 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 *appended table(s)* by writing "See Appendix X" or "See table below" in the appropriate columns, and then *complete all additional columns* that require 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 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.

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. If 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 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 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 measures that are realistic given baseline conditions and available resources [note this may be difficult for the State Evaluator to assess]; **Relevant:** aligned to program goals, 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, 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 of individuals 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 for 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. *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 in all sites. 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.* 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 that 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 this section following each sub-objective.

a. **Sample** Evaluation Plan and Results Tables

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

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

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

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

- *ELA Skills Through Leadership*; - *ELA Support for SIFE*

(A) Sample Performance Indicator(s) (PI) of success	(B) Sample Target Population(s)	(C) Sample PI Meets SMART Criteria? (Y/N)	(D) Sample PI Measures data collection instruments & methods	(E) Sample Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Sample Response Rate/ % With Data (if applicable):	(G) Sample Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending
<i>ELA enrichment programs offered 3 hours/day, 3 days/week for 30 weeks annually</i>	<i>Students who were below proficient in ELA in spring 2020, as confirmed by baseline ELA ratings on spring 2021 Teacher Survey</i>	<i>Y</i>	<i>- Program schedule - Fall evaluator observation summary</i>	<i>- Review of scheduled dates, days and hours - fall observations verify existence of programs</i>	<i>NA</i>	<i>Partial</i>
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>						
<i>600 students who were rated as below proficient in baseline ELA on spring 2021 Teacher Survey attend at least 30 hours of ELA programming annually</i>	<i>Students who were below proficient in ELA in spring 2020, as confirmed by baseline ELA ratings on spring 2021 Teacher Survey</i>	<i>Y</i>	<i>- fall '20 local Teacher Surveys - spring '21 State Teacher Surveys - attendance rosters</i>	<i>Review of: - fall '20 and spring '21 Teacher Surveys - count of #s attending >30 hrs by ELA scores</i>	<i># targeted by PI: Total students below proficient enrolled in ELA activities = 500 # w data: 335 [# with completed spring '21 Teacher Survey and records of hours of ELA program attendance] [% with data = 335/500=67%]</i>	<i>Not met due to pandemic</i>

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

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

- Objective 1.1 and both PIs/population definitions are approved modifications – original did not focus on students scoring below proficient in prior year; changed measure from prior year ELA test to testing cancellation.

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

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

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

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

- ELA Skills Through Leadership; - ELA Support for SIFE

(A) Sample Performance Indicator(s) (PI) of success	(B) Sample Target Population(s)	(C) Sample PI Meets SMART Criteria? (Y/N)	(D) Sample PI Measures data collection instruments & methods	(E) Sample Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Sample Response Rate/ % With Data (if applicable):	(G) Sample Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending
80% of grade 4-8 participants who were rated as below proficient at baseline on spring 2021 Teacher Survey, and attended 30+ hours of ELA activities, are rated on the Survey as at/above proficient as of spring 2021 and/or score at/above proficient on Spring 2021 ELA test	Grade 4-8 students who were below proficient in ELA in spring 2020, as confirmed by spring 2021 Teacher Survey	Y	- fall '20 local Teacher Surveys - spring '21 Teacher Surveys - spring '21 ELA test - attendance rosters	#/% of target group at/above proficient, spring '21	# targeted by PI: 335 [# grade 4-8 in ELA programs who were rated as below proficient at baseline AND attended ELA activity for 30+ hrs] # w data: [Pending]	Data Pending

Sample Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to Y4 PI is an approved modification to specify which participants the indicator is referring to, and to reflect a change in PI measures because of 2020 state testing cancellation.
- Y3 PI was not "SMART" - Not specific (does not specify how participants would be defined as "struggling"; program submitted a program modification to change this PI for SY 2020-21 to make it more specific)

Sample PRIOR Year PIs for Objective 2.1-1 [needed only if not reported last year]

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

- ELA Skills Through Leadership; - ELA Support for SIFE

<p>(A) Sample Performance Indicator(s) (PI) of success</p>	<p>(B) Sample Target Population(s)</p>	<p>(C) Sample PI Meets SMART Criteria? (Y/N)</p>	<p>(D) Sample PI Measures data collection instruments & methods</p>	<p>(E) Sample Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.</p>	<p>(F) Sample Response Rate/ % With Data (if applicable):</p>	<p>(G) Sample Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending</p>
<p>80% of struggling participants score at/above proficient in spring 2020</p>	<p>Students who were struggling in ELA in SY 2019-20</p>	<p>N</p>	<p>- Fall '19 survey of ELA teachers - spring '19 and spring '20 NYS ELA exams - attendance rosters</p>	<p>#/% of target group at/above proficient, spring '20</p>	<p># targeted by PI: 512 students struggling in ELA participated in ELA programs # w data: No students completed spring '20 ELA exam [% with data= 0/512=0%]</p>	<p>Not measured due to pandemic</p>

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

b. Evaluation Plan and Results Tables

Enter your program's data here.

