Kansas 21st Community Learning Centers Grantee's Evaluation Template

** Before putting evaluation plans together, the program director and evaluator must refer back to the original grant application to be sure the proposed evaluation design is implemented. All proposed evaluation activities and timeline must be followed and reflected in the following sections of the evaluation template. **

The goals of evaluation include continuous improvement, support for sustainability, production of consistent data within and among grantees' programs and adherence to the federal and state requirements.

Introduction:

This evaluation template purpose is to be a roadmap for evaluators, program directors, state personnel and other stakeholders. For the evaluator, the template outlines the essential elements of the evaluation process. It is intended to serve as a guide for evaluators as they complete the state evaluation report and a framework for programs to build upon as their evaluation needs mature.

For program directors, the template provides guidance on the items that need to be attended to as they direct a local program. It also helps assure they will get feedback on the components they are responsible for implementing. Once directors become familiar with the template, it makes it easier to locate and use data that is included in an evaluation. The template helps the program director and the evaluator come to a common understanding of the role of the evaluator and the kind of document they should develop.

At the state level, the standardized template makes it possible to produce statewide reports and other documents needed to provide feedback to legislators, state officials and others interested in after school programming.

Sections of the Evaluation Report:

1. Cover Sheet (name of program, grantee name, evaluator's name and date)
2. Evaluation Summary (Optional)
3. Population Analysis
4. Component Audit (must use the format provided by KSDE)
5. Performance Indicator 1.A
6. Performance Indicator 1.B
7. Performance Indicator 1.C
8. Performance Indicator 2.A
9. Performance Indicator 2.B
10. Performance Indicator 2.C
11. Performance Indicator 3.A
12. Performance Indicator 3.B
13. Performance Indicator 3.C
14. Other grant-specific Goals, Indicators, and Targets
15. Teacher Survey Reporting Form (must use the form provided by KSDE)
16. Summary and Recommendations

Sections of the Evaluation with explanations:

2. **Evaluation Summary**. (Optional)
   This section is sometimes called an executive summary. It should be limited to no more than two pages. As the name implies, it should summarize the evaluation finding and provide recommendations. In order to keep it short and quickly readable, some information such as how each performance indicator was met can be presented in a table. By including a summary, the evaluator recognizes that many readers may not take the time to read the comprehensive evaluation.

3. **Population Analysis.**
   This section should analyze the population of students and/or parents served by the program. It should indicate how closely the students that attend the program match the population identified in the project application. Are the numbers served consistent with the numbers proposed in the application? Is the project serving the targeted high need pupils? If possible, this section should provide a breakdown of students by grade, ethnicity and lunch status. Frequency of attendance should also be summarized in the analysis.

4. **Component Audit.** (Must use the format provided by KSDE)
   A component audit answers the question, "Is the program doing that which was promised in the grant application?" The audit can be a very straightforward process. The evaluator needs to review the application and list all services and program components included in the application. Each year the evaluator then determines the extent to which promises have been met. Site visits, staff interviews and direct observation are the easiest way to obtain this information and the data can be easily presented in a table. A sample table is attached as an appendix.

Note: In the following sections, the evaluator is asked to assess program performance by using performance indicators. The evaluation should include an assessment of whether the performance indicator has been met and/or an explanation of progress that has been made toward reaching the indicator. Showing comparisons of year to year data or annualized data is encouraged.

Performance Goal 1 - All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and math.
(There are four mandatory performance indicators listed under this Goal. They are listed below.)

5. Performance Indicator 1.A**: "80 percent of the program-enrolled K-12 participants will maintain high academic achievement and/or demonstrate continuous improvement in mathematics and reading, based upon grades and results of Kansas State Assessments."**

   This indicator sets the standard of 80 percent maintaining high achievement and/or demonstrating continuous improvement in math or reading. The two mandatory measures are Kansas assessment scores and pupil grades. The grant application evaluation section may also specify additional achievement measures. In that case, the other measures should be analyzed along with grades and Kansas Assessment scores.

