

Annual Evaluation Report (AER) DIAGNOSTIC

for AL 21CCLC External Evaluators

Purpose of the AER Diagnostic

The [Annual Evaluation Report \(AER\) Diagnostic](#) was developed to create a uniform method to collect and organize information about local evaluations for Alabama 21st CCLC subgrantee programs. It is intended to function, both (1) as a protocol for submitting end-of-year evaluation information in a way that allows for systematic review by members of the state-level leadership team, and (2) as guidance for program evaluators to inventory their data collection measures and reporting activities and check alignment with AL 21CCLC evaluation requirements and performance metrics.

The Alabama State Department of Education (ALSDE) is committed to maintaining and supporting high-quality local evaluation that helps to drive continuous improvement and raise the effectiveness of statewide 21CCLC programming. The review of AERs offers key insights into a program's measurability, the research methodologies used by the evaluator, and a snapshot of findings about implementation progress and success indicators.

Quick Facts about AERs

- ▶ **Due Date** | AER Diagnostics must be completed via MSN Form Platform by [August 31](#).
- ▶ **Utilization** | The AER Diagnostic serves as a multi-purpose reference document used by ALSDE and state-level partners; as such, the diagnostic is designed to collect information in areas that serve those groups' needs. Program-level stakeholders are not the primary audience for the diagnostic, yet subgrantees are required to make AERs available for public review upon request (Section 4205(b)(2)(B)(ii)). Upon completion of the AER Diagnostic, the ALSDE 21st CCLC team will utilize AI technology to auto-generate a professional report from diagnostic input that can be customized and tailored by the subgrantee for public review. Reports designed for public review are not typically submitted to the ALSDE, unless requested for compliance monitoring; they are useful for subgrantees to utilize to communicate progress to community stakeholders, as well as for continuous program improvement.
- ▶ **Value** | AER Diagnostics will be reviewed by ALSDE Specialists, Technical Assistants (TAs), and/or Coaches before each subgrantee site visit to [enrich the team's understanding](#) of the program. AER Diagnostics will be studied by the Statewide Evaluator to [identify patterns](#), trends, effective design strategies, and areas for further inquiry. A collection of highlights and aggregated summaries from AERs will be included in presentations to federal-level monitors and the network of SEA Coordinators, as needed, to [demonstrate qualities of local evaluation](#) across the state.

- Alignment | Components of the diagnostic are directly aligned with the [ALSDE 21st CCLC Performance Goals](#) outlined in the RFA and the policies and program

	Section Heading	Instructions for Completion
I	Project Info	Enter the requested info into the Diagnostic. *Save your progress as you work; see submission instructions below.
II	Executive Summary	Provide a brief, professionally written executive summary.
III	Site Info	Provide a professionally written overview of site operations, staffing, and students served.
IV	Findings & Operations	Provide professionally written answers to the Diagnostic questions for each of the site's program objectives.
V	Collaboration and Utilization	Provide a professionally written overview of collaboration between program leadership and the External Evaluator. *Upload and/or link supporting documentation.

expectations that are outlined in the state's evaluation plan.

Contents & Instructions

Submission Instructions:

Once you have gathered all data and are ready to start submitting your findings, complete the MSN Form linked below:

[21st CCLC Annual Evaluation Report \(AER\) Diagnostic – Fill out form](#)

We highly recommend that you craft your responses in a format outside of the MSN Form, such as a Word or Google Doc. Responses to each question are limited by the form to 4000 characters. In cases where responses are likely to go over that limitation, a part II was added so that the response could be split between the two answer boxes. The MSN Form does not have to be completed in one sitting. The system should automatically save your progress until you are ready to submit the form. Please make sure your answers are written professionally using complete sentences and proper spelling, capitalization, and punctuation. Keep in mind that the information submitted will be used by the ALSDE to create a written report for subgrantees to share with their stakeholders.

