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Department of Education**

**Glenda Ritz, NBCT**  
Indiana Superintendent of Public Instruction

# 21<sup>st</sup> Century Community Learning Centers - Evaluation



**Soaring  
Beyond Expectations**

# Local Evaluator Guidance

A local evaluator is an important partner, and a vital resource in both sustaining and improving a 21st CCLC program. The role of the evaluator is not to judge the program a success or failure, but rather to provide information and expertise that can be used to aid in your decision-making to support program improvement. An evaluator should be willing to work closely with the program to monitor and improve program delivery, gauge and understand the outcomes of activities, and make recommendations to sustain continual program improvement. In addition, the evaluator should be able to assist in developing the skills and knowledge base of staff, and help communicate improvement efforts to staff and stakeholders.

Where to find and evaluator:

- Other local agencies, especially agencies implementing similar programs or doing similar work to a 21st CCLC program. Many public agencies employ evaluators, and may be able to make a recommendation.
- Faculty at local colleges and universities, particularly from the social sciences, sometimes provide evaluation services, and their knowledge of research methods and expertise in their field may be a good fit for a 21st CCLC program.
- Professional associations. The American Evaluation Association (<http://www.eval.org>) and the Indiana Evaluation Association (<http://www.indianaevaluation.org>) are resources to locate a qualified evaluator.

Note: IDOE does not recommend evaluators



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# PROGRAM NARRATIVE REQUIREMENTS (Sections I-XII)

**A. Goals, Objectives, Performance Measures, Activities and Assessment.** In the table below, list the Objectives, Activities, Performance Measures and Assessment Strategies for each proposed 21st CCLC Program Goal. Objectives, performance measures, and activities may differ for elementary, middle and high schools, if all are served under the same grant. Programs may choose to develop one table for the entire program or separate tables for specific program sites, if they serve students in different types of schools (e.g., elementary and middle/high schools). If more than one table is presented, each must include all required goals and comprehensively represent the design and implementation of the program site.

**Note: All performance measures are measured for regularly attending participants (RAPs) - 60 days for elementary school and 45 days for middle and high school.**

**TABLE EXAMPLE (Format for table: 10- point font, single spaced)**

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1) Improve academic achievement	1.1 Increase reading comprehension achievement among regular participants  1.2 Increase mathematics achievement among regular participants	1.a) Tutoring-specific reading comprehension activities  1. b) Academic enrichment learning activities	1.1) 60% of regular participants will pass the reading section of the xxx assessment.  1.2) 60% of regular participants will earn a “B” or better in math by spring semester	1.1. Pre- and post-tests in reading program.  1.2 Report card grades



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## VII-A Evaluation Plan

Submit a strong evaluation plan that will shape the development of the project from the beginning of the grant period. The plan should be consistent with the Program Design and Implementation features proposed in Section V – Goals, Measurable Objectives, Program Activities, Performance Measures, and Assessment Table.

Proposals should identify the individual and/or organization that have agreed to serve as the evaluator for the project and describe their relevant qualifications.

- The description of the evaluation design should include the type of data to be collected, when the data will be collected, and what instruments will used for data collection.



## VII-B Annual Reporting

At the end of each year of the project, the external local program evaluator of the project is required to prepare and submit to the **IDOE 21<sup>st</sup> CCLC** program a detailed report that includes the following information:

1. Evidence of program quality (using Indiana's After School Standards and **Indiana Academic Standards**);
2. Student attendance trends; and
3. Progress towards each of the stated performance measures included in the Goals, Measurable Objectives, Program Activities, Performance Measures, and Assessment Table in section V.

At the end of the end of the program's fourth year, this report must include aggregated data across all four years of the grant. Describe the timeline for these reports and how data **was** collected and analyzed.



## VII-C Use of Results for Program Improvement

Describe the process for using evaluation data to refine, improve and strengthen the program and include how 21st **program** CCLC staff, school/district staff, partners and parents/youth are involved.

Describe how this effort will align with Indiana's After School Standards and incorporate the use of available instruments and resources.



