

**Georgia Department of Education**

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

**Evaluation Requirements**

**Overall Evaluation Plan**

As part of the approved grant application, all subgrantees must have a written evaluation plan. As part of their evaluation plan, subgrantees must use an external evaluator to conduct the formal evaluation component of its program. The external evaluator is an individual, agency, organization, etc., with no vested interest in the 21st CCLC program. Individuals with a vested interest includes the original application writer(s), family members of applicants and/or family members of partners, employees of applicant, and/or employees of applicant’s partners. The external evaluator should review student and program progress regularly, at least by grading period, throughout the program year. Additionally, the external evaluator should collaboratively work with site coordinators, data specialist and program directors to collect data and determine program revisions for continuous improvement.

In addition to the external evaluator, the evaluation plan provides a detailed explanation as to how the program will continuously assess progress towards meeting each of the proposed objectives that also meets the Georgia Department of Education evaluation expectations. The evaluation plan should address all of GaDOE’s expected reporting outcomes and, at minimum, address the following general elements:

* 1. Assessment of progress towards each objective identified in the approved grant narrative or most recent approved amendment;
	2. Description of the detailed methods utilized for data collection (e.g., who will collect data, how they will collect data);
	3. Identification of specific measures and data sources that will be used to measure progress towards each objective;
	4. The proposed timeline for collecting data to establish continuous and overall assessment of objective progress;
	5. Identification of benchmarks that will be used to monitor progress towards objectives;
	6. Anticipated methods for both continuous and overall data analysis;
	7. Information about when the reports of results and outcomes will be available (written formative and summative reports). Written formative reports are required to show continuous assessment of progress and should follow the format described in the reporting outcomes section below. Written summative reports are also required and should follow the format described in the reporting outcomes section below.
	8. Indication of how information will be used by the program to monitor progress and to provide information to stakeholders about success at the project site(s).

**Georgia Department of Education Evaluation Requirements**

**Formative Assessment:**

The 21st CCLC program puts forth sound principles of effectiveness to guide local subgrantees in identifying and implementing programs and activities that can directly enhance student learning. As required by law, all 21st CCLC programs **must** indicate how each activity satisfies the Principles of Effectiveness [Section 4205(b) of Title IV, Part B]. 21st CCLC programs and activities mustbe based upon:

* + An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities;
	+ An established set of performance measures aimed at ensuring quality academic enrichment opportunities; and
	+ Where appropriate, evidence-based research that the program will help students meet the district academic achievement standards. It is expected that community learning centers will employ evidence-based strategies when providing services where such research has been conducted and is available.

Each subgrantee mustundergo periodic (formative) assessments to monitor progress towards achieving the proposed objectives and ultimate goal of providing high-quality opportunities for academic enrichment and overall student success. The assessment must be based on the factors included in the principles of effectiveness, as detailed above. The formative assessment should involve both quantitative and qualitative data collection. The results of the formative assessment mustbe: (1) used to refine, improve, and strengthen the program (i.e., continuous improvement of the program); and (2) made available to the public upon request.

Subgrantees will be provided with a template to complete the formative assessment. All subgrantees must use this template and email the completed formative assessment to their home Education Research & Evaluation Specialist (ERES) no later than February 1, 2019. At a minimum, the written formative assessment report must provide data and assess the following areas:

* 1. **Student Attendance**: Data on average daily attendance and enrollment at each site;
	2. **Program Operation**: Synopsis of current level of operation at each site;
	3. **Objective Assessment**: Data analysis and indication of progress towards achieving EACH objective (as required, **all** objectives must include measures that allow for continuous (formative) assessment); and
	4. **Recommendations**: Overall recommendations and improvements for programmatic refinement for all objectives where progress is not being achieved and/or where the program is not likely to achieve the stated objective by the end of the program year.

**Summative Evaluation and Common Data Elements**

The summative evaluation report is **required** of all 21st CCLC programs. This report will be compared to data submitted to the Georgia Department of Education (GaDOE) and the United States Department of Education (US ED) to ensure accuracy of data analyzed and summarized. The 21st CCLC program must**,** upon request, provide GaDOE any and all data mentioned in the summative evaluation report. GaDOE will review all summative evaluation reports to aid in determination of whether to award discretionary continuation funding in subsequent years. Failure to show adequate progress towards achieving objectives may result in discontinuation of funding and/or increased monitoring, audit, and evaluation efforts by GaDOE.