Part I

Project Information

Program Year	(enter school year)	
Site Name	(enter full, unabbreviated name)	
Subgrantee Name (LEA or CBO)	(enter full, unabbreviated name)	
Site Coordinator	(First & Last Name, Title)	
Program Director	(First & Last Name, Title)	
#	Name and Location of Participating School(s)	Grade Levels Served

1	(full, unabbreviated name; town/city)		(Grade Min-Max)
2	(full, unabbreviated name; town/city)		(Grade Min-Max)
3	(full, unabbreviated name; town/city)		(Grade Min-Max)
4	(full, unabbreviated name; town/city)		(Grade Min-Max)
Target # of Participants (Academic Year):	(# of participants from RFA funding calculation)	Actual # of Participants (Academic Year):	(# of participants who attended at least 15% of program hours offered)
Target Program Hours (Academic Year):	(# of program hours from RFA funding calculation)	Actual Program Hours (Academic Year):	(actual number of program hours offered)
Target # of Participants (Summer):	(# of participants from RFA funding calculation)	Actual # of Participants (Summer):	(# of participants who attended at least 15% of program hours offered)
Target Program Hours (Summer):	(# of program hours from RFA funding calculation)	Actual Program Hours (Summer):	(actual number of program hours offered)
External Evaluator		(First & Last Name, Title)	
External Evaluator Contact Info		(10 Digit Phone #)	(email address)

Part II

Executive Summary

Provide an Executive Summary, which should be a standalone overview of the report's key sections. It must summarize the full report's content without introducing any new information and highlight the main findings, conclusions, and recommendations. Ideally, the Executive Summary should be no longer than 600 words.

Part III

Site Information

Provide a brief site information summary that presents a clear overview of program operations, staffing, and students served. The summary should describe the program schedule during both the academic year and summer, including the number of program hours per day, days per week, and weeks per year the program operates, clearly distinguishing between the academic-year and summer components as applicable.

The summary should also include an overview of staffing, identifying the number and types of positions (such as site coordinators, teachers, paraprofessionals, or enrichment staff), typical student-to-teacher ratios, and professional development attended by staff. Briefly note staffing strengths as well as any challenges impacting implementation. Finally, include a concise description of student demographics, such as gender, race and ethnicity, English learner status, economic disadvantage, and other relevant subgroups, using percentages or general descriptors where exact figures are unavailable. The narrative should be concise, written in complete sentences using a professional and objective tone, and generally limited to 500 words or less.

Findings and Recommendations

In this section, you will describe the strategies and activities provided to students and families to meet the program's performance goals and objectives and the success of those activities. For each program objective, you will describe the program activities chosen and provided to participants intended to positively influence the area addressed by the objective; the populations intended to receive the programming; one or more measurable performance indicators that collectively indicate whether the objectives were met; the data sources and collection methods; and the valid, reliable means used to analyze or make sense of the data. You will state whether the program objective was met and will provide recommendations for improving performance indicators, services, curriculum, and/or engagement strategies. Please note that objectives marked with an asterisk () denote state-required objectives, while a double asterisk (**) denotes objectives that are required, but are developed by the site based on its needs assessment.*

Performance Goal 1: Students regularly participating in the program will meet or exceed state and local academic achievement standards in ELA/reading and math.

- ***Objective 1.a:** 50% of regular program participants will show a minimum of 10 percent growth from the beginning of the year (BOY) to the end of the year (EOY) on district-provided benchmark assessments in mathematics.
- ***Objective 1.b:** 45% of regular program participants will improve their mathematics performance level on the state standardized assessment from the prior year to the current year.
- ***Objective 1.c:** 50% of regular program participants will show a minimum of 10 percent growth from the beginning of the year (BOY) to the end of the year (EOY) on district-provided benchmark assessments in English Language Arts/reading.
- ***Objective 1.d:** 45% of regular program participants will improve their reading performance level on the state standardized assessment from the prior year to the current year.
- **Optional: Objective 1.e.** Sites may have developed additional objectives for Performance Goal 1. The form allows findings for one additional objective to be entered. See instructions under Part V for providing findings for additional objectives.

Performance Goal 2: Students regularly participating in the program will show improvement in school attendance and performance.

- ***Objective 2.a:** 92% of regular program participants will show improvement in school attendance by reducing their number of days absent from the prior year to the current year.
- ***Objective 2.b:** 92% of regular program participants will show improvement in classroom performance, including homework completion and class participation, from the first marking period of each academic year as reported by teachers.

- **Optional:** Objective 2.c: Sites may have developed additional objectives for Performance Goal 2. The form allows findings for one additional objective to be entered. See instructions under Part V for providing findings for additional objectives.

Performance Goal 3: Students regularly participating in the program will show improvement in behavior by having reduced discipline referrals.

