

Nita M. Lowey
21st CENTURY COMMUNITY LEARNING
CENTERS GRANT

Local Evaluation Toolkit



Purpose: This toolkit includes resources to support centers in their efforts to plan and conduct local evaluation and engage in a continuous improvement process. The resources provided in this toolkit may be customized to best meet the needs of the grantee.

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Year 3 Local Evaluation Due: Sept 30

Year 5 Local Evaluation Due: TBD

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Overview of the Toolkit

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program is a federally funded program. The program funds are allocated by Congress to the Federal Education Department for distribution. The funds are distributed by that department to each state through its central education agency for local allocation and management oversight. The individual state educational agencies are required to meet certain criteria established by the federal government, including the reporting of information that can only be obtained through their local programs. Additional evaluative information is also required for reporting on the program at the state level. Finally, local programs oftentimes report to their parent organization or key stakeholders using evaluative information collected solely for local use.

This toolkit includes resources to help 21st CCLC programs to:

- Select and work with a quality local evaluator;
- Complete a successful local evaluation to meet federal, state, and local requirements; and
- Share resources and tips for the location evaluation.

Purpose of Program Evaluation

21st CCLC programs are changing the world by offering programs that enhance the opportunities for Montana children to receive academic support and ultimately succeed in both school and life. Success is essential for the students, their families, our communities, state, and country. Consequently, 21st CCLC programs must consistently assess their progress through a systematic inquiry that integrates qualitative and quantitative research methods to ascertain the extent to which they achieve their objectives (summative and outcome evaluation) and how they do so (formative evaluation), as well as the challenges and obstacles that may impede progress.

Strong programs utilize their evaluation data to modify activities and processes to enhance outcomes and respond to evolving circumstances. Local evaluation is a valuable tool that assists in the design and implementation of effective program activities, monitoring of progress and communication with stakeholders. The local evaluation is part of a continuous, formative process that is employed to enhance the program. Furthermore, conducting an evaluation can assist all stakeholders in concentrating on the objectives and results of the program's strategy.

Although programs may perceive evaluations as a burden and expense that diverts resources from service provision, they are crucial for ensuring that a program is achieving its intended objectives and for securing long-term funding. It is important to recognize that evaluations are not intended to assess whether a program is "good" or "bad," but rather to ascertain the efficacy of current strategies in achieving anticipated results. Evaluations allow you to answer questions like these: What is working? What is not working? What are our



strengths? How can we improve? What intended and unintended outcomes have we seen? The answers to these questions can provide help you build of a more effective program.

Your evaluation should also tell the story behind your data. It is your opportunity to include qualitative data that illustrates your quantitative data. Including stories, highlights and explanations provides a richer look at your overall program and its outcomes. In summary, your evaluation should provide a clear picture of where you started, where you ended, and exactly what occurred in between, including highlights and challenges.

Three Levels of Evaluation in 21st CCLC

The evaluation of every 21stCCLC program is taking place on three levels simultaneously. In addition to local program evaluations, there is also the federal evaluation and the State evaluation, all of which have data collection and reporting requirements.

The purpose of the **federal evaluation** is to aggregate and analyze results for 21st CCLC programs across the country. These data are essential for reporting results to Congress on the overall use of the appropriated funding and is crucial for sustainability. In addition to process data, which consists of descriptive information on who the program is serving and how, the federal evaluation also requires the reporting of outcome measures known as Government Performance and Results Act (GPRA) measures. These data are reported through the Federal 21APR system. In Montana, 21st CCLC grantees utilize the Cayen Transact AS21 system to report most of the federally required data. This includes but is not limited to:

- Student demographic and participation data
- Student outcome data (GPA, state assessments, school day attendance, etc.)
- Student and family activities
- Staffing
- Partners
- Program operations data

The **statewide evaluation** is designed to provide the Montana Office of Public Instruction with actionable recommendations that enable program and system improvements that lead to positive outcomes for students and families. Program data are aggregated and analyzed to provide a full picture of program activities and results in the state. The Montana Office of Public Instruction contracts with a statewide evaluator, JEM & R LLC, to collect and aggregate program data for key 21st CCLC performance measures and to report on statewide program activities and results. The statewide Logic Model, which include state goals, objectives and expected outcomes are in Appendix A. In order to coordinate local programs with state objectives, and through them to coordinate with the federal goals and GPRA measures, OPI requires that programs propose a set of activities aligned with State targets as part of their application.

The **local evaluation** process assists 21st CCLC programs to continually examine their processes and outcomes to improve the program's performance, and is a critical

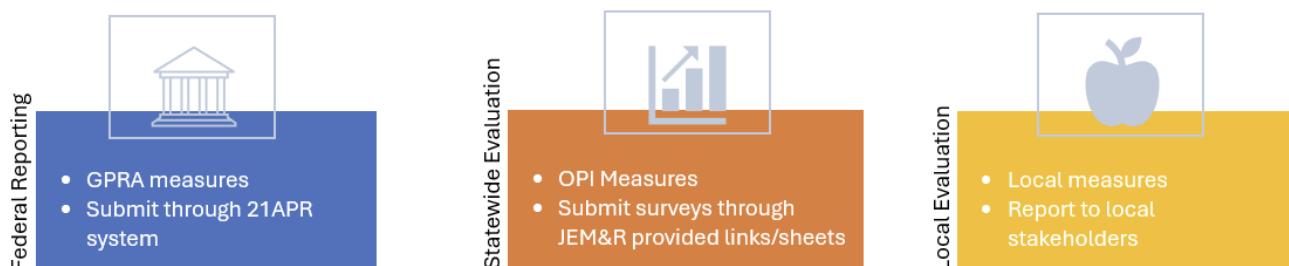


component of our continuous quality improvement process. In addition to being useful for achieving program goals, the local evaluation is a grant requirement. Specifically, applicants receiving 21st CCLC program funds are federally required to undergo a periodic evaluation to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success. In Montana, the local evaluation will be led by an external evaluator who will assist grantees with the collection, analysis of data, and reporting beginning in the second year of the five year grant. As noted in the Montana 21st CCLC Grant Guidance:

"Results of these evaluations shall be: a) used to refine, improve, and strengthen program, activities and performance measures; b) made available upon public request, with public notice of such availability; and, c) used as criteria for the state to use in determining continuation of funds."

