

Independent Evaluator Solicitation

Due Date: October 14, 2016

Evaluator will be selected on October 17, 2016 with a contract start date of October 24, 2016.

Please review 21st Century Community Learning Center goals and objectives as well as site information prior to completing solicitation responses. Responses should not exceed 5 pages.

1. Provide a detailed summary of your experience in writing education related evaluation reports. (15 points)
2. Provide a summary of your experience in working with the 21st Century Community Learning Center with emphasis on evaluation. (15 points)
3. Provide a timetable of site visits with a minimum of 2 visits per site (More visits if necessary based on the site). The first visit should be on or before the 2nd semester report card distribution and the visits will be outlined in the contract for services. The second visit must be before the 4th semester report card distribution, the visit will also be outlined in the contract for services. (20 points)
4. Low cost bidder (10 points)

Please provide credentials or work products that support your experience as an evaluator. Support documents are not included in the maximum 5 pages required for the solicitation response.

Requested Amount to be paid for services \$_____

Payout schedule will be included in contract after selection.

Final summative report is due on June 7, 2017

Selected evaluator must be available to attend one GA DOE sponsored evaluation training, if applicable.

21st Century Community Learning Center – Evaluation Services

The Thomasville Community Resource Center currently operates seven 21st Century Community Learning Center (CCLC) Grant Programs that serve over 300 students in Thomas and Grady County. These grants were awarded by the Georgia Department of Education through a competitive grant process. The 21st CCLC Program was developed to provide federal funds to local schools and organizations to operate after school programs for the purpose of:

- Providing opportunities for academic enrichment and tutorial services for students**
- Offer students a broad array of additional services, programs, and activities to reinforce and complement the regular academic program; and**
- Offer families of 21st CCLC students the opportunity for literacy and related educational development**

All seven programs target students who are in need of additional academic assistance. Some of the criteria for students to qualify for available slots includes: academic performance below grade level; not meeting state standards on tests; and/or failing grades in one or more subjects/classes.

Each grant site provides students with a wide variety of after school activities such as academic tutoring, homework assistance, academic enrichment sessions, cultural/fine arts education, technological and character education. The program also provides students with opportunities to participate in field trips and listen to speakers on topics such as life skills, academic motivation, college and career prospects, drug awareness, conflict resolution and violence/gang prevention.

Students receive a daily snack and are provided with transportation home each day. Strong emphasis is placed on intensive academic tutoring, remediation, acceleration, project based learning and enrichment activities. All activities correlate with the Common Core Georgia Performance Standards (CCGPS) to ensure program activities correlate with the school day and meet the individual needs of each participant.

The seven sites are included in the attached *Site Information* document

A. Measureable Goals and Objectives

B. Progress Monitoring and Formative Evaluations

Each Sub-grantee must undergo periodic (formative) evaluations 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. The results of the formative evaluations must be:

1. Used to refine, improve, and strengthen the program (i.e., continuous improvement of the program)
2. Made available to the public upon request
3. The format for the formative evaluation is provided by the 21st CCLC department.

The written formative evaluation reports must contain, at minimum, the following elements:

- a. *Student Attendance*: Data on average daily attendance and enrollment at each site (Data is maintained in the Cayen System and collected by site managers)
- b. *Program Operation*: Synopsis of current level of operation at each site
- c. *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)
- d. *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. CAYEN AfterSchool 21 Data Entry

Data collected by program staff and data specialist

1. Georgia Testing Identification (GTID) numbers should be entered for all students.
2. All students should be registered into CAYEN AfterSchool 21 at the beginning of the program; set up term calendar.
3. Build rosters in CAYEN AfterSchool 21.
4. Daily attendance should be taken and recorded in a timely manner.
5. Grades should be entered for each grading period for reading and math (you may enter other subject grades as determined by your program's goals and objectives). If middle or high school students do not have reading grades, enter language arts grades.
6. Standardized test scores should be entered. Georgia Milestones Test results for Language Arts and Math should be entered for grades 3rd – 8th.
7. Sub-grantees have the option to use CAYEN AfterSchool 21 to generate surveys as one tool to assess the effectiveness of the program for their students. Teacher surveys are required; however, and results must be entered into CAYEN AfterSchool 21 at the end of the year.

8. Data must be certified by the Program Director for school year program by June 30th. Complete Annual Performance Report (APR) Certification Summary in CAYEN AfterSchool 21.

D. Summative Evaluation Requirements

Each 21st CCLC program must submit a summative evaluation report by June 30th. The summative report, which is prepared by the third party 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. Overview and History

This section should contain a general overview of the Sub-grantee'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.

2. Student Attendance and Enrollment

a. Student enrollment (per site and for the grant as a whole); enrollment should include total enrollment and the number and percentage of which were regular attendees (attending >30 days).

b. Average daily attendance (per site)

c. Student demographics (e.g., gender, ethnicity)

3. 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).

4. 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 utilization of certified teachers.

5. Common Data Elements page

6. Objective Assessment

Within the grant application, 21st CCLC programs proposed 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.

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 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.

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 years two and three. Failure to show adequate progress towards achieving objectives may result in discontinuation of funding or increased monitoring, audit, and evaluation efforts by GaDOE.