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

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

Program Objective 1.1-1 (specify):

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

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending
<p>The STEAM Academy provides a schedule of structured learning activities for elementary level students in science, math, engineering, technology, reading and writing designed to enhance students' academic achievement.</p> <p>--The STEAM After School Program began operations in late October 2020 and was offered virtually to students from the five White Plains elementary schools. It also continued to be provided in-person at two community centers, the Slater Center and Passages Center for Excellence at Bethel Baptist Church. In addition, White Plains</p>	<p>Students enrolled in grades 1 through 5 in White Plains elementary schools who are designated as Title 1 status are the target population for the STEAM Virtual After School Program. Additionally elementary level students also designated as Title 1 status attended the STEAM Program in-person at each of the two Community Centers.</p> <p>The STEAM Summer Math Bridge Program enrolled rising 6th graders for an in-person program during July and August 2020.</p>	Y	<p>Evaluation Methodologies include: Evaluation Survey Instruments</p> <ul style="list-style-type: none"> • <u>Post-Program Surveys with Students</u> in the After School and Summer Programs. The Evaluation Survey with students included items to specifically measure student learning and engagement in learning. • <u>STEAM Staff Evaluation Survey</u> designed 	<p>The Evaluation Survey for Students includes items to assess students' learning and engagement in learning, as well as the extent to which the program has built their confidence for academic achievement. The Evaluation Surveys also compile information about what Program activities students like and their recommendations for Program changes.</p>	<p># targeted by PI: ____ # w data: ____</p> <p>Not applicable</p>	Yes

<p>Middle and High School students participated in the STEAM Program through the White Plains Youth Bureau's Saturday Academy.</p> <p>--For the Elementary Level, the Program Director and administrative staff have developed detailed curricula and lesson plans for teachers to use with students at each grade level (grades 1 through 5), as well as student workbooks.</p> <p>-- The STEAM After School Program is held 5 days per week during the academic year.</p> <p>--The STEAM Summer Math Camp provides a range of Math enrichment activities for rising 6th graders during a 6 week period in July and August.</p>	<p>A Middle and High School Program was added to the STEAM After School Program on a temporary basis during the pandemic.</p>		<p>to obtain feedback on the experiences of the STEAM Program staff during the day-to day operations of the After School and Summer Programs as well as staff training and professional development, and support provided by STEAM management.</p> <ul style="list-style-type: none"> • <u>Classroom Teachers Evaluation Survey</u> to obtain more information on the impact of the STEAM Program on improving students' learning and social/emotional development. This survey was conducted with school day teachers who had one or more students in their class who participated in the STEAM After School program. • <u>Family Evaluation Surveys</u> to obtain feedback from families about their children's experiences with the STEAM After School Program. 			
---	---	--	--	--	--	--

			<p><u>Regular Program Monitoring</u> Through Interviews and meetings with the Program Director to assess project progress and to provide feedback and recommendations for on-going project adjustments and improvement. Monitoring is conducted at least once a month and often every two weeks.</p> <p><u>Analysis of Program documents</u> to assess program planning and management.</p> <p>Participation in and observation of Advisory Board Meetings</p> <p>Copies of the Evaluation Surveys for Students, STEAM Staff, Classroom Teachers and Families are included in Appendix A. of this report</p>			
--	--	--	---	--	--	--

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

-- As an Out of School Time program, the STEAM Academy's activities are designed to be fun while students are learning at the same time, and not to be repetitious of their in-school curriculum was developed with the support of Dr. Pauline Mosley. Dr. Mosely makes regular contributions to maintaining the quality of the STEAM Program's curriculum and professional. The established STEAM After School Program curriculum for each grade focuses on the following topical areas:

- 1st and 2nd Grades: Pre-STEAM basics: STEM disciplines and literacy
- 3rd Grade: Civil Engineering – e.g. building a city plan
- 4th Grade: Flight – e.g. calculation of distance, elementary physics, use of drones and the flight simulator
- 5th Grade: Coding, including online coding

As a virtual program starting in March 2020, the STEAM After School Program curriculum and lesson plans have been appropriately modified to be provided through an online platform. The program incorporates literacy and math into all topics, and continues to provide students with experiences in science and engineering. One of the limitations to the STEAM Program resulting from the pandemic is that the curriculum cannot use the technological manipulatives that were a central component of the in-person Program. The materials and basic supplies that students need to participate in the Program are provided in packets that include the students' workbooks which were developed in conjunction with the lesson plans. These packets are sent to the families of participating students or families can pick them up from the Youth Bureau. STEAM staff are available to support students and families for participation in the Program.

A Middle and High School Program was added to the STEAM After School Program on a temporary basis during the pandemic. The Program for Middle and High School students introduces elementary level Program that are designed to engage the students at their age-level. These activities include dance class, music, tutoring, chess, and coding. The STEAM Middle and High School Program is offered with Youth Bureau's Saturday Academy.

The Summer Math Bridge Program was provided in-person in July and August 2020 for a limited number of rising 6th graders during two three-week sessions, each of which consisted of two sessions in the morning and one in the afternoon. The daily schedule of Program activities included math instruction and math games. Students were provided with curriculum materials including the materials in One Big Fat Notebook."

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

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

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

Significant modifications were made to the STEAM After School Program as a result of the COVID pandemic:

- The Program was provided virtually rather than at the five White Plains elementary school sites. Changes were made to the Program activities reflecting the change to a virtual format. In 2020-2021, staff received major training in methodologies for providing the STEAM Program activities virtually. This training, which was important for Program delivery, was facilitated by Ithaca College University.
- In-person programming was provided for the After School Program at the two community center sites but the size of the student population at these sites was limited.
- The Summer Math Bridge Program was modified significantly: it was provided to rising 6th graders in-person at the Eastview School site but in two sessions daily during two three-week sessions. Cohorts of 9 students, one that attended the Program in the morning and one in the afternoon.
- To address an identified need, programming was provided to Middle and High School students in conjunction with the White Plains Youth Bureau's Saturday Academy.