The following graphic illustrates how the data that is collected moves through the three levels of the system.

21st CCLC Reporting Requirements



GPRA Measures	Data Sources
GPRA 1 – Reading/Math	Statewide Assessments
GPRA 2 – GPA	GPA
GPRA 3 – Attendance	Attendance Rates
GPRA 4 – Suspension	In-School Suspension Rates
GPRA 5 – Student Engagement	Teacher Survey

Montana Performance Measures	Data Sources
Community and Civic Engagement	Surveys
Family Engagement	Tracker and Survey
Positive Behaviors and Relationships	Surveys
Quality Programming	Quality Assessment
Career Awareness, Career Development, and Life Skills Development	Surveys

Other Local Measures	Data Sources
	Determined by program



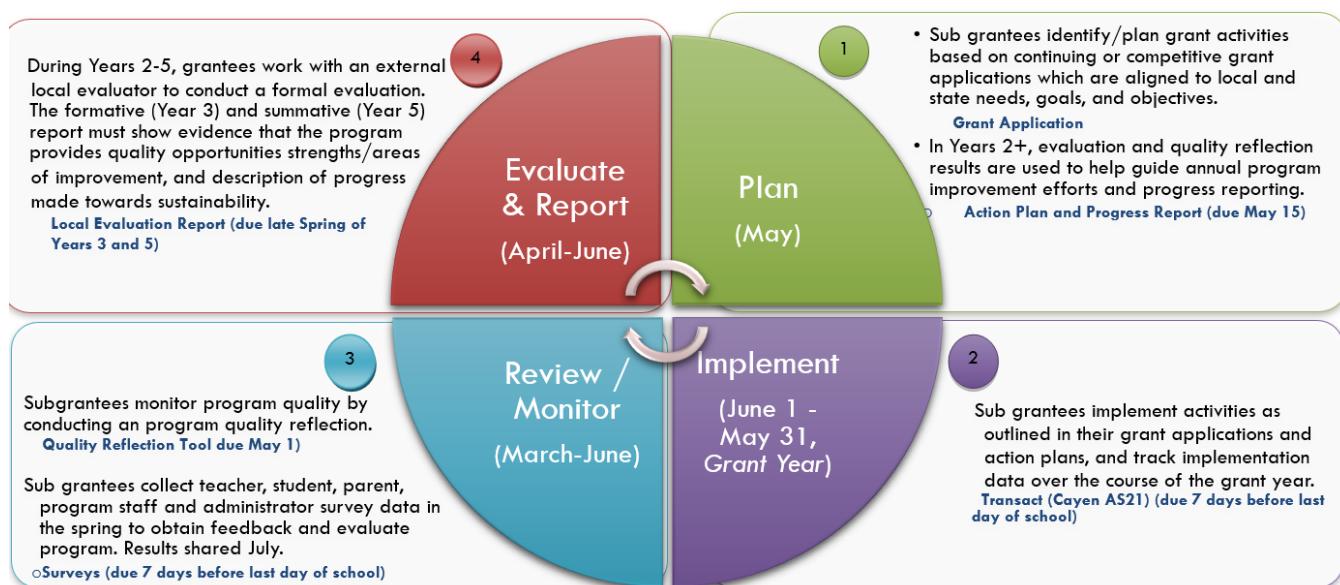
Montana 21st CCLC Continuous Quality Improvement Process

The State Grant Team has created a continuous quality improvement process (CQIP) that outlines the process for making program improvements and assessing the impacts of the grant (see image below). All items in bold blue font are deliverables that should be completed by grantees. Of note, the local evaluation process is embedded within this cycle.

As part of the CQIP, it is important that grantees build a culture of evaluation. Making evaluation an integral part of your program means evaluation is a part of everything you do. You design your program with evaluation in mind, collect data on an on-going basis, and use these data to continuously improve your program. The local program level evaluation requirements outlined in the remainder of toolkit are recommended to support the likelihood that programs achieve their intended goals by following a more rigorous evaluation process with their local evaluator providing them with actionable data-based information on which to base program decisions.

Figure 1: Montana 21st CCLC Subgrantee Continuous Quality Improvement Process

Montana 21st Century Community Learning Centers: Continuous Improvement Process for Sub Grantees: 24-25 Update



Local Evaluation Requirements

An overview of evaluation at the different levels of the system has been provided in the previous sections of this toolkit. Each of those levels has compliance requirements which are summarized in the table below. However, it is important to note that the vast majority of data originates from the local level; that is, data is reported by the grantee or partner school district directly to OPI, state evaluation team, or Transact AS21. The party responsible for the compliance is sometimes mandated (see "By Whom" column) and at other times needs to be decided and articulated in the evaluation contract with your local evaluator.

