

Evaluation Manual

21st Century Community Learning Centers
Updated October 2023





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Introduction

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program is a federally funded program. The program funds are allocated by Congress to the Federal Education Department for distribution. The funds are distributed by that department to each state through its central education agency for local allocation and management oversight. The individual state educational agencies (e.g. the Ohio Department of Education in Ohio) are required to meet certain criteria established by the federal government, including the reporting of information that can only be obtained through their local programs. Additional evaluative information is also required for reporting on the program at the state level. Finally, local programs report to their parent institution or organization, often using evaluative information collected solely for local use.

This manual includes resources to help 21st CCLC programs to:

- Choose a quality local evaluator for the program;
- Design the local evaluation to meet federal, state, and local requirements;
- Create a strategy and timeline for ongoing data collection and analysis, stakeholder meetings, and continuous improvement; and
- Understand how the Ohio Department of Education will use these local evaluations to inform the statewide evaluation, to highlight exemplary programming, and to support all 21st CCLC programs across Ohio.

Purpose of Program Evaluation

Evaluation is a term used in many contexts but also a practice we use every day. For example, what criteria do you use to decide which vegetables to buy at the store? Or even where to buy your vegetables? In this moment, you are an evaluator. For program evaluation, the stakes are higher so the evaluation requires a more rigorous approach. According to Michael Quinn Patton, “evaluation science is systematic inquiry into how, and how well, interventions aimed at changing the world work.”¹ 21st CCLC programs are changing the world by providing interventions that increase opportunities for Ohio children who come from economically disadvantaged families and attend low-performing schools to receive academic supports and ultimately succeed in school and life. Success is crucial for the students, their families, our communities, state, and country, and therefore 21st CCLC programs must continuously measure their progress using a systematic inquiry that incorporates qualitative and quantitative research methods to determine how well they accomplish their goals (summative and outcome evaluation) and how they accomplish their goals (formative evaluation) as well as the barriers and challenges that might impede progress.

Strong programs use their evaluation data to adapt activities and processes to improve results and adjust to changing conditions. The local evaluation is a valuable tool to help design and implement effective program activities, monitor progress, and communicate with stakeholders. The local evaluation is a formative, ongoing process that is used to improve the program. The local evaluator will collect and analyze data throughout the year to inform the program’s progress. Additionally, conducting an evaluation can help all stakeholders focus on the goals and outcomes of the program’s plan.

Federal, Statewide & Local 21st CCLC Evaluation Overview

21st CCLC evaluations incorporate requirements at the federal, state, and local levels. The purpose of the **federal** (GPRA) measures are to aggregate and analyze results for 21st CCLC programs across the country. These data are essential for reporting results to Congress on the overall use of the appropriated funding. In

¹ Patton, M.Q. (2018). Evaluation Science. *American Journal of Evaluation*, 39(2), 183-200. doi: 10.1177/1098214018763121



2020, the Department of Education approved a set of five new GPRA measures for 21st CCLC programs. These data are reported through the 21APR system. Refer to the *21APR New GPRA Final Implementation Guide* for further information about these measures.

The **statewide evaluation** is designed to provide the Ohio Department of Education with actionable recommendations that enable program and system improvements that lead to positive outcomes for students and families. Program data are aggregated and analyzed to provide a full picture of program activities and results in the state. The Ohio Department of Education contracts with a statewide evaluator to collect and aggregate program data for key 21st CCLC performance measures and to report on statewide program activities and results. For 2023-2024, the University of Cincinnati Evaluation Services Center (UCESC) serves as the statewide evaluator in partnership with the Office for Improvement and Innovation.

The **local evaluation** process assists 21st CCLC programs to continually examine outcomes and work collaboratively with stakeholders to provide the best opportunities possible for students. Conducting a local evaluation will help 21st CCLC staff track the program's implementation, progress and success. It will also provide valuable information that will inform changes needed to improve the program's performance. Conducting a local evaluation will help 21st CCLC programs highlight successes and discover areas for future growth.

Overview of the Evaluation Process

The local evaluation should follow a four-phase process: Preparation, Planning, Implementation, and Using Results. By following this process, the evaluation will be easy to replicate in the future.



Phase 1: Preparation

Assembling a Stakeholder Team & Hiring a Local Evaluator

ASSEMBLING A STAKEHOLDER TEAM

Building a strong stakeholder team is critical to a high-quality local evaluation. A strong stakeholder team has representation from all areas of the program and offers multiple perspectives. The stakeholder team will provide valuable insight throughout the evaluation. The stakeholder team should meet at least three times during the evaluation to:

- Review and approve the evaluation plan
- Review the program's goals and targets
- Review the final progress toward the targets and discuss implications

Possible stakeholder team members:

- ✓ School principals from the schools served
- ✓ Staff members
- ✓ Student representatives
- ✓ Business and community representatives
- ✓ Parent representatives



HIRING A LOCAL EVALUATOR

Conducting a local evaluation requires thoughtful planning and preparation. The most useful and effective program evaluations will be conducted by qualified program evaluators. This person or team hired by the program will:

- Consult with program staff in the creation of an evaluation plan;
- Assist in target setting;
- Collect and analyze data from the program;
- Make site visits and interview staff, students, and other stakeholders;
- Document program outcomes and provide suggestions for improvement; and
- Assist in the end-of-year progress reporting

Choosing the right local evaluator for your program is a critical decision. This manual offers suggestions about how to identify and select an effective evaluator. The quality of the local evaluator impacts the success of the local evaluation. When selecting a qualified local evaluator, there are key items to consider.

Building a Pool of Applicants: As programs seek a local evaluator, the following recommendations may help:

- Call funders or other local agencies that administer human service grants and ask for a recommendation.
- Inquire at nearby colleges or universities. Often college faculty will have training in evaluation or research methods and are willing to do work outside of their institutions.
- Contact national and state professional associations, such as: American Evaluation Association (www.eval.org) and Ohio Program Evaluators' Group (www.opeg.org).
- Use Find Grant Evaluators resources: findgrantevaluators.com

Reviewing Applicants: Ask the candidates to submit a resume, references, work samples and any other documentation that would demonstrate their expertise in evaluation.

