


# Evaluation Guidance

for 21<sup>st</sup> Century Community Learning Centers Grants

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Bureau Director, Program Evaluation



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mdek12.org

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Mississippi Department of Education

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## VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



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State Board of Education

STRATEGIC PLAN GOALS

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**ALL** Students Proficient and Showing Growth in All Assessed Areas

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**EVERY** Student Graduates from High School and is Ready for College and Career

3

**EVERY** Child Has Access to a High-Quality Early Childhood Program

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**EVERY** School Has Effective Teachers and Leaders

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**EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

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**EVERY** School and District is Rated "C" or Higher



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Topics

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- What is program evaluation?
- What is the state-level evaluation?
- What is the center-level evaluation?
- Finding and working with an evaluator
- Evaluation reports
- Data collection and quality

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Program Evaluation

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What is program evaluation?

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Relies on a well-structured methodology and accurate collection of data

Helps you to articulate program goals: What does success LOOK like?

Answers questions about how the program is working

Inform decisions about what needs to be corrected or changed

Helps you communicate success to stakeholders

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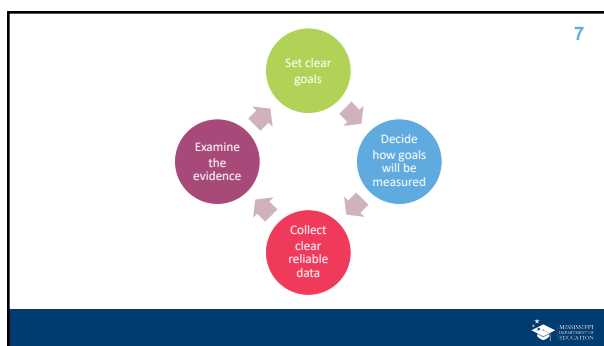
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## State-Level Evaluation

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## Center-Level Evaluation

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### Your Role as Center Administrators

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Annual EXTERNAL evaluation of your program is **REQUIRED** by August 15 to maintain funding

Contract an evaluator and *communicate* with evaluator about expectations, evidence, reporting process

Report must be organized according to Office of Program Evaluation template. Reports that are not in compliance will be returned

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### Your Role as a Center Administrator

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- Most of the evaluation work will be done by the vendor you select.
- Foundational elements of the evaluation require YOUR input (you know your program best).
- You have done much of the work already—your proposal included specific program goals, objectives, and performance measures

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### Your Role as Center Administrator

Your agreement with the evaluator should guarantee that items required under section 3 of the RFP are addressed in the report.

If you are a Faith-Based Organization (FBO) or Community-Based Organization (CBO), you should determine the best way to gather student data for reporting purposes. This might require executing a Memorandum of Understanding (MOU) or Data Sharing Agreement (DSA). If so, start the process early.





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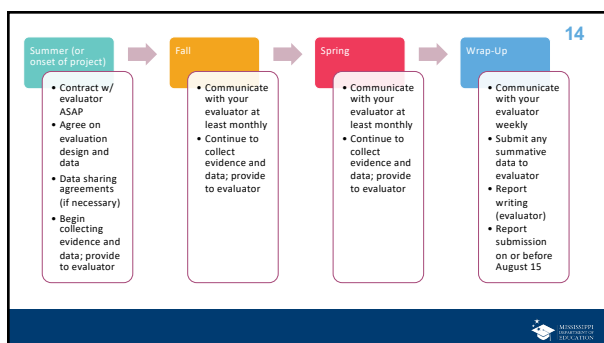
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# Evaluators



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Finding an Evaluator or Evaluation Resources

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University Departments of Education

MDE Bureau of Program Evaluation

American Evaluation Association

Northwest Regional Educational Laboratory "Out of School Time Program Evaluation"

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Working with Your Evaluator

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- YOU MUST COMMUNICATE WITH YOUR EVALUATOR about data, reporting expectations and deadlines, changes you've made to your center, etc.
- If the evaluator doesn't know about it, they cannot report it
- Help your evaluator to help you—the more they know, the more accurate, understanding, and useful your report will be.