## VII-D Required Data from Schools

For state evaluation and federal reporting purposes, IDOE will require submission of student information such as grades, ISTEP+ test scores, credits earned (high school students only), and a teacher survey completed by the student's class teacher.

Describe how this information will be collected, citing specific strategies for improving teacher survey response rates and ensuring comprehensive and timely data collection for all students.



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## VII-E Early Learning Programs

Programs serving four year old children (or children who are not yet in Kindergarten) are required to measure and report progress towards the acquisition of Kindergarten Readiness skills.

Programs are required to use the Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness (ISTAR-KR), which is aligned to the Indiana Standards for Kindergarten in the areas of English/Language Arts and Mathematics, and includes three (3) functional areas: physical, personal care, and social-emotional skills.





## VII-F Required Performance Measures

Programs are required to include a subset of academic and attendance performance measures in their evaluation plan. These measures should be included in Section V – Goals, Measurable Objectives, Program Activities, Performance Measures, and Assessment Table.

**The relevance of these measures and strategies for their measurement should be described in this section.**

**Note: All performance measures are measured for regularly attending participants (RAPs)- 60 days for elementary and 45 days for middle and high school.**



## VII-F Required Performance Measures

**ELEMENTARY & MIDDLE SCHOOL PROGRAM SITES.** The following performance measures **MUST** be included (with customized targets for Year One of the grant) in the Goals, Measurable Objectives, Program Activities, Performance Measures, and Assessment Table described in Section V (Program Design and Implementation).

Targets should be based on past performance, school-wide data, and/or achievement data of student subgroups targeted by the program.



# VII-F Required Performance Measures ELEMENTARY & MIDDLE SCHOOL PROGRAM SITES.

**SELECT & CUSTOMIZE THE FOLLOWING MEASURES FOR GRANT YEAR ONE.**

## English/Language Arts & Math Performance

1. Spring proficiency rates on the English/Language Arts portion of [local assessment] will increase from fall proficiency rates by XX% in Year X of the program.
2. Spring proficiency rates on the math portion of [local assessment] will increase from fall proficiency rates by XX% in Year X of the program.

## Program Attendance

1. [Number] elementary school students will attend the after school program at least 60 days or more during the school year during Year X of the program.
2. [Number] middle school students will attend the after school program at least 45 days or more during the school year during Year X of the program.



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# VII-F Required Performance Measures

## HIGH SCHOOL PROGRAM SITES

A number of the following performance measures must be included (with customized targets for each year of the grant) in the Goals, Measurable Objectives, Program Activities, Performance Measures, and Assessment Table described in section V (Program Design and Implementation).

Targets should be based on a review of participants and program goals.



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# VII-F Required Performance Measures HIGH SCHOOL PROGRAM SITES.

## Progress Measures

SELECT & CUSTOMIZE AT LEAST TWO OF THE FOLLOWING MEASURES FOR GRANT YEAR ONE.

1. XX% of regular program participants will earn a minimum of X credits during the 2017- 2018 school year.
2. XX% of regular program participants will earn a minimum of X credits in Core 40 subject areas during the 2017-2018 school year.
3. XX% of regular program participants who are enrolled in a math course during the school year will earn a minimum of X credits in math during the 2017-2018 school year.
4. XX% of regular program participants who are enrolled in an ELA course during the school year will earn a minimum of X credits in ELA during the 2017-2018 school year.
5. XX% of regular program participants who failed at least one class in the past year will recover a minimum of XX% of credits missed in the past year by (1) taking additional credits beyond the current schedule as outlined in the student's "graduation plan"; or (2) enrolling in credit recovery during the 2017-2018 school year



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# VII-F Required Performance Measures HIGH SCHOOL PROGRAM SITES.