- *Possible Work Samples:* Evaluation Reports, Journal Articles, Conference Presentations, Writing Samples
- *Qualifications:* A local evaluator should have experience in research design and evaluation. The local evaluator does not need to hold a specific license or degree, although they should have expertise in the tasks and deliverables required for the local evaluation.
- *Skills:* A local evaluator will need to work closely with the program staff to document program activities, develop performance measures and understand the context of the program.

Local Evaluator Tasks: Use the following recommended tasks to build a scope of work for the local evaluator:

- Conduct regular meetings with the program director to create an evaluation plan for the program that includes multiple growth and achievement outcome evaluation data points as well as process evaluation data.
- Identify data to collect in order to obtain a complete picture of the program and provide a plan for data collection, analysis and reporting.
- Manage the data collection process and ensure the program is meeting an established timeline.
- Produce formal reports and presentations for each stakeholder meeting.
- Analyze data by demographic subgroups and attendance to determine if outcomes differ over time and provide recommendations.



- Provide assistance to program directors to embed strategic thinking about program improvements into the daily functions of the staff.
- Observe program activities and conduct structured (uniform, prearranged questions asked during an interview to ensure research consistency) and unstructured interviews (questions asked that develop conversationally during the course of the interview) with the staff and other stakeholders.
- Participate as an integral part of the stakeholder team and help the stakeholder team monitor and adjust its work to understand the full impact of the program on the students and the community.

Interviewing Applicants: The stakeholder team should conduct an interview with applicants. Participating in the planning and selection phase of the evaluation allows the members of the stakeholder team to develop a better understanding of the expectations of the local evaluation.

During the interview process, the stakeholder team should have common questions for every applicant. These questions may vary from program to program but should cover some general topics. Items to consider include:

- ✓ Does the applicant's education meet requirements?
- ✓ Does the applicant have relevant work experience?
- ✓ Is there evidence that the applicant has the required skills to conduct an evaluation like this?
- ✓ Are the applicant's references credible and relevant?
- ✓ Are the applicant's work samples professional and competent?
- ✓ Does the evaluator have the ability and skill to use the research methods required for this evaluation?
- ✓ Does the evaluator have the ability to understand the focus of the study?
- ✓ Can the evaluator effectively direct and manage the evaluation?
- ✓ Does the evaluator have appropriate ethical standards?
- ✓ Can the evaluator effectively communicate the results of the evaluation to the desired audiences?

Phase 2: Planning

Developing an Evaluation Plan, Measures & Setting Goals

EVALUATION PLAN

An evaluation plan is a helpful document that specifies the priorities, methods, direction, and timeline of the evaluation process. Developing a new evaluation plan requires substantial time for discussion to build consensus among the stakeholders around key questions about data collection methods and logistics. The local evaluator may have their own process for developing an evaluation plan, but all plans will have similar components. This manual provides an overview of the key components and considerations but is by no means comprehensive. Appendix A of the manual provides additional sources of information for developing an evaluation plan and a logic model.

A logic model helps provide a snapshot of the program design and evaluation plan. 21st CCLC programs are encouraged to develop a logic model that captures the anticipated resources, activities, outputs and outcomes of the program. The statewide evaluation does NOT require submission of the evaluation plan or logic model; however, these components are important for a successful evaluation.




DEFINING AND MEASURING SUCCESS: 21ST CCLC OBJECTIVES

Because 21st CCLCs are funded through government funds, the Ohio Department of Education is responsible for ensuring that this funding is supporting the goals and achieving the impact intended by Congress and the State of Ohio. The Ohio Department of Education has established **Compliance Measures (CMs)** – or minimum requirements for all programs – that are reported through the program monitoring process (Objectives 1-3).

For the statewide evaluation, programs will be required to submit goals for anticipated outcomes in 2023-2024 and final outcomes for each of Ohio’s **Performance Measures (PMs)** in Objectives 4-6. Some PMs are aligned with 21APR **GPRA Measures** while others are unique to Ohio’s goals and objectives. In addition, programs may develop their own goals and performance measures to track progress. The evaluation plan should specify how the program will collect and analyze data to report results for local, federal and statewide measures. Appendix B provides details around all of Ohio’s Compliance and Performance Measures.

21st CCLC Reporting Requirements



Federal Reporting

- GPRA measures
- Submit through 21APR system



Statewide Evaluation

- ODE measures
- Submit through Qualtrics survey system



Local Evaluation

- Local measures
- Report to local stakeholders

GPRA Measures	Data Sources
GPRA 1 – Reading/Math	Statewide Assessments
GPRA 2 - GPA	GPA
GPRA 3 - Attendance	Attendance Rates
GPRA 4 - Suspension	In-School Suspension Rates
GPRA 5 – Student Engagement	Teacher Survey

Ohio Performance Measures	Data Sources
Literacy/Math	Statewide Assessments
Family Engagement	-Add Qs to existing Family Survey -NEW Staff Survey
Workforce Readiness	-NEW Student Survey
Drop-out Prevention	Credits Attained Graduation rates

Other Local Measures	Data Sources
Determined by program	

*these may be different than the measures used for GPRA

SETTING GOALS

Once a program establishes its performance measures, the next step is to set goals for achievement. Setting goals enables programs to track progress toward goals and to measure the impact. Setting goals also helps programs to determine what can be realistically achieved given their resources and target population. Two programs that offer identical services may set different goals. For example, one program may work with students who are in drop-out recovery and need more time to achieve proficiency levels. Another program may have two full-time staff and might set different targets from a program with four staff. A program with a \$1 million budget would most likely be able to accomplish much more than a program with a \$100,000 budget.

Programs should start with data from past years, which may be helpful to predict future results. However, if program activities, other components, or external factors have substantially changed since the previous year, programs should take these into consideration when setting goals. Therefore, it is recognized that goals are the best estimate about program results, and many factors could influence whether they are achieved.



Phase 3: Implementation

Data Collection & Analysis

Although the local evaluator often leads or conduct the data collection, 21st CCLC program staff should support and improve the efficiency of the data collection process.

