Summer Brain Gain
Evaluation Toolkit
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Introduction
This toolkit provides resources to aid Clubs in monitoring Summer Brain Gain program implementation and measuring program outcomes. Evaluation is critical to successful program implementation and is often required for reporting to funders and other stakeholders.

Evaluation Team
You may choose to create a Summer Brain Gain evaluation team. The team lead should be a Club staff person with the time, energy, interest, and authority to keep the process on track. You may also consider including a board member, a parent and/or a Club member on your team. Youth voices can be extremely beneficial, as they offer valued insight from the participant perspective and can inform program improvements.

Logic Model
The logic model on the following page outlines the intended programmatic impact of Summer Brain Gain on members. This toolkit provides resources for measuring Club outputs and short-term outcomes.
### Boys & Girls Clubs of America (BGCA) Summer Brain Gain Logic Model

<table>
<thead>
<tr>
<th>Situation</th>
<th>Inputs/Resources</th>
<th>Outputs</th>
<th>Outcomes/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHAT WE ADDRESS</strong></td>
<td><strong>WHAT WE PROVIDE</strong></td>
<td><strong>WHAT WE DO</strong></td>
<td><strong>WHO WE REACH</strong></td>
</tr>
<tr>
<td>An average loss in reading skills of over 2 months for low-income students during the summer (<a href="https://www.gradelevelreading.org">The Campaign for Grade Level Reading</a>, 2015)</td>
<td>BGCA Expertise of BGCA professional staff</td>
<td>BGCA Provide multi-level program curriculum training for Club leadership and program facilitators</td>
<td>Youth members in rising grades K-5</td>
</tr>
<tr>
<td>For all youth, greatest summer learning loss occurs in math (<a href="https://www.summerlearning.org">National Summer Learning Association</a>)</td>
<td>The research-informed Summer Brain Gain elementary-level curriculum modules based on project-based learning principles</td>
<td>Deliver ongoing peer learning opportunities for Club staff</td>
<td>• Elementary school curriculum modules</td>
</tr>
<tr>
<td>Unequal access to summer learning programs (<a href="https://www.edelman.com/">Edelman, 2012</a>)</td>
<td>Lessons learned from a rigorous evaluation of implementation and impact of elementary Summer Brain Gain</td>
<td>Offer program implementation tools</td>
<td>• Parent/community engagement (e.g., weekly culminating events)</td>
</tr>
</tbody>
</table>

**Short-Term (Post-Program)**

- Expanded participation of low-income youth in quality, hands-on summer programming
- No noted significant summer learning loss in early literacy, reading, and math among participating youth

**Intermediate**

- Diminished achievement gap between participants and their more affluent
Exacerbation of the achievement gap between low-income youth and their peers because of summer learning loss (Meece & Eccles, 2010)

Accumulated effects of summer learning loss can follow youth through high school and beyond (Leefat, 2015)

<table>
<thead>
<tr>
<th>Partnerships with local Boys &amp; Girls Clubs worldwide</th>
<th>Guidelines and expectations for elementary Summer Brain Gain program fidelity</th>
<th>Learning Coach Module</th>
<th>Learning by the end of fifth grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Clubs</td>
<td>Adherence to program fidelity guidelines and expectations, including:</td>
<td>Summer Brain Gain Session</td>
<td>Contribution to the evidence base as a qualified effective summer learning intervention</td>
</tr>
<tr>
<td>Experienced youth development professionals</td>
<td>• Implement all six curriculum modules</td>
<td>Weekly Chats</td>
<td></td>
</tr>
<tr>
<td>Club facilities/space and overhead costs</td>
<td>• Rising grades K-3: Provide 2 hours or less of daily instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Rising grades 4-5: Provide 3.5 hours or more of daily instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Learning Coach Module</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Summer Brain Gain Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Weekly Chats</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Works Cited**


Evaluation Questions and Data Collection

Evaluation toolkit resources are divided into three levels based on key research questions. Level of difficulty is also noted to provide an idea of how difficult it will likely be to collect and analyze each type of data. Level one focuses on program fidelity and can be completed using data collected by Club staff only. This information will inform whether or not Summer Brain Gain was implemented as designed (with fidelity). Level two considers the quality and effectiveness of program implementation. Finally, level three considers youth outcomes.

