

Revised 21st CCLC External Evaluation Framework (2018-2023)

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Evaluation Work

- MASN coordinates the Statewide and External Evaluations
 - Subcontracts with OSEDA/IPP for survey development, data analysis, and report writing
 - Provides training/certification of external evaluators
 - Manages the data collection process
 - Surveys
 - Contract with Aperture

Guiding Principles

- Grantees and sites should see and be able to use the data collected
- Expectations (goals) should be consistent across all levels (site, grant, state)
- Programs need support with interpreting and using their data
- Evaluation framework should align with ESSA

Comprehensive Data Collection and Improvement Framework

| | Why | Assess | Plan | Improve |
|---|---|---|---|--|
|  <p>Site</p> | <ul style="list-style-type: none"> ◦ Point of service improvement ◦ Increase youth/staff engagement and interaction | <p>Same data used for all levels:</p> <p>PQA's</p> <p>BCC (21APR)</p> <p>Surveys</p> <p>Core Data</p> | <ul style="list-style-type: none"> ◦ Planning with Data ◦ Site-level TA visits ◦ Site goals | <ul style="list-style-type: none"> ◦ Youth Work Methods trainings ◦ Coaching (TA visits) ◦ Resources |
|  <p>Program/Grantee</p> | <ul style="list-style-type: none"> ◦ Program effectiveness ◦ Grantee External Evaluation | | <ul style="list-style-type: none"> ◦ Guided Reflection process ◦ Grantee-level TA visits ◦ Grantee goals | <ul style="list-style-type: none"> ◦ Training/networking opportunities ◦ Coaching (TA visits) ◦ Resources |
|  <p>Statewide</p> | <ul style="list-style-type: none"> ◦ Statewide impact of afterschool ◦ 21st CCLC Statewide Evaluation | | <ul style="list-style-type: none"> ◦ 21st CCLC Evaluation report recommendations ◦ T/TA contract | <ul style="list-style-type: none"> ◦ Provide new trainings and resources ◦ Modify data collection and quality improvement system |

Grantee Level Cycle of Improvement



Use of Evaluation Results to Develop and Refine the Afterschool Program

FY17 Guided Reflection Recommendations → 2017-18 Quality Action Plan

Section 7 – Longitudinal Progress

1. For the next year, which objective(s) might the program select for improvement? (Note: Action plans will be developed with the AfterSchool Regional Educator.)

FY18 Guided Reflection Review

Section 4 – Review of Progress on Previously Selected Objectives

1) Which items were selected from last year's External Evaluation to be worked on this year?

| | | | | |
|-----|-----|-----|-----|-----|
| 1.1 | 1.2 | 1.3 | 1.4 | 1.5 |
| 2.1 | 2.2 | 2.3 | 2.4 | |
| 3.1 | 3.2 | 3.3 | 3.4 | 3.5 |

2) How has the program used the previous year's External Evaluation to improve and refine the afterschool program? How did the program try to make changes in that area? Please give specific examples.

Section 7 – Longitudinal Progress

2. For the specific objective(s) that the program identified to work on during the past year (discussed in Review of Progress on Previously Selected Objectives in Part A, Section 4 above), what progress can be seen in the available data?

What factors contributed to or detracted from the progress? How does this fit with the local context? (Answer based on the discussion at the second meeting.)

Surveys

- Youth Survey
 - Younger youth - paper
 - Older youth – paper
 - Older youth - online
- Family Survey
 - Paper – English
 - Paper – Spanish
 - Online
- Coordinator/Director Survey
 - Online – link sent directly
- Site Staff Survey
 - Online – link sent to site director for distribution
- School Administrator Survey
 - Online – link sent directly

Survey Process

- Pre-survey in January
 - How many paper surveys
 - Where send surveys
 - E-mails of site coordinators/facilitators
- February 15th – Window opens
 - E-mail links open
 - Site Coordinators and School Administrators sent links directly
 - Reminder e-mails and progress checks
- March 31st – Window closes
 - Clean paper surveys
 - Contact programs

Local External Evaluation

Overall Purpose of the External Evaluation

- To provide DESE with an detailed and accurate picture of the grantee and their progress on the statewide goals and objectives
- To provide the grantee accurate and usable information for dissemination about their use of grant funds and to support their ability to make progress toward meeting and exceeding the statewide goals and objectives

Ensuring Quality and Consistency

- **Goals/Objectives**
 - Same goals, objectives, and data as Statewide Evaluation
- **External Evaluators**
 - Must attend a training to become “certified”
 - All paid the same rate, receive the same data, and submit the same reports
 - Conflict of Interest – cannot be a grantee, cannot employed by the entity that received the grant (e.g., YMCA, school district, etc.)

External Evaluation Products

Guided Reflection Document
External Evaluator Grantee Summary Report

Audiences

- **Guided Reflection Document**
 - DESE – Extended Learning
 - Program Administration
- **External Evaluation Summary**
 - Superintendents/School Boards
 - Families
 - Community

Guided Reflection Document

- **Cover Sheet**
- **Part A: Additional Data Collection by the External Evaluator**
 - Grantee/Evaluator Information
 - Program Overview
 - Local Context
 - Review of Progress on Previously Selected Objectives
- **Part B: Data Charts**
 - Review of Data Reports
- **Part C: Narrative Responses**
 - Status of Current Year's Objectives
 - Longitudinal Progress
 - 21st Century Community Learning Center Evaluation Summary

Evaluation Summary Report

- 2 page summary of the external evaluation
 - Summarizes the status of the three goals
- Target audience – school administration, families, public
- Template provided with consistent language
- Evaluator pulls it all together in one brief document

Contact Information

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also reviewed the evaluation
rubric