DATA COLLECTION

METHODS

Consider the data collection methods used for the evaluation, for example:

- Surveys and questionnaires need to be printed or uploaded online for distribution to participants.
- The local evaluator may need to meet with an IT person or have access to student, staff, or parent email addresses.
- The local evaluator and the stakeholder team may need to create support documents. These could include survey invitations, permission forms, posters, or other documents that explain the evaluation to students, staff, and parents.
- Programs that serve families in which English is a second language may need documents translated into additional languages. The stakeholder team and the local evaluator must address the time and costs associated with translating such materials in the contract and evaluation plan.

LOGISTICS

Consider the logistics of the data collection methods, for example:

- Certain data collection methods, like interviews or focus groups, require a space to conduct.
- If the data collection period takes place during program hours, staff need to be informed that students will be leaving the program during that time.
- The program must inform staff and parents when the local evaluator will be conducting research to ensure smooth data collection.

The local evaluator should be working from a realistic data collection timeline. A short, rushed data collection period will be inadequate to answer evaluation questions and may overlook critical information. Leave plenty of time for survey responses, follow-up, and unexpected challenges. Give staff and parents plenty of lead-time when telling them about events or any interruptions to class.

REMOVING BARRIERS TO DATA COLLECTION

The evaluation will only be successful if there is maximum participation from staff, students, parents, and other stakeholders. Lack of participation will bias or negate the results of the evaluation and have potentially damaging effects on the outcomes. There are many ways to improve data collection response rates, including:

- Obtain strong support from program administration at the host school
- Provide incentives for participation
- Keep surveys and assessments short
- Send reminders and follow-up communications
- Use fun, high-participation events to reach parents and community members



DATA ANALYSIS AND INTERPRETATION

At the completion of the data collection phase, the local evaluator should begin analyzing and interpreting the data. Program staff still play an important role in the data analysis phase because the program and the stakeholder team provide valuable insight and context about the evaluation results. Using the goals as a guide, the evaluator and stakeholder team should discuss the progress in each area. In addition, data analysis can identify potential reasons for student performance improvement or decline. This process can help the program identify best practices, discuss ways to overcome problems, and develop solutions.

REPORTING

The final results of the local evaluation should be provided to the stakeholder team, and necessary data for the statewide evaluation and federal reporting requirements should be submitted. Findings within the local evaluation include the actual results of the analyses conducted. Quantitative findings should be presented in both textual and graphical form. Qualitative data should be reviewed for patterns and discussed. The findings from the local evaluation should be reviewed with the stakeholder team prior to finalizing. An executive summary should be included to present the key findings from the evaluation. During this time, identify recommendations for program improvement with the stakeholder team and local evaluator. Recommendations should be specific to that grant program. Appendix C provides suggested guidance for an outline for local evaluation reporting. As a reminder, the local evaluation report should be designed to meet the local stakeholder needs. There is no requirement to submit this report for the statewide evaluation.

Phase 4: Using the Results Stakeholder Meetings & Communicating Results

Stakeholder meetings are very valuable during the evaluation. At the meetings, the local evaluator can update stakeholders on the evaluation progress and refocus the team on evaluation goals. The local evaluator may also revise the evaluation plan based on barriers and challenges suggested by the stakeholder team. Involvement in stakeholder meetings will also help build evaluation capacity among program staff or other stakeholders. Stakeholders may not have previous experience with program evaluation. By participating in activities like writing the evaluation plan or developing a communication plan, stakeholders will be better prepared for continuous improvement of the program.

MID-YEAR STAKEHOLDER MEETING

The mid-year stakeholder meeting is an opportunity for the stakeholder team and the evaluator to meet and discuss the evaluation. The evaluator should present preliminary findings and discuss any barriers or additional challenges the evaluator has encountered. During this time, the local evaluator should review and update the evaluation plan to reflect any needed changes. Changes should directly address any issues identified by the evaluator or stakeholder team.

The stakeholder team should present any questions to the evaluator about the results. They should also assist in identifying and addressing any barriers or challenges that might undermine the success of the evaluation. After the meeting, stakeholders should share preliminary results with outside audiences.

END-OF-YEAR STAKEHOLDER MEETING

The program should hold an annual stakeholder meeting at the end of the program year. The evaluator may present a final report to the stakeholder team, which should contain all evaluation findings. The evaluation findings should address the expected targets. The evaluation findings can help improve the program, set new goals and anticipate challenges. During the end-of-year stakeholder meeting, consider the following:

- Were the findings what the program and stakeholders expected?



- Are modifications needed to the program?
- What were the unintended consequences?
- Were the assumptions true and did the external factors affect the program as anticipated?

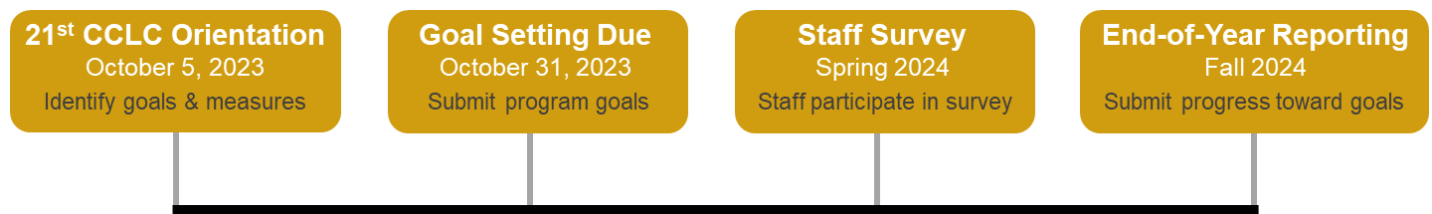
COMMUNICATING RESULTS

In addition to reporting requirements for the statewide evaluation, the program staff may wish to share findings with additional interested audiences (e.g., parents, community members, staff). Tailoring the message to each audience is very important. There are several methods for disseminating the results, including distributing a short summary of findings, sharing at brown bag events and presenting to parent groups.

Statewide Evaluation

The statewide evaluation is designed to provide the Ohio Department of Education with actionable recommendations that enable program and system improvements that lead to positive outcomes for students and families. To develop a statewide report, it is necessary for local programs to report on the same performance measures. This enables local data to be aggregated and analyzed with program data from across the state.