Figure 2: Local Program Evaluation Framework – At a Glance

Activity/ Deliverable	Description	When	By Whom	For What Purpose
(Continuing) Grant Application	The original grant application is used to guide Year 1 grant activities. Grantees are required to submit a continuing grant application via e-grants each Spring, beginning in Year 2.	Spring annually (Years 1-4)	Grant Director	-For grantee program managers to communicate their planned goals/objectives and aligned activities, and budget.
Action Plan & Progress Report	Action plans are completed annually to target areas for improvement or expand on proven strategies. These, along with the grant application, guide activities for the program year. <i>These are completed per site.</i> The progress report consists of a brief end of year reflection for grantees to document their program success(es), strengths, and opportunities for growth, and to provide program updates to OPI.	May 15 annually	Grant Director / Program Evaluator*	-For grantee program managers to target their improvement efforts and program implementation. -For evaluators to understand changes to programming (implementation monitoring).

Activity/ Deliverable	Description	When	By Whom	For What Purpose
Federal (21APR) Data	Grantees will report all federally required data via Transact AS21 under the guidance of the OPI Data Manager. Outcome data will also be reported to through the state's SIS on a timely manner. This data will be uploaded into the Transact system by OPI.	Monthly, with annual certification (due 7 days before the last day of school)	Grant Director & Data Staff / Program Evaluator*	<ul style="list-style-type: none"> -For grantee program managers and site staff to meet federal reporting requirements and use the data for program improvement. -For evaluator to use process and outcome data as part of the local evaluation report (access will need to be granted or reports shared).
Surveys	To measure process and outcomes as noted in the State Logic Model, including student, caregiver, school administrator, program staff and program administrator feedback and related outcomes, and the federally required Teacher Student Engagement Survey.	Surveys are administered between February and June annually. Online links and paper versions are shared by the state evaluator.	Grant Director & Data Staff / Program Evaluator*	<ul style="list-style-type: none"> - Local program managers and evaluators will be provided with program level survey data analysis by the Statewide Evaluator for local evaluation use.
Quality Reflection Tool	This consists of a program quality reflection (grantees complete). The primary purpose is to help practitioners take a critical look at their programs and self-assess their programs against standards of best practice (i.e., Montana's Elements of Quality). <i>These are completed per site.</i>	Apr 30 th annually	Grant Director & Site Staff	<ul style="list-style-type: none"> -For grantee program managers to target their improvement efforts and program implementation.
Local Evaluation Report (Year 3 and 5 only)	Program evaluators will produce two local evaluation reports that share findings up to date, including progress in achieving outcomes and assessment of the alignment of programming to grant application/objectives. A report template will be provided in Spring of the year prior to the due date.	Year 3 Report due Sept 30. Year 5 Report TBD.	External Evaluator	<ul style="list-style-type: none"> -For grantee program managers and site staff to reflect on their program successes and focus on areas where improvement is needed -For evaluator to provide a mid-grant formative evaluation and share recommendations for improvement.

* These are activities not explicitly required of the Local Evaluator. Some programs may have established a contract with the Evaluator to include these, other programs may have established the role of their Data Manager to include this responsibility.



Local Evaluation Phases

The local evaluation follows a four-phase cycle similar to the CQIP: Preparation, Planning, Data Collection/Review (Implement), and Analysis/Reporting (Evaluate).

During Year 1, all evaluation related activities are conducted by the grantee (directors, site coordinators, data staff, etc.). However, in Year 2 it is recommended that grantees start working with an External Local Evaluator.

Year 2 will involve all four phases, whereas Years 3-5 may skip the preparation phase (if you hired an evaluator that is a good fit for your project!). The following is general guidance and tips on how to implement each stage. It will be important for grantees to work closely with their local evaluator to create an evaluation plan and timeline aligned to your local needs and objectives, while also meeting grant requirements.



Phase 1: Preparation – Hiring an External Evaluator



A program evaluator is someone who has formal training or experience in research and/or evaluation. An *external* program evaluator is someone from outside your program who conducts an independent evaluation of your program. Per OPI, your external evaluator should have had no part in writing, developing or implementing your grant. In addition, an external evaluator cannot currently be a staff or administrator of another afterschool program.

Conducting a local evaluation requires thoughtful planning and preparation. The most useful and effective program evaluations will be conducted by qualified program evaluators. This person or team hired by the program will:

- Assist in identifying local evaluation goals and needs;
- Consult with program staff in the creation of an evaluation plan;
- Collect and analyze data from the program;
- May conduct site visits and interview staff, students, and other stakeholders (if part of plan);
- Document program outcomes and provide suggestions for improvement; and
- Take the lead in producing the local evaluation reports.

Choosing the right local evaluator for your program is a critical decision. The following offers suggestions about how to identify and select an effective evaluator. However, organizations should follow local procurement practices when contracting for evaluation services.

Building a Pool of Applicants: As programs seek a local evaluator, the following recommendations may help:

- Other local agencies, especially agencies implementing similar programs or doing similar work to a 21st CCLC program. Talk to your colleagues and partners as many



- public agencies employ evaluators and may be able to make a recommendation.
- Call funders or other local agencies that administer human service grants and ask for a recommendation.
- Inquire at nearby colleges or universities. Often college faculty or advanced graduate students will have training in evaluation or research methods and are willing to do work outside of their institutions.
- There are several organizations that offer evaluation services for out-of-school programs, including but not limited to: [Center for Youth Quality](#), [Education Northwest](#), [McREL](#), [American Institutes for Research](#), [Foundations Inc.](#).
- [The American Evaluation Association](#) has a job board, allowing you to post your Request for Proposal or job offer (www.eval.org).
- Advertise - Place an advertisement for your evaluation job in the paper, on the web, and on evaluation web sites (AEA).