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Reports

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Evaluation Reports		19
	Due annually by August 15 for all subgrantees	
	Grantees with multiple funded projects must submit a separate report for <b>each</b> project	
	Should be written by a reputable program evaluator with appropriate qualifications	
	Questions about report requirements should be posed to Dr. Dana Seymour	

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Section 1: Introduction		20
Title Page	<ul style="list-style-type: none"> <li>Name of the program</li> <li>Name of the organization that received grant funding</li> <li>Title of the evaluation (e.g., <i>Early Program Evaluation Initiative Report</i>)</li> <li>Name (organization) of the program evaluator</li> <li>Contact information for the program evaluator</li> </ul>	
Table of Contents	<ul style="list-style-type: none"> <li>Each section title in the <i>Table of Contents</i> must appear as a separate report section in the <i>Table of Contents</i> (not including the title page), and in the order listed in this checklist.</li> </ul>	
List of Acronyms	<ul style="list-style-type: none"> <li>Include definitions of all acronyms used in the report in alphabetical order.</li> </ul>	
Executive Summary	<ul style="list-style-type: none"> <li>Briefly describe the program you are evaluating and the intended uses of the evaluation report.</li> <li>Summarize the key findings, conclusions, and recommendations.</li> </ul> <p><i>Note: The executive summary should serve as a stand-alone synopsis of the evaluation report; no reader may refer to it independently of the report. The executive summary should not include any information that is not covered in the report contents. It is usually recommended that the Executive Summary be confined to a single page.</i></p>	
Evaluation Purpose and Evaluation Questions	<ul style="list-style-type: none"> <li>Define and explain the evaluation purpose. This section should address the intended use of the evaluation findings.</li> <li>List the evaluation questions. At a minimum, evaluation questions must investigate the extent to which the program is meeting <b>all</b> measurable program objectives and outcomes that were set out in the grant proposal. Programs are <b>not</b> permitted to revise, second, or otherwise change their objectives without specific written approval from the MEPC.</li> <li>If applicable, include the evaluation logic model as an appendix to the report.</li> </ul>	

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Section 2: Findings		21
Program Background	<ul style="list-style-type: none"> <li>Describe the program that is being evaluated, detailing the various activities of the program. Include a history of previous operations and how the program has improved and responded to the past needs of the program.</li> <li>Include information about operations <b>for each day</b> within the program (i.e., days, hours, and weeks or operations for each).</li> <li><b>For each day within the program</b>, the report must include information about student outcomes in all areas of student development (e.g., academic, social, and emotional development), and use of certified teachers.</li> <li>Identify and describe the key partners that collaborate with the organization in the delivery of the program.</li> </ul>	
Attendance	<ul style="list-style-type: none"> <li>Detail the following:             <ul style="list-style-type: none"> <li>Total and regularly participation related attendance for each day.</li> <li>Student demographics (e.g., gender, ethnicity, etc.)</li> <li>Average daily attendance (for each day).</li> </ul> </li> </ul>	
Program Findings and Objectives	<p>Describe the extent to which the program meets or exceeds the goals that the report readers can easily draw connections between what was proposed and program based in their goals, as well as the results.</p> <ul style="list-style-type: none"> <li>For each project and/or subject, include detailed information and other evidence of quantitative/qualitative outcomes.</li> <li>For quantitative data, include frequency, percentage, and number of times.</li> <li>For qualitative data, describe the information was collected from (e.g., various participants staff members, community members, stakeholders) and how this information was used in the program or the evaluation.</li> <li>If appropriate, provide other relevant findings pertaining to the program. Other findings could include, but not limited to, specific program objectives, goals, and/or outcomes, success stories of students within the program, and demographic characteristics within program activities and domains.</li> <li>The report must cover the program's progress.</li> </ul>	

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	provide current information about program partnerships (e.g., partnership development, partner maintenance, and contributions to the program). <i>Note: Avoid interpreting your findings in this section. Drawing conclusions about why the objectives were not achieved are presented in the next section of the report.</i>	
Conclusions and Recommendations	<ul style="list-style-type: none"><li>Conclusions and evaluator recommendations should be based on specific findings.</li><li>Provide recommendations that are action-oriented, practical, and measurable.</li></ul>	<input type="checkbox"/>
Appendices	<ul style="list-style-type: none"><li>Copies of the data collection tools used (e.g., questionnaires, surveys, and checklists)</li><li>Lists of individuals interviewed, including position title</li><li>Short professional bio of the evaluator</li></ul>	<input type="checkbox"/>

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A Word about Data

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Data24

Accuracy and completeness are important. You must upload your program data as required, including demographic information, activities, and attendance.

The information you upload (above) will be critical for your evaluator to complete the report, and for MDE to continue funding programs

Consider other supporting data points, like surveys, meeting agendas, observations, staff development notes, newsletters. What helps you tell your story?

If your evaluator has questions about the best way to measure a goal, please have him/her reach out to Dr. Dana Seymour for assistance

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