Statewide Evaluation Timeline



GOAL SETTING – OCTOBER 2023

Goals should reflect what programs proposed to accomplish in 2023-2024 when they submitted their RFA proposals or continuing renewal proposals (Spring 2023). If circumstances have changed substantially since the proposal was submitted, programs have the opportunity to explain how these circumstances affected their targets for 2023-2024.

Programs will report 2023-2024 outcomes for their selected performance measures in Fall 2024. Program goals and results will be compared. Program results that are within 25% above or below goals will be considered as meeting goals and programs will have the opportunity to explain the circumstances that contributed to the results. It is recognized that many external factors may contribute to exceeding or missing goals, but it is important for programs to recognize and learn from these circumstances and make any improvements as needed.

Though the performance measures are defined by the Department, programs can set their own goals and determine how they will collect data to meet the measure. Appendix B provides more information on goal setting and measure planning tables.



GOAL SETTING SUBMISSION – OCTOBER 31, 2023

In October, all program managers will receive a link to a survey where they will submit their program goals. A worksheet matching exactly what will be in the survey will be provided to all programs in early October so the evaluation planning can begin. The survey will ask how the program intends to measure its progress toward its goals for the end of the year. The survey will be accessible for approximately three weeks and is due **October 31, 2023**.

STAFF SURVEY – SPRING 2024

In the spring, the statewide evaluators will request that all program managers provide a contact list of staff members participating in the 21st CCLC program. The statewide evaluators will administer a brief survey to staff to capture their perspectives (see Appendix D for more details).

SUBMIT END-OF-YEAR PROGRESS TOWARD GOALS – FALL 2024

After the program has ended for the year, the local evaluator will work with programs to analyze data to help programs report on their progress toward their goals. In Fall 2024, programs will receive a link to a survey (similar to the goal setting survey) where they will update the extent to which their programs have met their goals. Additional information regarding program implementation and evaluation will also be asked in this survey. Programs will NOT be required to submit an End-of-Year report for the statewide evaluation, though it is strongly encouraged to work with local evaluators to collect all information that will be necessary to answer the questions in the survey regarding program implementation and progress.

NOTE on **NEW!** FY24 DATA SOURCES

To improve measures around family engagement and career and workforce readiness, the statewide evaluation will be requiring programs to administer specific survey questions to families (measuring family engagement) and students (measuring career decision self-efficacy). These items will be reported directly to the statewide evaluators through End-of-Year reporting. 21st CCLC staff will be asked to participate in additional surveys regarding these topics. Appendix D provides more detail about these new measures.



Appendix A: Evaluation Plan

Developing an Evaluation Plan

The local evaluator and stakeholder team should work together to create an evaluation plan for the program. The evaluation plan is a document that describes the methods the evaluator will use to assess the program. It is the road map of the evaluation which establishes key responsibilities, processes, and goals for the evaluation. The evaluation plan may build on the logic model.

EVALUATION FOCUS

The first step when writing the evaluation plan should be to determine the focus by defining the questions that are important for the evaluation to answer. The program should base the evaluation questions on the Logic Model outcomes. For example, if it is assumed that students in the program will have a 15 percent increase in math test scores because of computer programs, an evaluation question might be, “What impact do math computer programs have on student math scores?” Evaluation questions may be simple or complex depending on the information they seek.

The evaluation questions will come from a number of sources and may differ each year. Questions will be specific to each program. The stakeholder team and local evaluator should select the evaluation questions that will best determine the success of the program. Writing good evaluation questions makes the rest of the evaluation easier.

PROCESS AND OUTCOME EVALUATION

Evaluation and assessment are important components to assure that programs meet their intended objectives. Evaluation can help to identify emerging challenges and barriers to program success by conducting process evaluations and assessing the extent to which the program or policy is having the desired impact on the targeted population by conducting outcome evaluations. These evaluations, particularly when conducted simultaneously, provide a comprehensive picture of a program’s effectiveness.

Because each evaluation will be tailored to fit the specifics of the grant program, it is important that the program hire an expert evaluator who can develop a plan that uses different types of methodologies. Many evaluations require multiple modes of data collection; these may include both quantitative techniques (such as web, mail and telephone surveys) and qualitative techniques (such as observations, focus groups and interviews).

A process evaluation helps programs to identify opportunities for improving organizational and implementation strategies and assists staff in developing successful strategies for programming. Components may include measuring fidelity to evidence-based practices, evaluating the implementation of procedures or examining participant perceptions of established practices and participant satisfaction. The methodology for the process evaluation will be dependent on the evaluation questions. The local evaluator can help determine which program components are being implemented properly and which areas still need to be addressed.

An outcome evaluation measures how well a program has produced its intended impact on the targeted population. For 21st CCLC programs, the intended outcomes will include Performance Measures (PMs) provided within the initial proposal. PMs often compare current outcomes with the original student outcomes prior to entering the program. For example, if one of the project goals states that as a result of the program the number of students who pass the math proficiency test will increase by 25 percent, then the program will need to determine how many students passed the proficiency exam at the beginning of the year and the number who passed at the end of the year to see if there is a 25 percent increase. The local evaluator can design an outcome evaluation for a program using existing measures or by creating new measures to capture the data needed to understand a program’s impact.



DATA COLLECTION

Data collection is a balance of cost and quality. The more in-depth the data collection method, the more expensive it can be. When creating a data collection plan, consider the methods the evaluator will use to collect data and the resources needed.

Quantitative methods focus on measurement and numerical data. The methods of collecting this data can include surveys, questionnaires, and/or assessments. The benefit of using a quantitative method is the ease of collecting data and comparison of the results.

Qualitative methods can include interviews, focus groups, or observations. Qualitative data can provide more in-depth responses than quantitative data alone. In addition, the evaluator can use the results to fill in gaps and build context that quantitative methods may have missed. For example, a survey question may ask students if they like using a computer math program, but a focus group can find out why they like it. The evaluator should be knowledgeable in using both methods. Depending on the scope of the evaluation, the evaluator should use a combination of methods when collecting data.