Each level is intended to build upon the level below it. That is, if you plan to evaluate member outcomes, it is recommended that you also evaluate program fidelity and program implementation. Without information on program fidelity and implementation, it will be difficult to interpret and use outcomes data.

<table>
<thead>
<tr>
<th>Evaluation Questions</th>
<th>Data Required</th>
<th>Level of Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Fidelity – Level One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the program implemented with as designed (with fidelity)?</td>
<td>Implementation Form (tab 1 - Modules)</td>
<td>Low</td>
</tr>
<tr>
<td>Was the program well-attended? Did participants attend regularly?</td>
<td>Program Attendance*</td>
<td>Low</td>
</tr>
<tr>
<td><strong>Program Implementation – Level Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What was the quality of the program implemented?</td>
<td>Observation Form</td>
<td>Medium</td>
</tr>
<tr>
<td>What were the main successes and challenges of the program perceived by program staff?</td>
<td>Implementation Form (tab 2 – Notes)</td>
<td>Low</td>
</tr>
<tr>
<td>What were the main successes and challenges of the program as perceived by parents?</td>
<td>Parent Survey</td>
<td>Medium</td>
</tr>
<tr>
<td><strong>Program Outcomes – Level Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What were the participants’ perceptions of the program?</td>
<td>Member Surveys</td>
<td>Medium</td>
</tr>
<tr>
<td>Did participants at least maintain their reading skills from beginning to end of summer?</td>
<td>Reading Assessment*</td>
<td>High</td>
</tr>
<tr>
<td>Did participants at least maintain their math skills from beginning to end of summer?</td>
<td>Math Assessment*</td>
<td>High</td>
</tr>
</tbody>
</table>

* BGCA has provided tools or resources to help you collect data to answer each evaluation question, with two exceptions: Program attendance should be tracked using your Club’s preferred attendance tracking method. In order to ensure that reading and math assessment data are valid and meaningful, Clubs should work directly with a qualified assessment provider.
Overview of Evaluation Tools

Tools for Evaluating Program Fidelity

Fidelity of Implementation Form

**Purpose:** To track the extent to which individual instructors are implementing the program as designed (with fidelity)

**Who completes it?** Each program instructor completes their own implementation form.

**When is it administered?** Weekly, at the conclusion of each module

SBG Fidelity Form ES.xlsx

Tools for Evaluating Program Implementation

Observation Form

**Purpose:** To enable supervisors (program managers) to observe and provide feedback to program instructors

**Who completes it?** Supervisors complete it when observing staff.

**When is it administered?** Recommend observing facilitators at least two times during the summer

**Observation form and instructions:**

SBG Observation Form.docx

Parent Survey

**Purpose:** To gather information on parent perceptions of the Summer Brain Gain program

**Who completes it?** Parents or guardians of members

**When is it administered?** At the end of the program

**Format:** Recommend offering both a web and paper option. Set up a space for parents to easily and quickly complete the survey during the last week of the program, when picking up their child, and send the survey via email at the end of the program.

**Note:** BGCA has provided a scoring form. You can enter survey results into this spreadsheet and metrics will be calculated for you. Be sure to review the open-ended comments that parents provide. They will help you improve the program and may provide compelling testimonials.

**Parent survey:**

SBG Parent Survey.docx
Tools for Evaluating Program Outcomes

Parent Consent Form

**Purpose:** To ensure parents/guardians are aware of and agree to the collection of data from their child in the form of surveys or assessments

**Who completes it?** Parent or legal guardian of members in the program return the form only if they DO NOT want their child to participate in the survey or assessment (this is called “opt out” or “passive consent”)

**When is it administered?** Before members complete surveys or assessments

- **Step 1:** Before you print the form, fill in the date by which you want the forms returned. Forms should be distributed at least two weeks prior to the time when members will be surveyed/assessed.
- **Step 2:** Distribute the parent consent form. When using an “opt out” or “passive” consent process, use a method to distribute the forms that gives you high confidence that the form will reach the parent (e.g., do not ask members to carry it home).
- **Step 3:** Do not survey/assess members whose parents returned the form to indicate that they didn’t want their child to participate.