## Readiness Measures

**THE FOLLOWING MEASURES ARE OPTIONAL BUT MAY BE RELEVANT FOR THOSE REQUESTING PRIORITY POINTS FOR COLLEGE AND CAREER READINESS**

1. XX% of regular program participants pursuing a college-prep track will earn a minimum of X on the PSAT (or SAT) during the school year.
2. XX% of regular program participants pursuing a college-prep track will earn a minimum composite score of X on the ACT during the school year.
3. XX% of regular program participants pursuing a college-prep track (and enrolling in at least one advanced placement course) will earn a minimum of 3 on an advanced placement exam at the end of the school year.
4. XX% of regular program participants pursuing a technical track will earn a score of at least X on the WorkKeys Assessment at the end of the school year.



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# VII-F Required Performance Measures HIGH SCHOOL PROGRAM SITES.

## Graduation Measures

**SELECT AND CUSTOMIZE MEASURE #1 FOR EACH YEAR OF THE GRANT. CUSTOMIZE AND REPORT PROGRESS TOWARD MEASURE #2 FOR THE 4TH/FINAL YEAR OF THE GRANT**

1. (Collected in Years 1 - 4) XX% of regular program participants in their fourth year of high school will graduate from high school within six months of their “grade-level cohort”.
2. (Collected in Year 4 only) XX% of students who participate in the program regularly for at least two years will graduate from high school within six months of their “grade-level cohort”.



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# VII-F Required Performance Measures

## SUMMER PROGRAMS

The 21st Century Community Learning Center summer programs should strive to achieve the following goals:

1. Extend effective after-school programs into summer
2. Utilize evidence-based curricula
3. Primarily and purposefully emphasize academic content, not recreation
4. Provide an opportunity to retain previously active participants
5. Provide an opportunity to recruit new participants, especially academically at-risk students
6. Use programming models that encourage fun, hands-on activities, cultural competency through group projects, and bridging learning and the real world through student experience (enrichment) **and project based learning**
7. Strive to create vibrant, appropriately paced, and engaging environments





# VII-F Required Performance Measures

## SUMMER PROGRAMS

Summer programs must:

1. Run at least 4 days/week for at least 4 weeks
2. Operate full-day (at least 4 hours/day)
3. Include academically oriented programming
4. Include additional enrichment programming



# VII-F Required Performance Measures

## SUMMER PROGRAMS

### Summer short-term performance measures

A proposal requesting summer program funding must include two (2) performance measures from both the Reach and Education/Cognitive domains from the table below. Two (2) additional performance measures must be included from at least one but no more than two additional domains. **A total of 6 – 8 performance measures will be included. Summer regularly attending participants (RAPs) are those students who attend 80% or more of scheduled summer days.**

If the proposed summer programming does not fit within these additional domains, provide a brief description of the programming, a brief explanation of why this programming is needed **for the children**, and two (2) performance measures by which the success of the program will be measured.

**Note: ATOD means Alcohol, Tobacco and Other Drugs**



# VII-F Required Performance Measures SUMMER PROGRAMS

## Reach

SELECT & CUSTOMIZE AT LEAST TWO OF THE FOLLOWING MEASURES FOR GRANT YEAR ONE.

1. Serve X participants for Y number of days.
2. X% of RAPs will be new participants.
3. X% of RAPs will be at-risk participants.
4. X% RAPs will be returning participants from spring semester.



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# VII-F Required Performance Measures

## SUMMER PROGRAMS

### Education/Cognitive

SELECT & CUSTOMIZE AT LEAST TWO OF THE FOLLOWING MEASURES FOR GRANT YEAR ONE.

1. X% of RAPs will maintain or improve their grade-level performance in Math from spring to fall.
2. X% of RAPs will maintain or improve their grade-level performance in English/Language Arts from spring to fall.
3. X% of RAPs who were below Math grade-level in spring will be at grade-level or above by fall.
4. X% of RAPs who were below Math grade-level in spring will be at grade-level or above by fall.



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# VII-F Required Performance Measures

## SUMMER PROGRAMS

### Youth Development

IF OPERATING A SUMMER YOUTH DEVELOPMENT PROGRAM, SELECT & CUSTOMIZE AT LEAST TWO OF THE FOLLOWING MEASURES FOR GRANT YEAR ONE.