An evaluation should include both qualitative and quantitative methods. An evaluation heavy with quantitative data, like test scores and attendance data, will show if the program is having an impact on students (but may be less likely to tell why). On the other hand, qualitative data may clarify what a program is doing, but not whether it is working.

Using Existing Data

Existing sources of data, like student records, test scores, or grades, are very important to the success of the evaluation. Existing data can be the backbone of the evaluation by showing the history of the program. The local evaluator and the stakeholder team should thoroughly investigate all potential sources of existing data to determine its value to the evaluation.

There are several important things to consider when using existing data. The format of the data is important to its usefulness. The data may be in a format that is difficult to use and requires effort to be usable. It is important to plan time and resources to make this data suitable. Additionally, the program may need special permission to share data with the evaluator. The program staff and local evaluator should carefully review any applicable data sharing requirements before data is shared.

REPORTING

The evaluation plan should detail how the evaluation will report its findings to each stakeholder group. For example, parents and community members may only want a short summary or presentation of the evaluation results, whereas the statewide evaluation requires specific pieces of the evaluation be reported through the survey link. Be sure to establish the reporting expectations with the local evaluator.

A Note about Data Ownership and Sensitivity: Be clear with the evaluator that the evaluation data belongs to the program. This is a non-negotiable and should be included in the contract. Data may include sensitive data, like student academic records. It is important that the evaluator explicitly states how they will handle sensitive data and how the program will handle data at the completion of the evaluation.



Evaluation Plan Outline

1. A description of the program, including:
 - Location
 - Grade Levels
 - Length/days
 - Programming
2. The program goals, including:
 - The expected student academic outcomes and social development outcomes
 - A logic model
 - Detailed information about measurements
3. Evaluation Questions, including:
 - The focus for the process evaluation
 - The focus for the outcome evaluation
4. How the program plans to answer each of the evaluation questions, including:
 - Evaluation design
 - Target populations
 - How data will be collected and methods to be used
 - Data sources
 - Timeline for data collection
 - Methods for data analysis (include both process and outcome data)
5. A description of the roles and responsibilities of the people who will assist with the evaluation, including:
 - The Evaluator
 - Program staff (if applicable)
 - Stakeholder team
6. A list of the stakeholder team members, including name, title, affiliation and contact information
7. A description of how the program will use and disseminate the evaluation findings
8. Name and contact information for the person who is responsible for answering questions regarding the Evaluation Plan.
9. Appendices
 - a. Protocols and Survey Instruments
 - b. Evaluator resume



Developing a Logic Model

A [logic model](#) is a visual way of showing how to anticipate that implementing the evidence-based strategy will ultimately lead to improved results. A clear logic model is essential to the evaluation of the program. A good logic model makes connections between the resources that go into the program and the outcomes that occur because of those resources. Most important, it helps all stakeholders to better understand the program's impact on students. The creation of the logic model should be a collaborative effort between the stakeholder team and the local evaluator.

Going through the process of creating a logic model is more than just an exercise. The process can clarify objectives, generate important questions about assumptions and expectations and provide a roadmap for developing a robust program evaluation. There are many existing variations on logic models. Additional resources about using logic models include the following:

[W.K. Kellogg Foundation Logic Model Development Guide](#)

[Pell Institute Evaluation Toolkit: Using Logic Model](#)

LOGIC MODEL ELEMENTS

There are multiple forms of logic models. The local evaluator may use a different logic model than the example provided below. However, all logic models have three basic elements: Inputs, Outputs and Outcomes.

Inputs are the resources the organization has invested into programming and activities and may include staff, money, supplies and technology. For example, an input could be “five full-time, certified teachers.”

Outputs of the program are the activities and services offered and the level of participation the program receives because of those activities. Participation outputs are concrete and tangible, such as “150 students attend program 30 days or more.” The outputs can include the following:

- **Program Activities:** Activities are the classes and events the program provides to students using inputs (i.e., resources). For example, using a software package is a specific activity a program uses as part of teaching mathematics. The logic model should align program activities with 21st CCLC program goals.
- **Target Participants:** Include information about the target participants, such as the number of participants expects to serve if the program is successful. This could include the number of classes offered, number of students served and/or number of parents reached.

Outcomes are the results expected if the program is successful. Program outcomes should be linked to the goals of the program. There are three categories of outcomes, based on specific timeframes: short-term, medium-term and long-term outcomes. Outcomes can be tangible, like “Students reading scores improve by five percent” or less concrete, like “Parents have increased awareness of educational opportunities.” When determining program outcomes, consider the following:

- **External Factors:** External factors are environmental elements that affect the program that program staff have little to no control over. They include such things as political, demographic or environmental factors. For example, an external factor might be “21st CCLC grant funding decrease between the fourth and fifth program years.”



- Assumptions about the Program: Assumptions are the beliefs about the program and how the program will work. An assumption might be that “computer software for reading improves student reading performance” or “increased parent participation in an afterschool program improves student academic performance.”

LOGIC MODEL TEMPLATE

A suggested template for a logic model is provided here.

Participant Needs: On average, 4 th grade students are not demonstrating reading comprehension skills. Specifically, only 25% of 4 th grade students passed the comprehension portion of the local assessment.						
Assumptions: Appropriately credentialed supervisors can support after school staff in providing academic enrichment activities.						
External Factors: Consistent attendance is difficult because of transportation issues at the center location.						
Performance Categories	Inputs	Implementation		Outcomes		
		Activities	Outputs	Short-term	Intermediate	Long-term
	What do we invest? (resources, assets)	What do we do to reach youth and families? (what, how)	Product of the activity. (who, how often, fidelity)	What are our immediate results? (attitudes, knowledge)	What are our intermediary results? (behaviors)	What do we ultimately impact? (final impact)
Academics	Input #1 One full-time site coordinator who has experience supervising front line staff, is certified to teach, and has experience in programs that provide academic enrichment.	Afterschool reading instruction and enrichment activity focused on building students' comprehension skills. As measured by the YPQA (how well the program was implemented).	Activity will be provided three times a week for one hour over 18 weeks to students in 4 th grade. As measured by attendance data (number of times and weeks the activity was provided to students).	By halfway through the school year, 70% of regularly attending students are reading higher grade level books. As measured by teacher tracking/student progress reports.	By the end of the school year (time), 90% (how many) of (who) regularly attending 4 th grade students (attending 45 or more program days) will improve reading comprehension scores. As measured by the local reading assessment.	By the end, and into the following year, 80% of regular attending 4 th grade students (attending 45 or more program days) will have higher academic achievement during school day courses due to improved reading comprehension. As measured by classroom grades and local assessment over time.



