Alaska 21st CCLC RFA – Evaluation Section Technical Assistance

In this document you will find technical assistance information that will help applicants to design an evaluation of their proposed project’s progress and effectiveness that is a required part of the 21st CCLC application. You will find information and templates for the following three main topics:

1. Selecting annual performance measures
2. Creating a program logic model
3. Developing an evaluation framework to track progress on annual performance measures

# Annual Performance Measures

Alaska 21st CCLCprograms are expected to conduct evaluation activities for the purposes of program monitoring and continuous improvement. Alaska 21st CCLC programs are required to set and track annual performance measures related to **program implementation** (measures of effort) and **program outcomes** (measures of effect). Programs are required to track progress annually in the following areas:

1. Implementation of key services and participation of the targeted population described in the grant application
2. Use of data to work towards continuous improvement in program quality and outcomes
3. Development of the academic skills and behaviors of participants
4. Development of social and emotional (SEL) and non-cognitive skills and behaviors of participants

## Required Measures

All 21st CCLC programs must collect and report data that tracks federal GPRA measures required by the US Department of Education (US ED) and enter these data into the federal 21APR on-line database. One such example is participant achievement on the PEAKS state assessment in English Language Arts and Math. Similarly, programs are required to collect and report data to meet state requirements, such as teacher survey results and regular school day attendance by 21st CCLC participants. For more detailed information about these measures, see page nine.

In addition to these required measures, programs set and track additional measures that flow from your Program Logic Model (p. 5). For example, a program that focuses on credit recovery activities may track credit attainment, while another program that focuses specifically on supporting students identified as English Learners may track progress on state assessments (e.g. ACCESS 2.O) related to English Language Proficiency. A program that is built around a violence prevention curriculum may choose to deeply assess SEL competencies related to relationship skills and social awareness, while another program that infuses SEL practices throughout the curriculum may assess a broader range of competencies.

Once you have created your logic model and determined which indicators are a priority to track on an annual basis, use the Evaluation Framework Template (p. 8) to summarize your evaluation plan. To assist you in selecting and setting annual performance measures, we offer more detailed information, examples, and resources below. To help with program data collection efficiency, we have indicated with an asterisk any suggested indicator or data that everyone must collect regardless in order to complete federal and state reporting requirements.

**Performance measures** are observable and measurable evidence that the intended implementation outputs and outcomes outlined in your logic model are being achieved. Indicators must be specific and able to be seen, heard, or demonstrated. To be useful in tracking progress, you need to be able to access data for students who participate in the program, rather than school-level or district-level data.

## Program Implementation Measures

Program implementationmeasures(or measures of effort) track the amount and quality of services for the focus population as described in this proposal. This includes your program activities, who participates in these activities, how much they participate, and the quality of these activities. See Table 1 for examples of common implementation indicators and data sources.

Table 1 Program Implementation Measures

| Sample Indicators | Sample Data Sources |
| --- | --- |
| **Program Activities**  Number of program hours offered\*  Number and hours of academic assistance activities\*  Number and hours of educational enrichment activities\*  Number and hours of character education activities\*  Number of family engagement activities and communications  Number and type of partnerships developed\*  Number of volunteers\*  Amount of non-federal cash and in-kind support for program\*  **Program Participation**  Number of students who participate in program\*  Number of days students participate in program\*  Demographic information of students who participate in program\*  Number of students who participate in specific types of activities (e.g., tutoring, counseling, enrichment, STEM) \*  Number of students whose parents participate in activities\* | Program records:   * Log or schedule of program activities * List of partnerships * Staffing or timesheets * Participant enrollment forms * Program attendance records * Family event sign-in sheets * Interviews conducted by evaluator |
| **Program Quality**  Progress on Alaska Key Quality Indicators for 21st CCLC programs\*  Student/family reports of program satisfaction  Teacher/administrator reports of satisfaction  Staff qualifications (e.g. Number of certified teachers staffing program)\*  Staff training hours/content  Staff feedback on program training and support  Adult to student ratio  Retention of key staff | * Formal quality assessment tools (e.g*., Alaska 21st CCLC Statewide Assessment Tool\*, Youth Program Quality Assessment*) * School day staff survey * Student and family surveys * Interviews or focus groups * Staff self-reflection tools * Participatory methods (e.g., photovoice) |

