

# Texas ACE Independent Evaluation Guide

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The resources contained in this guide are intended to help Texas ACE grantees examine the importance of a local evaluation and the role it plays in continuous program improvement. This resource also provides tools, checklists and templates to improve the program evaluation process.



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## Defining Independent Evaluator

An evaluator is someone who has received formal training in research and or evaluation and has experience in conducting evaluations of programs. Independent evaluators are individuals or organizations that have no personal or financial stake in your Texas ACE Program or the outcome of the evaluation. There are no easy ways to identify a high-quality independent evaluator, but conducting thorough identification and interview processes can help. Also note that although many evaluators are members of professional evaluation organizations, such as the American Evaluation Association or the American Educational Research Association, membership in these organizations does not imply a qualified program evaluator.

## Hiring an Independent Evaluator

In order to hire a highly-qualified evaluator, search broadly to identify the best candidates and implement a thorough interview process to ensure the best evaluator is selected for the program.

### *Identifying an Independent Evaluator*

Not all evaluators will possess all the skills your project needs. The more thorough your search, the more likely it is that you will find a good match for your project. There are many methods you can use to locate qualified candidates, including the following:

- *Contact programs similar to your own.* Other agencies that have implemented and evaluated similar programs may be able to suggest evaluators who will be a good fit for your program. Be sure to ask whether there is anyone with whom they were dissatisfied.
- *Inquire at local colleges and universities.* Faculty in departments of sociology, social work, education, community psychology, public health and in university-based research centers often have training and experience in program evaluation. Some professors do work outside their institutions and might be willing to work on your evaluation. They may also be able to recommend qualified graduate students.
- *Work with professional associations.* A good starting point for connecting with local evaluators is contacting the American Evaluation Association (AEA) at <http://www.eval.org>. AEA representatives may be able to provide names of members in your area.
- *Consult with local agencies.* Ask representatives from agencies responsible for administering related human services grants. Most local government agencies, such as departments of public health and education, have planning and evaluation departments. These people may be able to help you or direct you to local organizations or individuals who can provide evaluation expertise.

- *Read the evaluation literature.* Find evaluation studies on programs like your own. If the authors are local, they may be a good fit for your program. If the authors are not local, they may know of qualified evaluators in your area. By reading these articles, you will also learn a great deal about how evaluation studies are conducted. A great source of evaluation studies on 21st CCLC programs is the Harvard Family Research Project’s *Out-of-School Time Program Research and Evaluation Database* at <http://www.hfrp.org/out-of-school-time/ost-database-bibliography>.

## ***Interviewing an Independent Evaluator***

### **Managing Logistics**

There are a number of things you can do before, during, and after the interview to ensure that the process runs smoothly and yields the information you need to make an informed hiring decision. One of these is to talk with staff and key partners to develop an interview process. Before you begin scheduling interviews, consider these questions:

- *Who will sit on the hiring committee?* It is usually a good idea to create a hiring committee that includes a diverse group of program staff and other stakeholders such as members of your Community Afterschool Task Force, if your program has one.
- *What kinds of materials should candidates bring to the interview?* Ask candidates to provide resumes, writing samples, especially copies of evaluation reports, and presentations.
- *What kinds of questions will you ask?* Generate a list of four to seven questions that you will ask everyone.
- *Will there be any other aspect to the interview besides conversation?* For example, will you take candidates on a tour of the school or community? Will they meet with people other than the interview committee? Will you ask them to demonstrate a competency, such as explaining evaluation concepts?

### **Preparing for the Interview**

Be prepared with your key discussion points before the interview. Key items that you should make a point of discussing with candidates are described below, along with suggested materials and questions.