Appendix B: 21st CCLC Objectives & Measures

As noted in the [FY24 21st CCLC RFA](#), the Ohio Department of Education has established objectives for 21st CCLC programs to achieve positive impact in:

- Reading (with a focus on literacy achievement)
- Mathematics
- Positive youth development
- Parent and Family Engagement
- Workforce readiness
- Sustainability

To track progress toward these objectives, ODE has specified performance measures so that programs can individually track and report their results, and program data can be aggregated to assess statewide progress.

Note on Selection and Alignment of Measures

In selecting the program performance measures, the goal is to streamline data collection and analysis at the local level while enabling statewide analysis and reporting. If there is a GPRA measure that aligns with an ODE objective, that measure was selected to be used for the statewide evaluation as well. At this time, the statewide evaluators are unable to aggregate and analyze data entered into the 21APR system, therefore some data provided in 21APR must be resubmitted through the End-of-Year reporting.

For program objectives that do not have an aligned GPRA measure, an aligned ODE program performance measure was selected. In some cases, the ODE program performance measure has been adapted to simplify data collection and reporting. GPRA and ODE program performance measure identification numbers are provided.

21st CCLC Compliance and Performance Measure Planning Table

The following tables specify the Ohio 21st CCLC compliance and performance measures, organized by objective. Programs will set goals for some performance measures in October 2023 and report end-of-year results for these measures in Fall 2024. It is understood that some measures may not apply to all programs because of the age of students served or the program design. This table is designed to be a helpful tool for evaluation planning and the following steps are recommended:

- 1) Review the list of measures and determine which measures apply to the program. For example, if the program does not provide career readiness programming, that measure would not be applicable.
- 2) Collaborate with the local evaluator to develop an evaluation plan to identify how data will be collected for each measure. Develop a plan for the frequency and timeline for data collection, who is responsible, any needed consent or permissions, and how data will be analyzed and reported.
- 3) Collaborate with the local evaluator to review any existing data to inform goal setting for any measures where the goal has not already been set. Review the most recent RFA or continuing renewal proposal to determine what the program proposed to accomplish in 23-24. Determine program goals for the measures and report in October 2023.
- 4) Continue to monitor and collect data throughout the school year.
- 5) Collect end-of-year data. Collaborate with local evaluators to analyze change from baseline to end-of-year (for some performance measures).
- 6) Report results in Fall 2024.



Ohio's Compliance Measures (CMs)

For Objectives 1-3, CMs are primarily reported through Program Monitoring. However, there may be some overlap with 21APR and Statewide Evaluation reporting requirements. These measures are collected for all programs, and because goals are already established for these, goal setting will not be required for CMs.

Objective 1: Ohio's 21 st CCLC will establish and maintain relationships with other community-based organizations and local education agencies that provide ongoing partnerships of mutual support and result in strengthened implementation of the 21 st CCLC program.		
Sub Area	Compliance Measure	Reported To
Partnerships	CM 1.1 Programs will meet monthly with primary partnering agencies (local education agencies and/or community-based organizations) to examine services and strategize their collaborative efforts to serve their 21 st CCLC students.	Program Monitoring
Sustainability	CM 1.2 Programs will develop robust sustainability plans and demonstrate progress in implementing the plans.	Program Monitoring

Objective 2: Ohio's 21 st CCLC programs will deliver high-quality programs with evidence-based educational and developmental services that positively affect student outcomes in school attendance, academic performance and behavior.		
Sub Area	Compliance Measure	Reported To
Literacy	CM 2.1 Programs will deliver enrichment opportunities in reading that use evidence-based strategies and practices, as defined by the Ohio Department of Education, and provide at least two hours, on average, of reading enrichment per week.	Program Monitoring 21APR Statewide Evaluation
Mathematics	CM 2.2 Programs will deliver enrichment opportunities in mathematics that use evidence-based strategies and practices, as defined by the Ohio Department of Education, and provide at least two hours, on average, of math enrichment per week.	Program Monitoring 21APR Statewide Evaluation
Workforce Readiness	CM 2.3 Programs will provide programming that connects academic content with careers, promotes career technical education pathways, and provides opportunities for students to develop professional capabilities (middle and high school sites only).	Program Monitoring Statewide Evaluation
Dropout Prevention	CM 2.4 Programs will provide dropout prevention using evidence-based strategies and interventions that keep students enrolled in school and on track for earning high school diplomas (middle and high school sites only).	Program Monitoring Statewide Evaluation
Program Attendance	CM 2.5 Programs will ensure that at least 60 percent of enrolled students attend regularly (30 days or more).	Program Monitoring 21APR Statewide Evaluation



Family Engagement	CM 2.6 Programs provide at least three evidence-based educational development opportunities to families of the participating students (for example, family literacy classes, parenting classes, and activities to support family engagement in the school and community.	Program Monitoring Statewide Evaluation
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Objective 3: Ohio’s 21st CCLC programs will ensure the out-of-school activities target the students’ academic needs and align with instruction during the school day.

Sub Area	Compliance Measure	Reported To
School Relationships	CM 3.1 Programs will establish working relationships with school staff members by meeting monthly (at a minimum), sharing student-level academic data and linking after-school activities with students’ school day curricula and standards.	Program Monitoring

21APR GPRA Measure Indicators

GPRA measures are developed by the federal Department of Education and may change. The current 21APR GPRA Measure Indicators are:

- **GPRA#1 – Reading and Language Arts:** Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.
- **GPRA#1 – Math:** Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.
- **GPRA#2:** Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA.
- **GPRA#3:** Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at/or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.
- **GPRA#4:** Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
- **GPRA#5:** Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

Ohio’s Performance Measures (PMs)

The following tables outlines Objectives 4-6 with their corresponding performance measures (PMs), data sources, and where outcomes are to be reported. Programs will set goals for PMs in October 2023 and report on progress toward the goals in the End-of-Year reporting in Fall 2024.