Qualifications. The quality of your evaluator will have a substantial influence on the success of your evaluation. When looking for an external evaluator, key considerations should be educational background and experience. Some higher education programs offer degrees in program evaluation, and many offer certificates in program evaluation. Also, graduates of the sciences (e.g., psychology, sociology, public administration, education) have taken courses in research methods. Here are some skills and qualifications to seek:

- **Evaluation philosophy.** Look for an evaluator who believes the evaluation should be a collaborative process with the evaluator, program managers, and staff. In this philosophy, program managers and staff are experts in the program, and evaluators work closely with them throughout the process. The evaluator provides program support in documenting program activities, developing performance measures, collecting additional data, interpreting evaluation findings, and making recommendations. The purpose of evaluation in this context is to improve the program, not to make judgments on calling the program a success or failure. Ask the candidates to describe what they see as the end result of an evaluation and how they will collaborate with you.
- **Education and experience.** The local evaluator should have expertise in the tasks and deliverables required for the local evaluation. Most evaluators have some degree of formal training in research methods, often through graduate-level coursework. For example, someone completing a master's degree or doctorate in education or the social sciences should have the research knowledge necessary to conduct evaluations. At a minimum, your evaluator should have a Bachelor's Degree with extensive experience using qualitative and quantitative research methods, because he or she will collect, analyze, and report on both types of data. It is critical to find an evaluator that has the kinds of experience you need, so be sure to ask about specific experience with a wide range of evaluation-related tasks that might be needed in your evaluation.



- **Content knowledge.** Although evaluation has a great deal in common with conducting research, there are many differences between research and evaluation. A qualified evaluator must have not only research skills but be familiar with programs like yours. Some may have worked in a program, as a project director or site coordinator, before becoming an evaluator. Ask candidates whether they have evaluated similar programs with similar target populations. If so, they may have knowledge and resources that will save time and money. If they have worked with programs that are somewhat similar but may have differed in the group served (e.g., they have not evaluated afterschool programs but have worked with early childhood programs or other educational programs), they may still be a reasonable choice as long as you help them understand the unique context of your program and its participants.

Job description/scope of work. After you have identified possible sources for an external evaluator, you will need to develop a job description and/or a scope of work. This should clearly identify the qualifications required of your evaluator, and provide a reasonably detailed synopsis of work you expect to have done. You can use the following recommended tasks to build a job description/scope of work for the local evaluator:

- Conduct meetings with the program director to create an evaluation plan for the program.
- Identify data to collect, as needed, in order to obtain a complete picture of the program and provide a plan for data collection, analysis and reporting.
- Manage the evaluation plan and ensure the evaluation is meeting an established timeline.
- Conduct statistical analyses and produce formal reports as required. This includes an interim formative evaluation report and summative report. Templates will be provided.
- Provide assistance to program directors to build local evaluation capacity.
- Assist with reviewing program activities to determine if grant activities are aligned with grant goals/objectives.

In addition to a job description, you can also prepare and release a request for proposals (RFP), which is a document that details the purpose of the evaluation, outlines the expected outcomes, and solicits proposals to conduct the project.

Create criteria to assess and choose the most qualified evaluator. It is important to establish concrete criteria on which to assess each applicant. A scoring or rating scale should be developed to establish the basis on which the applications or proposals will be assessed. Once the scoring method is established, the task of reviewing the applications and proposals can begin. Some criteria that may be used include:

- Successful experience evaluating a similar program;
- Knowledge about evaluation methods;
- Knowledge about the population to be evaluated;



- Ability to submit work in a timely manner;
- Ability to communicate well with the targeted audience, in person and in writing;
- Understanding of the rights and privileges of study participants;
- References, which can include clients;
- Costs

After all applicants/proposals have been reviewed and rated, it is time to choose the evaluator with the highest rating that matches your criteria. Once an evaluator is chosen, sign a contract defining the scope of work to be completed, deliverables expected, time table, and cost – See Appendix for a sample.

Budget and Cost. It is important to provide candidates with clear information about the program's objectives, activities, and audience. Be explicit about the deliverables expected from the evaluator so that both parties agree about the level of effort required to complete the work. Note that it is NOT required that program evaluators participate in all tasks noted in Table 1 (only the Local Evaluation Report marked as "Program Evaluator" in bold is required).

The amount you pay an external evaluator will vary depending on your evaluator's experience, the type and complexity of evaluation work, your region and other factors. Keep in mind that the expense should be reasonable and necessary for the product you are receiving. You must also follow the procurement policy of your district or organization. In addition to setting aside funds for evaluation costs in Years 2-5 as part of your grant budget, here are additional ways to fund your evaluation:

- You can tap into local resources, such as program partners or colleges/universities that might have a stake in the information you'll collect and the results of your evaluation.
- Joining forces with other 21st CCLC programs can be advantageous by pooling together financial resources. If geographically close, this will also help reduce evaluator travel costs.
- Some foundations will award grants or provide money to evaluate programs, including the Brady Education Foundation, Annie E. Casey Foundation, and WT Grant Foundation.