- *Evaluation philosophy.* Look for an evaluator who believes that the evaluation process is a collaborative one between the evaluator, program managers and staff. In this philosophy, program managers and staff are seen as the experts, and evaluators work closely with them throughout the process of documenting program activities, developing performance measures, interpreting evaluation findings, and making recommendations for program improvement. The purpose of such evaluations is to improve the program, not to declare the program a success or failure. Ask the candidate to describe what they see as the end result of an evaluation.
- *Education and experience.* There are very few university degree programs in program evaluation, thus program evaluators may have backgrounds in the social sciences, such as psychology, sociology, criminal justice, public administration, or education. Most

evaluators do have formal training in research methods, however, usually in a social science discipline such as psychology, education, or social work. Graduate-level training should provide this knowledge; for example, someone with a Masters degree or Ph.D. in Education or Sociology should have the research knowledge required to conduct evaluations. Some evaluators have expertise in qualitative methods such as interviewing and focus groups, while others are competent with quantitative methods required to analyze surveys and attendance data. Evaluators also differ in their familiarity with different kinds of databases and computer programs. It is critical to find an evaluator who has the kinds of experience you need.

- Ask the candidate to describe how they were trained as an evaluator. Did they complete coursework specific to evaluation or research methods? What kinds of methods (qualitative, quantitative, or both) are they comfortable with? Did they work alongside an experienced evaluator prior to stepping out on their own?
- **Content knowledge.** While evaluation as a process has a great deal in common with conducting research, there are many differences between the two. A qualified evaluator must not only have research skills, but must also have specific experience in working with programs like yours. Perhaps they were a Project Director or Site Coordinator before becoming an Evaluator. Ask candidates whether or not they have evaluated similar programs with similar target populations. If they have, they may have knowledge and resources that will save time and money. If they have worked with programs that are somewhat similar, but may have differed in the group served (for example, they have not evaluated after-school programs, but have worked with early childhood programs), they may still be a reasonable choice as long as you help them understand the unique issues of your program.
  - Carefully review the evaluator's résumé to determine if she/he has experience conducting evaluations of programs similar to yours. Ask the candidate to describe their previous work.
- **Oral communication skills.** Evaluators must be able to communicate effectively with a broad range of people including parents, program staff, other evaluators, and the media. They should be able to avoid or translate scientific jargon when necessary. Someone who cannot clearly explain evaluation concepts to a lay audience is not a good candidate. An evaluator needs to be able to connect comfortably with program staff and participants if he or she is going to successfully gather information from these people.
  - Determine if this is a person with whom you would be comfortable working.
  - Ask the candidate to explain a database in three sentences for your 8 year-old nephew.
- **Writing skills.** An evaluator must have strong writing skills. Having to rewrite evaluation reports takes time. The scientific integrity of evaluation results can be threatened if the report has to be rewritten by someone other than the evaluator. Have candidates bring writing samples, including evaluation reports, articles, and the script or PowerPoint slides for presentations that they have developed to share findings.
  - Ask for samples of the evaluator's work, including evaluation reports.

- Review the materials to be sure they are written clearly, without a great deal of jargon, and in a way that would be understandable to you and to those with whom you would like to share the evaluation findings.
- *Cultural sensitivity.* An evaluator needs to respect the cultures of the communities with which he or she works. Mutual respect along with understanding and acceptance of how others see the world is crucial. Genuine sensitivity to the culture and community will increase the comfort level of program staff, participants, and other stakeholders. It will also ensure that data collection tools are appropriate and relevant, thus increasing the accuracy of the findings.
  - Ask the candidate tough questions, especially if you work with a population that has historically been stereotyped or treated unfairly.
  - Ask the candidate what experience they have with the population you serve. Ask them to reflect on what assumptions they hold about that population and how they will handle those assumptions when they are evaluating your program.
  - Keep in mind that no one is without assumptions, but recognizing that you possess them and confronting them with honesty is crucial in working towards cultural sensitivity.
- *Budget and cost.* Ideally, you should also ask candidates to prepare a written proposal for your evaluation, including a budget. You might want to reserve this request for the pool of finalists. To get a good proposal, provide candidates with clear information about the program’s objectives, activities, and audience. Refer to the requirements outlined in the Texas’s 21st CCLC grant application instructions and provide the potential evaluators with a copy.
  - Present the candidate with expectations for the job requirements and cost.
  - Be clear about requirements needing to be fulfilled.
  - Allow them time to consider and negotiate.
- *Time and access.* Make sure candidates have the time to complete the necessary work. Site visits and regular meetings will be necessary. The more contact your evaluator has with your program, the better he or she will understand how it works and the more opportunities he or she will have to monitor data collection activities. Regular meetings also let you monitor the evaluator’s performance.
  - Ask the candidate what their other professional commitments are and how much time they will be able to devote to your project.
  - Compare their responses to your estimate of the time needed to do the work.
- *Data ownership and control.* Insist that the evaluator review data and reports with you prior to all public dissemination of results. If you don’t, your evaluator may write articles about your program or make conference presentations on the data without your knowledge. In addition, it is important to establish that the evaluator will be working for the project, not the funder. It is essential that project staff review, in advance, all evaluation reports and presentations before they are released to the funder or other audiences.
  - This is a non-negotiable. Be sure to be clear with the candidate about data ownership.