1. X% of RAPs will exhibit the attributes of character development by the close of summer programming.
2. X% of RAPS will exhibit the characteristics of age-appropriate social and emotional development by the end of summer programming.
3. X% of RAPs will have no programmatic disciplinary actions in the summer.
4. X% of RAPs will have planned and execute, with staff supervision, at least one volunteer activity in the summer.



# VII-F Required Performance Measures

## SUMMER PROGRAMS

### Career/Life Skills

IF OPERATING A SUMMER CAREER/LIFE SKILLS PROGRAM, SELECT & CUSTOMIZE AT LEAST TWO OF THE FOLLOWING MEASURES FOR GRANT YEAR ONE.

1. X% of RAPs will have used an age appropriate online career exploration tool.
2. X% of RAPs will plan and execute, within a group, the construction of an object with their families or with other participants.
3. X% of RAPs will make a short presentation on their career “interests” or their construction project.



# VII-F Required Performance Measures

## SUMMER PROGRAMS

### Health

IF OPERATING A SUMMER HEALTH PROGRAM, SELECT & CUSTOMIZE AT LEAST TWO OF THE FOLLOWING MEASURES FOR GRANT YEAR ONE.

1. X% of RAPs will be able to plan a healthy meal for 1 day.
2. X% of RAPs will improve their Body Mass Index by the close of the program.
3. By the close of summer, X% of RAPs will perceive risks in ATOD use.
4. By the close of summer, X% of RAPs will dissociate from ATOD users.
5. By the close of summer, X% of RAPs will perceive social sanctions accompanying ATOD use.
6. By the close of summer, X% of RAPs will perceive family sanctions accompanying ATOD use.

# VII-F Required Performance Measures

## SUMMER PROGRAMS

### Parent Engagement

IF OPERATING A SUMMER PARENT ENGAGEMENT PROGRAM, SELECT & CUSTOMIZE AT LEAST TWO OF THE FOLLOWING MEASURES FOR GRANT YEAR ONE.

1. X% of parents of RAPs will participate in at least 1 program activity with their children in summer.
2. X% of parents of RAPs will work at home with their children on a program related project or activity.
3. X% of parents of RAPs will have had at least 1 age-appropriate conversation about ATOD use with their children by the close of summer.
4. X% of parents of RAPs will have had at least 1 age-appropriate conversation about careers with their children by the close of summer.



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# VII-F Required Performance Measures

## SUMMER PROGRAMS

### STEM

IF OPERATING A SUMMER STEM PROGRAM, SELECT & CUSTOMIZE AT LEAST TWO OF THE FOLLOWING MEASURES FOR GRANT YEAR ONE.

1. X% of RAPs will demonstrate an increased interest in STEM-related careers.
2. X% of RAPs will demonstrate increased curiosity about STEM topics, concepts and practices.
3. X% of RAPs will demonstrate an increased ability to engage in STEM processes of investigation.
4. X% of RAPs will demonstrate an increased awareness of STEM professions.
5. X% of RAPs will demonstrate an increased ability to exercise STEM-relevant life and career skills.



# High School Summer Programs

Summer programming for high school students is locally unique, and as such centers seeking to run summer programming for high school students are not required to select from the standardized domains for summer performance measures.

Instead, those centers should include in their applications a brief description of your high school summer program, a brief explanation of why this programming is needed in your community, and two (2) performance measures relevant to each content area (e.g., college/career readiness, STEM, credit recovery) included in their summer program.



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# PROGRAM NARRATIVE REQUIREMENTS (Sections I-XII)

B. Details: Primarily the purpose of this document is to describe how the line item costs are reasonable in relation to the number of persons to be served and to the anticipated results. This section should also include a description of what resources/money will be used to ensure that evaluation can occur. This document may be used to provide a further breakdown of expenditures.

## Things to consider

- Site visits – 1 per site (at least)
  - Travel
- Some collaboration with the QPSA
- Data collection and reporting
  - EZ Reports management
  - Data entry
- Data collection
  - School data
  - Teacher surveys
  - Surveys of students and parents
  - Focus groups with students and parents
- Data analysis and report writing



Thank you!

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