As a result of the change in the STEAM Program's delivery format from in-person on site to primarily virtual programming, observations of the Program, a standard evaluation methodology was used.

Student recruitment was one of the biggest challenges encountered during the 2020-2021 program year. During its first two and a half years of operation, the STEAM After School Program has maintained a high enrollment and retention rate. Since March 2020 when the STEAM Program started being offered primarily virtually, maintaining student enrollment levels has been a challenge. One of the challenges is that students participating in the school day program virtually do not want to continue in a virtual after school program for an additional three hours. An additional barrier is that many parents are not in control of their children's session of "screen time". They have indicated that it also adds another layer of obligation to the already overwhelming situation of virtual school. Another significant factor is that many families have limited access to technology outside the home, and, in fact, they valued the in-person programming as providing a safe place for their children during the after school hours. For some families, internet access is a problem. In the 2020-2021 program year, student enrollments in the Summer Math Bridge Program were relatively stronger, although the program had enrollment caps for each session. As with the Virtual After School Program, the Virtual Involvement Workshops virtually has reduced the ability of families to participate at the pre-pandemic level.

PRIOR Year Objective 1.1-1 [Specify if changed]:

PRIOR Year PIs for Objective 1.1-1 [report in table below only if not reported last year]

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

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending
					# targeted by PI: ____ # w data: ____	
If needed, describe activity(ies) specific to the above Performance Indicator here:						
					# targeted by PI: ____ # w data: ____	

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

Comments on PRIOR Year Program Objective/Pis: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered

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

Program Objective 1.2-1 (specify):

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

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending
<p>Art, music, technology and engineering are components of the STEAM Virtual After School program design and are incorporated into most of the Program's learning activities. Other Program components that were integral to the in-person STEAM Program including at least half an hour of recreational activities were not able to be included in the Virtual Program.</p> <p>A major goal of the STEAM Program is to be emotionally supportive of the students. The students may experience difficult home situations, including hunger and abuse. To address some of the students social/emotional issues, a social work intern is contributing to the STEAM</p>	<p>Students enrolled in grades 1 through 5 in White Plains elementary schools who are designated as Title 1 status. The STEAM Summer Math Bridge Program enrolled rising 6th graders for an in-person program during July and August 2020.</p>	<p>Y</p>	<p>All evaluation methodologies detailed for Program Objective 1.1 also include measures for assessing students learning in engineering and art, as well as students' engagement in learning in these subject areas. As noted in the section below on Comments on Program Objectives, measures of social/emotional development were limited in the 2020-2021 evaluation methodology.</p>	<p>Students' ratings of their engagement in learning the core academic subjects, as well as the technology, engineering, art and music included in the STEAM Program curriculum provide evidence for assessing the effectiveness of the Program in achieving its goals.</p> <p>One goal of the STEAM Summer Math Bridge Program is to begin to prepare the participating students for the new school that they will be attending during the coming school year. This involves bringing together 6th graders from the five White Plains elementary schools and holding the Program in the 6th grade Middle School. Evaluation measures for these Program objectives</p>	<p># targeted by PI: ____ # w data: ____</p>	<p>Yes</p>

<p>Program, implementing mindfulness exercises with the students, and introducing a range of social issues to discuss with them. The intern reaches out to individual students to find out what will be helpful to them and to support their social/emotional development.</p> <p>The STEAM Summer Math Bridge Program is designed not only to support students' mathematics achievement for Middle School, but their social/emotional preparation for entering a different school environment than previously experienced at the elementary level.</p>				<p>were included on the Post-Program Evaluation Survey instrument for students to assess the effectiveness of these program components.</p>		
<p><i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i></p>						
					<p># targeted by PI: ____ # w data: ____</p>	
<p><i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i></p>						
<p>Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic</p> <p>During previous Program years, activities to promote positive Youth Development were integral to the STEAM Program. The Program's Youth Development emphasis was designed to enhance students' social/emotional skills collaboratively with each other as well as building positive relationships with others. Measures to assess the extent to which the Program achieved its Youth Development objectives were included in the Program Evaluation Survey for students.</p> <p>With the necessity of providing virtual programming beginning in March 2020, the STEAM Program had a limited capacity to promote its Youth Development initiatives. These measures were reflected in the Program Evaluation Survey for students.</p> <p>The necessity of providing the STEAM After School virtually during the 2020-2021 Program year limited the use of technology in the Program and eliminated the possibility of providing real-time feedback to students.</p>						

PRIOR Year Objective 1.2-1 [Specify if changed]:

PRIOR Year PIs for Objective 1.2-1 [report in table below only if not reported last year]

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

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending
Art, Music and Technology, as well as engineering, are integral components of the STEAM After School program design and are incorporated into most of the Program's learning activities. At least half an hour of recreational activities is provided at all Program sites daily either in the gym or on the playground. Computers are used by all students in the STEAM Program.					# targeted by PI: ____ # w data: ____	

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

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

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

Comments on PRIOR Year Program Objective/PIs: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered

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 programs.¹

Program Objective 1.3-1 (specify):