- *References.* Ask for references and check them.
  - Be sure that references include directors of programs that the evaluator has worked with in the past, and ask those individuals about their experiences with the evaluator, including how well the evaluator worked collaboratively with the program managers and staff.

Finally, keep in mind that an important part of an evaluator’s job is to assist in building the skills, knowledge, and abilities of other staff and stakeholders. It is critical that all parties can work well together. Make sure to invite finalists to meet program staff and others with whom they will be working to see who best fits with individual styles and your organizational culture. If the fit is good, your evaluation is off to a great start!

These materials are adapted from Orchowski, S., Carson, T., Trahan, M. (2002). *Hiring and Working with an Evaluator*. Washington, DC: Juvenile Justice Evaluation Center. Retrieved from, <http://www.ncjrs.gov/pdffiles1/nij/grants/196056.pdf>. This article was further adapted with permission from the Michigan Department of Education 21<sup>st</sup> CCLC program.

## Local Evaluator Cost Guidelines

This section is intended to be used as a set of guidelines to assist Texas ACE Project Directors in negotiating fair compensation for their independent local evaluators (internal/external). Evaluation can be a significant cost for Texas ACE sites, so it is important for Project Directors to know what to expect for a given amount of payment. Programs that utilize internal evaluators can also use this document as a guideline of activities, but it may not be applicable as a guide for cost.

### ***Basis for Recommendations***

Texas ACE Leaders have benchmarked costs within Texas, among other states, and have consulted with independent evaluators to derive these estimates.

The following sections outline the types of tasks a Project Director should reasonably expect for a given cost. The costs for evaluation are given per center, so a Project Director with five centers should expect to pay within the range per center multiplied by five. For example, a basic evaluation might cost \$1,500 per center, so it would be \$7,500 a year for a five center program.

As always, exceptions to these guidelines could exist. For example, it may be possible to receive a very comprehensive evaluation at a much lower cost by hiring students from a local university. Also, programs with internal evaluators who work on several projects within a school system or other organization may pay less than programs that hire an external evaluator.

### ***Basic Descriptive Evaluation (\$1,500-\$3,000 per site)***

The basic descriptive evaluation category includes activities that meet TEA statewide evaluation minimum requirements and may include minimal customization. In general, Project Directors should expect a competent and involved evaluator at this level, but should not expect the evaluator to provide much detailed analysis or to be an integral member of the program team.

Any local evaluator should be required to assist sites with complying with the statewide evaluation and other TEA requirements, including the Final Yearly Report (FYR). Evaluators should also provide any raw data files back to the grantee so that Project Directors can do additional analyses if able and needed.

Activities that are most commonly included in a basic evaluation include:

- Meet with the Project Director to design local evaluation and determine what additional data, if any, are going to be collected in addition to data collected through TX21st and state-level evaluation.