   Analyzing "high achievement"
   Kansas Assessment scores provide five performance levels (Exemplary, Exceeds Standards, Meets Standards, Approaches Standards and Academic Warning). The evaluator can determine if the program is meeting the performance indicator by calculating the percentage of students in the top three categories. For grades, the definition of "high achievement" is determined by the district and/or program. This should be outlined in the grant application. The evaluator can determine if the program is meeting the performance indicator by calculating the percentage of students earning grades at or above the grade criterion (i.e. "C" or higher).

Analyzing "continuous improvement"

Evaluating continuous improvement is more complex, because of the need to establish a baseline to see if there is any improvement. When analyzing grades, it is common to compare the final grade of the year with either the grade from the first nine weeks or the last grade of the previous year to see if grades improved in math and reading. The evaluator also needs to establish some kind of baseline for comparison when analyzing other measures that are specified in the grant application such as standardized tests used by the district. If the other measures are or can be set up in a pre/post test format, they may well be the most effective measure.

After the evaluator has analyzed all of the appropriate data, they will need to make a determination on the program's progress toward meeting the performance indicator and include that in the written report. In some instances, tests of statistical significance can be helpful to determine if grades or test scores are improving. Descriptive statistics can also be used to determine if the percentage of "high achieving" students is increasing.

6. Performance Indicator 1.B: **"100 percent of the program-enrolled K-12 participants will be offered tutoring support."**

   Most evaluators look at the daily program schedule to see if tutoring is offered on a regular basis. Tutoring is not the same as homework completion time, but it can be provided during the same time frame. Homework completion is common in many programs, but it is often more of a study hall. The distinction is made when one-on-one or small group help is offered that is specifically tailored to a particular student or group of students with common academic needs.

   Many evaluators also use student and/or parent surveys. Questions can be included in a survey to see if students or parents are aware of tutoring help. Site visits are also helpful to assess this indicator. During a visit, the evaluator can directly observe the services being offered to program participants. As with each of the performance indicators, the evaluator must include a section on this indicator in the evaluation write-up.

7. Performance Indicator 1.C: **"Day teachers of 60 percent of K-12 participants who are assigned homework will report increased rates of homework completion among their students who attend the program."**

   It is necessary to look at the teacher survey to determine the extent to which this indictor has been met. At the current time, all programs must complete a standardized teacher survey to meet the federal reporting requirements (see appendix). The survey is completed by regular day classroom teachers of regular attendees at the end of the school year. The first two survey questions speak to homework completion – "turning his/her homework in on time" and "completing homework to your (the classroom teacher's) satisfaction."

   There are at least two ways to calculate the 60 percent improvement rate. The first is to combine those that did not need to improve with those that showed improvement to make the calculation. This method takes into consideration all students that are on a positive path. Another more stringent method is to eliminate those that did not need to improve from the data and make the calculation based on those that were not satisfactory and needed improvement. The evaluation write-up can track progress over several years.

Performance Goal 2: All students will graduate from high school.
(There are three mandatory performance indicators listed under this Goal. They are listed below.)

8. Performance Indicator 2.A: **"90 percent of participants will not be suspended (in-school or out-of-school) while in the program."**

    This information can be obtained from office staff at the end of the school year. Districts regularly collect this information to report it to KSDE for publication in the "School Report Card." The number and percent of program participants that were suspended (in-school and out of school) should be reported in this section. Additional information, such as reasons for suspension, can also be included. Some evaluators include school suspension rates to illustrate how the after school population compares to the total school population.

9. Performance Indicator 2.B: **"90 percent of participants will participate in activities integrating educational activities with: real-life problem-solving, arts education, career exploration, recreation, cultural opportunities and activities, and service learning."**

    Most evaluators use a sample listing of activities to evaluate this indicator. The listing typically includes a brief description of each activity and the relevant enrichment components (real-life problem-solving, arts education, college and career exploration, recreation, cultural opportunities and activities and service learning). Evaluators calculate the percentage of enrichment activities by reviewing the activity list. Information gleaned from parent and student surveys can also reveal valuable information about the enrichment activities and can be helpful to program staff as they revise and schedule this part of the program.