*\* Indicators or data program will be reporting as part of mandatory21st CCLC federal and state reporting*

## Program Outcome Measures

Alaska 21st CCLC programs are required to measure student outcomes in two areas: a) academic competencies and b) social and emotional and non-cognitive competencies. Academic competencies refer to student progress in developing the content knowledge and academic behaviors that promote school success. Social and emotional and non-cognitive competencies refer to a broader set of attitudes, skills, and behaviors that promote both educational and life success. In setting the annual outcomes measures for your program, we recommend that you align as much as possible with the measures used by schools, districts and the state. See Table 2 for examples of outcome measures.

Table 2 Program Outcome Measures

| *Sample Indicators* | *Sample Data Sources* |
| --- | --- |
| **Academic Competencies**  Math/English Language Arts achievement or growth\*  English proficiency achievement or growth for identified English Learners  Credit attainment, particularly for 9th or 10th grade  Credit recovery, particularly for 10th -12th grade  Academic engagement (e.g., homework completion, participation in class)\*  Career readiness (internship, work study credit, industry credential earned)  Postsecondary readiness (e.g., FASFA completion, college enrollment)  Graduation (HS programs only) | State assessments (PEAKS)\*  State assessments (ACCESS for ELLs 2.O)  District Interim Assessment (e.g. MAP, STAR, AIMS web)  Student transcript or report card  Teacher Survey for Alaska 21st CLCC\*  School graduation records |
| **Social and Emotional and Non-cognitive Competencies[[1]](#footnote-1)**  Discipline referrals  Regular-day school attendance\*  Reduction in chronic absenteeism  Self-awareness  Self-management  Social awareness  Relationship skills  Responsible decision making | School disciplinary records  School attendance records\*  Teacher Survey for Alaska 21st CLCC\*  Surveys of student attitudes/beliefs  Family survey  Youth focus groups  School climate survey  Assessments completed by staff about students (e.g., Devereux Students Strengths Assessment) |

*\* Indicators or data program will be reporting as part of mandatory21st CCLC federal and state reporting*

Below are resources for selecting measures beyond the data already collected by schools.

* [Assessing Youth Program Quality: A Guide to Assessment Tools](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=6&ved=0ahUKEwjDufPZ0bLZAhVC9GMKHU1BDNwQFgheMAU&url=http%3A%2F%2Fforumfyi.org%2Ffiles%2FMeasuringYouthProgramQuality_2ndEd.pdf&usg=AOvVaw3HXxnzOk3LAVeur2gXLfJ5)
* [From Soft Skills to Hard Data: Measuring Youth Program Outcomes](http://forumfyi.org/content/soft-skills-hard-data-)
* [Measuring Social and Emotional Learning: A Brief Guide](http://educationnorthwest.org/resources/measuring-social-and-emotional-learning-brief-guide)
* [SEL Assessment Toolkit](https://www.air.org/resource/are-you-ready-assess-social-and-emotional-development)
* [Community Schools Evaluation Toolkit](http://www.communityschools.org/resources/community_schools_evaluation_toolkit.aspx)

# Program Logic Model

A program logic model is a useful tool in communicating the purpose, activities, and outcomes of your program to stakeholders. A logic model is also the first step in planning a useful program evaluation that is grounded in program priorities and activities. Before completing the Program Logic Model Template (p. 5) you may find it helpful to review the definitions in Table 3.