- Meet with the Project Director for program planning three to four times a year (aligned with dates in improvement plans).
- Meet with program staff routinely for planning and for using improvement plans.
- Help staff create improvement plans based on findings from internal monitoring program.
- Assist centers in administering student, parent, and teacher surveys (primary effort for administering surveys rests with grantee).
- Provide semi-annual written reports that include internal monitoring data, improvement plan updated data, family/student survey data, and student outcome data.
- Provide an annual report, supplementing the FYR, linked to program objectives.
- Help complete the FYR.
- Conduct unstructured or structured observations of program activities.
- Have informal conversations with staff.

Reporting at the basic evaluation level typically includes the following elements:

- Results from surveys administered by Project Director or Site Coordinator.
- Changes in outcomes over time.
- Data from the internal monitoring process.
- Demographics data.
- Enrollment data.

### ***Comprehensive Evaluation (\$3,500-\$5,000 per site)***

A comprehensive evaluation is one that goes above and beyond the state required minimums to provide a more complete picture of the program's effectiveness on the local level. Typically, it will involve the evaluation of the performance of program participants against a matched control group of similar students who did not participate in the program.

It may also include measuring objectives tailored to the unique aspects of the local site and/or going much deeper with state objectives. At the comprehensive evaluation level, the Project Director should expect the local evaluator to provide an in-depth, customized evaluation and be much more a part of the team; in these cases, evaluators will help teams monitor and adjust their work and work with them to understand why a program is having the impact it is.

In addition to performing most or all of the tasks listed at the basic evaluation level, comprehensive evaluations often include the following:

- Collect comparison group data – as closely matched as possible to program participants.
- Develop an evaluation plan that includes examining reading and math grades, TAKS reading and math scores, locally administered test scores, school attendance, school discipline, and socio-economic status.
- Conduct interviews (individual or group) with students, program staff, Site Coordinators, teachers, principals, Project Directors.
- Integrate program improvement into daily functions of staff through improvement plan process.

- Help Project Directors and Site Coordinators to use data to plan professional development, hire staff with different skills and interests, link personnel evaluation with internal monitoring results.

## **Texas ACE Local Evaluator Job Description/RFP Template**

The following are suggested items that may be included in an evaluator job description or request for proposal. Please reference the Program Evaluation section of the Application Guidelines Part 2 of the RFA and then customize this document to create a job description for your local program evaluation.

### **Summary**

Responsible for data acquisition and analyses in order to provide timely, useful, credible, and fair reports based on the 21st Century Community Learning Centers (21<sup>st</sup> CCLC) grant.

### **Education and Qualifications**

Minimum: Bachelor's Degree with experience as a professional evaluator.

Preferred:

- graduate degree in evaluation or related field
- experience with 21st Century Community Learning Centers
- experience with evaluation of federally funded grants

### **Responsibilities of the Local Evaluator**

Each grantee is required to hire a local evaluator. The Project Director, Site Coordinator, or anyone directly participating in the program may not serve as the local evaluator.

At a minimum, the local evaluator will:

- i. Coordinate the collection and monitor the quality / completeness of required federal and state data. The instruments and collection systems that have been identified, include:
  - a. program data, such as enrollment, demographic, attendance, and activity information, to be entered into the TX21st web-based tracking system on an on-going basis;
  - b. surveys from parents, students, teachers, and staff at the end of each school year; and
  - c. school records data, including student grades, TAKS scores, school attendance, and disciplinary actions at the end of each school year.
- ii. Use local data and any results from internal monitoring to guide a performance improvement process and a sustainability plan.
- iii. Review evaluation progress and results with program staff.
- iv. Assist with the completion and submission of the Final Yearly Report.
- v. Collect any additional data requested by the local grantee.

