



# EVALUATING YOUR 21<sup>ST</sup> CCLC PROGRAM

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Brad Bryant, State Superintendent of Schools

“We will lead the nation in improving student achievement.”

# GaDOE Strategic Goals

**Goal 1** Increase high school graduation rate, decrease drop out rate, and increase post-secondary enrollment rate.

Status



**Goal 2** Strengthen teacher quality, recruitment, and retention.

Status



**Goal 3** Improve workforce readiness skills.

Status



**Goal 4** Develop strong education leaders, particularly at the building level.

Status



**Goal 5** Improve the SAT, ACT, and the achievement scores of Georgia students.

Status



**Goal 6** Make polices that ensure maximum academic and financial accountability.

Status



# GaDOE Strategic Goals



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# GOALS OF THIS PRESENTATION

- Understand the importance of program evaluation
- Briefly review the components of the evaluation reports
- Understand the roles and expectations of an external evaluator
- Learn about tools other 21<sup>st</sup> CCLC programs are using

“We are doing a great job of running our programs and we are effective, but we aren’t telling our story and that’s hurting us.”

- Dr. Sylvia Lyles  
Beyond School Hours  
XIII Conference  
February, 2010

# PERCEPTION VS. REALITY

- Perception
  - Day care centers
  - Unorganized or ineffective activities
  - Minimal impact on schools, families and community
- Reality
  - Highly organized out of school programs
  - Utilizes research-based activities that specifically target ‘at-risk’ or ‘high opportunity’ students
  - Provides critical services to a number of stakeholders

- ❖ *Our job is to tell the story of our 21<sup>st</sup> CCLC programs to our various stakeholders so we can change their perception and help educate them about positive impact of our programs*
- ❖ *This is accomplished by developing and utilizing an effective evaluation plan and following the principles of effectiveness*

# WHAT CAN EVALUATIONS PROVIDE?

- In addition to letting you know how you are doing, effective evaluation plans can help:
  - Increase student and parent participation
  - Increase school support
  - Obtain additional partnerships
  - Obtain additional funding
  - Increase the effectiveness of your program
  - Provide support for your grant to be continued



# ESSENTIAL STEPS FOR AN EFFECTIVE EVALUATION PLAN

1. Determine the needs of your students and families
2. Establish clear goals, objectives, and activities based on the identified needs
3. Develop the timeline for the evaluation plan
4. Collect and analyze baseline, formative, and summative data
5. Disseminate the evaluation results to your stakeholders
6. Refine the program and its activities for next year based upon the evaluation results

# EVALUATION REQUIREMENTS

- 3 Major Components
  - Formative (mid-year) Assessment
  - Summative (end of year) Assessment
  - AfterSchool 21 data entry system (data entered at a minimum of monthly)

# FORMATIVE ASSESSMENT

- Must undergo at least one and it must be written by the external evaluator
- Evaluates from the beginning of the school year to the time of the evaluation

# FORMATIVE ASSESSMENT (CONT.)

- At a minimum, the report must include:
  - **Student Attendance:** Data on average daily attendance and enrollment at each site;
  - **Program Operation:** Synopsis of current level of operation at each site;
  - **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
  - **Recommendations:** Recommendations 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.

# FORMATIVE ASSESSMENT (CONT.)

- Important to continuously assess your program throughout the year
- Effective programs make revisions throughout based upon formative assessments
- Share the results with stakeholders



# 21st Century News

Volume 1, Issue 2  
December 2009

**Mission Statement:**  
Project BURKE exists to raise the achievement and educational aspirations for students in grades 6-12, as well as their adult family members.

