2024-25
Annual Evaluation Report (AER) Template
for NYS 21CCLC Local Evaluators

The New York State Education Department (NYSED) is committed to maintaining and supporting high-quality local evaluation that helps drive continuous improvement and raise the effectiveness of 21CCLC programming statewide. Use this template to share program information and the accompanying tables to report on your program's performance indicators. Add rows and use additional space as needed.

Completed AERs will inform the State's understanding of local 21CCLC programs and may be included in presentations demonstrating the quality of 21CCLC activities throughout the State. In addition, AERs will be reviewed by NYSED and the Resource Centers before each subgrantee Site Monitoring Visit (SMV) or Technical Assistance visit.

Due Date: October 31, 2025

Instructions for Submitting the AER and Supporting Documents	
1. **Name the Word Doc file**	Save as *AER-[RoS/NYC]-[last 4 digits of Project ID]-Submission Year* *Example: AER-NYC-0123-2025.docx*
2. **Name the Excel File**	Save as *AER-[RoS/NYC]-[last 4 digits of Project ID]-Submission Year-Tables* *Example: AER-NYC-0123-2025-Tables.xlsx*
3. **Name Required Supporting Documents**	Use the same identification conventions as above adding any identifiers to the end. *Example: AER-NYC-0123-2025-Logic Model*
4. **By October 31, 2025, send one email with all attachments to EMSC21STCCLC@NYSED.GOV** **Be sure to copy your client/program director!**	Your report will be received and processed by the NYSED Program Office. The state-level partners – the Regional RCs and Measurement Incorporated (MI) team – will be notified about submissions and be able to commence their review. Program directors and evaluators are encouraged to consider the AER report together with other supporting data as a basis for program planning.

1. Project Information

Program Name	Hancock Community Education Foundation	Project Number 0187-25- 8146
Lead Agency	Hancock Community Education Foundation	
Program Director Name	Michelle Estus	email mestus@hancock.stier.org phone (607) 637-1388
Evaluator Name & Company	Emily Hagstrom, Via Evaluation	email emily@viaeval.com phone 716-362-0627
Data Manager Name	Emily Hagstrom, Via Evaluation	email emily@viaeval.com phone 716-362-0627

Site #	Name of Participating Site(s) and Location (town/city)	Grade Level(s) Served at Each Site	Program Start Date for Students	Target Student Enrollment	Actual Student Enrolled with 15+ Hours by June 30
1	Hancock Elementary School, Hancock, NY	K-4	09/16/2024	38	53
2	Hancock Junior Senior High School, Hancock, NY	5-9	09/16/2024	38	27
3					
4					
5					
6					
7					
8					
	TOTAL Target and Actual Enrollment →			76	80

Describe any important changes that your project experienced during the 2024-25 program year (e.g., location, major staffing changes, etc.).

2. Site Visits

2a. First Site Visit - Readiness Review & Walkthrough

The Local Evaluator and Program Leaders schedule the first site visit to review startup activities and procedures. During this collaborative visit, evaluators may observe early program implementation efforts if possible. Evaluators use a protocol to verify alignment across the program's grant proposal, the logic model, and the program implementation. This visit should serve to identify any obstacles to implementation.

Site # (from page 2)	Visit Date(s)*	Activities Observed (List Activity Titles that Match with AS21 Activity Titles if Possible)	Total N Students Observed
1	10/10/24	Initial Walk-through and Fidelity of Implementation	27
2	10/10/24	Initial Walk-through and Fidelity of Implementation	14
3			
4			
5			
6			
7			
8			

Findings & Recommendations Shared with (select all that apply)
☒Project Director   ☒Advisory Committee   ☒Site Coordinators
☐Other – Describe below

How were site visit findings shared? (select all that apply)
☒Meeting (in person or virtual)   ☒Email   ☐Newsletter
☐ Other – Describe below

Brief Summary of Findings and Recommendations OR upload your site visit reports

Briefly summarize the findings and recommendations for each site for your first site visit(s) or upload your site visit report(s).

*If the first site visit was not conducted, please explain the reason(s) it was not conducted.

☒ Select if site visit report(s) are being uploaded separately.

1b. Second Site Visit – Point of Service Quality Review

The purpose of the second site visit is to focus on assessing fidelity at full implementation.

Site # (from page 2)	Visit Date(s)*	Activities Observed (List Activity Titles that Match with AS21 Activity Titles if Possible)	Total N Students Observed
1	2/20/25	Tutoring K-4, Enrichment K-4	42
2	2/20/25	HS Stem & Cosmetology	9
3			
4			
5			
6			
7			
8			

Findings & Recommendations Shared with (select all that apply)

☒ Project Director ☒ Advisory Committee ☒ Site Coordinators
☐ Other – Describe below

How were site visit findings shared? (select all that apply)

☒ Meeting (in person or virtual) ☒ Email ☐ Newsletter
☐ Other – Describe below

To what extent were recommendations from the first site visit implemented?
☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5
Not at all   To a Great Extent

Comment:
Additional family events were held and recorded in EZReports but as of this point, future events still are not scheduled/entered into EZReports. One more PAC meeting was held but the final one has yet to be scheduled.

Summary of Findings and Actionable Recommendations
Briefly summarize the findings and recommendations from your second site visit(s) or upload your site visit report(s).
If the second site visit was not conducted, please explain the reason(s) it was not conducted.
☒ Select if site visit report(s) are being uploaded separately.

3. Advisory Committee

21CCLC programs are required to hold quarterly Advisory Committee meetings that allow stakeholders to have meaningful involvement in program planning and decision-making. Issues addressed at Advisory Committee meetings should include effectiveness of program features, student development, and other aspects of program evaluation.

Which best describes this program's Advisory Committee(s)?