### **Responsibilities (additional recommended)**

- Become and remain aware of the social, political, and educational context of the community as identified in the grant.
- Provide support in gathering quantitative and qualitative data on students in the program from TX21st, school-based student data systems, results of internal monitoring activities, and surveys/focus groups.
- Analyze all gathered data and provide recommendations for continuous program improvement.
- Support and participate in onsite monitoring by Technical Assistance Consultants.
- Collect data in a way that disrupts the program as little as possible.
- Work with district technology departments to collect and handle data in a confidential way, adhering to Family and Educational Rights and Privacy Act (FERPA) and TEA guidelines.
- Solicit feedback from Project Directors and Site Coordinators to better understand data by determining contextual issues that might impact data or reporting.
- Base evaluation plan on grant specific objectives, as well as the Federal and State 21st CCLC objectives.
- Describe and document procedures, data sources, and rationales in detail to ensure reliable and valid conclusions and/or recommendations without bias.
- Correct report errors in a timely manner.
- Provide “next steps” with each conclusion.
- Analyze quantitative and qualitative data on students in the general population (comparison group data when applicable) from TX21st reports, student data systems, and surveys/focus groups to identify specific areas for program improvement.
- Design evaluation to provide both point-in-time data to assess recruitment success, as well as change-over-time data to assess program effectiveness that will guide continued program improvement.
- Assist Project Directors with Institutional Review Board (IRB) rules and regulations as well as the rules and regulations of the local school, if necessary.
- Develop survey questions that are useful but also sensitive of culture, socio-economic status, and family situations.
- Make executive summaries of reports available to parents, volunteers, staff, and board members.
- Provide assistance in developing assessment tools, as needed.

### **Required Reports**

- Evaluation report due by September 15<sup>th</sup> of each year.
- State outcomes file provided to TEA for September 15<sup>th</sup> Final Yearly Report requirements.

### **Required Reports (additional recommended)**

- Report focused on targeting for student recruitment (e.g., demographics, academic need) in October/November
- Report focused on changes over summer in October/November



## PRIME Blueprint for Texas ACE – Appendix 28

- Report focused on academic growth during 1st semester and targeting (e.g., demographics, academic need, attendance) in February/March
- Report focused on targeting for summer school in April/May
- School board presentation reports
- Community stakeholder meetings

## Texas ACE Local Evaluator Agreement Template<sup>1</sup>

Items in red [ ] must be customized to meet specific grant needs and the level of evaluation service purchased based on the Local Evaluator Cost Guidelines. Items in red ( ) are suggestions and instructions not to be included in final document.

### Charge

The local evaluator, *[Evaluator/Agency Name]*, has been engaged by the *[Texas ACE Grantee (Grantee)]* to evaluate the implementation of the Texas ACE (aka 21st Century Community Learning Centers/21st CCLC) grant from the Texas Education Agency (TEA).

### Contact Information

*[Evaluator/Agency Name]* can be contacted at *[address, phone, fax, email]*.

*[Evaluation contact name]* will be the evaluation contact for the program. *[Grantee]* can be contacted at *[address, phone, fax, email]*. *[Grantee contact name]* will be the grantee contact for the program.

### Audiences

The primary audiences for this evaluation will be:

*[List audiences to which the evaluator and/or Grantee will share evaluation data with, i.e. school districts, TEA, potential new funders, parents/students/community]*

### Reporting and Dissemination

The evaluator will be solely in charge of developing and editing evaluation reports as outlined in the Evaluation Focus below including; interim reports, the state outcome data file, and a comprehensive annual evaluation report. The *[Grantee]* will be responsible for completing reporting requirements indicated by the TEA, with evaluator support. It is understood that the evaluation report will be as concise as possible, but additional information can be provided by the evaluator upon request.

The evaluator will release the evaluation report to the *[Grantee]* with the understanding that they will pass the report, along with any accompanying statement, to other key stakeholders. The evaluator will work with key *[Grantee]* members to help in the interpretation of data. The evaluator may be requested to assist in presenting findings to and facilitating discussions with key stakeholders in understanding the data. The grantee may choose to endorse or not endorse the report depending on their judgment of the quality and appropriateness of the report.

### Evaluation Focus

The chart below illustrates the various objectives of the program, the ways the objectives will be evaluated, the data needs from each school district, and the additional support the evaluator will provide.