**Goal:**  
To improve student performance and achievement in core subjects and on state testing.

## Project BURKE— Burke Urgent Recovery Kit for Education

### Inside this issue:

Letters to the Editor	2
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### Upcoming Events:

- \* 12/15/2009—last day of 21st Cty in December
- \* 12-21 through 01-04 Holidays
- \* 01/05/10— 21st Cty starts back (1st day of school)
- \* 01/11/10- Report Cards
- \* 01/19/10— BCMS PTA-7:00
- \* 01/29/10— 21st Cty In-service for staff
- \* 02/02/10— Progress Reports
- \* 02/15/10— Holiday
- \* 02/19/10— Professional Learning for 21st Cty staff
- \* 03/11 & 03/12/10— Holidays
- \* 03/17/10— Report Cards

## Vivian's Story

Vivian is a 7<sup>th</sup> grade student at Burke County Middle School. She is also a 21<sup>st</sup> Century after-school student. When Vivian was asked by Dr. Kicklighter, Director, "What do we need to change about the 21<sup>st</sup> Century Program?" Vivian's response was, "Nothing!" Dr. Kicklighter asked, "Why wouldn't you change anything?" Vivian said, "Because before I started with this program I was failing Math. I now have a 98 in Math and I could not have done it without the help of the 21<sup>st</sup> Century Program."



Vivian's story is just one of

the many success stories in the 21<sup>st</sup> Century program. Project BURKE can have a tremendous impact on a student's achievement if

they are open to the help that is offered. But we can't do it by ourselves. Students and parents have a vital role to play.

Students must take an active role in their own learning just as Vivian did and it is essential that parents support the program and their students' efforts by encouraging attendance and good behavior.

Vivian was invited to tell her success story at a county-wide meeting consisting of principals, central office staff and several teachers from BCMS and BCHS. They were all very impressed with the progress that Vivian has made and with what the 21<sup>st</sup> Century Project BURKE has to offer. You and your child can be just as proud of their success as we are of our 21<sup>st</sup> Century "Rising Stars."



## We really do care about your concerns!

### BUS CONCERNS:

Recently, there have been a lot of concerns from parents about the time the students are getting home. In response to this, Mr. Hill, transportation director, has added 2 buses to the original 7 in the Afterschool line-up.

"We share your concerns about the ride time and are

making efforts to reduce it as much as possible," Mr. Hill noted recently. He also stated that if parents continue to be concerned, they should call his office or Dr. Kicklighter the next day and they would try to find a solution.

### SNACK CHOICES:

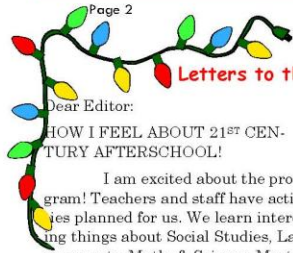
Another recurring concern

was voiced by the students. They wanted more variety in their snacks. We listened and Mrs. Donna Martin responded with adding more "kid friendly" choices to the menu. Starting soon, they may see items such as hamburgers, corn dogs and other snacks that, while still using healthier ingredients, give them a fast-food style option.

(continued, page 4)



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### Letters to the Editor:

Dear Editor:

#### HOW I FEEL ABOUT 21<sup>ST</sup> CENTURY AFTERSCHOOL!

I am excited about the program! Teachers and staff have activities planned for us. We learn interesting things about Social Studies, Language arts, Math, & Science. Most of my grades are improving. My teachers like it when I come to class prepared. When I answer questions in my daytime class they ask, "Who helped you?" I respond with, "Who else, but the Afterschool teachers!" They are especially happy when I stay on task and come to class with my homework

completed. Before coming to Afterschool, I was very shy. Now I volunteer and participate in class more. I really enjoy staying for afterschool Monday – Thursday. More kids should participate!

Juanisha Jordan

6<sup>th</sup> grade Afterschool participant

Letter to the Editor:

#### WHAT IS AFTERSCHOOL ALL ABOUT?



Afterschool is about learning! We learn new things in Social Studies, Language Arts, Math, and Science class. It is about helping us succeed to the next grade.

Teachers and staff give us cub cues when we are prepared, paying attention, and doing our work. We use our cub cues at the Afterschool store to buy candy, toys, clothing, and other things.

We just don't come to afterschool to have fun and talk to our friends. We come to learn about school and get our lessons.

That is what afterschool is all about.

