Evaluation Report
NAME OF PROGRAM - NAME OF SCHOOL

This evaluation report provides evidence of program progress and outcomes for the NAME OF PROGRAM(S) occurring at PLACE(S) provided by SPONSOR(S). This report covers programming that occurred between DATE through DATE.

I. Information

Sponsor/Organization:	
Name of Program	
Program Site(s) - The five (5) program sites funded from this grant include:	
Site Name	Address, Contact Info, Other Significant Info.
Site Name	Address, Contact Info, Other Significant Info.
Site Name	Address, Contact Info, Other Significant Info.
Site Name	Address, Contact Info, Other Significant Info.
Site Name	Address, Contact Info, Other Significant Info.

II. Overview and History of Program
- How and/or why did program begin?
- What is the general growth of the program thus far?
- What are the big/significant challenges and accomplishments experienced thus far?
- What are important date(s) to note, if any? Why are they important?
- Other important info

Program Goals
The goals include:
1. List your goals
   o Objective(s) for the goal
   o Objective(s) for the goal
2. List your goals
   o Objective(s) for the goal
3. List your goals
4. etc.

II.A. Evaluation Methods

Guiding Questions for VVSD 21st CCLC's Local Evaluation:
- What questions do you want this evaluation to answer?

- Process questions
- Outputs questions
- Outcomes questions
- Think about both requirements and desires
- What data is most useful for continuous improvement of the programming?
- How can the evaluation team most efficiently and productively collect helpful data?

Data Collection Tools Included:
List all data collection tools.
Note: You may wish to include surveys, observation forms, etc. as appendices and/or linked within the document.
- What data did you use? Anything from your SIS?
- Assessments used? (Panorama, IAR, MAP, Star 360, etc.)
- Attendance?
- Detentions and/or other disciplinary data?
- Surveys? (Specific questions from existing surveys?)
- Focus groups, interviews?
- Observations?
- etc.

Description of Evaluation Process:

Goals & Objective	Evaluation Design Proposed	Evaluation Design Implemented
Goal 1, Objective 1	Which data points are included? What is the timeline for collecting the relevant data? How will data be obtained (process, people, etc.) How will the data be analyzed?	Did anything change from what was proposed? Why? Write what happened, explaining the differences.
Goal 1, Objective 2		
Goal 2, Objective 1		
Goal 3, Objective 1		
etc.		
etc.		

III. Program Implementation
This section provides program descriptions and data: strengths and needs regarding demographics and characteristics of the participants served, when and how services were offered, staffing patterns, strengths and needs, and overall program governance, etc.

III.A. Students Served

Student Recruitment and Retention
- What are the demographics of program participants (home language, race/ethnicity, religion, grade level, IEP status, free/reduced lunch status, gender identity, etc.)? Which

may be important to examine (why)? How could these demographics inform what you do (or don't do) within your program activities and services?
- How to decide who gets 'priority participation'?

Student Enrollment [by Site] Over the Past Three(#?) Years
This section includes Student Enrollment data throughout (#) year(s) of program operation.
- It's good to include at least 3 years of data (if/when you have it) in order to review trends, changes across years. You could include more than three, if wanted.
- This could be a good place to use tables/charts (instead of, or in addition to, writing out the description of the enrollment).
- Look at total enrollment - and also:
    - Look for average daily attendance (this indicates how many of the total enrolled are actually participating)
    - Look for number of students who attend the program part-time versus the number of students who attend the majority of the program time; Think about the goal of your program (i.e., do you prefer to enroll a higher number of students attending for any amount of time and/or focus on the number of students attending consistently for most of the time?)
    - Look for number of students who 'drop' from the program
        - How often does this occur?
        - Are any grade levels or other demographic groups that seem apt to drop?
        - Is there a time of year when more students drop?
        - Did these situations occur after any specific incident(s)?

Families Served
If your programs include events, activities for families (in addition to the students), then this section would describe family engagement and participation.
- What family events were offered?
- What number of families participated?
- What number of participants were family members of students (vs. students themselves)?
- What percentage of students had one or more family members participate?
- Which events were most highly and/or least attended? (What was the day/time these events occurred? What were the activities taking place?)

III.B. Program Operations

Program Structure and Roles
- Who pays for the program? (There may be more than one answer to this.)
- Who leads the program? (There is likely more than one answer to this.)
    - Why/how were these positions created, decided, implemented? What works, and what may need changes (why)?
- Create an organizational chart of the program staff, supports
- In what ways does this staff align with the goals of your program? Why/how? In what ways could this alignment be improved? Why/how?
- Who is the program evaluator? (Internal vs. external explanation)

Program Hours and Operations

- How many total hours did the program run?
- How many total days did the program run?
- What is the average number of days per week the program ran?
- This could be a good place to provide/synthesize data in a table or chart (instead of, or in addition to, describing this information)

Staffing
- How many total staff are hired for this program?
- What is the ratio of students to staff?
- What is the educational/professional background of the staff?
- What are the strengths and/or limitations of the current staff?
- How does the hiring process recruit and retain staff of color and/or staff who represent the student/participant populations?
- What is the turnover of staff?
- What percentage of staff are hired internally (from the school/program itself) vs. externally (from the community)? What are the pros and cons for each of these contexts?
- What is the job description and/or qualifications? What is the application and/or hiring process?

Community Collaborations and Partnerships
- Which community agencies, partners provided services and/or activities?
- Cost(s) of community partnerships?
- Strengths and challenges of these partnerships? (Think about recruitment, logistics, communication, consistency, alignment to school-day values/goals and program values/goals, etc.)
- Strong stories, key narrative that describes significant information?
- This could be a good place to include qualitative data, along with quantitative data
- This could be a good place to create a simple survey to get feedback from community partnerships
- What other data sources are already in existence that provide detail about the community partnerships included in the services/activities?

IV. Progress toward Goals and Objectives

Goal 1, Objective 1:
Enter the first goal, first objective here.

- Which data collection tools were used to understand progress towards this goal?
- Was this goal/objective met? Yes/No
    - If no, to what extent was this objective met?
- What growth was seen since the previous points of data collection/analysis?
- What are the most significant findings related to this goal, objective (and why)?
- What questions do you have based on the findings related to this goal, objective?

Goal 1, Objective 2:

Enter the first goal, second objective here.

(see above)

Goal 2, Objective 1: **Enter the second goal, first objective here.**

(see above)

Objective 4: **Include all goals and objectives.**

(see above)

V. Overall Summary and Recommendations

This section is meant to be reviewed continuously, throughout subsequent years of programming. This section is meant to influence programmatic changes for continuous improvement and decision-making.

This section should summarize program growth, changes, and key processes that evolved during the evaluation period. Include strengths and weaknesses.

This section will be strongest with a rigorous summary that highlights key data as demonstrated above, leading to recommendations based on the key data highlighted.

Note: Think about the best formatting for the recommendations you have - will these be best described via paragraph, list, and/or table or other visual?