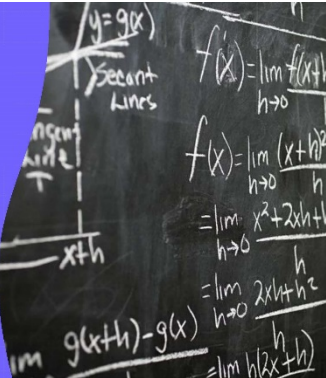


**Nita M. Lowey**  
**21<sup>st</sup> CCLC Local**  
**Evaluation**  
**Iowa 2020-2021**

Dr. Ron Cravey and  
 Mr. Ernest "Rusty" Sinclair  
 R&R Educational Consulting



This information is for the Local Evaluation 2020-2021. It includes the 14 “Old” GPRA measures since 2020-2021 will be the last year they will be used. The focus of this presentation is on do’s and don’ts based on previous years’ evaluations.




### Local Evaluation Do's and Don'ts

- Accuracy Counts
- Who Came
- Who Did Good
- My Program Has Needs
- Buds Forever
- Moms and Dads and More
- Stories and Pictures

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Information on seven items is what we will be discussing. Each item has its own quirks. Each should be complete in the Local Evaluation.

Data Sharing	Match Your Data	Data Gathering	Do the Math	Review
The yearly evaluation shares data from the entire state.	APR matches Local Evaluation which matches End-of-Year Survey.	Use the same data gathering document to fill in APR, local evaluation and End-of-Year Survey data.	Check any calculations for accuracy (percentages, total numbers, etc.).	Director should review for accuracy once evaluator has finished and before submitting Local Evaluation.

The Local Evaluation provides the information needed for the State Evaluation. The quantitative data is the same data used for APR and should be the same data you enter in the End-of-year Survey. Several checks for accuracy should be done, the last one by the Director of the Program before submission.

### Accuracy Counts

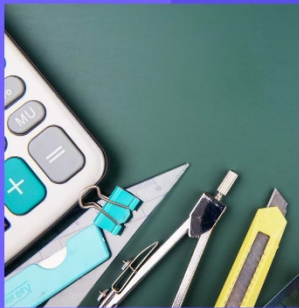
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### Who Came - Attendance

- Check all numbers for accuracy.
- Gender and Ethnicity should each add to match the total attendance.
- If you are serving more students than 21<sup>st</sup> CCLC Funds, emphasize this fact in the narrative.



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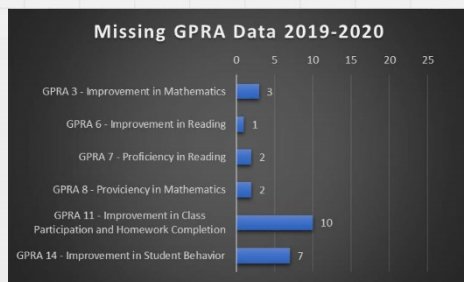
Attendance is checked by everyone. Please check all your attendance numbers. Totals should be reflected in the gender and ethnicity tables. Always double check your FRPL. The 21<sup>st</sup> CCLC Program was designed to serve disadvantaged children so the number of FRPL should be at least 40% of the total attendance. Don’t forget to brag on yourselves in the discussion section.

## Who Did Good? GPRA Measures

- ❖ Do what is necessary to not leave any GPRA measures blank
- ❖ USDOE gives state leeway and Vic can approve the measure(s) you use to measure academic achievement

The GPRA Measures are a main part of federal reports that are given to Congress. Try not to leave any blank. If for some reason you cannot use State Assessments, you are allowed to substitute other measures BUT you must get Vic to approve. The discussion section is where you need to tell us why you are lacking data.

## Who Did Good – GPRA Measures



Last year, we were pleased that not many subgrantees were missing data for GPRA Measures 1-8, the student achievement measures. We were concerned about so many missing data from Teacher Surveys. Although you could tell them they have to because the feds said so, we suggest you show them how the Program helps them and how important the survey is for continuing.

