

IX. Effective Data Collection and Program Evaluation

As required by federal statute, 21st CCLC programs must continuously measure the effectiveness of their programs to ensure high quality academic enrichment opportunities and assess the program's progress towards achieving overall student success. The results of these evaluations should be used to refine, improve, and strengthen the overall quality of the program. It is especially critical that programs formalize a detailed plan to ensure access to the data necessary to analyze its progress. (e.g. student grades, assessment scores)

All subgrantees must use an external evaluator to conduct the ongoing evaluation of their programs. An external evaluator is an individual, agency, or organization, with **no** vested interest in the 21st CCLC program. This requirement refers, but is not limited, to current and former employees of the applicant or co-applicant agency, the original grant application writer(s); family members of employees, participants, and partners; and the applicant's partners. Contracts with external evaluators must be limited to an individual fiscal year with renewal options for each subsequent year of the grant term. **The amount to be paid to the evaluator from grant funds cannot exceed 3% of the annual grant award amount.** If the amount to be paid exceeds 3% of the grant award, the outstanding balance must come from other non-21st CCLC sources.

A. Measurable Goals and Objectives

1. For each goal, the subgrantee must include specific objectives with accompanying performance measures that are quantitative and challenging, yet achievable.
2. Each student-based objective must be performance based and must be able to be continuously measured throughout the year.
3. These measurable objectives will be monitored, and continuation funding is likely to be dependent on achieving the objectives as proven by data.
4. All goals and objectives must be shared with partners, regular school staff, out-of-school staff, parents, evaluator, and students and evidence of sharing is documented through agendas and sign in sheets.
5. End-of-the-year results on goals and objectives will be reported in Transact.

B. Formative Assessment

Each subgrantee must undergo periodic (formative) assessments to assess progress toward achieving the proposed objectives and ultimate goal of providing high-quality opportunities for academic enrichment. The formative evaluations should involve both quantitative and qualitative data collection. Each subgrantee must email the completed formative evaluation to the local program specialist. The due date is typically in early February with a specific date provided by GaDOE.

1. Used to refine, improve, and strengthen the program (i.e., continuous improvement of the program)
2. Made available to the public upon request

The format for the formative assessment is provided by the 21st CCLC department. The written formative assessment reports must contain, at minimum, the following elements:

1. Student Attendance: Data on average daily attendance and enrollment at each site
2. Program Operation: Synopsis of current level of operation at each site
3. Objective Assessment: Data analysis and indication of progress towards achieving EACH objective (as required, all objectives must include measures that allow for continuous [formative] assessment)
4. Recommendations: Recommendations for programmatic refinement for all objectives where progress is not being achieved or where the program is not likely to achieve the stated objective by the end of the program year

C. Transact Data Entry

(Refer to the Transact online User's Manual for specific instructions.)

Transact is the online system utilized by subgrantees to enter and maintain required program data and information that is report to US ED. Subgrantees must enter data in Transact on a regular basis. (See Appendix O). Please see below for a list of some of the requirements:

1. All students must be registered into Transact at the beginning of the program; set up term calendar.
2. Georgia Testing Identification (GTID) numbers must be entered for all students.
3. Build rosters in Transact.
4. Daily attendance must be taken and recorded in a timely manner. See Appendix O.
5. Grades must be entered for each grading period for English/Language Arts and math (subgrantees may enter other subject grades as determined by your program's goals and objectives).
6. Subgrantees are required to distribute teacher surveys and have the option to use Transact to generate surveys as one tool to assess the effectiveness of the program for their students. The results must be entered into Transact at the end of the year.
7. Data must be certified by the program director for school year program in accordance with the timeline established by GaDOE. Complete Annual Performance Report (APR) Certification Review Report in Transact.

D. Georgia Testing Identification (GTID) Numbers and Data Collection

Georgia Testing Identification (GTID) Numbers are unique identifiers for all students in Georgia. Student academic data is coded via the Student Information System (SIS) for all Local Education Agencies (LEAs) by entry of GTID numbers for each student. LEAs submit their SIS to GaDOE during the school year at established times. 21st CCLC subgrantees are required to provide GTID numbers for all participating students to assist with tracking attendance, academic data and federal reporting.

- Non-LEA subgrantees are required to provide their contact in each designated LEA within the geographic area with an enrollment roster that includes all students who have been enrolled and participated in 21st CCLC activities. LEAs

will be required to report those students identified as participating in 21st CCLC activities via their GTID numbers into the SIS for transmission to GaDOE Data Collections in Student Record.