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

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending
<p>The STEAM Program maintains regular community partnerships with a range of White Plains governing agencies, civic and community organizations, churches, and other White Plains Youth Bureau programs and personnel. These include: the Superintendent's Office and White Plains School Board, the Mayor's Office, the library, the White Plains Police Department, the Bethel Baptist Church, the Youth Mission of Life Church, the India Center of Westchester, the White Plains Hospital, El Centro Hispano and the Slater Center.</p> <p>Since its inception the STEAM Program has</p>	<p>Enhancing programming for STEAM students and families through consultation with a range of community representatives.</p>	<p>Y</p>	<p>Review of Program information on the input received from community partners and their contributions to the STEAM Program. These data are obtained through Program documents and interviews with the Program Director.</p> <p>Evaluation Survey with STEAM Program staff on the effectiveness of the Professional Development and Training, as well as on-going support provided</p>	<p>The range of community partners with which the STEAM Program works and/or consults demonstrates the effectiveness of the STEAM Program's outreach to the White Plains community. Review and analysis of documents, as well as interviews with Program staff regarding the contributions of community partners to the STEAM Program provide further evidence of the effective utilization of these partnerships.</p> <p>Analysis of staff survey responses on the effectiveness of professional development and training.</p> <p>The make-up of the Advisory Board is</p>	<p># targeted by PI: ____ # w data: ____</p>	<p>Yes</p>

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

Annual Evaluation Report (AER) Template – Year 4 Final

<p>benefitted from a partnership with faculty at Pace University who have worked with the Program in curriculum development and modifications, and have provided Staff Orientations and Trainings. The staff training for delivering virtual programming that was provided by Pace faculty was particularly important; the Pace faculty remained available to support STEAM staff as needed.</p> <p>During the 2020-2021 year, the STEAM Program scheduled three meetings of the STEAM Advisory Board. To provide the most effective input into planning for and improving the STEAM Program, the Advisory Board is comprised of Site Coordinators and Directors, STEAM and Youth Bureau staff, a school principal, a student, community members, parents, and the STEAM Program Director, Assistant Director, and Information Manager.</p>			<p>by Pace University faculty.</p> <p>Observation of and participation in Advisory Board Meetings. Review of Minutes of the Advisory Board Meetings</p>	<p>appropriate for serving its function of providing feedback on the STEAM Program's effectiveness, identifying areas for improvement, and making recommendations for Program adjustments to better achieve its goals.</p>		
					<p># targeted by PI: ____ # w data: ____</p>	
<p>If needed, describe activity(ies) specific to the above Performance Indicator here:</p> <ul style="list-style-type: none"> Establishing and maintaining connections with a diverse range of community and civic organizations and agencies, government agencies and churches to obtain resources, support and input Consultations with Pace University on curriculum development and adjustments. Staff Orientation and Training sessions provided by Pace University faculty. 						

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

PRIOR Year Objective 1.3-1 [Specify if changed]:

PRIOR Year PIs for Objective 1.3-1 [report in table below only if not reported last year]

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

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending
					# targeted by PI: ____ # w data: ____	

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

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

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

Comments on PRIOR Year Program Objective/PIs: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, **challenges encountered**

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

Program Objective 1.4-1 (specify):

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

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending
During the 2020-2021 program year the STEAM Program has implemented several initiatives to provide families with information and tools for supporting their children's education. These include providing STEAM families with the Family Engagement Book and offering a series of eight Virtual Family Involvement Workshops. The goal of the Family Involvement Workshops to provide families with specific practices and encouragement for helping their children do well in school parallels the goals of the STEAM programs for students to enhance their learning and academic achievement. Conducting the workshops in both Spanish and English and providing both Spanish and	Families of students participating in the STEAM Virtual After School Program.	Y	An Evaluation Survey for Families primarily measured families' assessment of the value of the STEAM Virtual After School Program for their children.	Survey items were designed to measure families' assessments of the impact of the STEAM Virtual After School Program in supporting student learning in the core academic areas; as well as the effectiveness of STEAM staff and the value of the Program is promoting social and emotional development. Analysis was conducted of the goals and content of the Family Involvement Workshops.	# targeted by PI: ____ # w data: ____	Yes

¹ *Note that this table might serve as a supplemental source of evidence documenting "Adult Learning Opportunities" helping to support MV Indicator G-8(d).*

<p>English versions of the materials demonstrate the Program administrators' commitment to reaching all STEAM families. As with the Virtual After School Program, the need to provide the Family Involvement Workshops virtually has reduced the ability of families to participate at the pre-pandemic level.</p> <p>Additionally, families of children participating in the STEAM Academy are provided with information about and encouraged to attend the range of trainings provided through the White Plains Education and Training Center. These include financial literacy, career development, and computer literacy among other topics.</p>						
<p><i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i></p>						
					<p># targeted by PI: ____ # w data: ____</p>	
<p><i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i></p>						
<p>Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pand</p>						

PRIOR Year Objective 1.4-1 [Specify if changed]:

PRIOR Year PIs for Objective 1.4-1 [needed only if not reported last year]

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

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending
					# targeted by PI: ____ # w data: ____	

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

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

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

Comments on PRIOR Year Program Objective/Pis: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, **challenges encountered**

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

Program Objective 1.5-1 (specify):

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

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending
<p>All STEAM programming is are provided during non-school hours.</p> <p>The STEAM Virtual After School Program operates between 3 and 6 p.m. Monday through Friday.</p> <p>The STEAM Program also provides a 6 week Summer Math Bridge Program during July and August.</p> <p>As a program modification for the 2020-2021 year, after school and Saturday programming was provided to Middle and High School students, in part through the White Plains Youth Bureau's Saturday Academy.</p>	<p>Students in grades 1 through 5 attended the Elementary Level Virtual After School Program.</p> <p>Rising 6th graders attended the Summer Math Bridge Program – Program.</p> <p>Middle and High School students were provided after school and Saturday programming.</p>	Y	<p>Review of Program Documents.</p> <p>Interviews with the Program Director.</p>		<p># targeted by PI: ____</p> <p># w data: ____</p>	Yes

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

Annual Evaluation Report (AER) Template – Year 4 Final

					# targeted by PI: ____ # w data: ____	
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>						
<u>Comments on Program Objective:</u> Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic						

PRIOR Year Objective 1.5-1 [Specify if changed]:

PRIOR Year PIs for Objective 1.5-1 [needed only if not reported last year]

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

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending
					# targeted by PI: ____ # w data: ____	

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

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

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

Comments on PRIOR Year Program Objective/Pis: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, **challenges encountered**

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 test scores.

