

Rider A: Technical Proposal 21CCLC Program Evaluation 2014-2017

Scope of Work

KeyStone Research Corporation (KSRC) will provide the services of an external evaluator for the Warren County School District 21st Century Community Learning Center Program. In that capacity these services will be provided:

- 1) Work with the Warren County School District 21st Century Community Learning Center Program team in an advisory capacity to finalize all details regarding the evaluation and implement all the required tasks associated with gathering, analyzing, and reporting the data related to the assessment of program quality and student performance measures.
- 2) Analyze and prepare reports on the student performance measures from the data that is transferred to us from the school district and the Teacher Survey.
- 3) Analyze and prepare reports on the data gathered from the survey of other stakeholders: program staff, school administrative staff, and parents.
- 4) Conduct the assessment of program quality via use of the School-Age Program Quality Assessment tool, which will include collecting the data, analyzing it, and preparing a report on the results of this data collection process.
- 5) Provide input as to the implications of the data with respect to ways that the Warren County School District 21st Century Community Learning Center Program can be improved over time to enhance program quality and student outcomes.
- 6) Be available to present any of the research findings to other stakeholders: program staff, school administrators, state monitors, etc.

Program Evaluation

The Warren County School District 21st Century Community Learning Center Program is grounded in a logic model that recognizes the positive impact of high-quality afterschool and summer enrichment activities on students' academic achievement, as well as other school-related educational and social behaviors. As such, this evaluation plan will have two major components: 1) assessment of the program quality and its alignment with a set of best practice standards for out-of-school programs and 2) assessment of the students' academic performance and various school-related behaviors, as required by the federal and state governments, which are detailed below.

Assessment of Program Quality: This component of the evaluation assesses the program's progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The criteria used for this assessment are based on the factors associated with best practices and principles of effectiveness. The methods used will consist of an annual collection of program quality data, via observation, interview, and review of program documents and records. The data will be gathered for each

site participating in the Warren County School District 21st CCLC Program. Data collection will occur at the end of each academic year and at the end of the summer program for all three grant years. If a site has more than one classroom, one of the classrooms will be randomly selected for observation. Site visit dates will be mutually agreed upon, to take place within the last few weeks of the programming for that school-year or summer term.

The School-Age Program Quality Assessment (School-Age PQA) tool, which is published by the David P. Weikart Center for Youth Program Quality (CYPQ), will be used for this data- collection process. It is a validated instrument designed to evaluate the quality of children's programs and identify staff training needs. It consists of a set of score-able standards for best practices in afterschool programs, for children in grades K-6. There are two forms to this instrument, designed to assess the school-age programs. Form A examines the following domains: safe environment, supportive environment, interaction, and engagement. Each domain consists of a number of individual scales (e.g., the safe environment domain includes scales for emotional safety, healthy environment, emergency preparedness, accommodating environment, and nourishment). Each scale includes a number of items with a scoring rubric, ranging from 1, 3, and 5, which differentiates programs in important and meaningful ways. Form B assesses a program's: school-age-centered policies and practices, high expectations for children and staff, and access. The results of this assessment of program quality will be summarized in a report for each of the five sites served by the Warren County School District 21st CCLC Program. This report will display scores (on a scale of one to five) for each item, scale, and domain levels for that school. All scores beyond the item level are created using mathematical means. Scales are averages of items, and domains are averages of scales. The program quality reports will be completed at the end of each grant year.

The School-Age PQA is designed as a tool to be used not only by external evaluators, but as well by school-age program teams. The results from an assessment using the School-Age PQA provide evidence to: a) improve the program/make informed decisions, b) report on the existing state of a program's operation, c) examine before and after data and d) compare with local, regional, and national data regarding school-age programs. These comparisons are made possible through the entry of local data from Form A into the online Scores Reporter system housed on the website of the Weikart CYPQ. As well, the data on program quality at each site will be correlated with the student performance data at that site to determine if any relationship between them exists. Results of this analysis will provide better

insight into the elements of programming that may need to be refined, improved, and/or strengthened to ensure the positive impact on student outcomes.