Precious Cooper

6<sup>th</sup> grader BCMS

## From the Desk of Kathy Cox, State Superintendent

The evidence is overwhelming: Students who have highly-involved families get higher grades, have fewer discipline problems, and are more likely to be successful throughout their entire life.

I know how difficult it can be to get plugged into your child's education. Life is demanding and there is almost never enough time to get everything done, but being active in your child's education is arguably the most important role a parent plays. Parents set the tone for education and are their child's best teacher.

No matter how little or how

much time you have, there are many ways you can positively impact your child's education. Being an involved parent can simply mean doing the little things that matter, like checking homework fold-

ers, going to parent curriculum nights, getting online to help your child find a book, practice a test, or email a teacher or counselor. But being an engaged parent can also mean joining a Parent Teacher Association (PTA) or sitting on an advisory council at

your child's school.

One of the most significant things a parent can do is make sure their child attends school. Setting the expectation that your child will go to school every day demonstrates that education is valuable and it will help them develop a strong work ethic. And Georgia parents should be very proud! The attendance rate continues to increase for all students. Since 2003, the percentage of students missing more than 15 days has decreased about four percent, representing over 50,000 students.

On behalf of our schools and school systems, I want to thank all of the parents and families who have taken on the full-time job of being active in their child's education. My vision for Georgia is that we will lead the nation in improving student achievement, and with actively engaged parents and families this vision will become a reality.

*Kathy Cox, a parent and a veteran classroom teacher, is Georgia's Superintendent of Schools.*

"My vision for Georgia is that we will lead the nation in improving student achievement, and with actively engaged parents and families this vision will become a reality."

## And the Survey Says...

Thanks so much to the parents, students and staff who completed our recent surveys. They gave us valuable information we can use in improving the services we provide. A few of the highlights include:

**Students**—have the most trouble with math, science and just a little with homework. They like homework help the most and computer lab the least. Most students felt that they were doing better

in school since starting 21st Century.

**Parents**—felt their kids needed the most help in math and study skills. 88% felt that their students enjoyed afterschool. Their students liked homework help the most and computer lab the least. Parents have seen the most improvement in math and homework help. 65% are very satisfied with every aspect of the program. Only 9% were dissatisfied with the transportation. In-service topics were: helping their student with test taking, study skills and understanding tests.



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# SUMMATIVE ASSESSMENT

- Each program must submit a summative report by **June 30<sup>th</sup>, 2011**
- Evaluates the entire school year
- The results of your summative report will be used to help determine continuation of funding in subsequent years
- **Must** be written by your external evaluator and **must** follow the template on the following slide



# Common Issues with 09-10 Summative Report

- Inconsistency of quality of reports
- Only providing individual site data *or* program wide data
  - Must provide program wide data (e.g., objectives, CRCT, grades)
  - Must provide site level data (e.g., attendance, operation)
- Did not directly address objectives, unable to measure objectives, unable to meet objectives or sample size too small
- Only submitting one report for the multiple sub-grants
- Evaluators didn't put their name on the report

# SUMMATIVE REPORT TEMPLATE

- Each summative report must include, at minimum, the following major sections:
  - **Overview and History**
  - **Student Attendance and Enrollment**
  - **Program Operation**
  - **Quality of Staffing**
  - **Objective Assessment**
  - **Other Observations (*Optional*)**
  - **Progress towards Sustainability**
  - **Overall Recommendations**

# EXTERNAL EVALUATOR

- Provide a critical service to our programs and should be done by an experienced professional
- Contact multiple evaluators and ‘shop around’
  - 21<sup>st</sup> CCLC experience?
  - Speak with some of their current programs and see if they will provide you with one of the reports
  - Ensure you hire one early in the program year
- Can only use 3% of your budget for this and must enter in to one year contracts
- Cannot be the person who wrote the grant
- The quality of your evaluator can have a significant impact on your program!