Table 3 Logic Model Terms, Definitions, and Related Questions

| *Logic Model Terms and Definitions* | *Related Questions* |
| --- | --- |
| **Assumptions** make explicit the shared values, theories, and frameworks that inform your approach. This includes your understanding of your community’s needs and strengths, and what it takes to promote student success in your community. | *How will our approach respond to the specific priorities of our school community?* |
| **Goals** are statements describing the long-term aim of your program. You may wish to break down your big-picture goals into specific objectives that reflect the priority issues of your school community. | *How will the program benefit our school community?* |
| **Focus population** describes the characteristics (e.g., grade-level, home language, economic status, level of proficiency) of the students that the program is designed to engage. The focus population may vary by activity, with some activities designed to serve the entire school and others customized to support a specific group. | *Who will the program engage?*  *How may the focus population vary by activity?* |
| **Resources** are the human, physical, and financial inputs that will enable the implementation of these activities. | *What resources will support program implementation?* |
| **Implementation outputs** may be units of service, counts of activities, and/or products which are intended to lead to outcomes for students. Outputs can also be used to track the quality of activities. Outputs do not measure whether your program is effective, but instead indicate whether you did what you said you would do in your plan. They are indicators of your program’s *effort*, rather than indicators of your program’s effect. | *How much programming will be offered? How many of days of programming will students participate in? What does quality programming look like?* |
| **Outcomes** are specific changes in individuals, settings, organizations, or communities that are expected to result from your activities. Changes for youth typically focus on behavior, attitudes, or skills. Alaska 21st CCLC programs are required to report on two types of student outcomes: (1) academic competencies and (2) social and emotional and non-cognitive competencies. | *What changes do we expect to see for students who participate in the program 30 days or more?* |

| **Resources** | **Activities & Focus Population** | **Implementation Outputs** | **Outcomes** |
| --- | --- | --- | --- |
| *EXAMPLE: Partnership with community members and funding for field trips.* | *EXAMPLE:*  *Engage 3-5th grade students in afterschool STEM activities that incorporate Native Alaskan perspectives and align with state standards.* | *EXAMPLE:*  *-New curriculum is created and piloted in 2 schools.*  *-75 3-5th grade students participate in STEM programming.*  *-Students report high levels of engagement in programming.* | *EXAMPLE:*  *-Students report increased confidence in STEM.*  *-Teachers report increased level of student engagement in STEM.*  *-Students demonstrate growth on PEAKS math assessments.* |

## Alaska 21st CCLC Logic Model Template

**Goals** *EXAMPLE: Increase Alaska Native students’ interest, proficiency, and confidence in STEM through culturally-responsive programming.*

**Assumptions** *EXAMPLE: Culturally-responsive education practices may increase student engagement and progress in school.*

# Evaluation Planning

After you have outlined your implementation outputs and program outcomes in your logic model, you are now ready to transform these items into performance indicators to track your program’s progress and success.

1. **Determine the most important *outputs and outcomes* for your program to track annually***.* Start by identifying program services that you believe are most likely to influence student outcomes in the timeframe of your grant. Using the example in the logic model, if students are not participating in STEM programming (implementation output) then it is likely that students will not report that they have an increased confidence in STEM (outcome).
2. **Set realistic *targets* that indicate what progress will look like for each year of the grant.** Targets provide specific, measurable objectives such as counts, percentages of students obtaining a goal, or an increase from one year to the next. Some indicators set goals for incremental change with a new target each year, while others span multiple years to attain a target outcome; however, for 21st CCLC, we would like applicants to primarily focus on recurring annual targets for “Alaska 21st CCLC Regular Attendees,” defined as students who attend programming on 30 days or more.
3. **Take stock of available *data sources* that can help you assess whether you met your target**. Data sources provide evidence whether the target for the performance indicator has been met. Data sources can span from document review, student achievement data from state tests to survey, interview and focus group data from program stakeholders. Alaska 21st CCLC applicants are strongly encourage to simplify the evaluation task by focusing on individual student-level data sources that already exist and will be easy to access. If there are no existing data sources that fit your proposed target, recognize that you will be doing the work of gathering it yourself (surveys, focus groups, etc.)
4. **Now you are ready to write your performance measure!** The example below demonstrates how to transform an output or outcome into a specific, measurable, and time-bound indicator for your evaluation plan. Some outputs and outcomes from logic models are relatively specific and measurable as written, such “75 3-5th grade students participate in STEM programming,”, while others need more detail, such as “students report high levels of engagement in programming”. Use the Evaluation Framework Template (page 8) to document your proposed annual implementation and outcome measures.
5. **Not too many!** We encourage you to consider quality over quantity when setting performance measures. We recommend setting no more than five program *implementatio*n performance indicators and no more than five program *outcomes* performance indicators, though please include *outcomes* performance indicators for both academic and social/emotional/non-cognitive outcomes. You can always choose to report more later.

