

# 21<sup>st</sup> CCLC Grant, Title IV-B: **Local Program Evaluation**

February 27, 2017



DEPARTMENT OF  
EDUCATION

# Agenda

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- ▶ Purpose & Introduction
- ▶ Federal & State Requirements
- ▶ Local Evaluation Types and Goals
- ▶ What is Involved
- ▶ Three Elements of 2016-17 Local 21<sup>st</sup> CCLC Evaluations
- ▶ Tasks & Traits for Local Evaluators
- ▶ Deliverables
  - ▶ Available Resources
  - ▶ Questions & Follow-Up



# Purpose of this Presentation

# Evaluation

- This has been created to ***provide local evaluation guidance to Cohort #3 Oregon 21<sup>st</sup> CCLC grantees:***
- This is based on **Critical Element II** in the USED State Education Agency (SEA) Monitoring Protocol.
- This is to help Oregon 21<sup>st</sup> CCLC programs in **local evaluation compliance and quality.**

## *What is Critical Element II in the USED State Education Agency (SEA) 21<sup>st</sup> CCLC Monitoring Protocol?*

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- ▶ “Does the SEA require that sub-grantees undergo a periodic evaluation to assess progress toward achieving the goal of providing high-quality opportunities for academic enrichment based on Principles of Effectiveness?”

# Direct Federal to Local Questions:

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- ▶ 1. What is your process for evaluating your program?
  - ▶ 4202(c)(3)(A)
  - ▶ a. Who conducts your evaluation (*program staff, outside contractor, State evaluator*)? 4203(a)(6)
  - ▶ b. What are the major activities and data sources? 4203(a)(13)
  - ▶ c. How often do you conduct an evaluation? 4205(b)(2)(a)
  - ▶ d. How much does it cost? Non-Regulatory Guidance H-5&6
- ▶ 2. What performance indicators and measures do you use to assess the impact of your program on student achievement and/or behavior? 4203(a)(13)(A); 4204(b)(2)(E)

# ESSA Local Evaluation Requirements

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- ▶ “(D) ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in section 4203(a)(14)(A); and (E) collect the data necessary for the measures of student success described in subparagraph (D).
- ▶ 2) PERIODIC EVALUATION. – (A) The program or activity shall undergo a periodic **evaluation in conjunction with the State educational agency’s overall evaluation plan** as described in section 4203(a) 14, to assess the program’s progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success.”

# Introduction: Local Evaluations & Expectations

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## ▶ **A Local Evaluation – *what it does***

- ▶ helps track program implementation, fidelity and progress
- ▶ gives data to help you improve program performance
- ▶ is a team effort that involves your stakeholders

## ▶ **A Local Evaluation – *how it does it***

- ▶ must collect & analyze your program data
- ▶ must include site visits & staff & student interviews
- ▶ carries out an evaluation plan, develops a Year-End Report for you and your stakeholders

# Evaluation: What's the Point?

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The main purposes of evaluations are:

- ✓ **to make judgments about a program,**
  - ✓ **to improve its effectiveness,** and/or
  - ✓ **to inform programming decisions**
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# Evaluation

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- ▶ Evaluation -- Asks the questions:
- ▶ **“Are we successful?”**
- ▶ **“Have we had impact?”**
- ▶ **“What are the most influential parts of the program?”**

Most evaluations are designed to either...

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## ► Improve

### ► Formative

Evaluations focus on:

- ✓ Strategies,
- ✓ Activities and
- ✓ Outputs

► Also called implementation or process evaluations

## ► Prove

### ► Summative

Evaluations focus on:

- ✓ Outcomes

► Also called impact or outcome evaluations

# Elements of each type:

## **Improve: Process Measures**

- ▶ Program Characteristics
- ▶ Student attendance, participation, retention
- ▶ Local partnerships
- ▶ Staff development, retention & training
- ▶ Participant satisfaction & perceptions

## **Prove: Outcome Measures**

- ▶ Academic performance in Language & Math, homework completion & class participation
- ▶ Parental Engagement
- ▶ Behavior Outcomes, student engagement, sense of belonging, youth development assets



