

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 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 | Caring Campus Connections (Project 3C) | Project Number | 0187-25- 8017 |
| Lead Agency | Little Flower UFSD | | |
| Program Director Name | Dr. Harold Dean | email | hdean@littleflowerufsd.org |
| | Dr. Margareth Lafontant, Developmental | phone | 631-929-4300 |
| Evaluator Name & Company | Systems, Inc. | email | drmlafontant@gmail.com |
| | | phone | 917-364-3735 |
| Data Manager Name | Dr. Margareth Lafontant | email | drmlafontant@gmail.com |
| | | phone | 917-364-3735 |

| 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 | Little Flower UFSD, Wading River, NY | 3 - 12 | 7/1/24 | 110 | 108 |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| TOTAL Target and Actual Enrollment → | | | | 110 | 108 |

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

Project 3C has an increasing proportion of “community students”, as opposed to residential students.

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 | 11/8/24 | Debate, Anime, Beauty and Wellness | 19 |
| 2 | | | |
| 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.

Upon our first site visit, it was clear that Little Flower continues to excel in maintaining a highly positive and stimulating afterschool environment. This includes the exceptionally well-kept condition of all areas of the school and its grounds, the wealth of well-planned and highly engaging activities for the youth they serve, and the very friendly ambiance observed between teachers, students, and staff in the hallways, offices, and classrooms alike!

Two out of the three activities Evaluators observed during Site Visit #1, though well planned and highly engaging, were found to have low attendance. This was discussed with the Program Director and he noted it was Friday and attendance tends to be lower on that day of the week. Additional details related to this issue are outlined in the Conclusions and Recommendations section of this report.

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: Little Flower only has one site and has one advisory committee.

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 | 2 | 4 | 3 | 2 | 1 | 1 | | 8/20.24 | 11/8/24 | 3/26/25 | 6/25/25 |
| 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 is involved in all Project 3C strategic planning and problem-solving activities and thus, they are continually kept informed on evaluation findings. Members often become directly involved in addressing program needs, i.e., school psychologist of the residential facility worked in concert with the Evaluator to directly reach out to parents. Advisory members also provide key input on evaluation priorities, i.e., they discuss and select priority QSA sub-surveys for the Evaluator to administer to teachers and students.

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 |
|----------------------------|--|-----------|-------------------------|--|
| Focus Groups March 2025 | Students- 4 small focus groups of 5 to 7 students per group (various age groups) | | 23 | Most prominent positive comment about activities in Project 3C was the Dynamic Mindfulness App Most popular request is to hold sports tournaments |
| Survey June 2025 | Students | | 24 | Survey targeted students' thoughts on 2 specific program activities. Lunch and Learn (groups of students stay in class to have lunch with teacher, which includes mindfulness activities) and school-based activities run by Long Island Children's Museum. Both activities were highly rated. |
| Survey | Advisory Members | 13 | 9 | Proposed areas of focus to survey students and teachers in the 2025/26 school year. <i>Students-</i> Program Activities, Youth Participation <i>Teachers-</i> Program Sustainability and Growth, Measuring Outcomes and Evaluation |

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 5 | Comment |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|---|---------|
| | 1 | 2 | 3 | 4 | 5 | | |
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | In August 2025, the program received official notification that it had achieved 100% compliance on their SMV Evaluation! | |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 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.

Little Flower UFSD is a Special Acts school serving students with disabilities (SWDs), all of whom have a primary diagnosis related to an emotional disability. Many students live on campus, but the school's proportion of "community students" (students who live off campus) has been steadily increasing. Little Flower's 21st CCLC program, Caring Campus Connections (aka **Project 3C**) serves both of the school's residential and community students.

As mentioned in the previous section, in August 2025, Project 3C received official notification from NYSED that it had achieved **100% compliance on their SMV Evaluation!** Likewise, Project 3C has fully or substantially achieved each of its major program objectives for the 24/25 school year. Much of the program's success is grounded in a talented leadership team that works with the utmost good faith to meaningfully involve all stakeholders and continually identify and implement best practices for the benefit of children and their families, while respecting and valuing all colleagues and community collaborators.

I am excited to see what more extraordinary results they will achieve with their very intentional infusion of SEL techniques across Program 3C and beyond, which will very soon extend to include a parental component. Emotions and learning are inextricably linked! As such, this focus on SEL will no doubt serve to further strengthen a foundation for learning that will benefit all stakeholders.

Describe this program's struggles and/or challenges.

Project 3C has worked diligently to creatively and effectively counter its greatest programmatic challenges, which revolved around increasing student participation rates as well as that of developing the parental component of the program. As it relates to student attendance, one of the challenges it has faced has been the changing population of students. As mentioned above, the population has been shifting from primarily residential to community students. The latter do not live on campus and thereby face transportation problems; many unable to attend the afterschool program since they must embark a school bus immediately after school. One of the ingenious ways Project 3C has countered the latter has been to implement extended learning time activities during the school day. For example, there is "Learn and Lunch", which allows students to stay in the classroom to have lunch with their teachers. In addition to the additional mentoring it affords such students, they are also exposed to SEL techniques. Another example deals specifically with residential students, whereby a Saturday program was created for them to take place within the cottages where they live on campus.