**EXAMPLE**

**[Target] + [Output or Outcome] + [Data Source] + [Grant Year] = Performance indicator**

[85 percent of 3-5th grade regular attendees] + [will report high levels of engagement in STEM programming] + [as measured by the spring student survey] + [annually] =

“85 percent of 3-5th grade regular attendees will report high levels of engagement in STEM programming, as measured by the annual spring student survey”

## Sample Evaluation Framework

### Program Implementation (Measures of Effort)

| ***Implementation output from logic model*** | ***Performance indicator*** | ***Target*** | ***Grant Year*** | ***Data Source(s)***  *List all data sources used to examine this indicator* |
| --- | --- | --- | --- | --- |
| Students report high levels of engagement in programming | 85 percent of 21st CCLC students will report high levels of engagement in STEM programming, as measured by the annual spring student survey | 85% | Annually,  Y1-Y5 | Annual student spring survey |
| New curriculum is piloted in 2 schools | New STEM afterschool curriculum is piloted in 2 elementary schools | Met/  Not Met | Y1 | Document review, observation, interviews |

### Program Outcomes (Measures of Effect)

| ***Outcome from logic model*** | ***Performance indicator*** | ***Target*** | ***Grant Year*** | ***Data Source(s)***  *List all data sources used to examine this indicator* |
| --- | --- | --- | --- | --- |
| Regular attendees improve from not proficient to proficient or above in math on state assessments\* | 5% percent of 4-5th grade regular attendees improve from not proficient to proficient or above on state PEAKS math assessments | 75% | Annually,  Y1-Y5 | PEAKS math assessment |
| Regular attendees report increased confidence in STEM | 85 percent of 3-5th grade regular attendees will report increased confidence in STEM-related academic activities, as measured by the annual spring student survey | 85% | Annually,  Y1-Y5 | Annual student spring survey |
| Decrease rates of chronic absenteeism for 21st CCLC participants | The rate of 21st CCLC participants absent for 10% or more days out of the school year will decrease by 2% annually. | 2% per grant year | Annually,  Y1-Y5 | School/district records |

## Evaluation Framework Template

### Program Implementation (Measures of Effort)

| ***Implementation output from logic model*** | ***Performance indicator*** | ***Target*** | ***Grant Year*** | ***Data Source(s)***  *List all data sources used to examine this indicator* |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

### Program Outcomes (Measures of Effect)

| ***Outcome from logic model*** | ***Performance indicator*** | ***Target*** | ***Grant Year*** | ***Data Source(s)***  *List all data sources used to examine this indicator* |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

# Required Data Reporting for 21st CCLC

## Federally Required Data for 21st CCLC

One of the requirements of holding a 21st Century Community Learning Center grant is to collect and report mandatory program performance data to US ED. One will need to collect information all year in order to complete the reporting that does not open until spring. In general, data must be chunked into three different reporting periods: Summer, Fall, and Spring. Required federal data points are described briefly below.

**Program Activities Summer/Fall/Spring:**

* Academics--*days per week, hours per day, participants per day, CCR*
* Enrichment--*days per week, hours per day, participants per day, CCR*
* Character Education--*days per week, hours per day, participants per day, CCR*
* College/Career Readiness--*days per week, hours per day, participants per day, CCR*

**Program Staffing Summer/Fall/Spring:**

* Paid and volunteer staff info--*based on person’s main job/role during* ***regular work*** *day*

**Program Participation Summer/Fall/Spring:**

* Enrollment by grade (If a K-6 school, it is permissible to lump 6th graders with 5th)
* K-5/6-12: Program attendance by <30/30+/60+/90+ days
* K-5/6-12: Race/ethnicity
* K-5/6-12: Sex
* K-5/6-12: LEP, F&R, Special Needs, Family members

**Teacher Reported Outcomes:**

In order to complete this section, programs must administer the Alaska 21CCLC Teacher Survey in the spring for every student who has attended 30 days or more.