Data Sources: Each measure has required data source(s) or instrument(s).

- Literacy and Math Assessments must be approved by the Ohio Department of Education; grantees can choose which assessments work best for their program:
 - [Ohio's State Tests](#) - State achievement tests for grades 3-8
 - [Ohio's Approved Assessments](#) - Approved literacy and mathematics assessments for grades K12
 - [Ohio's Early Learning Assessments](#) - Approved literacy and mathematics assessments for preschool students
 - [Renaissance STAR Reading and Math Assessments](#) - Approved dropout prevention and recovery mathematics and literacy assessments



- Grade Point Averages – definition provided through 21APR guidance; data supplied by LEA or district records
- Teacher-reported Student Engagement Survey – provided by the Department as part of 21APR reporting
- In-school suspension – definition provided through 21APR guidance; data supplied by LEA or district records
- School-day Attendance – definition provided through 21APR guidance; data supplied by LEA or district records
- Family Survey – questions provided through the Statewide Evaluation
- Staff Survey – administered through the Statewide Evaluation
- Career Development Inventory – questions provided through the Statewide Evaluation
- Credits attained – data supplied by LEA or district records
- Graduation – data supplied by LEA or district records

Objective 4: Ohio's 21st CCLC programs will deliver evidence-based educational development opportunities that promote family involvement and family literacy and result in family members engaging in their children's learning — either at home, at programs sponsored by the center, or elsewhere — in ongoing and meaningful ways as measured by:

Sub Area	Performance Measure	Data Source(s)	Reported To
Family Engagement	PM4.1: Percentage of families and caregivers who support their child's learning and development.	Family Survey Staff Survey	Statewide Evaluation

Objective 5: Participants in Ohio's 21st CCLC programs will demonstrate educational and social benefits and positive behavioral changes as measured by:

Sub Area	Performance Measure	Data Source(s)	Reported To
Improvement in Academic Achievement	PM5.1: Percentage of 21 st CCLC regular program participants who moved from "basic" or "limited proficiency" to "proficient" or above in reading on Ohio's statewide literacy assessments.	Literacy Assessments	Statewide Evaluation
	PM5.2: Percentage of 21 st CCLC regular program participants who moved from "basic" or "limited proficiency" to "proficient" or above in mathematics on Ohio's statewide literacy assessments.	Mathematics Assessments	Statewide Evaluation
	PM5.3: Percentage of all pk-12 students participating in 21 st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.	Literacy Assessments	Statewide Evaluation 21APR (grades 4-8 only)
	PM5.4: Percentage of all pk-12 students participating in 21 st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.	Mathematics Assessments	Statewide Evaluation 21APR (grades 4-8 only)



	PM5.5: Percentage of students in grades 7-8 and 10-12 attending 21 st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA.	GPA	21APR
Improvement in Academic Behaviors	PM5.6: Percentage of students in grades 1–5 participating in 21 st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.	Teacher Survey	21APR
	PM5.7: Percentage of students in grades 1-12 attending 21 st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.	In-school Suspension	21APR
	PM5.8: Percentage of students in grades 1-12 participating in 21 st CCLC during the school year who had a school day attendance rate at/or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.	Attendance	Statewide Evaluation 21APR

Objective 6: Ohio’s 21st CCLC programs will deliver evidence-based opportunities for participants to explore careers, occupational identities, and draft career and postsecondary pathway maps as measured by:

Sub Area	Performance Measure	Data Source(s)	Reported To
Workforce Readiness	PM6.1: Percentage of students in grades 7-12 participating in 21 st CCLC programming during the school year who demonstrate growth in career choice readiness.	Career Decision Self-Efficacy Scale	Statewide Evaluation
Dropout Prevention	PM6.2: Percentage of students in Dropout Prevention and Recovery programs who successfully attain credit in a graduation-required course that they were not successful in earning in a prior attempt.	Credits Attained	Statewide Evaluation
	PM6.3: Percentage of student in Dropout Prevention and Recovery programs that graduate in 8 years or less.	Graduation	Statewide Evaluation



Appendix C: Final Reporting Outline

If a local evaluator provides a final end-of-year report (which is strongly suggested), it may include the following information:

1. An Executive Summary (1–2-page overview of findings)
2. A description of the program including average number of students attending
3. A description of the evaluation methodology, including:
 - a. How the data was collected
 - b. The response rate for any surveys or interviews conducted. For example, include how many people were eligible for the survey or interview and how many people completed the survey or interview
 - c. Observations (if observations were conducted) including, what was observed, the length of the observation and when the observation was conducted
 - d. Student achievement data and how it was collected (if student achievement data are included)
 - e. The target population
 - f. Data analysis procedures
 - g. Any limitation of the evaluation
4. Findings (generally formatted by Evaluation Questions) including:
 - a. Graphs with explanations of the findings
 - b. Language that is easily understood by a broad audience
 - c. Quotes and vignettes that illustrate findings
 - d. An interpretation of the findings (Description of what the results mean)
5. Recommendations (action items)
6. Lessons Learned including next steps and issues for consideration
7. Appendices that include all instruments used (For example: questionnaires, protocols, focus group guides, and observation tools.)
8. Updates to local evaluator or Stakeholder Team. List any changes that have occurred.
9. Name and contact information for the person who is responsible for answering questions regarding the Final Report.



Appendix D: New Measures for Statewide Evaluation

New! Measures of Family Engagement

Background & Purpose

Family engagement is an important component of 21st CCLC programs to deepen the impact of out-of-school time activities.² One objective for all 21st CCLC programs in Ohio is to deliver family engagement strategies that support involvement in their child's education and learning. This section summarizes new updates to processes for systematically measuring the impact of 21st CCLC family engagement activities.

Why this change?

Based on the most recent 21st CCLC annual report for Ohio (2021-22 school year), most programs (92%) are already surveying families to understand the program impact and satisfaction. However, at the state level, current metrics are limited to only reporting the number of opportunities provided and success in meeting goals around this number.