# ROLE OF AN EXTERNAL EVALUATOR

- Remember- they work for you, you don't work for them
- They are there to provide guidance and support, but ultimately the success of the program relies on the program administration
- They are somewhat limited by the quality of data you provide them
- Refer to the operations manual for more information requirements/recommendations for the external evaluator

# WHAT *MUST* THEY PROVIDE?

At a minimum:

- » One formative assessment
- » Summative assessment after the conclusion of the program year
- » Required data elements discussed earlier
- » A list of recommended revisions based upon the results of the formative and summative assessments

# WHAT I WOULD REQUEST

- Conduct site visits at least twice a year
  - This can vary depending on the size of your grant or location of your evaluator
- Assist with developing surveys and other measurement instruments
- Assist with the dissemination of evaluation results
  - i.e, One page flyer and/or brief PowerPoint presentation

# WHAT I WOULD REQUEST

- Participate and present at school/advisory/stakeholder meetings
- Conduct focus groups with students, staff, and/or parents
- Provide input with revising objectives and assessments
- Monthly meetings or teleconferences to ensure the evaluation plan is on track

# HELPFUL HINTS

- Set up your contract so your payments align with deliverables, not just timeframes
- Clearly detail the evaluation requirements
- If possible, bring them to state/national conferences and state meetings



# OTHER HELPFUL HINTS

- Disaggregate the results of your summative evaluation based on number of days attended:
  - 0-29 days
  - 30-59 days
  - 60-89 days
  - 90+ days
- Compare regularly participating students (30+ days) to non-21<sup>st</sup> CCLC students
- Track students for the life of your grant

# ADDITIONAL EVALUATION TOOLS

- Needs Assessments or Interest Surveys
  - Students- determine activities that would interest them
  - Staff- determine the type of training that would benefit them the most (example)
  - Staff- determine which types of enrichment activities they would like to teach
  - Parents- not only what type of activities, but when and where to hold them

**DJJ AFTER-SCHOOL PROGRAM  
PROFESSIONAL DEVELOPMENT SURVEY**

**INTRODUCTION:** This professional development survey was developed for DJJ After-School Program teachers. Survey results will help determine future professional development activities. Read each statement carefully and place a check mark in the appropriate space that best represents your answer for Very Interested (VI), Somewhat Interested (SI) or Not Interested.

<b>Professional Development Activity</b>	<b>VI</b>	<b>SI</b>	<b>NI</b>
1. Transition school-day activities to After-School Program activities			
2. Integrate related reading and math learning activities for enrichment and non-remediation classes.			
3. Evaluate and document learning in enrichment and non-remediation classes			
4. Develop course outlines and weekly lessons in accordance with program objectives			
5. Identify what teaching techniques promote learning in the After-School Program classroom.			
6. Develop additional enrichment activities			
7. Promote parental involvement and determine activities to keep them coming back			
8. Discover supplemental teaching materials that work			
9. Develop/refine classroom management skills for After-School Program			
10. Maintain a safe, secure classroom environment while promoting learning and creative expression			
11. Understand the influence of school, family and peers with delinquency			
12. Gain national, state and DJJ perspectives of After-School Programs			
13. How is the After-School Evaluated?			
14. Time to share After-School Program experiences with other after-school teachers			
15. How to get more community participation for speakers, classroom supplies, etc			

**Comments Suggestions:**

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Greetings Region 3 21<sup>st</sup> CCLC Grantees!

In an effort to provide more relevant and effective training, I am asking each of my grantees to submit a completed needs assessment via email. It is my goal to highlight some of the most common challenges throughout our state and discuss, as a group, ways to overcome them. In addition, I plan on sharing results of the needs assessment during our presentation to better demonstrate the needs of our 21<sup>st</sup> CCLC programs. Thanks for your continued support of our programs and I look forward to seeing your responses.