An additional method of assessing program quality will be to gather input from program stakeholders (e.g., program staff, school-district administrative staff, students, and parents), one-time at the end of each grant year, to determine their satisfaction with the program regarding its operation as well as impact on the students. This input, along with the results from the PQA, will be used to enhance program quality.

Assessment of Student Performance Measures: This component of the evaluation will consist of a quasi-experimental design with student performance measures gathered pre and post program implementation for each grant year. The pre measures will consist of data points at the prior to or at the beginning of the afterschool program, depending on the specific measure. The post measures will consist of data points at the end of the afterschool program's implementation or as soon as the current year's school data are available for that year. For example, grade reports would be for 1st quarter (pre participation in the afterschool program) and 4th quarter (post participation in the afterschool program) within the same academic year; while attendance would be for the year before (pre measure) compared to current year (post measure). With respect to the summer program participants, since they will be participating only for 27 days, the assessments completed for these students will be for math and reading using the local assessment tool, which will be administered at the beginning and end of the summer program.

As well, the Teacher Survey is a single point in time survey that will be administered at the end of each afterschool program's implementation to gather the input from participating students' teachers regarding improvement of the individual students' school-related behaviors.

Another component of the design will be comparison of select data with a control group. For selected school data that is gathered for all students in the 2, 3, 4, and 5 grade levels (e.g., standardized test scores, grades, school attendance, and disciplinary referrals), participating student data will be compared to non-participating student data. As necessary, propensity score adjustments will be made to the measurements to reduce selection bias due to non-random assignment of students who participate in the program.

The Multi-Year Program Design and Performance form included in this application provides the specific performance indicators that apply to children in 2, 3, 4, and 5, which will be part of this evaluation,

including any additional locally defined indicators. This form specifies the targets for each measure, the program activities that align with the performance indicators, the data sources and evaluation methods, and the grant years that the indicators will be examined. The analysis of the school data consists of calculating percentages of regularly participating students who meet or exceed the specified target. The percentages are the targets for the end of year three of the grant; for the first and second grant year, the target would be 90% and 95% of the third year target, respectively. For example, if the target in the cell is 70% for year three, then for year 2 it would be 66.5% and for year 1 it would be 63%.

For the most part, the source of these data is school records (test scores, grades, school attendance, and disciplinary referrals). These data will be provided to the external evaluator in a de-identified format, with a non-school project ID used on all student data sets analyzed by the evaluators. This project ID will allow for matching of data from pre-post measures. Only the school will maintain the corresponding school ID with the project ID used on the data set for evaluators. The schools will be required to secure the parental permission for release of individual student data per their own policies and procedures. As well, the evaluator will follow all best practices with respect to safeguarding the data and evaluation reports will include only aggregated numbers. In addition to the data from school records, a Teacher Survey will be administered by the school district program staff to gather teacher input for their individual students participating in the afterschool program. These surveys (with only project IDs) will be turned over to the external evaluator for data entry and analysis.

The reports for student performance measures will be completed at the end of each grant year, once all the post measures have been submitted by the schools and analyzed by the evaluator. Generally, school data does not come in until several months past the end of a school year, thereby delaying the reporting for each grant year. As required by the state, any on-line reporting will be completed as required and missing data will be noted and submitted at a later point.

Program Evaluators: The responsibility for program accountability and evaluation will be shared by both program staff and an external evaluator. The Warren County School District 21st CCLC Program staff will be responsible for obtaining the school related data and administering the Teacher Survey. As well, the other stakeholder surveys will be administered by the program staff, except if an electronic survey software system is used, then the external evaluator will be responsible for this task. The program staff will be responsible for completing and submitting the state performance reports. However, the external

evaluator will analyze the data and provide the Warren County School District 21st CCLC Program staff with the results so that the state performance reports can be completed. The evaluator will assist the Warren County School District 21st CCLC Program staff by working with them in an advisory capacity from the beginning of the project and preparing any data templates with the required data elements, so that data transferred from the schools to the evaluators is in proper format for ease in importing into the statistical software used for analysis. In addition, the evaluators will provide advice and input with respect to the implications of the data for policy and practice of the Warren County School District 21st CCLC Program. As needed, the evaluators will be available to present any of the research findings to other stakeholders—e.g., program staff, school administrators, state monitors, etc.

