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**21st Century Community Learning Centers (21st CCLC)**

**After-School Evaluation Template**

**\*Only use the template for submission\***

**(You may add additional pages after the template)**

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

The goals of evaluation include continuous academic improvement, collaboration and community involvement, family involvement, adherence to the federal and state requirements, and support for program sustainability.

# 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 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
3. Population Analysis
4. 21st CCLC Evaluation Program Data and Results Summary Report (Program Objectives/Indicators must use Table I)
5. Other grant-specific Goals, Indicators, and Targets (please include in Table I, if applicable)
6. Component Audit (must use the table attached; please add additional components from your proposal to this table, if applicable)
7. Teacher Survey Reporting (you may use the form attached or develop your own)

**Evaluation Summary**

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(s) and provide recommendation(s). 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.

**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 number proposed in the application? Is the project serving the targeted high need pupils? This section should provide a breakdown of 30-day participants and the percentage of students being served based on their projection/approved amount of students.

**21st CCLC Evaluation Program Data and Results Summary Report (Table 1)**

Use this form to evaluate and analyze the outcomes of the measurable objectives and methods of evaluation as stated in your original proposal. (Attach copies of any rubrics, surveys, checklist, etc., used as measuring instruments. Use the Evaluation Framework below as a guide. Add pages as necessary.)

| **Objective/Performance Indicator**List each measurable objective as stated in your Proposal. (Please add any additional program objectives.) | **Status of Objective**(Please check the box that indicates status of the objective.) | **How Measured**List what was used to measure each objective (PARCC, LEAP, EOC, data; student grades, attitude survey, skills checklist, computer-generated report on mastery, attendance data, etc.). | **Summarized Results**Data should be summarized and analyzed for each of the objectives listed. (Attach to the report specific supportive data to document summarized results.) |
| --- | --- | --- | --- |
| ***Example:*** *50% of participants will increase their math or reading report card grade by one letter grade from fall to spring.* | [ ]  *Met stated objective*[x]  *Did not meet, but progressed*[ ]  *Did not meet objective*[ ]  *Unable to measure progress* | *Skills checklist, student grades* | *38% of program participants increased their math grade by one letter grade from fall to spring, and 41% of participants increased their ELA grade by one letter grade from fall to spring.* |
| 1. **Participants in the program will demonstrate increased academic achievement in reading and mathematics (GPRA 1, 2).**

**Performance Indicator 1:** Participants will show statistically significant progress in reading and mathematics scores *as measured by the State Identified Assessment*. | [ ]  Met stated objective[ ]  Did not meet, but progressed[ ]  Did not meet objective[ ]  Unable to measure progress |  |  |
| 1. **Participants will demonstrate improved grades and GPA. (GPRA 2,3)**

**Performance Indicator 2:** Students participating in the program will have a higher school day attendance rate and a change in their attitudes toward school as measured by school day attendance data, improved GPA, and student program surveys. | [ ]  Met stated objective[ ]  Did not meet, but progressed[ ]  Did not meet objective[ ]  Unable to measure progress |  |  |
| 1. **Participants in the program will demonstrate positive behavioral changes. (GPRA 3,4,5)**

**Performance Indicator 3:** Students participating in the program will show improvements in measures such as increase in attendance, decrease in disciplinary actions, less violence, and a decrease in other adverse behaviors as measured by SIS data, student program surveys, teacher surveys, and focus groups. | [ ]  Met stated objective[ ]  Did not meet, but progressed[ ]  Did not meet objective[ ]  Unable to measure progress |  |  |
| 1. **The 21st CCLC program will provide services that benefit the entire community by including families of participants and collaborating with other agencies and non-profit organizations.**

**Performance Indicator 4:** The centers will offer enrichment and other support services for families of participants as measured by program sign-in sheets, partnership surveys, and the state annual performance report. | [ ]  Met stated objective[ ]  Did not meet, but progressed[ ]  Did not meet objective[ ]  Unable to measure progress |  |  |
| 1. **The 21st CCLC program will use funding efficiently by coordinating and collaborating with other federal and state funding sources, agencies, and other community projects to supplement and not supplant funds, to eventually become self-sustaining.**

**Performance Indicator 5:** All contractors will provide detailed sustainability plans as measured by the required state and federal annual performance reports. | [ ]  Met stated objective[ ]  Did not meet, but progressed[ ]  Did not meet objective[ ]  Unable to measure progress |  |  |

**Component Audit (Must use the format provided by LDOE)**

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 the 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. The component audit table is attached.

**21st CCLC Component Audit**

Instructions: For each program component include the page number in your proposal that corresponds with the numbered statement. Additionally, select the appropriate level of implementation that corresponds with Year 2. Provide comments for any area where “Fully Accomplished” has not been selected.

| **Program Component** | **Page#** | **Fully Accomplished** | **Partially Accomplished** | **Not Accomplished** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| 1. Operate afterschool program at the approved number of sites (4 sites max).
 |  | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 |  |
| 1. Provide the number of hours of afterschool services at each site during the school year and summer as stated in the signed contract.\*
 |   | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 |  |
| 1. Offer 21st CCLC program services to parents and siblings of participants.
 |  | [ ]  Year 2[ ]  Year 3[x]  Year 4[ ]  Year 5 | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 |  |
| 1. Develop an Advisory Board and conduct at least 2 meetings per year.
 |  | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 |  |
| 1. Provide tutoring and/or direct instruction in reading and math.
 |  | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 |  |
| 1. Provided enrichment activities, recreation, arts activities, and computer instruction.
 |  | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 |  |
| 1. Provided daily snack/meal to program participants.
 |  | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 |  |
| 1. Provide transportation to and from the afterschool program.
 |  | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 |  |
| 1. Provide services in the area(s) where priority points were awarded.
 |  | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 | [ ]  Year 2[ ]  Year 3[ ]  Year 4[ ]  Year 5 |  |

*\* Elementary: 250-300 hours; Middle and High School: 200-250 hours; Summer: 36-48 hours, minimum 3 days a week, minimum 3-4 weeks*

# Louisiana 21st Century Community Learning Center (21st CCLC) - Optional Form

# Teacher Survey Form

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

|  |  |  |
| --- | --- | --- |
| To what extent has your student changed their behavior in terms of: | Did not need to improve | Acceptable Level of Functioning Not Demonstrated Early in School Year- Improvement Warranted |
| Significant Improvement | Moderate Improvement | Slight Improvement | NoChange | Slight Decline | Moderate Decline | Significant Decline |
| 1. Turning in his/her homework on time
 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Completing homework to your satisfaction
 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Participation in class
 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Volunteering (e.g., for extra credit or more responsibility)
 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Attending class regularly
 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Being attentive in class
 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Behaving well in class
 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Academic performance
 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Coming to school motivated to learn
 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Getting along well with others
 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

# Evaluation Report Checklist

# Please ensure that all components have been completed before submitting your Evaluation Report.

|  |  |
| --- | --- |
| 1. Cover Sheet (name of program, grantee name, evaluator’s name and date)
 | [ ]  Completed |
| 1. Evaluation Summary
 | [ ]  Completed |
| 1. Population Analysis
 | [ ]  Completed |
| 1. 21st CCLC Evaluation Program Data and Results Summary Report (Program Objectives/Indicators must use Table I)
 | [ ]  Completed |
| 1. Other grant-specific Goals, Indicators, and Targets (please include in Table I, if applicable)
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| 1. Component Audit (must use the table attached; please add additional components from your proposal to this table, if applicable)
 | [ ]  Completed |
| 1. Teacher Survey Reporting (you may use the form attached or develop your own)
 | [ ]  Completed |