Program Objective 2.1-1 (specify):

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

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s) 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
As part of an effort to strengthen the STEAM Program's relationship with school-day teachers, as well as assess the impact of the STEAM After School Program, an evaluation survey was conducted with White Plains teachers who had one or more students in their classrooms who participated in the STEAM After School Program. The focus of the evaluation was to obtain feedback on the impact of the STEAM Program on student learning and social/emotional development.	Elementary level students enrolled in the STEAM Virtual After School Program.	Y	School day teachers of students enrolled in the STEAM Virtual After School Program were administered an Evaluation Survey instrument that measured the impact of the STEAM Program on: <ul style="list-style-type: none"> Improved students' participation in school-day learning Enhanced social-emotional interactions Improved attentiveness among STEAM students 	Of the teachers responding to the Evaluation Survey, 85.7% were familiar with the STEAM Program. Overall, these teachers had a positive assessment of the impact of the STEAM Program on most of the measures of student learning and development The STEAM Elementary Level After School Program provides a schedule of structured learning experiences that is well designed to enhance the participating students' knowledge and understanding of STEM disciplines, as well as providing literacy activities focused on improving their reading comprehension and writing	# targeted by PI: ____ # w data: ____	Yes

Annual Evaluation Report (AER) Template – Year 4 Final

			<ul style="list-style-type: none"> • Improved school classroom behavior • Improved test scores 			
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>						
					# targeted by PI: ____ # w data: ____	
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>						
<u>Comments on Program Objective:</u> Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic						

PRIOR Year Objective 2.1-1 [Specify if changed]:

PRIOR Year PIs for Objective 2.1-1 [needed only if not reported last year]

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

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending
					# targeted by PI: ____ # w data: ____	

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

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

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

Comments on PRIOR Year Program Objective/Pis: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, **challenges encountered**

Sub-Objective 2.2: Behavior. Regular attendees in the program will show continuous improvements on measures such as school attendance, classroom performance and decreased discipline referrals.

Program Objective 2.2-1 (specify):

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

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending
Assessment by White Plains teachers who had one or more students in their classrooms who participated in the STEAM After School Program.	Students participating in the STEAM Virtual After School Program.	Y	School day teachers of students enrolled in the STEAM Virtual After School Program were administered an Evaluation Survey instrument that measured the impact of the STEAM Program on: <ul style="list-style-type: none"> Improved students' participation in school-day learning Enhanced social-emotional interactions Improved attentiveness among STEAM students 	The focus of the evaluation was to obtain feedback on the impact of the STEAM Program on student learning and social/emotional development.	# targeted by PI: ____ # w data: ____	Yes

Annual Evaluation Report (AER) Template – Year 4 Final

			<ul style="list-style-type: none"> • Improved school classroom behavior • Improved test scores 			
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>						
					# targeted by PI: ____ # w data: ____	
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>						
<u>Comments on Program Objective:</u> Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic						

PRIOR Year Objective 2.2-1 [Specify if changed]:

PRIOR Year PIs for Objective 2.2-1 [needed only if not reported last year]

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

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending
					# targeted by PI: ____ # w data: ____	

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

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

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

Comments on PRIOR Year Program Objective/Pis: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, **challenges encountered**

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

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

III. Observation Results

In this section you are asked to provide data and findings from each of the two required annual evaluator visits per site, as specified in the Evaluation Manual – to the extent you were able to complete them. **Also include here a discussion of any virtual observations you may have conducted, as well as a discussion of any circumstances resulting from the pandemic that may have interfered with your ability to conduct observations.**

The specified purposes of these visits, as defined in the Evaluation Manual, **remain the same, and** include:

First visit: observe program implementation fidelity (Evaluation Manual, pp. 17-18). This visit includes verifying existence of, and *alignment* among,

- the grant proposal (including the Table for Goals and Objectives),
- logic model,
- calendar and schedule of activities,
- program timeline,
- program handbook,
- parental consent forms, and
- procedures for entering/documenting evaluation data.

This visit should also serve to identify any barriers to implementation.

Second visit: conduct point of service quality reviews (Evaluation Manual, p. 29). This visit, during which an observation instrument such as the Out of School Time Protocol (OST) **or Out of School Time Protocol Adapted for Virtual Learning (OST-A)** is completed for selected activities, focuses on activity content and structure (including environmental context, participation, and instructional strategies), relationship building and the quality of interpersonal relationships, and the degree to which activities focus on skill development and mastery.

a. First visit

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

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

Results:

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

b. Second visit:

Append results from any observation protocols or separate reports you have prepared for your client,¹ or paste on this page, any summaries of findings on **point of service quality review observations** from the second observation conducted as part of the program evaluation.