# Why Do We Do Them?

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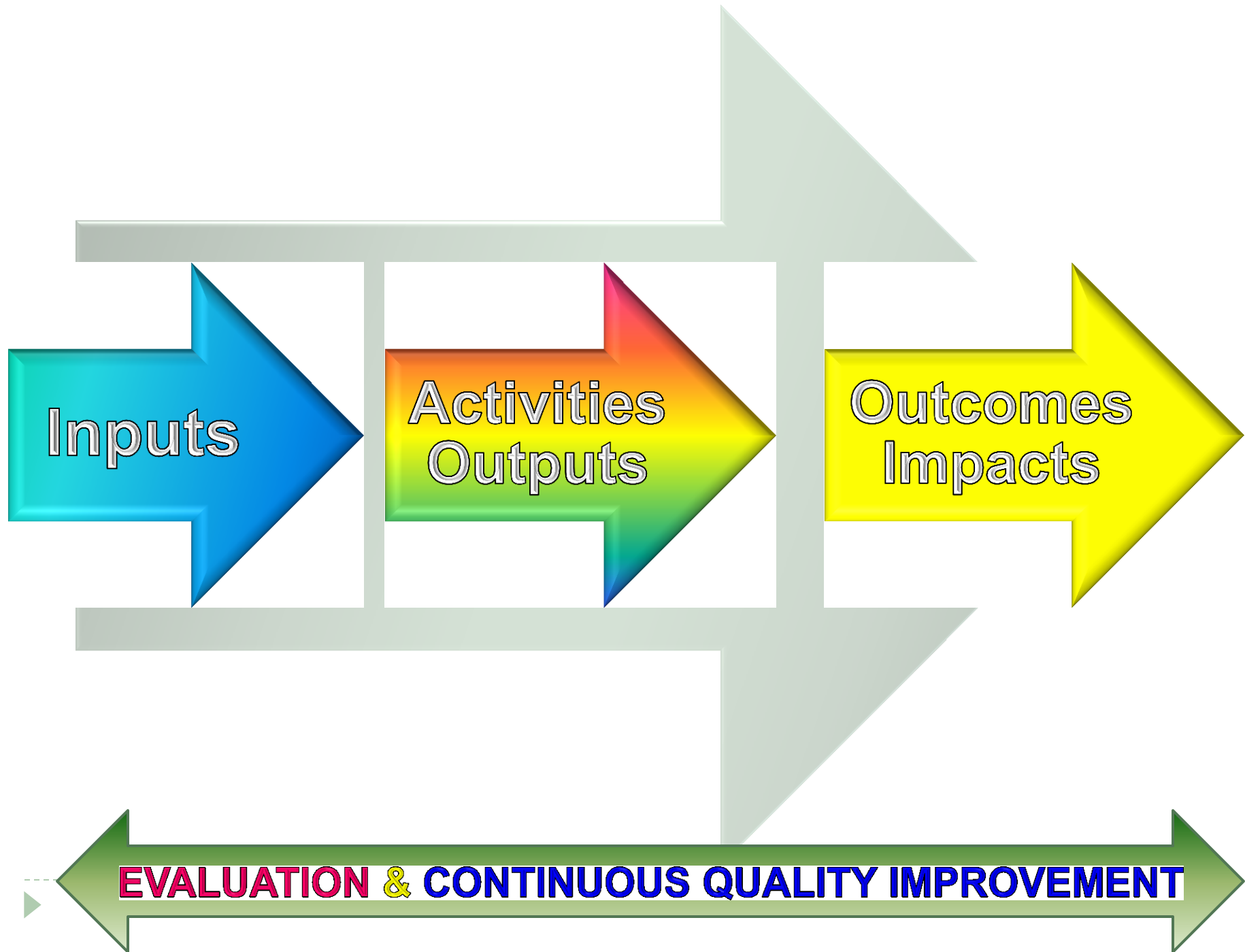