<sup>1</sup> Adapted with permission from Michigan Department of Education.



## Objectives / District Roles / Evaluator Roles

List your objectives from the 21<sup>st</sup> CCLC grant, typically 3-5 objectives, in this chart using one row to represent each objective area.

Objective	District Role/Tasks	Evaluator Role/Tasks
<p><i>Objective 1: Improve Academic Performance</i></p>	<ul style="list-style-type: none"> <li>• <i>[What data will the district(s) provide] (e.g., grades, attendance, district testing)</i></li> <li>• <i>[How that data will be accessed] (e.g., emailed, paper copies)</i></li> <li>• <i>[What format the data will be in] (e.g., Excel, SPSS, csv)</i></li> <li>• <i>[Timeline for accessing data]</i></li> <li>• <i>[Primary contact person for each element]</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>[How evaluator will work with district to access data] (e.g., in person meeting, phone, e-mail)</i></li> <li>• <i>[What additional data evaluator will collect] (e.g., surveys, focus groups, observations)</i></li> <li>• <i>[What type of analysis will be done with data] (e.g., point-in-time, growth data, comparison group)</i></li> <li>• <i>[What reports will come out of the data use] (e.g., interim, school outcomes, annual evaluation report)</i></li> <li>• <i>[Timeline for providing data and reports]</i></li> </ul>

## Resources

It is expected that sufficient resources will be made available to the evaluator by the *[Grantee]* for this evaluation. (Reminder that costs for independent evaluation cannot exceed \$5,000 per center.) The *[Grantee]* key staff and district staff will be available to the evaluator to answer questions and provide support for the evaluation. The *[Grantee]* may grant the evaluator a TEASE user account with access to TX21st (TEA data tracking system), provided that the evaluator specifies how the data will be secured and used. The local evaluator will attend relevant conferences, meetings, and conference calls in order to understand and collect data. If costs are incurred for conferences, the grantee will pay the additional costs (e.g., hotel, registration). The total cost of the evaluation of the *[number of program sites]* for the time period of July 1, *[year]* to June 30, *[year]* will be *[total amount of contract]*. Additional years of evaluation may be negotiated upon receipt of future funding and mutual consent. Payments will be made to the evaluator in the amount of *[list payment schedule – amount & dates]*, (tying payment to deliverables).

## Report Delivery Schedule

The tentative reporting timeline is as follows (these are examples):

- *[October – report focusing on the demographics of students currently enrolled in the Texas ACE program compared to the demographics of the rest of the school and summer school growth data]*

- **[November/December** – report focusing on review of TX21st highlighting potential problems with data—informed by TAC review]
- **[January/February** – report focusing on 1st semester data including grades and district testing, including comparison to rest of school]
- **[March/April** – report focusing on planning for final TX21st submission including student grades and looking forward to Final Yearly Report submission]
- **[June/July** – school outcomes report prepared for entry into TX21st as well as communication to stakeholders]
- **[August/September** – submittal of Evaluation Report & all data for Final Yearly Report to TEA]

The evaluator will deliver updates as information warrants and is always available by phone or email for consultation. Additional, informal data updates will be available by the evaluator upon the request of the *[Grantee]*. The evaluator will also be available to help with the interpretation, completion, and use of any internal monitoring process results as needed.

### **Recommended Reports (examples)**

- [End of 1st semester growth report]
- [Spring targeting/growth report]
- [Summer growth report]
- [Community stakeholders meeting report/presentation]
- [Executive summaries of each report]
- [Preliminary targeting report in fall to help with student recruitment]
- [State outcomes report in June]
- [Support for TEA’s Final Yearly Report due in September]
- [Annual Evaluation Report due in September]
- [School board report/presentation]

### **Key Report Elements**

The reports provided by the evaluator will include, at a minimum, the following information:

- Data collection methodology
- Description of data sources
- Description of analysis procedures

See the recommended *Format for Individual Program Evaluation* outline later in this document for a sample outline for a final evaluation report.

