The Narrative Evaluation that is required for FY15 grantees will serve as the basis for the award of FY16 continuation funds. As indicated in the Request for Proposals, there are three areas of performance that will enable the Department to determine whether to award funding for the second year. Those three areas include:

- Grantee served the number of students targeted in the proposal
- Grantee generated and analyzed the Work-Based Learning Plan (WBLP) Skill Gain Report for all students served and if outcomes indicate any areas of weakness with respect to the Foundation Skills in the WBLP, develops and documents a plan to respond to those needs and submits that plan to the Department of Elementary and Secondary Education (ESE)
- Grantee obtained any available MCAS retest results for program participants in school year 2014-2015 (FC 596) and summer (FC 597 – if funded), analyzed those results for any areas of student weakness and submits a plan to ESE that addresses those areas

In preparing an evaluation of the funded Academic Support Work and Learning Program, the three areas above should be addressed first, followed by a deeper look at related topics as indicated below:

1.) CONTINUATION AWARD MINIMUM EVALUATION REQUIREMENTS

A. Did you serve the number of students targeted in the proposal? Please offer a detailed explanation.
B. You are required to generate and analyze the Work-Based Learning Plan (WBLP) Skill Gain Report for all students served. Did that report indicate any areas of weakness with respect to the participants’ Foundation Skills in the WBLP? If so, please attach to your narrative a documented plan for how you will respond to those areas in FY16.
C. You are required to obtain any available MCAS retest results for program participants in school year FY15 (FC 596) and summer FY14, (if you were funded through FC 597). Did those results indicate any areas of student weakness? If so, please attach to your narrative a plan that describes how you will address those areas in FY16.

2.) STUDENT RESULTS

Provide an explanation of how data demonstrate the success of the program in providing meaningful, relevant and targeted instruction. What does the data tell you regarding:

A. The success of the program - Did the majority of students make progress?
B. The correlation between hours of services and results - Was there a correlation?
C. The impact of the student to teacher ratio on student progress
D. The instruction - Did the instruction align with gaps in learning as outlined in Educational Proficiency Plans? Did the project/lesson(s) submitted through the Contextual Learning website help to engage students in academic work applied to a context related to their lives, communities, workplaces or the wider world?
E. What further questions are raised/answered by an analysis of the data?

3.) PROGRAM DELIVERY

Using information from your Individual Student Data Reporting Forms, grant proposals, and site visits by district Program Coordinators and/or Administrators, please address the following:

A. The program - To what degree was the proposed program delivered? How successful was the program in addressing the individual student needs as outlined in Educational Proficiency Plans?
B. The schedule - Was it convenient for students and parents?
C. The setting - Was it easily accessible? Was transportation provided? Was it conducive to learning?
D. Outreach methods - Did the program reach, enroll, and maintain the participation of targeted students?
E. Incentives - Are additional incentives needed to encourage attendance?
F. Staffing - Was the program able to attract adequate numbers of qualified staff to teach in the program? Was sufficient time for planning provided?

G. What further questions are raised/answered by program observations and/or an analysis of the data?

4.) FEEDBACK FROM STAFF, PARENTS, AND STUDENTS

A. As part of the evaluation activities, did you administer a staff survey/questionnaire, conduct staff interviews, or elicit feedback in another way? Yes ____ No ____
   1. If you answered yes, what were the results?

B. As part of the evaluation activities, did you administer a parent survey/questionnaire, conduct parent interviews, or elicit feedback in another way? Yes ____ No ____
   1. If you answered yes, what were the results?
   2. Is there a correlation between parent satisfaction and student results? Yes (Describe.) ____ No ____
   3. Were pre- and post-test results shared with parents prior to their providing feedback?
      Yes (Describe.) ____ No ____

C. As part of the evaluation activities, did you administer a student survey/questionnaire, conduct student interviews, or elicit feedback in another way? Yes ____ No ____
   1. If yes, what were the results?

5.) WORK AND LEARNING INFORMATION

A. Worksite Integration: Please describe the connections made between worksite and academic learning, including but not limited to the use of the MA Work-Based Learning Plan.

B. Employers:
   1. How many employers provided worksite learning opportunities?
   2. Describe the profile of participating employers, including the number of private, non-profit, or public employers and the types of businesses and industries that participated.

C. Employer and Community Support: Describe the financial and in-kind support that employers and community partners provided to the program, including:
   1. wages paid to students (estimated total); and
   2. in-kind support provided by employers, such as staff time, conference room space, etc.

D. Other financial or in-kind support provided by community partners: Please describe.

6.) SUMMARY

A. Program Strengths

B. Program Weaknesses

C. Lessons Learned - Discuss briefly the effectiveness of the instructional strategies and materials; staff, student, and parent outreach; and program organization in light of the information gleaned from the data.

D. Other - Newspaper clippings and other contextual information that provide more complete information about program operation.
Note: It is the expectation of ESE that all program coordinators paid with grant funds will visit programs, observe instruction, provide technical assistance to staff, and attend appropriate ESE sponsored technical assistance sessions addressing this funding opportunity. Narrative evaluations are due on July 31, 2015 for School Year programs (FC 596) and September 30, 2015 for summer programs (FC 597). See Academic Support Data Collection pages for details regarding submission of this narrative evaluation as well as requirements related to individual student data.