What are your recommendations for this program?

We have no new recommendations to offer at this time. Only that the Project 3C Team keep up all of the great work they are doing!

5. Logic Model and/or Theory of Change Model

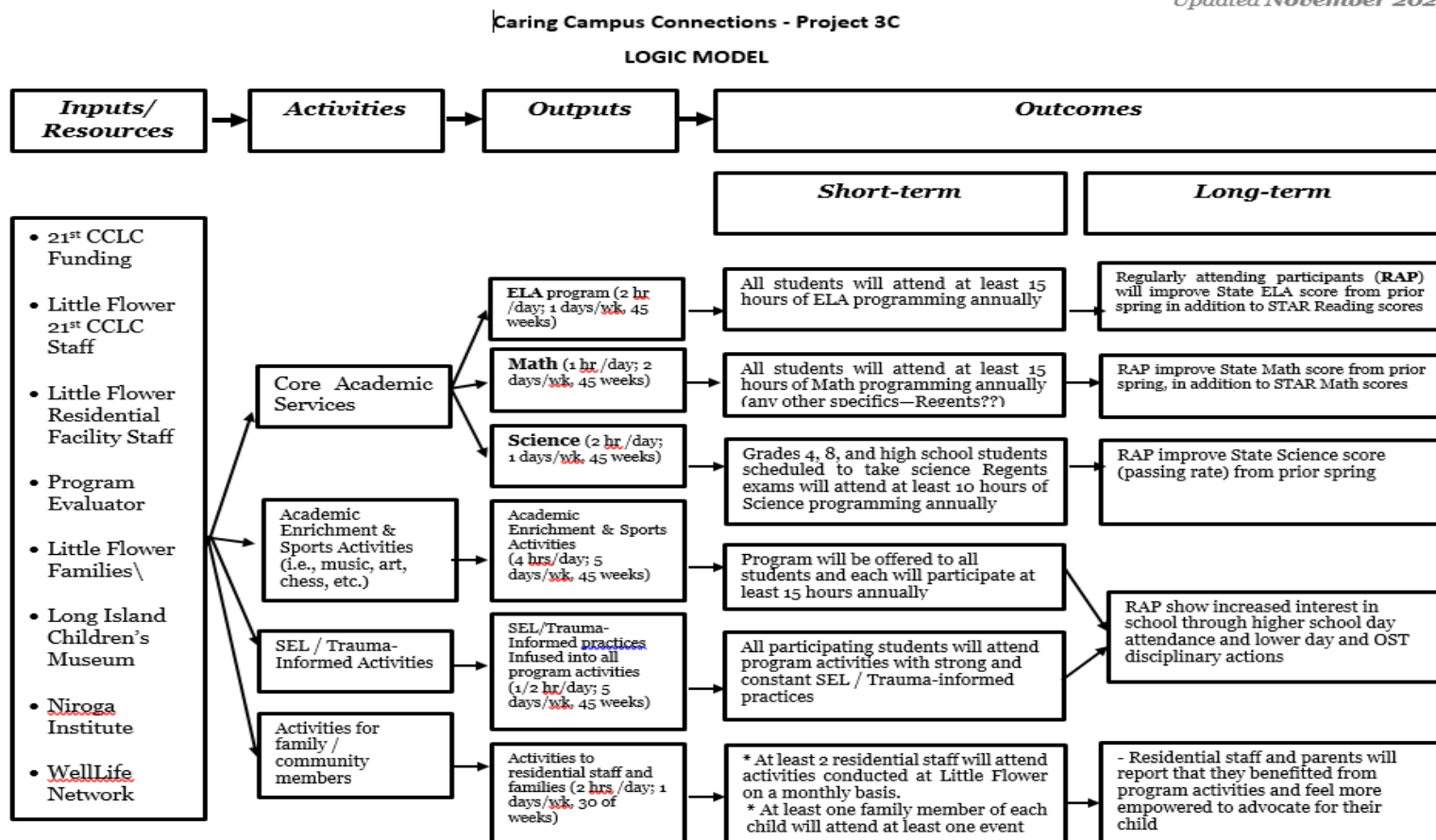
Insert or attach separately your most up-to-date logic model and/or theory of change model.

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

2025 ← Year of most recent version if updated

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

Updated November 2025



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

| | | | | |
|--|--|---|--------------------|---|
| 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. <i>100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.</i> | | |
| Local Program Objective 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> | | |
| Performance Indicators (PIs) of success <i>from your program's approved application or approved program modifications</i> | 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. | <ul style="list-style-type: none"> 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. |