☒ One Advisory Committee for all sites combined   ☐ One Advisory Committee per site
☐ A different configuration – explain:

Advisory Committee Configuration & Meeting Dates

On the table below, enter

1. the number of people who represented each role and attended at least 2 program Advisory Committee(s) and
2. the Advisory Committee meeting dates.

If your program convenes one Advisory Committee for all sites combined, complete row 1 only.

| Site # (from page 2) | 1. Representation on the Advisory Committee - enter number | | | | | | | | 2. Meeting Dates | | | |
	Program Director or Manager	Other Lead Agency Representative	School Administrators or Staff	Partners	Families	Evaluator	Students	Other Role -Describe and Enter Number *Example: Town Supervisor 1*	1*	2*	3*	4
1	1	1	1	1	1	1	1		10/10/24	12/4/24	2/11/25	5/20/25
2												
3												
4												
5												
6												
7												
8												

*Provide an explanation if fewer than four Advisory Board meetings convened.

Provide a brief description of your program's Advisory Committee(s) and how it has meaningful involvement in program design planning and assessment. What recommendations and resources did they provide?

The advisory committee consists of program staff, school administration, students and parents. It provides an opportunity for stakeholders to share what is going well in the program and how it can improve, as well as to address any concerns and determine ways to resolve them.

4. Conclusions & Recommendations

Provide site-specific information where appropriate.

On the table below, briefly summarize the surveys and focus groups that were conducted as part of this year's evaluation. Insert additional rows as needed.

Survey or Focus Group?	Description of Participants (e.g., students, family members, etc.)	N Invited	N Responded or Included	Briefly Describe Any Important Findings
Survey	Students grade 3-8		26	The vast majority of students reported that they feel the program staff care about them and treat them well. They also overwhelmingly reported that they learned new things as a result of the program.
Survey	Parents		22	Parents expressed that they are satisfied with the program, and most believe it had a positive impact on their child.

If you engaged in data collection or evaluation activities that were not included in your program's plan but were especially helpful or meaningful, please describe them here.

To what extent is each site implementing its program as intended?

Site # (from page 2)	Not at All 1	2	3	4	To a Great Extent 5	Comment
1	☐	☐	☐	☐	☒	The site is running as intended
2	☐	☐	☐	☐	☒	The site is running as intended
3	☐	☐	☐	☐	☐	
4	☐	☐	☐	☐	☐	
5	☐	☐	☐	☐	☐	
6	☐	☐	☐	☐	☐	
7	☐	☐	☐	☐	☐	
8	☐	☐	☐	☐	☐	

Describe this project's successes, including those successes tied to Performance Indicators.
The program increased the number of students it served and the number of educational parent events it held compared to last year. All performance indicators that could be measured were met. The goal number of students was exceeded, and surveys indicated that students and parents are satisfied with the program.

Describe this program's struggles and/or challenges.
No students had a suspension last year or this year, so the indicator related to improvement could not be measured.

What are your recommendations for this program?
Work with the district to identify students who received a suspension in the previous year to encourage them to participate in programming.

5. Logic Model and/or Theory of Change Model

Insert or attach separately your most up-to-date logic model and/or theory of change model.

☐ Select if the logic model/theory of change model has been updated from the program's accepted application.

⬜ ← Year of most recent version if updated

☒ Select if the logic model/theory of change model is being uploaded separately.

6. Evaluation Plan & End-of-Year Results Tables

Directions:

1. *Download* the companion Excel workbook Annual Evaluation Report Evaluation Plan & Results Tables AER Eval Plan & Results Tables 2024-25.xlsx
2. *Rename* your file according to the specifications on page 1 of this document:
   Save as *AER-[RoS/NYC]-[last 4 digits of Project ID]-Submission Year-Tables*
   Example: AER-NYC-0123-2025-Tables.xlsx
3. *Review* the guidance and overview on the first two tabs: *Guide* and *Outline.*
4. For each implementation and outcome area, *enter* your local program's objectives, performance indicators (PIs) of success, measures, sample studied (if applicable), the PI outcome, and summarize the results.

Example

Objective 1 Sub-Objective 1.1	**21st CCLCs will offer a range of high-quality educational, developmental, and recreational services for students and their families.** *Core educational services.* *100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.*			
Local Program Objective aligned to the Statewide Objective 1.1:	*All sites provide ELAL and STEM activities at schedules allowing students to participate in at least 15 hours of programming.*			
Performance Indicators (PIs) of success *from your program's approved application or approved program modifications*	**Measures** Data collection instruments & methods	**Sample Studied** *if applicable example:* 135 out of 202 students (67%) had 15+ participation hours. ELA: 61% completed the fall test; 61% completed the spring test. Math: 99% completed the fall test; 98% completed the spring test.	**Was PI Met?**	**Results** Expressed in same metric as PI Briefly explain if Partial, Data Pending, or Unable to Measure.
ELA enrichment programming offered 3 hours/day, 3 days/week for 30 weeks, annually.	• Program schedules • Observation with protocol	N/A	Partially	Site A offered ELA activities for 3 hours/day, 3 days/week for 30 weeks. Site B had staffing limitations and offered ELA for 2 hours/day, 2 days/week for 25 week.
100% of participating ENL/MLL students receive integrated ENL supports.	Site visit observations, review of evidence of Sheltered Instruction observation Protocol (SIOP) in lesson plans	All 30 ENL/MLL students in 2 afterschool classrooms were observed; weekly lesson plans were reviewed.	Yes	100% of participating ENL/MLL students received integrated SIOP ENL supports.
50 students will participate in a STEM class for at least 30 hours each year.	EZ Reports session attendance records	All participants	No	35 students participated in 30 or more hours of STEM classes.