## Program Needs Local Objectives

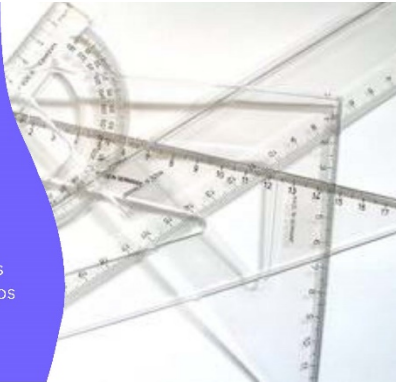
- No more than five
- Local Objectives should not mirror GPRA measures
- Make objectives benchmarks reasonable (95% vs 50%)
- Follow Table Instructions - Ratings and Methodology

Local Objectives should focus on items not measured by GPRA. For example, you do need math and reading/language arts Local objectives, but maybe you need science ones. Regardless of what objectives you use, do not have too many and do not make them unrealistic. If you make unrealistic goals, you will never meet them and some people see that as failure. Please follow the Instructions for the Local Evaluation Table.

- **Met the stated objective.** *Must provide methodology on how the objective was measured and justification for meeting the objective.*
- **Did not meet but made progress toward the stated objective.** *Must provide methodology on how the objective was measured and what criteria was used to determine that progress was made.*
- **Did not meet and no progress was made toward the stated objective.** *Must provide methodology on how the objective was measured and what criteria was used to determine that no progress was made.*
- **Unable to measure the stated objective.** *All objectives should be measured unless extraordinary circumstances prevent doing so. If an objective cannot be measured, complete details on these circumstances must be provided in the Methodology/Justification column.*

## Buds Forever - Partnerships

- ❑ Use correct partnership type
  - ❑ Full
  - ❑ Partial
  - ❑ Vendor
- ❑ Explain/describe/discuss some of your partnerships



There are three partnership types. Please use them correctly. Full and partial partners should have a monetary value in the partnerships table. Vendor partners would NOT have a value. In the discussion section, tell how your partners have enhanced your program. Make sure and brag on the best ones, if not all of them.

## Buds Forever - Partnerships

### Audubon CSD

The small-town community is very willing to engage with the program and recruiting partners is as simple as asking for support.

### St. Mark Youth Enrichment

We benefit from 75+ partners that contribute financial and in-kind support, visibility, stronger collaborations, and sharing resources that benefit us and our families

### Waterloo CSD

Partnerships help students because we can build capacity by pooling resources among all the partnerships. Partnerships also show students that the commitment from the community is imperative for their success.

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Here are three examples of partnership discussion. Another good thing to do is to emphasize an on-going partner. We know that some partners contribute a tremendous amount of support. We would like to share your successes with partners.

## Moms and Dads and More

- ❑ Use sign in sheet or have someone responsible for counting attendance
- ❑ Local Evaluation should include number of parent events with attendance numbers
- ❑ Discuss any/all parent volunteers
- ❑ In the Discussion section mention if there is an advisory committee that includes parent volunteers



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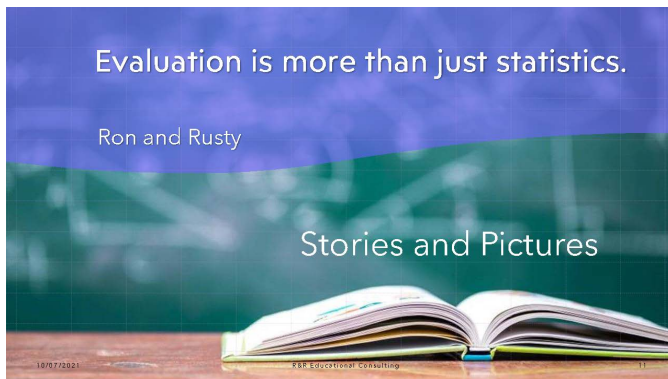
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You do have to hold parent events. Make sure you keep attendance at every one of them. The best data is the actual number of parents/guardians that attend, not just a total number of adults and students. In the discussion section make sure and delineate how parents volunteer to assist, including serving on advisory committees.