Given the critical importance of family engagement within 21st CCLC, the Department would like to better document and demonstrate the successes and impact of family engagement across the state.

What is being asked of 21st CCLC program managers? (23-24 school year)

For the 2023-24 school year, program managers and staff will be asked to support the state evaluation in two key areas: (1) gathering input from families and (2) participating in staff reporting processes. An outline of the key activities for each area is provided below.

1. *Gathering input from families*

All 21st CCLC program staff will partner with their local evaluator to create an evaluation plan to determine strategies for measuring the local impact of family engagement.

The statewide evaluation team (UCESC) will provide approximately 8-10 specific questions that all 21st CCLC staff must include in their surveys administered to families at the end of the year (for academic year programming) or end of the summer (for summer programming).

Program staff and local evaluators will lead all site-based data collection efforts, including the logistics of where and how surveys are administered. Programs are encouraged to incorporate or utilize existing data collection methods already in place.

There is no "magic" number of surveys to collect. Any input from families is valuable, whether one family or 100.

Within End-of-Year reporting for the 2023-24 school year (Fall 2024), all 21st CCLC programs will be asked to report their family engagement survey data responses. Results will be collected *by survey item*. For each of the items, programs will be asked to provide:

- # of family or caregiver respondents who selected each individual response (*strongly agree, agree, neutral, disagree, strongly disagree*)
- Total # of surveys distributed and total # of responses.

² Pompa, (2013). *Family involvement as a critical element of quality expanded learning opportunities. Expanding Minds and Opportunities: Leveraging the Power of afterschool and summer learning for student success.* The Expanded Learning & Afterschool Project. <https://www.expandinglearning.org/expandingminds>



Further guidance around specific survey questions, family survey distribution and data entry will be provided in Spring 2024.

2. Participating in staff reporting processes

In Spring 2024, UCESC will administer a survey inviting all existing 21st CCLC staff (at all levels) to provide input on their engagement with families. It is helpful to understand the skills and knowledge that educators have on family engagement, so we can understand both how 21st CCLC staff are connecting with families across the state and how additional professional learning opportunities might be able to enhance future family engagement efforts (Bachman, 2023). The process will include the following steps:

1. Program managers will be contacted to provide staff emails for any 21st CCLC staff at their site.
2. UCESC will send a survey link to all staff to participate in a survey, which will include questions about their implementation and perceptions of family engagement practices or programs.
3. UCESC will analyze and report key findings based on responses – These data will not be reported on the individual/site level, rather it will be used to better capture the statewide context of family engagement and to identify future professional development and continuous quality improvement efforts for 21st CCLCs.

New! Measures of Career Self-Efficacy

Background

Youth occupation identity plays a vital role in shaping educational choices and career pathway development. Oftentimes, students have limited knowledge of occupational choices due to limited exposure to role models and over exposure to media that sometimes reinforce stereotypes based on gender, race, and class.³ This may be especially true for students participating in 21st CCLC programs.

Purpose

One objective for all 21st CCLC programs in Ohio is to provide evidence-based activities that support career readiness for students in middle and high school. This section aims to summarize processes for systematically measuring the impact of 21st CCLC programming on career readiness for students across Ohio.

Objective 6 in the Nita M. Lowey 21st Century Community Learning Centers Ohio's Out-of-School Time and Expanded Learning Time Grant FY24 – Request for Applications (Ohio RFA) states:

“Ohio’s 21st CCLC programs will deliver evidence-based opportunities for participants to explore careers, occupational identities, and draft career and postsecondary pathway maps.”

What is different for the 2023-24 school year?

Based on the most recent 21st CCLC annual report for Ohio (2021-22 school year), 53% of programs reported providing enrichment opportunities in career competencies and career readiness. Of those programs, 33% reported that students increased their career readiness. One of the challenges for program managers has been finding a way to measure the effectiveness of career readiness strategies, making it difficult to report on progress.

What is being asked of 21st CCLC program managers?

For the 2023-24 school year, program managers and staff providing career readiness programming to students in grades 7-12 will be asked to support the statewide evaluation of career readiness in two ways: (1) reporting the evidence-based opportunities provided to middle and high school students and (2) administering a survey

³ Callahan, Jessica, Ito, Mizuko, Campbell Rea, Stephen and Amanda Wortman. (2019). *Influences on Occupational Identity in Adolescence: A Review of Research and Programs*. Irvine, CA: Connected Learning Alliance.



to students to measure career decision self-efficacy. Below, an outline of the key activities for each area is provided.

1. Reporting evidence-based opportunities

Similar to existing practices, 21st CCLC programs will partner with a local evaluator to create a evaluation plan for tracking evidence-based career readiness activities.

Within End-of-Year reporting for the 2023-24 school year, all 21st CCLC program managers providing career readiness programming to students in grades 7-12 will be asked to report on specific career readiness activities. Information will need to include:

- a. List of evidence-based career readiness activities provided for students
- b. Number of students by grade level who attended 21st CCLC program for a minimum of 30 days and participated in career readiness activities

2. Administering career decision self-efficacy instrument to students

In Spring 2024, program managers will administer approximately 8-10 questions to students who participated in career readiness activities.

Program staff and local evaluators will lead all site-based data collection efforts, including the logistics of where and how the instrument is administered. Programs are encouraged to incorporate or utilize existing data collection methods already in place.

- Some sites may already be using other instruments (e.g., Ohio Means Jobs Career Assessment, Naviance, DESSA, Achieve 3000), which is a local program manager choice; however, the expectation for the statewide evaluation is to administer and report results from the designated career decision self-efficacy instrument.

UCESC will analyze and report key findings based on responses – These data will not be reported on the individual/site level, rather it will be used to capture the statewide context of career readiness.

Within End-of-Year reporting for the 2023-24 school year (Fall 2024), all 21st CCLC programs will be asked to report on their career decision self-efficacy survey data responses. Results will be collected *by survey item*. For each of the 10 items, programs will be asked to provide:

- # of students who selected each individual response (*strongly agree, agree, neutral, disagree, strongly disagree*)
- Total # of surveys distributed and total # of responses.

Further guidance around specific career decision and self-efficacy questions, administration of the questions, and data entry will be provided in Spring 2024.

