

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 <i>AER-[RoS/NYC]-[last 4 digits of Project ID]-Submission Year</i> <i>Example: AER-NYC-0123-2025.docx</i>
2. Name the Excel File	Save as <i>AER-[RoS/NYC]-[last 4 digits of Project ID]-Submission Year-Tables</i> <i>Example: AER-NYC-0123-2025-Tables.xlsx</i>
3. Name Required Supporting Documents	Use the same identification conventions as above adding any identifiers to the end. <i>Example: AER-NYC-0123-2025-Logic Model</i>
4. By October 31, 2025, send one email with all attachments to <a href="mailto:EMSC21STCCLC@NYSED.GOV">EMSC21STCCLC@NYSED.GOV</a> 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	<u>Jamestown Public Schools</u>	Project Number	<u>0187-25- 8014</u>
Lead Agency	<u>Jamestown Public Schools</u>		
Program Director Name	<u>Heather Meyer</u>	email	<u>heather.c.meyer@jpsny.org</u> phone <u>716-483-4395</u>
Evaluator Name & Company	<u>Emily Hagstrom, Via Evaluation</u>	email	<u>emily@viaeval.com</u> phone <u>716-362-0627</u>
Data Manager Name	<u>Emily Hagstonm, Via Evaluation</u>	email	<u>emily@viaeval.com</u> phone <u>716-362-0627</u>

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	Carlyle C. Ring Elementary School, Jamestown, NY	PreK-4	07/08/2024	62	85
2	Clinton V. Bush Elementary School, Jamestown, NY	PreK-4	07/08/2024	62	75
3	George Washington Middle School, Jamestown, NY	5-8	07/08/2024	63	65
4	Thomas Jefferson Middle School, Jamestown, NY	5-8	07/08/2024	63	31
5					
6					
7					
8					
<b>TOTAL Target and Actual Enrollment</b>				250	256

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

A full-time project director was hired at the beginning of the year, and several sites had a new site coordinator.

## 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	2/4/25	Initial Walk-through and Fidelity of Implementation Checklist	41
2	2/4/25	Initial Walk-through and Fidelity of Implementation Checklist	9
3	2/4/25	Initial Walk-through and Fidelity of Implementation Checklist	20
4	2/4/25	Initial Walk-through and Fidelity of Implementation Checklist	9
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.

There were seven recommendations provided to ensure initial level of fidelity:

- Revise the schedules to align with the proposal, ensuring that all students are attending planned, intentional sessions for the duration of programming. Plan engaging activities until 6pm, the scheduled end of programming. This will ensure all time is being counted and encourage students to stay for the entire program.
- At Washington, adjust sessions in EZReports to show transitions; currently, each session is scheduled for the entire program time. Ensure that time recorded as participating in a given session is actually spent on that activity.
- Properly report parent events and professional development opportunities throughout the year.

- Schedule advisory meetings, and invite student and parent participants to gain their valuable insight on programming.
- Review the need for a modification in hours for the Washington site.
- Assign partners/vendors to sessions in EZReports.
- Assign students to day school teachers in EZReports.

**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	4/7/25	Academics-Literacy, Cooking, Enrichment tutoring/arts and crafts, Arts and Crafts	7
2	4/7/25	Snack/Homework, Math	18
3	4/7/25	Snack/Homework, Tutoring (Striders), Enrichment (Arts and Crafts)	54
4	4/7/25	Striders	13
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:**

One recommendation was implemented:

- Professional Development Days were scheduled and held.

However, many of the recommendations were not implemented:

- Many sites still do not have intentional sessions for the duration of programming.
- The Washington site still does not offer the required amount of programming time.
- There have only been two parent events held so far.
- Advisory meetings were held, but neither students nor parents were in attendance.

- No additional partners/vendors were assigned to sessions in EZReports.