- ***Objective 3.a:** 80% of regular program participants will show improvement in their school behavior by reducing their number of discipline incidents from the prior year to the current year.
- **Optional: Objective 3.b, 3.c, etc.:** Sites may have developed additional objectives for Performance Goal 3. The form allows findings for one additional objective to be entered. See instructions under Part V for providing findings for additional objectives.

Performance Goal 4: Students regularly participating in the program will demonstrate holistic health and wellness.

- ****Objective 4.a:** (Site Developed)
- **Optional: Objective 4.b, 4.c, etc.:** Sites may have developed multiple objectives for Performance Goal 4. The form allows findings for up to three objectives to be entered. See instructions under Part V for providing findings for additional objectives.

Performance Goal 5: Students regularly participating in the program will demonstrate civic responsibility and strengthen their community through service-learning projects.

- ****Objective 5.a:** (Site Developed)
- **Optional: Objective 5.b, 5.c, etc.:** Sites may have developed multiple objectives for Performance Goal 5. The form allows findings for up to three objectives to be entered. See instructions under Part V for providing findings for additional objectives.

Performance Goal 6: Families of students regularly participating in the program will demonstrate increased engagement in their child's learning and school community.

- ****Objective 6.a:** (Site Developed)
- **Optional: Objective 6.b, 6.c, etc.:** Sites may have developed multiple objectives for Performance Goal 6. The form allows findings for up to three objectives to be entered. See instructions under Part V for providing findings for additional objectives.

Answer the following eight questions for each state-required and site-developed objective for Performance Goals 1-6. Please be sure to answer all questions using complete sentences and professional language, keeping in mind that answers will be used to generate a report that will be shared with program stakeholders and the public, upon request.

Note: Required objectives will be provided. Additional objectives developed by the site will need to be typed into the diagnostic.

1. Give a brief, yet thorough description of the activities provided during **academic-year programming** intended to positively impact this program objective. For each activity, include the amount of time and frequency it was offered, and a description of its participants (grade level, type, need, etc.).
2. Give a brief, yet thorough description of the activities provided during **summer programming** intended to positively impact this program objective. For each activity, include the amount of time and frequency it was offered, and a description of its participants (grade level, type, need, etc.). ***Skip this question if the site does not offer summer programming.***
3. What performance indicator(s) or outcomes were developed by the program and its external evaluator to collectively indicate whether the objective has been met?
4. What data sources and collection tools or methods (surveys, interviews, observations, focus groups, report cards, benchmark assessments, attendance rosters, behavior/disciplinary records, state assessments, other skill assessments, etc.) were used to assess the performance indicators?
5. Briefly describe the valid and reliable processes used to analyze and make sense of the data. Include a description of the sample size studied, if applicable.
6. Was the program objective met? (choose one)
 - a. yes
 - b. partially
 - c. no
 - d. data pending
 - e. not measured
 - f. not measurable
7. Briefly describe the data results used to determine the answer to Question 6. If (b), partially met, was selected, indicate what part of the objective was not met. If (d), data pending, was selected, indicate when the data is expected to become available. If (e) not measured, or (f) not measurable was selected, explain why.
8. Based on the analysis results, identify specific, actionable recommendations to strengthen performance indicators, program activities, services, curriculum, and/or operations so the 21st CCLC program can more effectively support achievement of this objective.

Collaboration & Utilization

Briefly describe the collaboration strategies you and program partners engaged in this year. What worked well? How much was evaluation (your participatory study practices, your information sharing) applied to support program functioning, if at all? If you could envision any improvements/enhancements to the communication, collaboration, and utilization of evaluation findings & services, what would those be? How would those improvements bring even greater benefit to your client?*

**This information helps the state-level team understand more about the effective processes external evaluators used to engage with their program partners/clients. Please provide your client with this communication because evidence of collaboration between the evaluator and program, and the use of evaluation findings for continuous improvement, helps satisfy federal program compliance requirements. Please note that the narrative from Part V will not be included in the auto-generated site report.*

Optional Additional Information

Most evaluation findings should be reported within the MSN Form. **Please submit additional documentation only when the information is essential to understanding your evaluation results and cannot be reasonably reported within the form.** Examples may include findings from site-developed objectives or other significant evaluation results that exceed the form's response limitations. If needed, compile the additional information into a Word or PDF document and email it to 21stcclgrant@alsde.edu by August 31. Please indicate in the final question of the form whether supplemental information has been emailed.