**Improve Programs**

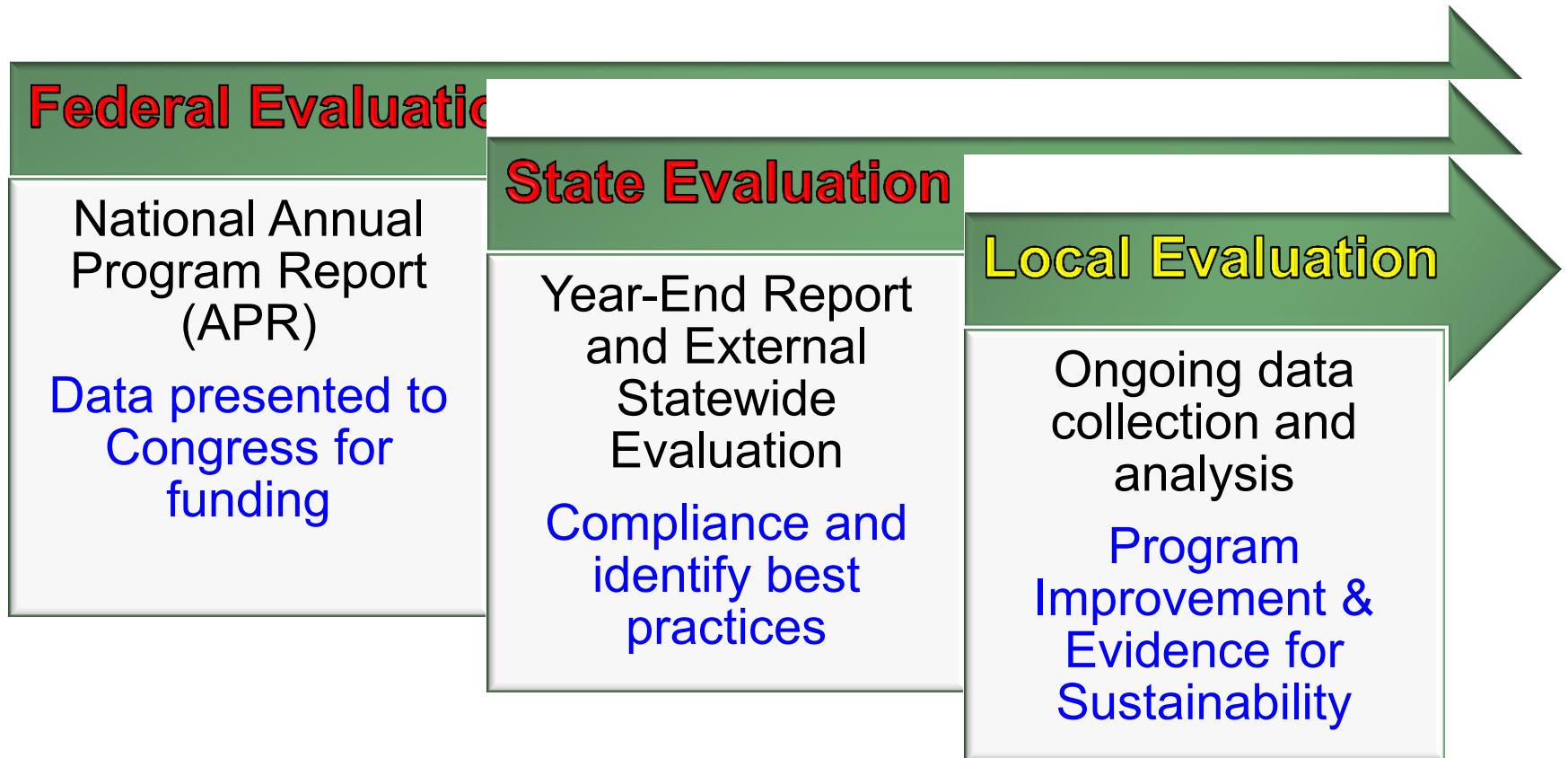
**Target Activities**

**Show Accountability**

**Build Sustainability**



# Entire 21<sup>st</sup> CCLC Evaluation Process





# Let's Get Started!

< – Finding the Right One – >



## Stakeholder Team Members:

- School Principals
- Staff Members
- Student Representatives
- Business & Community Partners
- Parent representatives



1. Build a strong stakeholder team with representation from all program areas and that includes multiple perspectives.
2. The stakeholder team should meet at least three times during the evaluation to review & approve the evaluation plan – progress updates and – discuss its implications and review the Final Local Evaluation Report.

# Required Local Evaluation Elements

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✓ **Three** 2016-17 Evaluation Elements:

- 1) **Original (*or amended*) 2013 Evaluation Plan**
- 2) **2016-17 Year-End Report & SWOT Analysis**
- 3) **Evaluation of program implementation of Oregon Leading Indicators for Program Quality and Continuous Improvement**