The external evaluators are from KeyStone Research Corporation (KSRC), a research and organizational development consulting firm located in Erie, PA. The principal investigators will be Joyce Ann Miller, Ph.D. and Tania Bogatova, MBA, ABD. Dr. Miller is a sociologist with over 35 years of research and project management experience. She graduated from Kent State University in 1981 with a specialization in evaluation research and social policy. Between 1978-1999 she served as a professor of sociology at Villa Maria College and Gannon University and in 1995-1997 she held the position of Associate Provost at Gannon University, with one responsibility to develop the student learning outcome assessment system. In 1981 she established a private, woman-owned research and consulting organization, KeyStone Research Corporation (KSRC). As the founder and President Emeritus of KSRC, she has extensive experience in developing, implementing, and evaluating social service programs in the areas of education, aging, health, and juvenile justice.

Tania Bogatova is currently the President at KeyStone Research Corporation, having succeeded Dr. Miller in this position in 2011. Ms. Bogatova has over 10 years of experience in research, data analysis, and evaluation studies. Ms. Bogatova's educational background is in quantitative and qualitative analysis. She graduated with honors from Gannon University with MBA degree. She also holds an equivalent of Masters in Economics and Management from Sochi State University in Russia. Currently, Ms. Bogatova is enrolled in a doctoral degree in Organizational Learning and Leadership from Gannon University. Ms. Bogatova has been a member of the organizational consulting and research team at KeyStone Research Corporations since 2003.

KeyStone Research Corporation is currently the evaluator for the Erie's Public Schools Middle Gears

Afterschool Ed-Venture program, which is a CCLC Cohort 6A funded program. In addition to this evaluation, KSRC and the principal investigators have completed numerous evaluations over the years, many within the educational field. Both Dr. Miller and Tania Bogatova serve on the Advisory Committee of the Middle Gears Afterschool program. A detailed record of their project work, as well as organizational capabilities, can be found on KSRC's website: www.ksrc.biz.

Locally-defined Indicators	Target (%)	Activities Include those activities specifically chosen to influence the area addressed by the performance indicator	Data Source(s) and Evaluation Methods' List all data sources used to examine this indicator	Grant Year (1,2,3) Indicate which grant years this indicator will be examined
The percentage of PQA domain scores for: safe environment, supportive environment, interaction, and engagement that have a mean score of 3 or higher.	70%	Professional development for staff, advisory group meetings, consultation with evaluators	Form A PQA scores at the end of each summer and school year	1,2,3
The percentage of PQA organizational scores for: program's youth-centered policies and practices, high expectations for youth and staff, and access that have a mean score of 3.5 or higher.	70%	Professional development for staff, advisory group meetings, consultation with evaluators	Form A PQA scores at the end of each summer and school year	1,2,3
The percentage of school administrative staff who rate the Warren Co. SD 21st CCLC Program operations and impact on students as good or excellent.	80%	Meetings and communication with school administrative staff	School administrative staff survey at the end of each summer and school year	1,2,3
The percentage of program staff who rate the Warren Co. SD 21st CCLC Program operations and impact on students as good or excellent.	80%	Team meetings, professional development for staff	Program staff survey at the end of each summer and school year	1,2,3
The percentage of parents who rate the Warren Co. SD 21st CCLC Program operations and impact on their child's school-related performance as good or excellent.	80%	Parent engagement activities, communication with parents	Parent survey at the end of each summer and school year	1,2,3
The percentage of students who rate the Warren Co. SD 21st CCLC Program activities and impact on their own school-related performance as good or excellent.	80%	Student program activities	Student survey at the end of each summer and school year	1,2,3