10. Performance Indicator 2.C: **"80 percent of program-enrolled K-12 participants will not be found to have engaged in violent acts at school."**

    Indicator 2.C is similar to indicator 2.A. Similar to the suspension data, this information needs to be collected prior to office staff leaving for summer break. The evaluator should identify any violent acts that occurred during the regular school day as well as during the after school program.

Performance Goal 3: Family engagement will be embedded in the entirety of the program.
(There are three mandatory performance indicators listed under this Goal. They are listed below.)

    Information to evaluate this indicator is available on project calendars and schedules. It can also be ascertained through parent surveys and/or interviews. There is a difference between offering services and parent participation in those services. It is helpful information to track parent participation and report involvement in the evaluation report. If surveys are used, the evaluator should include sample size as this impacts the creditability of survey results.

11. Performance Indicator 3.A: **"A variety of services and educational resources will be offered to the families/guardians of 100 percent of all program participants."**

12. Performance Indicator 3.B: **80% of families surveyed will indicate satisfaction with family communication.**

13. Performance Indicator 3.C: **80% of families will be engaged in the provided opportunities.**

14. **Other grant-specific Goals, Indicators and Targets**.
    Many projects identify other desired outcomes in the form of goals, indicators or targets in their grant application. Normally, the evaluation section of the application sets outs the evaluation criteria. If not, the evaluator will need to develop criteria that measure the outcome. These extra indicators need to be dealt with just as the required indicators are assessed in the evaluation.

15. **Teacher Survey**.
    The Teacher Survey is given to teachers of students that attend the after school program 30 days or more. The results for the complete Teacher Survey must be reported to KSDE. Results can be incorporated into this report as an appendix. A sample report form is attached. The required Teacher Survey is sent to the Program Director from KSDE.

16. **Summary and Recommendations**.
    Recommendations are an essential part of an evaluation. In this area the evaluator can point to strengths of the program and offer suggestions to the program staff on things they need to work on, aspects of the grant that are not being implemented and point out places where improvement can be made. This is also an area in which the evaluator can talk about internal and external factors that may have contributed to the success or failure of programs in meeting their performance indicators. This primary purpose of the summary is to highlight the promises made in the application and compare them to the actual performance of the program.

This is the end of the external evaluation report.

Sample Component Audit: X=year one Y= year two Z= year three A= year four

Program Component	Page #	Fully Accomplished	Partially Accomplished	Not Accomplished
1. Operate after school program in three sites.	7	X Y Z A		
2. Operate summer school in conjunction with recreation program.	7	X Y1 Z A		
3. Operate nutrition and health program.	7	X Y Z A		
4. Provide expanded library hours to serve community.	7	X Y Z A		
5. Provide parenting skills programs.	7	Y2 Z A1	X1	
6. Provide daily snack.	8	X Y Z A		
7. Provide tutoring, direct instruction in reading and math.	8	X Y Z A		
10. Provide recreation, arts activities, computer instruction, and games	8	X Y Z A		
11. Partnership Advisory Board will meet nine (9) times a year.	11	X Y Z A		
12. Initiate program to communicate with parents.	12	X4 Y4 Z3 A		
13. Share successful components and techniques with others.	20	X Y Z A		

Notes:
1. Library at High School was open six days a week with free internet. Virtual Prescription Learning Program was made available for credit completion.
2. Offered Parents Count. Net Program – tips on working with child. No classes offered first year.
3. Program initiated this year. To be expanded in year four.
4. Not scheduled in all schools.

Kansas 21st Century Community Learning Center (KS 21st CCLC)
Teacher Survey <mark>Reporting Form</mark>

Grade Level: _____   Total # of Surveys Distributed: _____   Total # of Surveys Completed: _____

To what extent has your student changed their behavior in turns of:	Did not need to improve	Acceptable Level of Functioning Not Demonstrated Early in School Year- Improvement Warranted						
		Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in his/her homework on time.								
<mark>**Completing homework to your satisfaction.**</mark>								
Participation in class.								
Volunteering (e.g., for extra credit or more responsibility)								
Attending class regularly.								
Being attentive in class.								
<mark>**Behaving well in class.**</mark>								
Academic performance.								
Coming to school motivated to learn.								
Getting along well with others.								