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

■ Observation protocol used for point of service observations:²

☐ Out of School Time Protocol (OST)

☐ Out of School Time Protocol Adapted for Virtual Learning (OST-A)

☐ Other modified version of Out of School Time Protocol (attach a sample in Appendix)

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

Results:

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

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

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

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

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

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

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

Guidelines for Logic Models

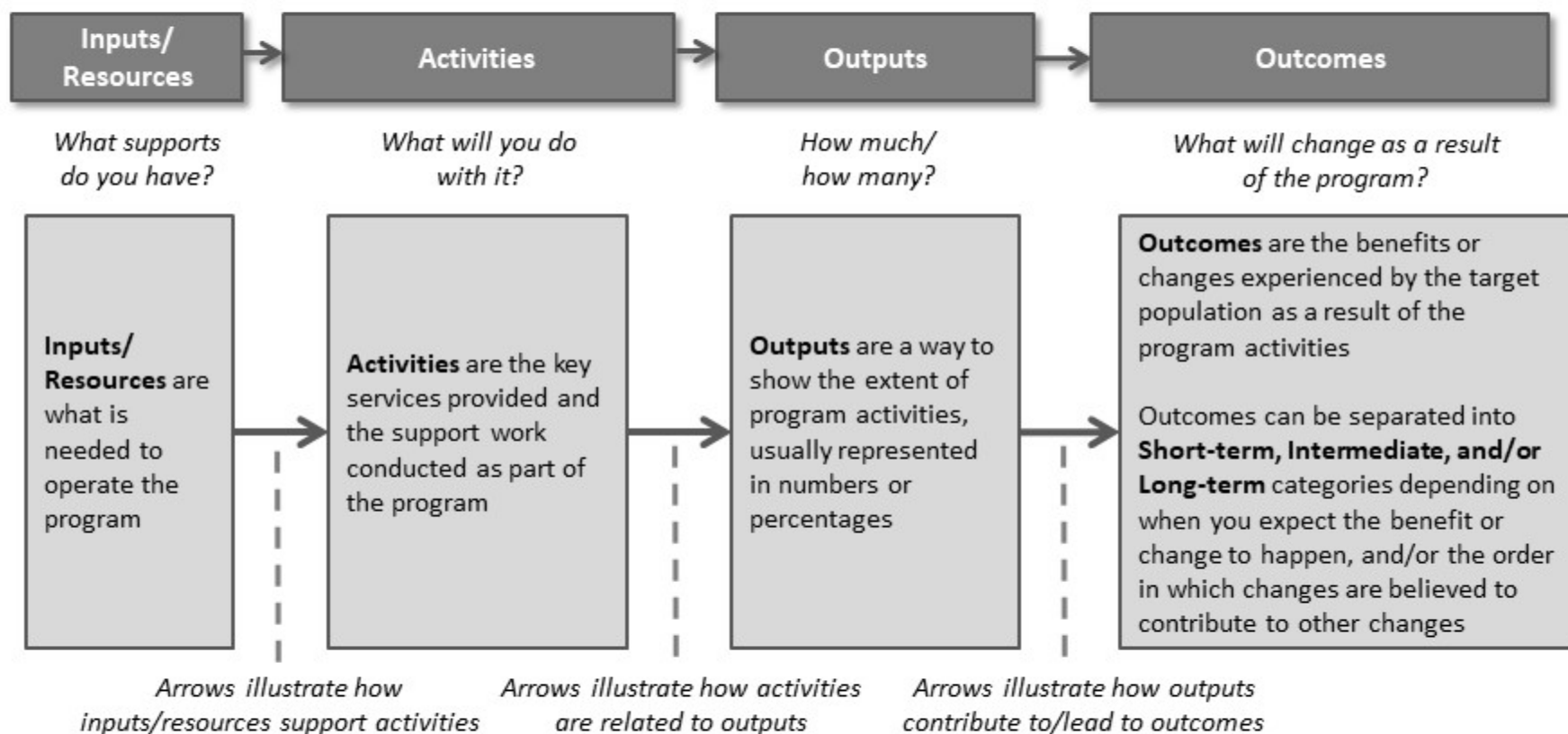
- There is no one “correct” format for a logic model. It is the content that is important.
- Components of the logic model should align with your Evaluation Plan in Section II above:
 - Activities in your evaluation plan should align with activities in the logic model
 - Goals, objectives and/or performance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

