

Name of Grant Program: Academic Support Services
Allocation Grant

Fund Codes: 632 (School Year)
625 (Summer)

EVALUATION GUIDELINES
FISCAL YEAR 2012 Fund Codes: 632 (School Year) / 625 (Summer)
Academic Support Allocation Grant Programs

District/Approved Private Special Education School/Collaborative: _____

Coordinator Name: _____ **Phone:** (____) _____ - _____ **Email:** _____

Date of submission: _____

Fund Code (Check ONE – and submit a separate evaluation for each Fund Code.)

FC 632 (all School Year sessions): _____

(The School Year evaluation is due by July 31, 2012.)

FC 625 (Summer): _____

(The Summer evaluation is due by September 28, 2012.)

Submission Instructions: After completing the narrative evaluation, please save it as "FY12_632_Eval_4 digit ESE Code for District (if known)_District/Entity Name" (e.g., "FY12_632_Eval_0044_Brockton") and send it via email to AcSupport@doe.mass.edu. Please do not mail a hard copy of the evaluation unless necessary. If you have hard copy attachments that you would like to include (news clippings, etc.), please make a note of them in your narrative evaluation and mail to: Allison Smith, Learning Support Services Unit, Department of Elementary and Secondary Education, 75 Pleasant Street, Malden MA 02148.

Reminder: Individual Student Data Information is required to be submitted through the Department's Security Portal. Details are posted to the Academic Support data web pages <http://www.doe.mass.edu/as/data/>, and the direct link to the directions is http://www.doe.mass.edu/as/data/ss_directions.doc.

Note: It is the expectation of the Department that all grant program coordinators who are paid with grant funds will visit programs and observe instruction.

In preparing a narrative evaluation of the district's Academic Support programs, address the following areas, at a minimum.

I. PROGRAM DELIVERY

Using information from your Individual Student Data Submissions, grant proposals, and site visits by district program coordinators and/or administrators, complete the chart and discuss the following prompts:

| Subject | Total Number of students proposed to be served: | Number of students completing program: | Average number of hours for students served | Number of students who participated that earned score 220+ on post-MCAS (we understand that data may not yet be available for all students served) |
|----------------|---|--|---|--|
| ELA | | | | |
| Math | | | | |
| Science | | | | |

- Using the above chart discuss the similarities and differences between the proposed program, the number of students and hours and the actual program that was delivered and the data.
- Describe the major challenges and successes that were hallmarks of the program.

(Continued on next page.)

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- Which services and/or strategies (if any) had outcomes that demonstrate the effectiveness of the program? For which specific grade level(s) were these services/strategies implemented? Are they transferable to other grades? Discuss to what degree the instructional strategies used were successful for specific subgroups of students.
- Were there any differences in this year's program as compared to previous ones?

II. PARTNERSHIPS/COLLABORATION

- A. Describe any partnerships or collaboration with other programs, resources, and personnel in the district or community. *(This may include, but not be limited to, Community Service Learning Coordinators, Homeless Liaisons, Alternative Education Program Coordinators, Community Colleges, Work & Learning Coordinators, Safe and Supportive Learning Environments Grant Program Coordinators, 21st Century Community Learning Centers Program Coordinators, Workforce Investment Boards, Regional Employment Boards, and local Community Based Organizations.)*
- B. Note the benefit of any/all of these efforts *(for example on recruitment, referrals, addressing barriers to learning such as physical or mental health issues, housing needs, additional supports, engaging activities, etc.).*
- C. Discuss any challenges encountered in developing collaborative efforts with the entities listed *(for example, coordinator not located in district, program previously but not currently funded, etc.).*

III. FEEDBACK FROM STAFF, PARENTS, AND STUDENTS

- How was feedback from staff, parents, and students collected, and what did the feedback indicate about the degree to which the program was effective in meeting its goals?
- Describe methods of communication with students, parents, and classroom teachers about student progress towards filling the identified knowledge gaps.

IV. SUMMARY

- **Program Strengths**
- **Program Weaknesses**
- **Program Sharing** - Please include either samples of promising practices, web resources, etc. that were helpful and may benefit other districts.
- **Lessons Learned** - Provide information regarding the impact of Academic Support funding on the academic achievement of students. Discuss materials used; staff, student, and parent outreach; and program organization in light of the information gleaned from the data.

V. ADDITIONAL THOUGHTS *(optional)*

- **Recommendations for the Future** - What would be helpful to change and what would you keep the same in a future program? Which program components, if any, does the school/district plan to institutionalize as part of the regular school day?
- **Anecdote** – Please provide a short anecdote(s) and/or any other contextual information that demonstrates the success of the program.
- **Suggestions/Comments for the Department** – Please feel free to provide suggestions/comments for the Department regarding Department policy, the application process, technical assistance provided, workshops offered, presentations, or information that would be helpful for future conferences, etc.