# Element 1: 2013 Evaluation Plan

## 4. EVALUATION PLAN

10 Points

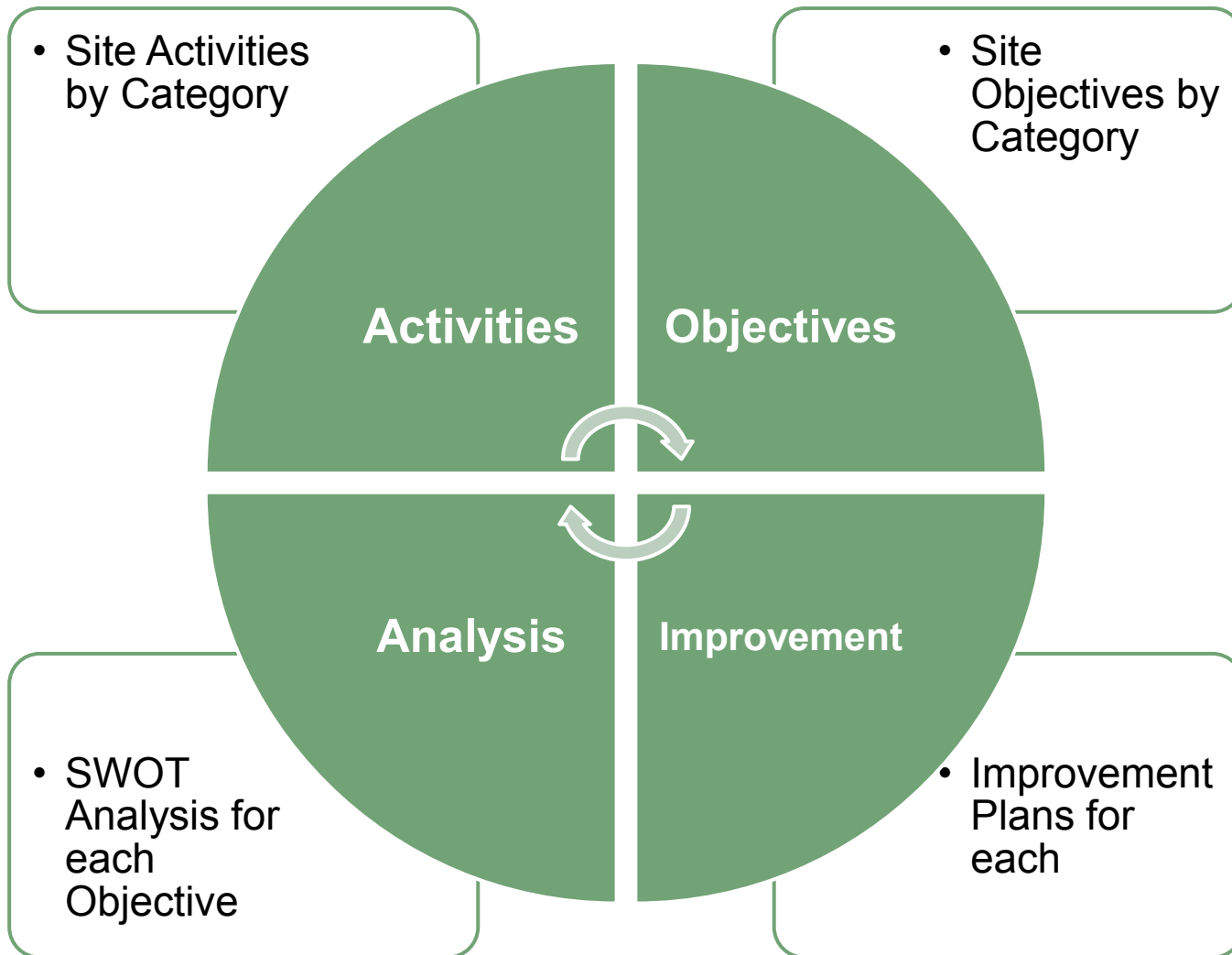
Each grantee must undergo a periodic evaluation to assess program progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The evaluation must be based on factors included in the principles of effectiveness. The outcome of the evaluation must:

- a. refine, improve, and strengthen the program and the performance measures; and
- b. publish reports to the public upon request and to the department regularly.

Describe your evaluation plan that will be used to monitor the program's progress toward meeting the goals and objectives identified in the grant application. The plan **MUST** take into account the **Reporting Requirements for Funded Grants.** (page 28) The plan must clearly identify the instruments and method(s) for project evaluation, including data analysis methods. The plan must address ALL goals and objectives identified in the application. **External Evaluator(s):** Using an external evaluator is not required, but is encouraged. If an external evaluator is proposed, the evaluation plan must identify the individual or organization serving as an external evaluator, the methods, instruments and rationale for the proposed plan. The plan must also include a description of the qualifications and responsibilities of the external evaluator. The amount to be paid for the evaluation cannot exceed 5% of the total grant amount.

Scoring Criteria for Narrative 4
The evaluation methods are comprehensive, reliable, and include an effective approach for using evaluation results to guide necessary adjustments to the project.
The evaluation instruments are appropriate to measure the program's success or effectiveness on an ongoing basis.
The evaluation plan includes procedures for submitting required data to the Profile and Performance Information Collection System (PPICS).