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

Logic Model Components

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

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



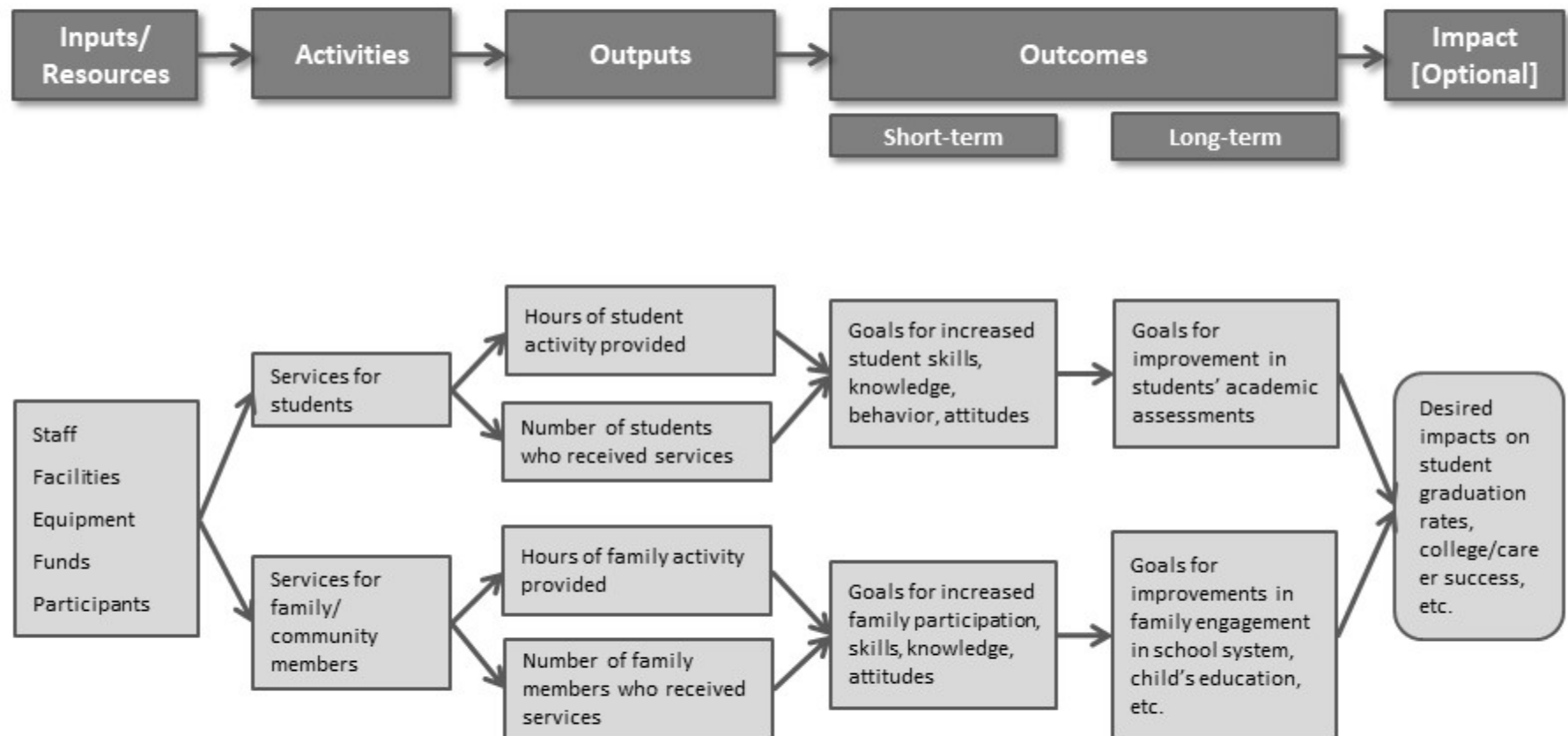
Assumptions*: Information that we believe to be true, which provides reasoning for why the program design will be successful

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

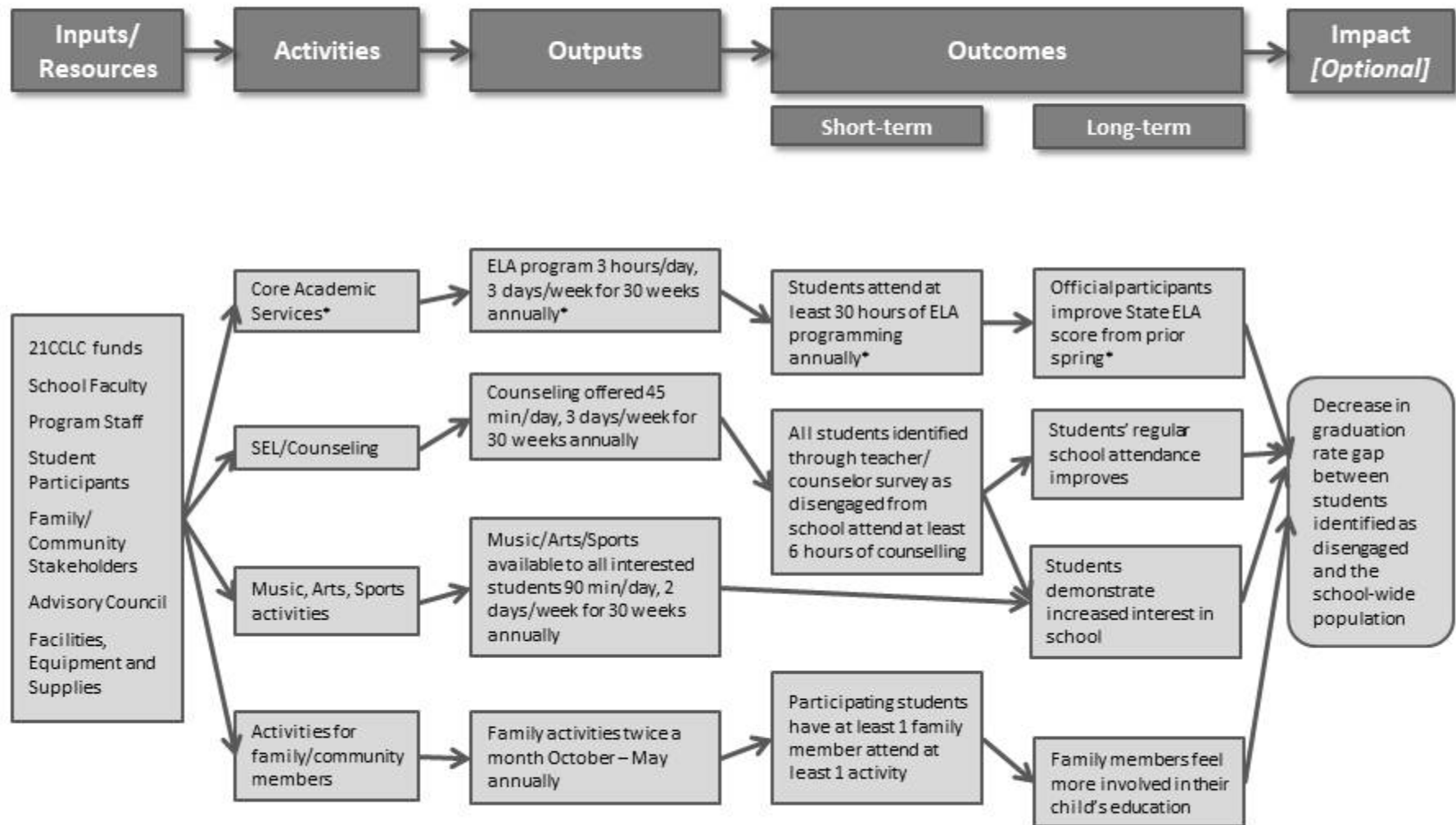
* The boxes for Target Population, Intended Impact, Assumptions, and External Factors illustrate relevant context for the logic model, but they are not required.