Contract. There should be a formal contract between you and your external evaluator. Your evaluator will be conducting very detailed tasks, using sensitive information, and working on a specific timeline with critical deliverables. Therefore, you want to protect yourself and your program to the best of your ability. In the Appendix you will find a sample contract. However, your district or organization may have a contract template that you must follow. You may even need to open a formal bidding process. Be sure to check your district or organization policies regarding contracts. In addition, it is important to establish that the evaluator will be working for the project, not the funder. Additional key considerations include:



- **Ownership and security of data.** Organizations should follow their own local contracting policy and data- sharing agreements. It is extremely important to specify who owns the data (you) and with whom the data can be shared. For your evaluator to use the data for any purpose outside of the evaluation, the request must be cleared with you and any other necessary parties (possibly the district and the state). If you do allow your evaluator to use data for other purposes (and permission is granted by all appropriate parties), specify that all articles, posters and other presentations or avenues for dissemination are discussed and cleared beforehand. Data may include sensitive data, like student academic records. It is important that the evaluator explicitly states how they will handle sensitive data and how the program will handle data at the completion of the evaluation.
- **Deliverables.** There are two reports due in Year 3 and 5 from your Local Evaluator. Your evaluator will take the lead in writing these reports. It is essential that project staff review, in advance, all evaluation reports and presentations before they are released to the funder or other audiences. This process ensures that program staff are aware of the results and have an opportunity to correct any inaccuracies. As part of the written data- sharing agreement or contract, be sure to include a requirement that the evaluator review data and reports with you prior to all public dissemination of results.

Local Evaluation Capacity Building. Finally, keep in mind that an important part of an evaluator's job is to assist in building the skills, knowledge, and abilities of staff and other stakeholders. It is critical that all parties can work well together. If proposals were submitted, you may wish to consider an interview before selecting the evaluator so they can meet your team, program staff, and others with whom they may be working. If the fit is good, your evaluation will be off to a great start.

Resources for Evaluation

There are many resources available online to help guide you in learning more about the evaluator process and how to hire and work with an evaluator. For example:

- Kellogg Foundation's Step-by-Step Guide to Evaluation:
<https://evaluationguide.wkkf.org/>
- USDHHS's Program Manager's Guide to Evaluation:
<https://www.acf.hhs.gov/opre/program-managers-guide-evaluation-demo>
- Juvenile Justice Education Center's Hiring and Working with an Evaluator
<https://www.jrsa.org/pubs/juv-justice/evaluator.pdf>
- Better Evaluation <https://www.betterevaluation.org/>



Phase 2: Planning

Evaluation Plan. Typically, at the beginning of the project, you (with your team) and your evaluator will meet to establish the standards and expectations for the evaluation. The evaluation plan that results from this meeting should include details related to the scope of work, including when your evaluator will collect data and provide reports.

As grantees develop these plans, it is important to ensure that plans are reviewed and adjusted to examine evaluation questions that may need further exploration. Specifically, collaboratively reviewing prior evaluation results and deriving local evaluation questions for further study allows for a deeper dive into how to solve issues of particular importance. Through this process, meaningful questions can be explored, which allows program administrators and staff to engage more fully in the evaluation process which increases the overall likeliness of the findings being used to drive program improvement and sustainability.

EVALUATION FOCUS

The first step when writing the evaluation plan should be to determine the focus by defining the questions that are important for the evaluation to answer. While report templates/outlines will be provided that have embedded evaluation questions (e.g., “Who does the program serve?”, “What activities are provided?”, etc.), we encourage grantees to develop their own evaluation questions based on local needs. In doing so, the stakeholder team and local evaluator should select the evaluation questions that will best determine the success of the program. Writing good evaluation questions makes the rest of the evaluation easier.

PROCESS AND OUTCOME EVALUATION

Evaluation and assessment are important components to assure that programs meet their intended objectives. Evaluation can help to identify emerging challenges and barriers to program success by conducting process evaluations and assessing the extent to which the program or policy is having the desired impact on the targeted population by conducting outcome evaluations. These evaluations, particularly when conducted simultaneously, provide a comprehensive picture of a program's effectiveness.

Most evaluations require multiple modes of data analyses; these may include both quantitative techniques (such as surveys) and qualitative techniques (such as focus groups and interviews). While no additional data collection is required (e.g., the evaluator will have access to the state-sponsored surveys and Transact AS21 data), if additional data collection is deemed necessary given local evaluation questions, it will be important to determine who will be responsible for collecting and reporting this information.

A process evaluation helps programs to identify opportunities for improving organizational and implementation strategies and assists staff in developing successful strategies for programming. Required components will include measuring:

- describing the program (who, what, how, when, etc.),
- describing the implementation of activities and alignment to objectives,



- examining participant satisfaction (via State-sponsored surveys)

An outcome evaluation measures how well a program has produced its intended impact on the targeted population. For the Montana 21st CCLC programs, the intended outcomes are outlined in the State logic model (see Appendix). Outcomes are expressed as targets based on baseline information. However, the grantee working with their local evaluator can design an outcome evaluation for a program using additional measures to capture the data needed to understand a program's impact; however, this is not required.

Logic Model. A logic model is a visual way of showing how to anticipate that implementing the evidence-based strategy will ultimately lead to improved results. The goal of a logic model is to show the relationship between a program's key elements and its desired outcomes. A clear logic model is essential to the evaluation of the program. A good logic model makes connections between the resources that go into the program and the outcomes that occur because of those resources. Most important, it helps all stakeholders to better understand the program's impact on students. The creation of the logic model should be a collaborative effort between the stakeholder team and the local evaluator. While not required, this may be an activity that you may want to engage with your evaluator, as it shows how your program is supposed to work.

Phase 3: Implementation (Data Collection)

Data collection is a balance of cost and quality. The more in-depth the data collection method, the more expensive it can be. When creating your evaluation plan, consider the required components (see Table 1) and additional data collection that may be needed to address any local evaluation questions. The two types of data that will be used in your local evaluation include:

Quantitative methods focus on measurement and numerical data. The methods of collecting this data can include surveys, questionnaires, and/or assessments. The benefit of using a quantitative method is the ease of collecting data and comparison of the results.