- LEA subgrantees will be required to report via GTID numbers for all 21st CCLC students who have enrolled and participated in 21st CCLC activities. LEAs will be required to enter participation in 21st CCLC activities into the SIS for transmission to GaDOE Data Collections in Student Record.

Deadlines for entry of GTID data will be established by the data collections office in the coordinating school district.

Coordination between the 21st CCLC staff and the LEA Data Collections staff is important.

E. Summative Evaluation Requirements

Each 21st CCLC subgrant must submit a summative evaluation report typically by June with the specific date provided by GaDOE. The summative report, which is prepared by the external evaluator, must provide a detailed summary of the program and progress towards meeting each stated objective. Each report must include, at a minimum, the following major sections:

1. Common Data Elements page provided by GaDOE 21st CCLC
2. Overview and History
This section must contain a general overview of the subgrantee's 21st CCLC program, including a history of previous operation and how the program has progressed and grown over the past year(s) of operation, if applicable.
3. Student Attendance and Enrollment
 - a. Student enrollment (per site and for the grant as a whole); enrollment must include overall total enrollment and the number and percentage of regular attendees (attending >30 days or 90 hours).
 - b. Average daily attendance (per site)
 - c. Student demographics (e.g., gender, ethnicity)
4. Program Operation
The summative report must include information on operation for each site within the program (e.g., days, hours, and weeks of operation for each component).
5. Quality of Staffing
The composition of site staff is one method for assessing the quality and breadth of a 21st CCLC program. For each site within the program, the summative report must include information about staffing, such as staff demographics, student to staff ratio, staff training and/or professional learning, and utilization of certified teachers.
6. Objective Assessment
Within the grant application, 21st CCLC programs propose both objectives and methods of evaluating progress towards achieving the objectives. The summative report must include detailed information for each objective approved by GaDOE (e.g., activities, data collected, timeline, analysis, and results). Programs are not

permitted to revise, reword, or otherwise change their objectives without specific written approval from GaDOE in the form of a program amendment.

7. Other Observations (*Optional*)

If appropriate, provide other relevant findings pertaining to the 21st CCLC program. Other findings could include qualitative and/or quantitative data not related to specific objectives; quotes or statements from students, parents, or teachers; success stories of students within the program; and photographs demonstrating unique program activities and services.

8. Progress towards Sustainability

The summative report must provide information about the program's partnerships (e.g., partnership development, partner maintenance, and contributions to the program).

9. Overall Recommendations

Provide an overall assessment of the 21st CCLC program, as well as any program-wide recommendations to enhance program quality. This is considered to be the most important section of the Summative Evaluation.

The summative evaluation report is required of all 21st CCLC programs. This report will be compared to data submitted to GaDOE and the US ED to ensure accuracy of data analyzed and summarized. The 21st CCLC program must, upon request, provide GaDOE all data mentioned in the summative evaluation report. GaDOE will review all summative evaluation reports to aid in determination of whether to award discretionary continuation funding in the subsequent years of the grant award. Failure to show adequate progress towards achieving objectives may result in discontinuation of funding or increased monitoring, audit, and evaluation efforts by GaDOE. It is strongly recommended that program directors receive the summative evaluation from the program's external evaluator with adequate time to review the data and the evaluation report and return the report to the external evaluator for edits, if necessary, prior to submitting the final report to the program specialist or to GaDOE.

F. Summer Evaluation

The Summer Evaluation Performance Report must be completed by all subgrantees that operate a summer program. The form for the Summer Evaluation is provided by the GaDOE. This report includes a description of the program, services and activities offered to students and families. Subgrantees must also describe how the summer program supported the identified goals and objectives. As part of the report, subgrantees may include any recommendations or revisions for the summer program. The final Summer Evaluation Performance Report must be submitted to the program specialist no later than a date specified by GaDOE towards the end of August. Additional instruction will accompany the evaluation form.

G. Government Performance and Results Act

The Nita M. Lowey 21st CCLC program, like most programs funded through congressional appropriations, is subject to the Government Performance and Results Act. This act dictates that metrics, referred to commonly as GPRA measures or "The GPRA" serve as program outcomes for the purpose of completing the required annual performance report (APR) submitted to Congress. In 2020, The Department of