### 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:  
**Four meetings were held at the grantee level, and then each site held 2-3 site-level meetings as well**

### 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 <i>Example: Town Supervisor 1</i>	1*	2*	3*	4
1	1	3	2	2	2	1	2		07/31/24	11/5/24	3/19/25	6/9/25
2	1	3	2	2	1	1	1		07/31/24	11/5/24	3/17/25	6/11/25
3	1	3	2	2	1	1	1		07/31/24	11/5/24	12/4/25	6/11/25
4	1	3	2	2	1	1	1		07/31/24	11/5/24	2/7/25	6/9/25
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?**

Grant-wide advisory meetings took place in July, September, November and December, primarily with the evaluator and district and partners. The site-level advisory committees are comprised of site directors, the 21st CCLC program director, site principals, partner directors (YMCA, YWCA, Chautauqua Striders, JCLC), site staff members, site students, and site parents (when possible). Two or three of these meetings were held at each site last year between February and June. Together the teams discuss what is currently happening in each of the afterschool programs and see if there are concerns or ways to make the program even better. Principals and site directors communicate any issues at their site, and the team collaborates to brainstorm possible solutions. The results of parent and student surveys are reviewed at each site. Principals have been very helpful at providing information about student data so the program can make sure to reach the students' academic needs as well as their SEL needs.

## 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	Site 1 – Students in Grades 3-4		14	Many students responded that the program helped them make better decisions, but they also reported that students in the program were not nice to each other.
Survey	Site 1 – Parents		17	Parents were satisfied with the program, and many reported it had a positive impact on their child.
Survey	Site 2 – Students in Grades 3-4		13	Many students reported learning new things in the program, but they do not tell their friends to come to the program.
Survey	Site 2 – Parents		18	Parents were satisfied with the program, and many reported it had a positive impact on their child.
Survey	Site 3 – Students in Grade 5		5	Students reported that program staff are helpful and caring. They reported coming to school more often so they can attend the program.
Survey	Site 3 – Parents		3	Parents were satisfied with the program and believe it had a positive impact on their child.
Survey	Site 4 – Students in Grades 6-8		15	Most students reported that program staff cared about them, but many did not report the program having a positive impact on them.

**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					To a Great Extent	Comment
	1	2	3	4	5		
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Did not meet the summer weeks objective. Did meet the weekly program hour objective, academic and enrichment objectives, and parent events objective.
2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Did not meet the weekly program hour objective, parent events objective, or the weeks of summer programming objective. Did meet the academic and enrichment objectives.
3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Did not meet the weekly program hour objective, parent events objective, or the weeks of summer programming objective. Did meet the academic and enrichment objectives.
4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Did not meet the weekly program hour objective, parent events objective, or the weeks of summer programming objective. Did meet the academic and enrichment objectives.
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**Describe this project's successes, including those successes tied to Performance Indicators.**

Nearly all performance indicators were met. Advisory committee meetings took place at each site this year, incorporating feedback from parents and students in a way not previously done.

**Describe this program's struggles and/or challenges.**

The program continues to struggle to offer the intended number of hours weekly. Parent educational events also are not offered as frequently as intended and are not as well attended as hoped.

**What are your recommendations for this program?**

*Ensure summer programming at all sites is offered for seven weeks.*

This year, summer programming was only offered for 5 weeks at the middle schools and 6 weeks at the elementary schools.

*Schedule and hold more parent educational engagement events.*

Currently, only one site is consistently offering parent events. Work with the other three sites to ensure regular, meaningful parent learning opportunities are being offered to all parents.

## 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:

- Download** the companion Excel workbook Annual Evaluation Report Evaluation Plan & Results Tables [AER Eval Plan & Results Tables 2024-25.xlsx](#)
- 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*
- Review** the guidance and overview on the first two tabs: *Guide* and *Outline*.
- 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

<b>Objective 1</b> Sub-Objective 1.1		<b>21st CCLCs will offer a range of high-quality educational, developmental, and recreational services for students and their families.</b> <b>Core educational services.</b> <i>100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.</i>		
<b>Local Program Objective</b> aligned to the Statewide Objective 1.1:		<i>All sites provide ELAL and STEM activities at schedules allowing students to participate in at least 15 hours of programming.</i>		
<b>Performance Indicators (PIs)</b> of success <i>from your program's approved application or approved program modifications</i>	<b>Measures</b> Data collection instruments & methods	<b>Sample Studied if applicable example:</b> 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.	<b>Was PI Met?</b>	<b>Results</b> 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.	<ul style="list-style-type: none"> <li>Program schedules</li> <li>Observation with protocol</li> </ul>	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.