**Note:** Some Clubs ask for consent for this type of activity once per year on the membership application form. Provide parents with the opportunity to look at survey questions, if requested, but do not send copies of surveys or assessments home. Keep good records of which members have permission to be surveyed/assessed and which do not.

**Parent Consent Form:**

SBG Parent Consent Form.docx

Member Assent

**Purpose:** To inform members of the purpose for which they are being asked to complete a survey or assessment and give them an opportunity to decline to participate

**When is it administered?** Before you administer a survey or assessment to Club members, always read the Member Assent aloud to participants. Members may decline to participate in the survey or assessment.

**Member Assent:**

SBG Member Assent.docx

Member Surveys

**Purpose:** To measure program impact as well as members’ satisfaction with and perceptions of the summer program

**Who completes it?** All program participants entering third grade and above (with parental consent and member assent)

**When is it administered?** The survey is completed at the end of the program.
Format: Recommend you create an electronic survey on SurveyMonkey or something similar, so you can easily view results

Member Survey:

[Image of SBG Member Post-Survey.docx]

Reading & Math Assessments
BGCA is working toward a negotiated discounted rate for Clubs that would like to measure reading and math skills of Summer Brain Gain participants. Two options for this summer are listed below:

Renaissance Learning, STAR Assessment
Phone Number: (800) 338-4204

Northwest Evaluation Association, Measures of Academic Progress (MAP) assessment
Phone Number: 866-654-3246

Please refer all questions to the main contact numbers listed above. If you decide to take use either assessment, please allow time to complete training and gain parental consent for your members BEFORE you start programming.
Recommended Evaluation Timeline
To help keep track of key deliverables, we’ve provided guidance about what to do when. **If you are conducting level one evaluation, complete the tasks in blue. For level two refer to blue and green. For level three, see blue, green and yellow.**

**ACTIONS BEFORE SUMMER BRAIN GAIN PROGRAMMING**

- **At Least One Month Prior**
  - Form Evaluation Team for SBG
  - Meet as a team and determine the research questions you will address

- **Three Weeks Prior**
  - Order assessments from vendor selected

- **Two Weeks Prior**
  - Distribute Parent Consent Form
  - Prepare to administer student pre-assessments (obtain training)
**ACTIONS DURING SUMMER BRAIN GAIN PROGRAMMING**

- **Week 1**
  - Collect Program Attendance Data
  - Instructors Complete the Implementation Form
  - Complete rostering for Student Pre-Assessment
  - Administer Student Pre-Assessment

- **Week 2**
  - Collect Program Attendance Data
  - Instructors Complete the Implementation Form
  - Complete Instructor Observation
  - Administer Student Pre-Assessment

- **Subsequent Weeks**
  - Collect Program Attendance Data
  - Instructors Complete the Implementation Form
  - Complete Second Instructor Observation

- **Final Week of Programming**
  - Collect Program Attendance Data
  - Instructors Complete the Implementation Form
  - Complete Parent Survey
  - Administer Student Post-Assessment and Member Post-Survey
  - Complete the Program Implementation Survey

**ACTIONS AFTER SUMMER BRAIN GAIN PROGRAMMING**

Within two weeks after the end of summer programming:
- Compile and review all data collected
- Convene the evaluation team to discuss the evaluation questions and consider implications for future summer programming

Following the evaluation team’s review of data:
- Prepare recommendations to improve programming for next summer (you may consider holding a focus group with members or parents to provide additional input into this process)
- Prepare a short final report to help your organization communicate about your summer programming with external stakeholders
Appendix

Important Notes to Remember when Surveying Youth

- Explain the purpose of the survey
- Administer to small groups
- Read questions aloud to younger youth
- Repeat, reorder and define words when further explanation is needed, but don’t lead the member to an answer
- Prepare space, equipment and staff prior to surveying
- Engage older youth in leadership opportunities
- Stress the importance of honesty
- Use incentives to increase participation (e.g., mini-party)
- Ensure data is stored in a safe place to protect participant confidentiality