### **Evaluation Use**

The evaluator will present the evaluation reports and findings in such a manner that *[Grantee]* members will understand and be able to use the data to make program improvements and decisions. Presentation of findings may include (these are examples):

- [One-on-one meetings with Project Director, Site Coordinators, school reps, etc.]
- [Group meetings with Site Coordinators, center staff, school staff, etc.]

- [Workshops designed to understand and use data resulting in action plans]
- [Site visits during program time]
- [Formal presentations to key stakeholder groups such as the advisory group, boards of education, community groups, etc.]

### Access to Data and Rights of Human Subjects

It is understood that the *[Grantee]* will make available to the evaluator any and all data/reports required by the evaluator to do the job. The FERPA regulations allow local evaluators to have access to student data if the evaluation is designed to “conduct studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted, and contractual partners with *[Name of District]* schools.”

In the implementation of this evaluation, the evaluator will take every precaution to adhere to the three basic ethical principles that guide the rights of human subjects as derived from the Belmont Report: respect for persons, beneficence, and justice. Evaluation data will be collected in a manner representing these principles, and evaluation reporting will be done with respect to human dignity, providing constructive feedback without bias. The evaluation will be conducted adhering to the American Evaluation Association’s Guiding Principles ([www.eval.org/Publications/GuidingPrinciples.asp](http://www.eval.org/Publications/GuidingPrinciples.asp)), specifically “Evaluators respect the security, dignity and self-worth of respondents, program participants, clients, and other evaluation stakeholders.”

### Signatures

This evaluation agreement has been reviewed by both the *[Grantee Fiscal Agent]* and the local evaluator. The signatures and dates below signify that the agreement is satisfactory to all parties and that there are no conflicts of interest on behalf of the evaluator in conducting this evaluation.

\_\_\_\_\_

*[Evaluator Contact & Agency Name]*

\_\_\_\_\_

Date

\_\_\_\_\_

*[Grantee Fiscal Agent & Agency Name]*

\_\_\_\_\_

Date

### Format for Program Evaluation Report

Each Texas ACE evaluation should contain each of the sections listed below<sup>2</sup>. You may, of course, add anything else you feel is appropriate for the evaluation.

- I. Evaluator Information
  - a. Scope of work for evaluator.
  - b. Cost for evaluator.
- II. Purpose of Program
  - a. Description of program need and how program addressed that need.
  - b. Philosophies employed.
- III. Program Objectives
  - a. Expectations: What do you hope to accomplish?
  - b. How do you measure your progress?
  - c. Status of objectives.
- IV. Description of Program
  - a. Proposed budget and actual expenditures (including cost per child).
  - b. Structure of program (hours/days, number of students enrolled, attendance).
  - c. Staff including professional development opportunities & expectations of performance.
  - d. Activities offered (including student engagement).
  - e. Description of how activities relate to program objectives.
  - f. Discussion of program integration with school day: teachers/administrators/staff.
  - g. Special events provided or in which your program takes part.
  - h. Program partners/contributions/financial resources.
  - i. Other resources available to your program.
- V. Outcomes
  - a. What outcomes you are seeking with your program: both formally and informally?
  - b. What outcome measures do you use to determine progress or success?
  - c. Data: This includes all TEA required data and additional data you collect (from whatever sources including survey data) to measure your success.
- VI. Analysis
  - a. How well did you do?
  - b. Describe your success both qualitatively (in words and pictures) & quantitatively (in numbers).
  - c. Where did your results lag or fall short of expectations (don't be afraid of this, this gives you direction on how to improve or alter your plans)?
  - d. Where and why were you successful (individual expectations or program as a whole)?
  - e. Why were you less successful than anticipated (either in whole or on a particular expectation)?
- VII. Next steps
  - a. What do you want to accomplish next year?
  - b. What steps will you take to either maintain your success or improve?

<sup>2</sup> Used with permission from Missouri Department of Elementary and Secondary Education