## Evaluation is more than just statistics.

Ron and Rusty

## Stories and Pictures



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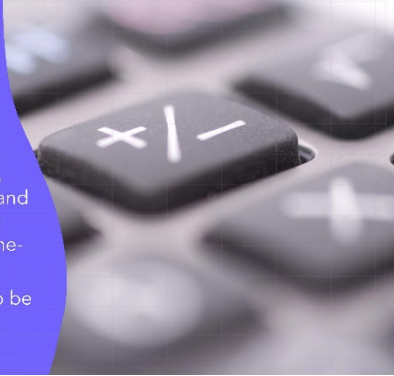
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Not everyone who looks at the evaluation wants to look at quantitative data. Qualitative data is what they use to decide success of the program. Although the state distributes federal funds, local school boards can decide not to participate. Some Board members like data and some of them like pictures and stories. The local evaluation should contain both quantitative and qualitative data.



## Stories and Pictures

- ❖ Pictures of students engaged in activities
- ❖ Gather student, parent, teacher, administrator and 21st CCLC Staff quotes through surveys and one-on-one conversations
- ❖ Success stories need to be specific



Qualitative data can be stories of success, pictures of kids succeeding and third party accolades. The Local Evaluation Form provides a place for all of these types of qualitative data.



These are examples of pictures showing kids involved in activities. Problems we see with pictures include, blurry pictures, pictures that have been manipulated (stretched and rotated) and combined into one large picture. Please don't do that. Also, use your camera and take many, many pictures so you can pick the best ones.

## Students Engaged in Activities

*Hint: - Take hundreds of pictures then choose a few*

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## Students Engaged in Activities

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There are exceptions to the rule of only taking pictures of students engaged in activities. If it is evident what the students are working on, the picture can be good, like this picture of students working with plants. Although pictures of cute kids are adorable, don't use too many. From the picture alone, you cannot tell what the students are doing to meet the objectives of the program.

## Quotes

### Student

"I like the staff and feel like they respect me."  
"It has helped me with my math grades and to accept myself."

### Parent

"Great program that our kids enjoy going to! They feel more connected to the school and staff."  
"This program is wonderful and I would gladly pay money for my children to continue to go there if that means keeping the program."

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## Quotes

### 21st CCLC Staff

"The kids that were here put in work and made some impressive gains."  
"I loved the collaborative, creative spirit of our group. Students saw others having and chasing artistic ideas and that gave them the example/model to pursue their own ideas."

### Partner

"Happy to be a part of a program that engages kids in worthwhile activities, and one that is actively involved in the community and not just the school."  
"We are able to serve students that need that extra one on one time and give that mentorship and guidance."

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Quotes illustrate what the people closest to the program think about it. You should get quotes from students, parents, teachers, CCLC Staff, administrators and partners.

My favorite moment was when a 3rd grader at Roosevelt was really struggling. He had cried, thrown robotics pieces to the floor and tried to run out of the club. Through the format given he was able to settle down and recommit to the building process. He then ended up being the only student in all of Council Bluffs that built a 90 degree planetary drive and it worked! "His grin was something I will never forget in my lifetime." - Council Bluffs

Two students that "hated school" (noted from parent and teachers during conferences) became excited about attending the school day so they could go to TLC after school. - Storm Lake CSD

During the summer of 2019 YouthPort's Lunch and Literacy program read 122 hours to children in Kindergarten, 1st, and 2nd grade and gave out over 1,000 books. - YouthPort

Success stories can be long quotes or short anecdotes. They should be specific and show how your program positively impacts student success, whether academically, socially or behaviorally.

## Success Stories

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### **Local Evaluation Form**

<https://educateiowa.gov/documents/title-programs/2020/08/local-evaluation-form-2019-20-final>

### **Monitoring of Evaluation Guidance**

<https://educateiowa.gov/documents/title-programs/2018/09/monitoring-evaluation-guidance>

### **Iowa local Evaluator Timeline**

<https://educateiowa.gov/documents/title-programs/2020/08/iowa-local-evaluator-timeline>

## Resources

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## It's a Wrap

Accuracy Counts - Check your math

Who Came - Numbers, numbers, numbers

Who Did Good - Do NOT leave GPRA Blank

My Program Has Needs - Follow Local Objectives Table

Buds Forever - Full, Partial, Vendor and Brag a little

Moms and Dads and More - How many events, How many participants.

Stories and Pictures - Take LOTS of pictures. Don't forget quotes and stories

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## Ask Us!

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