# Element 2: '16-17 Year-End Report



# Year-End Report 2016-17

YEAR 4: Site Information 2016-2017

YEAR 4: Site Information 2016-2017	
District/Grantee organization name:	
Site name:	
Number of attendees projected in approved application:	
Project Director:	
Phone:	
Email:	
Name of person preparing this report:	
Phone:	
Email:	
<i>Regular Site Attendee = Student who has attended the 21st CCLC program for 30 days or more during the 2016-2017 school year. Do not include summer 2016 programs.</i>	
Number of Regular Site attendees:	
Continue on GRANT ACTIVITY tab.	

# Element 3: Leading Indicators for Program Quality & Continuous Improvement

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## ► Collaboration and Partnership

1. Partners associated with the center are actively involved in planning, decision making, evaluating, and supporting the operations of the afterschool program.
2. Staff from partner organizations is meaningfully involved in the provision of activities at the center.
3. Staff at the center will be engaged in intentional efforts to collaborate and communicate frequently about ways to improve program quality.
4. Steps are taken by the center to establish linkages to the school day and use data on student academic achievement to inform programming.

# Element 3: Leading Indicators for Program Quality & Continuous Improvement

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## ► Staff

5. Staff at the center is provided with training and/or professional development.
6. Staff at the center completes one or more self-assessment during the programming period.
7. Staff at the center is periodically evaluated/assessed during the program period.

# **Element 3: Leading Indicators for Program Quality & Continuous Improvement**

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## **► Intentionality in Student Program Offerings**

8. There is evidence of alignment between (a) program objectives relative to supporting youth development, (b) student needs, and (c) program philosophy/model AND frequency/extent to which key opportunities and supports are provided to youth.
9. There is evidence of alignment between (a) program objectives relative to the academic development of students, (b) student needs, and (c) program philosophy/model AND activities being provided at the center.
10. Intentionality in activity and session design among staff responsible for the delivery of activities meant to support student growth and development in mathematics and reading/language arts.

# **Element 3: Leading Indicators for Program Quality & Continuous Improvement**

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## **► Intentionality in Family Program Offerings**

- 11. Steps are taken by the center to reach out and communicate with parents and adult family members of participating students.
- 12. There is evidence of alignment between (a) program objectives relative to supporting family literacy and related development, (b) family needs, and (c) program philosophy/ model AND activities being provided at the center.

# Element 3: Leading Indicators for Program Quality & Continuous Improvement

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- ▶ The goals of the Oregon Leading Indicators for program quality are:
  - (1) provide information about how well an individual center and the state as a whole are doing in implementing programming that is likely to achieve the goals and objectives specified for the program;
  - (2) help establish a standard of quality that grantees should be striving toward in the implementation of their program;
  - (3) influence grantee behavior by detailing service delivery expectations and their performance relative to these expectations; and
  - (4) help inform state staff on what steps need to be taken from a training, technical assistance, and policy development to support grantees in the achievement of program improvement goals.



# Potential Local **Evaluator Tasks** & **Traits**

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- ▶ **Meet** to **create** an Evaluation Plan with multiple growth & achievement data points plus qualitative data.
  - ▶ **Identify** data to collect for a full picture of the program and **provide a plan** for and **manage** data collection, analysis & reporting.
  - ▶ **Do the applicant's...**
    - ▶ **Education records** **meet your requirements?**
    - ▶ **Experiences** **relate to the work?**
    - ▶ **Skill sets** **qualify to conduct the evaluation?**
    - ▶ **References** **make them credible and relevant?**
    - ▶ **Work samples** **stand for professionalism & competence?**
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# Data Administration Checklist ✓

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- ✓ Do surveys or other assessments need translation for non-English speaking students or parents?
- ✓ Are rooms available for conducting interviews or focus groups?
- ✓ Have parents been informed about data collection and been provided any required permission forms?
- ✓ Has staff been informed of classroom disruptions (e.g., interviews, observations)?
- ▶ Are procedures in place to secure sensitive data?

# Things to Remember

*Remember!*

Look for an evaluator whose education, experience & outlook make them a right fit to evaluate your program

An evaluation should give a clear sense: Are we accomplishing our goals? How can we improve? What new directions should we explore?

Competent evaluators provide ongoing feedback to program staff, so they can improve & stay on track

# Deliverables to ODE

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- ▶ All Cohort #3 programs, in Years #4 & #5 will submit annual local evaluations.

## 1. The 4<sup>th</sup>-year Local Evaluation

Comprised of 3 Elements in this presentation  
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## 2. The 5<sup>th</sup>-year Summative Report

Details to follow in May, 2017 statewide conference.

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# Questions & Comments

# Thank You!

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