Qualitative methods can include interviews, focus groups, or observations. Qualitative data can provide more in-depth responses than quantitative data alone. In addition, the evaluator can use the results to fill in gaps and build context that quantitative methods may have missed. For example, an open-ended survey question may ask students why they like your program.

As we have tried to emphasize through this toolkit, your local evaluation will primarily utilize existing sources of data from the State and Federal evaluation. Thus, data will be available to your local evaluator for incorporation into your Local Evaluation Reports. This should reduce evaluation costs considerably. That being said, the program staff and local evaluator should carefully review any applicable data sharing requirements before data is shared.



Phase 4: Analysis and Reporting

At the completion of the data collection phase, the local evaluator should begin analyzing and interpreting the data. Program staff still play an important role in the data analysis phase because the program and the stakeholder team provide valuable insight and context about the evaluation results. Using the goals as a guide, the evaluator and stakeholder team should discuss the progress in each area. In addition, data analysis can identify potential reasons for student performance improvement or decline. This process can help the program identify best practices, discuss ways to overcome problems, and develop solutions.

Keep in mind that the local evaluator may be provided with aggregate data (e.g., percent of students who agreed with an item) or individual raw data. Regardless of the format, statistical analyses will be involved (e.g., descriptives such as frequencies, outcome results by subgroups and/or participation data which may include chi-square analyses, analyses of change (e.g., repeated measures), comparisons (e.g., t-tests, ANOVA)), along with qualitative data analyses.

The Local Evaluator is responsible for the Local Evaluation reports. All other reports/deliverables listed in Table 1 are the responsibility of the Grantee (Program Director/Staff). However, as part of the contract with the Local Evaluator, grantees may request (at an additional cost) that their evaluator provide assistance with these additional grant requirements.

In order to ensure that OPI receives consistent information across all grantees, templates for each report will be provided by the State Evaluator.

Using Findings. The findings from the local evaluation should be reviewed with the stakeholder team prior to finalizing. While not required, it is recommended that a short evaluation brief (3-5 pages) be included as part of your local evaluator's scope of work in order have an accessible, reader-friendly executive summary of key findings to share with stakeholders. It is also strongly recommended that you review findings with your stakeholder team and local evaluator in order to identify and plan for program improvement.

In addition to reporting requirements, the program staff may wish to share findings with additional interested audiences (e.g., parents, community members, staff). Tailoring the message to each audience is very important. There are several methods for disseminating the results, including distributing a short summary of findings, sharing at brown bag events and presenting to parent groups. Your evaluator can also assist you with creating engaging infographics and report briefs.



APPENDIX

Goals	Inputs & Outputs		Outcomes		Objectives Long Term Results
	Resources/Needs	Activities	Short Term Results	Intermediate Results	
1) 21st CCLC students will show improvement in core academics.	<ul style="list-style-type: none"> Professional development/ training Program curriculum, materials, resources to support academics 21st CCLC Funding Time Staff engagement School day staff collaborators Families Community Partners Local 21st CCLC Advisory Council Regional Representatives ED (Federal) OPI Guidance/Support OPI (State) Guidance/Support 	<ul style="list-style-type: none"> Connect what is being taught in the school day to 21st CCLC Collaborate with school day teachers Implement evidence-based curriculum aligned to state standards Conduct outreach and engage families to increase support in academics and help meet student basic needs 	Learning/Attitudes	Behavioral Action	Impact
2) 21st CCLC programs will work collaboratively with students and families to foster positive relationships and promote youth development.		<ul style="list-style-type: none"> Hire and educate staff Provide best practices in youth development Develop & maintain partnerships (PTA, PIE) Obtain funding / contributions for resources Establish positive student-adult relationships Conduct family outreach / support communication 	<ul style="list-style-type: none"> Continually improve family perceptions of program support & communication Continually improve family knowledge of local community resources Continually improve conflict resolution skills 	<ul style="list-style-type: none"> Improve school attendance (GPRA) Improve performance in ELA/Math on state assessments (GPRA) Improve GPA (GPRA) 	1.1) Students will demonstrate proficiency in core academics. 2.1) Students will demonstrate community & civic engagement. 2.2) Students will demonstrate positive behaviors. 2.3) Programs will offer engaging family activities that promote active engagement.
3) 21st CCLC programs will provide high-quality operations to promote active participation of students.		<ul style="list-style-type: none"> Conduct regular, active communication with collaborators Provide high-quality scheduling & engaging opportunities Educate and support staff with best practices to ensure the safety of youth, families and staff Provide research-based resources and provide training of these resources Incorporate youth voice/choice into programming. 	<ul style="list-style-type: none"> Align program offerings to best practices Continually improve in youth voice/choice Continually improve perceptions of a safe, healthy and supportive learning environment Continually improve perceptions of adult and peer support Develop a career plan. 	<ul style="list-style-type: none"> Improve perceptions of value of the program by families and school day staff. Improve active participation in program Improve awareness of career exploration / development & life skills 	3.1) Programs will be perceived as valuable by families and school day teachers/admin 3.2) Programs will offer high-quality activities & operations aligned to the needs of youth in the community. 3.3) Programs will offer safe and supportive learning environments. 3.4) Programs will help prepare students in career development and life skills.



Montana Grant Goals, Objectives, and Indicators

① 21st CCLC students will show improvement in core academics.

Objective 1.1: Students will demonstrate proficiency in core academics.