* K-5/6-12: Number of surveys distributed
* K-5/6-12: Number of surveys returned by 30+/60+/90+ days of program school year attendance
* K-5/6-12: Report ***improvement*** in homework completion ***and*** class participation by 30+/60+/90+ days attendance
* K-5/6-12: Report ***improvement*** in student behavior by 30+/60+/90+ days attendance

**State Assessment Outcomes:**

In order to complete this section, you must work with your district’s data department to get PEAKS English Language Arts assessment data from both years and PEAKS Mathematics assessment data from both years to report which students have ***improved***. Note: PEAKS is currently only administered to 3rd-9th so you will be **unable** to report on students prior to 4th grade and after 9th grade.

* 4-5/6: Number of students who **tested proficient** in PEAKS ELA spring 20XX that **were not** proficient in the prior year by 30+/60+/90+ days program school year attendance
* 6/7 - 9: Number of students who **tested proficient** in PEAKS Mathematics spring 20XX that **were not** proficient in the prior year by 30+/60+/90+ days program school year attendance

**State Required Data for 21st CCLC**

In addition to reporting on progress toward meeting local grant performance indicators, all Alaska 21st CCLC programs are required to report hours of program operation, partner contributions (cash or in-kind), program attendance, and regular school day attendance of participants. Additionally, programs must administer the “Teacher Survey for Alaska 21st CCLC” each spring for every student who attends for 30 days or more of 21st CCLC programming during the school year. This teacher survey is used to measure regular-day teacher perceptions of student school year growth or decline in academic areas as well as important social/emotional or non-cognitive behaviors that are important to both school and life success. Additionally, it poses one question about family engagement. The Teacher Survey also helps all Alaska 21st CCLC programs capture outcome data that must be reported to US ED annually.

## Teacher Survey for Alaska 21st Century Community Learning Centers (21st CCLCs)

This survey is designed to collect information about changes in a particular student’s behavior during the school year. Please select only one response for each of the questions asked in the table below to indicate the extent to which the student did or did not improve on that behavior during the course of the school year.

Name of Student:

School:       Grade:

Please answer the questions below to indicate changes in the student’s habits from early in the school year to the spring.

| **To what extent has your student changed in terms of:** | **Significant Improvement** | **Slight Improvement** | **No Change** | **Slight**  **Decline** | **Significant**  **Decline** |
| --- | --- | --- | --- | --- | --- |
| Completing homework |  |  |  |  |  |
| Participating in class (e.g., engaged and attentive) |  |  |  |  |  |
| Behaving well in class |  |  |  |  |  |
| Working collaboratively with peers |  |  |  |  |  |
| Academic performance |  |  |  |  |  |
| Seeking assistance when appropriate |  |  |  |  |  |
| Persevering through challenges |  |  |  |  |  |
| Expressing needs and feelings appropriately |  |  |  |  |  |
| Getting along well with other students |  |  |  |  |  |
| Forming positive relationships with adults |  |  |  |  |  |

Please answer the question below to indicate changes in the **student’s family’s habits** from early in the school year to the spring.

| **To what extent has your student’s family changed in terms of:** | **Significant Improvement** | **Slight Improvement** | **No**  **Change** | **Slight**  **Decline** | **Significant**  **Decline** |
| --- | --- | --- | --- | --- | --- |
| Engaging in their child’s education |  |  |  |  |  |

If you would like, please add any additional comments or observations you may have:

1. We use[*CASEL Core SEL Competencies*](https://casel.org/core-competencies/) as an example of the broad areas of SEL that programs may consider tracking. The specific indicators may vary by program. For example, a program using a growth mindset curriculum may wish to specifically track growth mindset. [↑](#footnote-ref-1)