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.

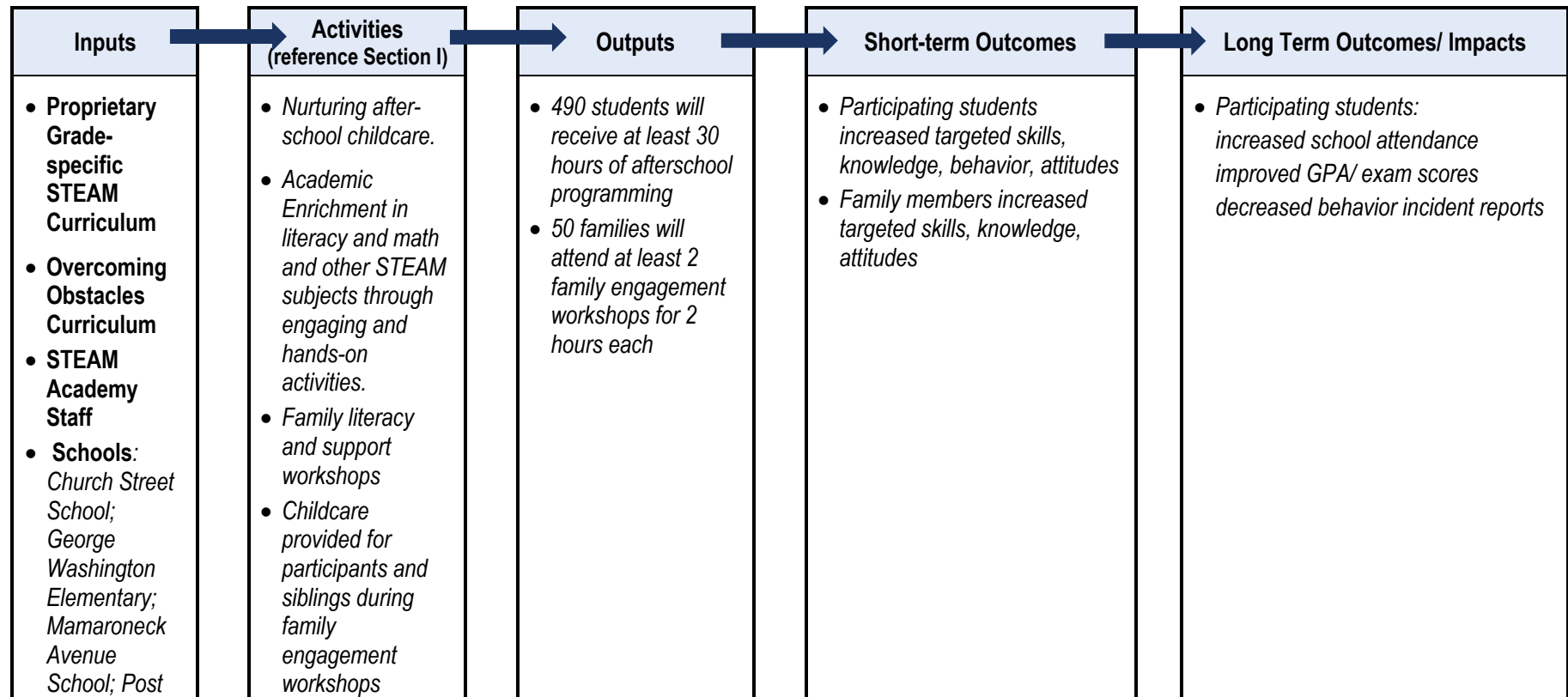
COPY AND PASTE YOUR LOGIC MODEL HERE, using the above “template” (or one of the examples) as a guide.

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

Comments:

LOGIC MODEL

White Plains Youth Bureau: STEAM After School Program 2020-2021



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

<p><i>Road School; Ridgeway School</i></p> <ul style="list-style-type: none">• Community- Based Locations: <i>Passages to Excellence; Slater Center; White Plains Youth Bureau Flight Simulator</i>• Equipment; <i>Ozobot; Sphero; Sphero Mini; Lego EV3; Drones</i>• Parents.com Family Engagement packets• YB Certified Babysitters				
--	--	--	--	--

V. Conclusions & Recommendations

Program's successes and lessons learned based on evaluation findings¹

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

AND

documented or perceived impacts of implementing those recommendations, if known

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

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

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 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?

☐ Yes ☐ No

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

VII. Appendices

Required:

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

Optional:

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

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

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