Improve student engagement in learning (**GPRA**)

- 1.1.1: 70% or more of 21st CCLC elementary (1-5) students who need improvement will improve their engagement in learning as measured annually by the certified school day teacher survey.

Improve collaboration between staff and school day personnel to ensure alignment between programs

- 1.1.2: 90% or more of program administrators will collaborate with school day staff on a regular basis as measured by the program administrator survey.

Improve school attendance (**GPRA**)

- 1.1.3: 50% or more of students in grades 1-12 who need improvement (90% or below in school day attendance in prior year) will maintain or improve their school day attendance one year later as measured by OPI-supplied school attendance data.

Improve performance in ELA/Math on state assessments (**GPRA**)

- 1.1.4: 50% or more of students in grades 4-8 who need improvement (not proficient on state assessments in prior year) will maintain or improve their performance on the math state assessment one year later by OPI-supplied state assessment data.
- 1.1.5: 50% or more of students in grades 4-8 who need improvement (not proficient on state assessments in prior year) will maintain or improve their performance on the ELA state assessment one year later as measured by OPI-supplied state assessment data.

Improve GPA (**GPRA**)

- 1.1.6: 50% or more of students in grades 7-8 and 10-12 who need improvement (less than 3.0 GPA in prior year) will maintain or improve their GPA one year later as measured by program-supplied GPA data.



② 21st CCLC programs will work collaboratively with students and families to foster positive relationships and promote youth development.

Objective 2.1: Students will demonstrate community & civic engagement.

Improve student participation in community/volunteer opportunities.

- **2.1.1: 80% or more of students in grades K-12 will participate in community/volunteer opportunities as measured annually by student surveys.**

Objective 2.2: Students will demonstrate positive behaviors.

Improve conflict resolution skills

- **2.2.1: 60% or more of students in grades K-12 will demonstrate conflict resolution skills as measured annually by student surveys.**

Decrease in in-school suspensions (**GPRA**)

- **2.2.2: 50% or more of students in grades 1-12 who had an in-school suspension in the prior year will show a decrease in the number of suspensions one year later as measured by OPI-supplied suspension data.**

Objective 2.3: Programs will offer engaging family activities that promote active engagement.

Improve family perceptions of program support & communication

- **2.3.1: 80% or more of caregivers of 21st CCLC caregivers will be satisfied with the support and communication received from 21st CCLC staff as measured annually by caregiver surveys.**

Improve family knowledge of local community resources

- **2.3.2: 80% or more of caregivers of 21st CCLC students will be knowledgeable of local community resources as a result of 21st CCLC staff as measured annually by caregiver surveys.**

Improve engaging activities offered to families

- **2.3.3: 100% of 21st CCLC centers will offer at least two family engagement activity per school year program and one per summer program as measured by program records.**

③ 21st CCLC programs will provide high-quality operations to promote active participation of students.

Objective 3.1: Programs will be perceived as valuable by families and school day staff

Improve perceptions of value of the program by families and school day staff.



- **3.1.1: 90% or more of school day administrators and caregivers will report that they perceive value of the 21st CCLC program as measured annually by school administrator and caregiver surveys.**

Objective 3.2: Programs will offer high-quality activities & operations aligned to the needs of youth in the community.

Improve in youth voice/choice

- **3.2.1: 70% or more of program staff will report that their programs incorporate youth voice and choice on a regular basis as measured annually by staff surveys.**

Improve active participation in program

- **3.2.2: 80% or more of K-12 students will report that they actively engage in their 21st CCLC program as measured annually by student surveys.**

Align program offerings to best practices

- **3.2.3: 100% of centers will complete a program reflection and action plan aligned to identified priority areas within each of the three state 21st CCLC goals.**

Objective 3.3: Programs will offer safe and supportive learning environments.

Improve perceptions of a safe, healthy and supportive learning environment

- **3.3.1: 90% or more of 21st CCLC students will report feeling physically and emotionally safe in their program as measured annually by student surveys.**

Improve perceptions of adult and peer support

- **3.3.2: 90% or more of 21st CCLC K-12 students will report they are supported by staff in their program as measured annually by student surveys.**
- **3.3.3: 80% or more of 21st CCLC K-12 students will report feeling connected to peers (including having a sense of belonging) as measured annually by student surveys.**

Objective 3.4: Programs will help prepare students in career awareness, career development and life skills.

Develop a career plan.

- **3.4.1: 100% of middle to high school (6-12) students will report having opportunities to further develop their career plan in the 21st CCLC program as measured annually by student surveys.**

Improve awareness of career exploration / development and life skills

- **3.4.2: 90% or more of 21st CCLC students (K-12) will report having a greater awareness of careers as measured annually by student surveys.**
- **3.4.3: 80% or more of 21st CCLC K-12 students will report showing improvement in life skills as measured annually by student surveys.**



Sample Independent Evaluator Agreement Template

This agreement will be effective for _____ through _____. The agreement may be terminated at any time by either party with a 30 day notice.

THIS AGREEMENT is between (INSERT EVALUATOR NAME AND ADDRESS) (hereinafter referred to as the "Evaluator") and (INSERT GRANTEE ORGANIZATION NAME AND ADDRESS) (hereinafter referred to as "Program"), and concerns local evaluations covered by the existing 21st Century Community Learning Centers (21CCLC) grants. 21CCLC Grants are a part of the federal ESSA in Title IV and are awarded to LEAs who are serving students in a community where free or reduced lunch is 40% (or more) and where gaps exist in reading and math. Research has found that students who participate in out-of-school programs for 30 days or more in a school year demonstrate improved in-school attendance, grades, and behavior.