Please select **5** areas below and rank them **1-5 (one being the least challenging area and five the most challenging area)**. There should only be one 1, one 2, one 3, one 4, and one 5 ☺

\_\_\_ Recruiting and maintaining student attendance

\_\_\_ Knowing which costs are allowable/unallowable

\_\_\_ A+/Cayen (please identify your challenge) \_\_\_\_\_

\_\_\_ Providing daily snack/meals to students

\_\_\_ Recruiting and engaging adult family members

\_\_\_ Developing activities for adult family members

\_\_\_ Recruiting volunteers

\_\_\_ Submitting a budget reimbursement

\_\_\_ Developing fun and engaging enrichment and or recreation activities/Ideas for enrichment activities

\_\_\_ How to demonstrate gains in enrichment/recreation activities

\_\_\_ I would like to give a 20-30 minute presentation to highlight one area of my program that has been very successful. I would like to share ideas and resources that have allowed our program to be successful in this area.

My presentation will cover: \_\_\_\_\_

\_\_\_ Developing, measuring, and analyzing program goals/objectives

\_\_\_ Producing informational materials (i.e., flyers, letters, bulletin boards)

\_\_\_ Obtaining school administrative support

\_\_\_ Preparing for a monitoring visit

\_\_\_ Requesting/Submitting amendments

\_\_\_ Sustainability/Partnerships

\_\_\_ Getting the most out of your evaluator

\_\_\_ Increasing communication between day school and after school

\_\_\_ Understanding GaDOE's expectations for field trips

\_\_\_ Developing appropriate documentation

\_\_\_ Other (Please Identify) \_\_\_\_\_

# ADDITIONAL EVALUATION TOOLS

- Student Progress Reports – grades, behavior
- Classroom/Teacher Observation Forms
- Perception Surveys (regular school teachers, parents, and students)
- CRCT , HSGT
- Monthly attendance rates

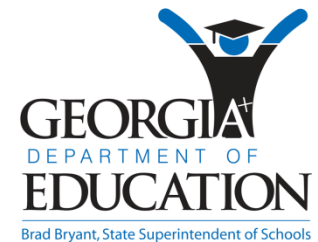
# Progress Report



STUDENT INFORMATION					
Student's Name:				Grade Level:	
Primary Teacher:				Date:	
Math Tutor:			Reading Tutor:		
Tutorials	Skill/Focus Area	Mastere d	Making Progress	Comments & Tutors Initials	
Reading					
Math					
CRCT Prep	Skill/Focus Area	Mastere d	Making Progress	Pre-Test 1 Score	Pre-Test 1 Score
Reading					
Math					
Character (1-5) 1-lowest; 5-highest	Student Demonstrates (1-5) 1-lowest; 5 highest				
Respect authority		Respects others		Honesty	
Self-Control		Responsible for own actions		Kindness	
Makes good choices		Tolerance		Compassion	
Independent		Trustworthiness		Follows directions	
Attendance	Comments				
Consistent	Y / N				
Inconsistent	Y / N				
6 Week Goals:					
1.					
2.					
3.					
12 Week Goals:					
1.					
2.					
3.					
Strategies to meet goals:					
Materials needed for strategies:					
Parent Contribution to accomplishing goals:					
<i>By signing this form, you confirm that you have discussed this review in detail with the reviewer.</i>					
Teacher's Signature:				Date:	
Parent's Signature:				Date:	

Progress Report - (01-11-2010)

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## The Reach for the Stars Program Teacher Observation Form

Teacher's Name: \_\_\_\_\_ Workshop: \_\_\_\_\_

Site Name: \_\_\_\_\_

Date Observed: \_\_\_\_\_ Time: \_\_\_\_\_

**Planning:**

- |  | YES | NO  | N/A |
|--|-----|-----|-----|
| 1. Instructor included Georgia Academic Standards in lesson plans. | ___ | ___ | ___ |
| 2. Instructor completed a workshop proposal form                   | ___ | ___ | ___ |

**Classroom Environment:**

- |   |     |     |     |
|---|-----|-----|-----|
| 3. Instructor maintains control of the classroom  | ___ | ___ | ___ |
| 4. Instructor encourages students to work together  | ___ | ___ | ___ |
| 5. Instructor maximizes instructional time  | ___ | ___ | ___ |
| 6. Instructor fosters a sense of community and belonging by<br>Acknowledging diversity, achievements, and accomplishments<br>Of all learners in the classroom | ___ | ___ | ___ |