Each 21st CCLC sub-grantee must email a Summative Evaluation report as a PDF document to your ERES by June 21, 2019. If your fiscal agency receives two subgrants, then you need to submit two summative evaluation reports. The summative report must provide a detailed summary of the program and progress towards meeting each stated objective. The summative report must include data collected during the 2018-2019 academic year.

As part of the summative evaluation, each 21st CCLC sub-grantee must submit a Common Data Elements (CDE) form as the cover page for the summative report. The CDE form is a tool used to collect identical data points from all programs that aids in program comparison as well as statewide reporting. The CDE form should be completed per sub-grantee, not per site or fiscal agent. Along with the summative evaluation, the CDE form must be sent as a PDF document to your ERES on or before June 21, 2019.

As a reminder, each summative report must include, at minimum, the following major sections:

1. **Overview and History:** Provide a general overview of the 21st CCLC program, including a history of previous operation and how the program has progressed and grown over the past year(s) of operation. Subgrantees in Cohort FY15 and FY16 should compare possible growth and trends over the duration of the current grant award cycle (i.e., past four year (Cohort FY15) or past three years (Cohort FY16)).
2. **Student Attendance and Enrollment**: Provide an overview of the student attendance and enrollment including comparison of attendance data for prior years under current grant cycle, if applicable, (i.e. How has attendance increased or decreased?).
	* Total and Regularly-Participating Student Attendance (per site)
	* Student Demographics (e.g., gender, ethnicity)
	* Average Daily Attendance (per site)
3. **Program Operation**: The summative report mustinclude information on operation for each site within the program. This should include the number of hours per day, days per week and weeks of operation for each component (i.e., before school, afterschool). The report should also detail the types of activities and services offered during the 2018-2019 school year (e.g., homework help, tutoring, STEM, character education, culinary, yoga).
4. **Quality of Staffing**: For each site within the program, the summative report must include information about staffing (e.g., Student to Staff Ratio, Staff Training, and Use of Certified Teachers). The composition of site staff is one method for assessing the quality and breadth of 21st CCLC programs.
5. **Objective Assessment**: Within the grant application, 21st CCLC programs detailed objectives and methods of evaluating progress towards achieving the objectives. The summative report mustinclude detailed information for **each objective** approved by GaDOE (e.g., activities, data collected, timeline, analysis and results). Please note that programs are **not** permitted to revise, reword, or otherwise change their objectives without specific written approval from GaDOE. Approved changes will require a program amendment. Subgrantees must identify whether each of the subgrant’s objectives were ‘Met’, ‘Not Met’ (or ‘Did Not Meet’), or ‘Unable to be Measured’. All objectives must be reported on a subgrant level. Subgrantees may report data at a site specific level, but all objectives must ultimately be reported at the subgrant level. Sugrantees should also include an analysis and comparison of objective achievement for prior years under current grant cycle, if applicable.
6. **Observations:** Provide other relevant findings, observations or notes pertaining to this 21st CCLC program. This section can include qualitative and/or quantitative data not related to specific objectives such as quotes and/or statements from students, parents, and/or teachers; success stories of students within the program; and narrative of unique program activities and services. *Recommendation:* Reference and utilize [Georgia’s Afterschool & Youth Development Standards](http://georgiaasyd.org/quality-standards/) as a resource and framework to identify component of high quality programming.
7. **Progress towards Sustainability**: The summative report mustprovide information about program partnerships (e.g., partnership development, partner maintenance, and contributions to the program).
8. **Overall Recommendations**: Provide an overall assessment of the 21st CCLC program, as well as any program-wide recommendations to enhance program quality. The recommendations should be based off of an analysis of the data and observations made by the evaluator through the year. The recommendation should focus on increasing the quality of the program and provide concrete steps to achieve the recommendations. *Recommendation:* Reference and utilize [Georgia’s Afterschool & Youth Development Standards](http://georgiaasyd.org/quality-standards/) as a resource and framework to identify possible areas of improvement.