Article 1 – Scope of Work

PROGRAM agrees to:

- Provide oversight to the entire project
- Work with the school and the 21CCLC staff to ensure logistics are met
- Communicate effectively with the Evaluator regarding local evaluation needs
- Collect required federal and state data. The instruments and collection systems that have been identified include:
 - program data, such as enrollment, demographic, attendance, and activity information
 - surveys from parents, students, teachers, and staff at the end of each school year;
 - school records data, including student grades, state assessment scores, school attendance, and disciplinary actions at the end of each school year.
- Enter data into the Transact 21APR System.
- Enter survey data into the JEM & R survey links.
- Ensure 21st CCLC students are marked correctly in district student information systems.
- Assist with the completion and submission of the Local Evaluation Report
- Review evaluation data for accuracy before it is submitted
- Make public the results of the evaluation.

EVALUATOR agrees to:

- Guide the evaluation process, including support developing timelines for data collection, analysis, and reporting that are reflective of grant requirements
- Analyze data by _____ and assist with the completion and submission of the Local Evaluation Report (due _____, unless granted an extension)
- Collect any additional data requested by the local grantee
- Assume responsibility for all errors, mistakes and failure to meet any deadlines if evaluation is performed by an individual who is not listed on this agreement



Grantee Evaluation Deliverables

The evaluation deliverables for **[school year]** include the following:

Deliverable	Due Date
(insert here)	

Reporting and Dissemination

The evaluator will be responsible for collaborating with the project director and center staff to plan the evaluation and to draft and edit evaluation reports as outlined in the next section. The grantee will be responsible for completing the reporting requirements indicated by OPI, with evaluator support. It is understood that the evaluation report will be as concise as possible, but additional information can be provided by the evaluator upon request.

The evaluator will release the evaluation report to the grantee with the understanding that the grantee will submit the report to the OPI by the due date and disseminate the report, along with any accompanying statement, to other key stakeholders. The evaluator will work with key grantee members to help interpret the data. The evaluator may be requested to assist in presenting findings and facilitating discussions with key stakeholders in understanding the report. In all cases, the evaluator will review data and reports with the grantee prior to all dissemination of results. The grantee may choose to endorse or not endorse the report depending on its judgment of the quality and appropriateness of the report by inserting a statement at the beginning of the document or attaching a separate letter.

Evaluation Use

The evaluator will present the evaluation reports and findings in such a manner that grantee members will understand and be able to use the data to inform decisions and program improvement. The presentation of findings may include (but is not limited to) the following:

- **[One-on-one meetings with project director, site coordinators, school representatives, others]**
- **[Group meetings with site coordinators, center staff, school staff, others]**
- **[Workshops designed to understand and use data resulting in improvement plans]**
- **[Site visits during program time]**
- **[Formal presentations to key stakeholder groups, such as the advisory group, boards of education, community groups, others]**

Access to Data and Rights of Human Subjects

It is understood that the grantee will make available to the evaluator all data and reports required by the evaluator to fulfill contract requirements. The Family Educational Rights and Privacy Act regulations allow local evaluators to have access to student data if the evaluation is designed to conduct studies for, or on behalf of, educational agencies or



institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted, and contractual partners with **[Name of District]** schools. (The Family Educational Rights and Privacy Act, FERPA).

In the implementation of this evaluation, the evaluator will take every precaution to adhere to the three basic ethical principles that guide the rights of human subjects as derived from the [Belmont Report](#): respect for persons, beneficence, and justice. Evaluation data will be collected in a manner representing these principles, and evaluation reporting will be done with respect to human dignity, providing constructive feedback without bias. The evaluation will be conducted adhering to the [American Evaluation Association's Guiding Principles](#), which include systematic inquiry, competence, integrity/honesty, respect for people, and responsibilities for general and public welfare.

Article 2 – Costs, Billings, and Related Expenses:

It is expected that sufficient resources will be made available to the evaluator by the grantee for this evaluation based on the allowable funding levels provided in the cycle grant application. The grantee key staff and district staff will be available to collaborate with the evaluator to provide support for the evaluation. The grantee may authorize the evaluator to request access to the Cayen Transact 21APR System (OPI data tracking system), provided that the evaluator specifies how the data will be secured and used. The total cost of the evaluation of the **[number of]** program sites for the time period of August 1, **[year]**, to July 31, **[year]**, will be **[total amount of contract]**. Additional years of evaluation may be negotiated upon receipt of future funding and mutual consent. Payments will be made to the evaluator in the amount of **[list payment schedule—amount & dates]**, **[link payment increments to deliverables]**.

Article 3 – Agreement Modification:

Changes to the terms of this Agreement will be valid only if the change is made in writing and approved by mutual agreement of authorized representatives of the parties hereto.

Article 4 – Term and Termination:

In the event that either party hereto shall commit any breach of or default in any of the terms or conditions of this Agreement, and also shall fail to remedy such default or breach within thirty (30) days after receipt of written notice thereof from the other party hereto, the party giving notice may, at its option terminate this Agreement by sending notice of termination in writing to the other party to such effect, and such termination will be effective as of the date of the receipt of such notice of termination. At that time, the Evaluator will give the Program



all information it has collected for the evaluation and will invoice the Program only the expenses incurred up to the date of delivery of the notice of termination.

IN WITNESS WHEREOF, both of the parties accept and approve this AGREEMENT,

(INSERT PROGRAM NAME)

By _____

Title _____

(INSERT EVALUATOR NAME)

By _____

Title _____

Date _____