**Student Interaction:**

- |  |     |     |     |
|--|-----|-----|-----|
| 7. Instructor provides interactive activities for students | ___ | ___ | ___ |
| 8. Instructor was able to motivate and engage students     | ___ | ___ | ___ |

**Curriculum:**

- |  |     |     |     |
|--|-----|-----|-----|
| 9. Instructor demonstrates a deep understanding of grade level<br>Content knowledge, pedagogy, and GPS or State-approved<br>Curriculum implementation by appropriately planning for<br>What students are expected to know, understand, and be able to do | ___ | ___ | ___ |
| 10. Instructor plans instruction that reflects strong knowledge of<br>Both content and effective instructional delivery  | ___ | ___ | ___ |

Observer Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Program Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**DJJ After-School Program  
Teacher Evaluation Instrument**

<b>Teacher:</b>	<b>Activity:</b>	<b>Facility:</b>
<b>Date:</b>	<b>Class Size:</b>	<b>Coordinator:</b>

*This visit will be to observe After-School Program teacher/ student interaction, instruction, environment and classroom management. If any concerns are noted the observer will make recommendations for improvement.*

<b>M= Meets</b>	<b>NI=Needs improvement</b>	<b>DNM=Does not meet</b>	<b>NA=Not observed</b>
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**PLANNING**

- \_\_\_\_\_ Prepared for the class activity
- \_\_\_\_\_ Activities correlate with weekly Lesson Plan
- \_\_\_\_\_ Activities correspond with meeting program objectives
- \_\_\_\_\_ Teaching materials accessible for activity

**Comments:**

**INSTRUCTION**

- \_\_\_\_\_ High expectations for students evident
- \_\_\_\_\_ Students actively engaged in the activity
- \_\_\_\_\_ Meaningful feedback to students provided

**Comments:**

**ENVIRONMENT**

- \_\_\_\_\_ Classroom arrangement is conducive to learning
- \_\_\_\_\_ Teacher behavior is positive, encouraging and Promotes learning

**Comments:**


**CLASSROOM MANAGEMENT**

- \_\_\_\_\_ Noise level monitored
- \_\_\_\_\_ Teacher is moving about classroom monitoring Student activity
- \_\_\_\_\_ Minor disruptions handled effectively without Additional intervention
- \_\_\_\_\_ Minimal amount of time take be students to take Their seats

**Comments:**

Teacher's Signature \_\_\_\_\_ Observer's Signature \_\_\_\_\_



After School Program Survey					 <b>BOYS &amp; GIRLS CLUBS</b> <small>OF AUGUSTA</small> <a href="http://www.bgcaugusta.org">www.bgcaugusta.org</a>
For each question below, please circle one answer.					
What site does your child attend?	Dogwood	Hagler	Thomson	WT Johnson	
Overall, how would you rate the quality of the Boys & Girls Club After School Program?	Very Poor	Poor	Okay	Good	Very Good
I would send my child to the Boys & Girls After School Program again.		Agree		Disagree	
I would recommend this program to other families.		Agree		Disagree	
I plan to send my child to the Boys & Girls Club Summer Camp.		Agree		Disagree	
Should the Club hours stay the same?		Agree		Disagree	
Please read the statements below and circle the answer that best applies to your opinion.					
The Boys & Girls Club After School Program:					
is a safe place for children to be.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
has good rules and procedures.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
has activities that are fun and interesting.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
has staff who make my child feel comfortable.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
has staff who give my child individual attention.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
has knowledgeable staff.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
keeps me informed about the program.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
has a good registration process.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Thank you for taking the time to fill this out. If you have any additional comments or suggestions, please write them below:					

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# ANY QUESTIONS?

- ❖ You can always contact your Education Research and Evaluation Specialist and Budget Analyst throughout the year should you have any questions