

SPARK EVALUATION SITE VISIT PROCESS

During the Spring 2016 site visits, the evaluation will focus on documenting benefits students derived from participating in the SPARK program. The evaluation will specifically focus on students who have benefited the most from the SPARK program. The PM will choose 2 students who have benefitted, whose families are likely to be at the family event, and whose teachers are likely to inform us productively about the benefits they have seen in the child in their classroom. Sites visits involve three types of activities (data reporting planning, interviews/focus groups and observations of family events (if possible)). These activities are described in depth below.

DATA REPORTING PLANNING

We would like to meet with both Club staff and district staff to review the data collection and reporting needs and timeline for the project. This will include SPARK participation and implementation data. It will also include assessment data, school attendance data, and grade data for both SPARK participant and control group students.

INTERVIEWS

We would like to conduct interviews or focus groups with stakeholders during each site visit. This would include the program manager, parent partner, teachers, parents (if possible), tutors, focus students, and a check in with the principal and 20%er. These interviews will provide us with in-depth information about how well the implementation of SPARK has progressed. In addition, our interviews will focus on how students are benefiting from the SPARK program. Interview protocols are presented later in this document. Interview participants must be consented before participating.

OBSERVE FAMILY EVENT (IF POSSIBLE)

If it is possible to schedule our visit to coincide with a family event, we will observe and document the family event, noting:

How the family events are structured, How many families are participating, How engaged families are in the event, What families are learning about literacy, and What families are taking home from events (books, other materials, information).

In addition, to the extent possible, we will document our focus student families' participation in SPARK and the event and interview them to find out the following information:

- Did you enjoy the family event?
- What did you learn? What did you find interesting? Useful?
- Did you get a chance to talk to the PM, PP, or tutor tonight? How often have you communicated with the PP? How comfortable do you feel talking to him/her?
- What do you think of SPARK? What does your child think of the program?
- What do you think your child has learned in SPARK? Do you have a sense of the progress he/she has made?

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- How do you think your child has benefitted from SPARK?
- Have you learned anything this year in SPARK that has helped you help your child with reading at home?
- Have you gotten to know other SPARK families?

Updated Family Event questions:

- How would you describe SPARK?
- Can you talk about the progress your child has made in SPARK? How do you know?
- How has your child benefitted from SPARK?
- Have you learned anything this year in SPARK that has helped you help your child with reading at home?
- Have you found the SPARK take home activities or books to be useful?
- Have you gotten to know other SPARK families?
- What worked to get you involved in SPARK?
- How would you change the family events?

PROGRAM MANAGER

I. Progress of SPARK at their site

1. What progress have you made between last year and this year overall? What has worked? What hasn't worked?
2. Now that you have been with SPARK for a while, what do you think of SPARK?
 - a. The materials
 - b. The support you have received
 - c. The program administratively
3. How often are you able to tutor each student?
 - a. What are the biggest challenges to being able to tutor students 3 times per week this year?
 - b. What classes are you pulling students out of?
4. How is the tutoring going this year? What training has been most helpful for tutors this year?
 - a. What are tutors' overall strengths and weaknesses? What is your impression of the tutor quality?
 - b. Where are you finding tutors?
 - c. Are the tutors improving as the year goes on, and if so, to what do you credit that improvement?
 - d. Do you have any returning tutors and if you do, do you see a difference in their performance or leadership?
5. Is the PP the same as last year?
 - a. What are his/her strengths and weaknesses?
 - b. What has worked and what hasn't worked in terms of including families? What barriers have you faced? How have you overcome those?
 - c. What have you learned about how to effectively engage families?
6. What steps have you taken to get SPARK kids to go to the afterschool program? How many students are attending?
 - a. What are the barriers for participation?
 - b. Are you seeing benefits for the students who attend afterschool? What are they and how do you know?
 - c. What could make the afterschool program more effective for SPARK students?

II. Documentation of Benefits to Students

7. What impact have you seen on the SPARK students at your site (press for specifics)?
8. For this visit, we asked you to choose 2 students who you think have particularly benefited from the SPARK program.

- a. Please provide some background information on each student (grade level, reading ability, family engagement, why you chose this student)
- b. What impact has SPARK had on this student? How do you know?

III. Closing Questions

- 9. What is one piece of key advice you would give site managers in their second year of the program?
- 10. What else do you need here at this site to build on your success for the rest of this year and next year?
- 11. Is there anything else you would like to share with us or do you have any questions about the evaluation?

PARENT PARTNER

- 1. What types of activities have you engaged in this year as a parent partner? How have they have gone? How has involvement/engagement been? What have you learned about how to successfully implement them?
 - a. Family events
 - b. Home visits
 - c. Other contacts: Phone calls, newsletters, emails, notes home, greetings at the school
 - d. Sending books/materials home
- 2. What are you trying to accomplish this year as a parent partner?
 - a. How are you trying to accomplish these goals?
 - b. What is working and what is not working?
 - i. How are you trying to overcome these challenges
 - c. What do you think is holding back families you haven't been able to reach
- 3. Implementation:
 - a. Please describe training you have received in this position.
 - b. What support and feedback have you received to help you?
 - i. Helpful?/enough?
 - c. What else has helped you in your role as PP?
 - d. What else would be helpful for you to achieve your goals?
- 4. Please describe the benefits you think engaging families in SPARK has had on students at your site? Can provide specific instances?
- 5. For this visit, we asked you to choose 2 students who you think have particularly benefited from the SPARK program. Please describe their families' engagement in SPARK. Please be as specific as possible. (What changes have you seen in the family? In the child? Has the family shared anything with you about the benefits of SPARK?)

6. Please describe the family event we are going to observe:
 - a. What are the logistics of the event?
 - b. Please describe the planning process.
 - c. What is the expected turnout? Is this typical?
 - d. What do you hope families will get out of the event today?
 - e. What specific information are you hoping families will take away to help their children read at home?
7. Is there anything else you would like to share with us or do you have any questions about the evaluation?

TEACHERS OF FOCUS STUDENTS

1. What is your general impression of SPARK?
2. What specific benefits have you noticed for _____ (focus student)?
 - a. reading skills/reading level
 - b. willingness or ability to read independently
 - c. participation in class
 - d. confidence level
 - e. behavior
 - f. motivation
 - g. feelings toward reading
 - h. attendance
 - i. homework completion or quality
 - j. family engagement (communication with them, attending conferences)
2. How does the student feel about SPARK? Do they want to go?
3. How much has SPARK helped the other students in your class?
4. Has SPARK helped you in any way?

PRINCIPALS AND PROGRAM DIRECTOR

1. What are your general impressions of SPARK?
 - a. The tutoring?
 - b. The family engagement?
 - c. The after school program?
2. In what ways have you been involved with SPARK this year?
3. Do you have any concerns about how SPARK is going at this site? Do you think SPARK is a good fit at this site? What benefits do you think it brings to this school?

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4. Do you have any questions about the evaluation?
5. Is there anything else you would like to share with us?

TUTORS

1. Please describe training you have received this year in this position (formal training, coaching from the site manager, co-planning, reviewing students' assessment data, reviewing materials, being observed).
2. What has been most helpful for you as a tutor (training, feedback, materials)?
3. What is your biggest challenge as a SPARK tutor? (lesson plan, documentation, student behavior or absences)?
4. What benefits have you had as a result of being a SPARK tutor?
5. What do you see as specific benefits to your SPARK students?
6. Follow up with focus students' tutor(s). Can you provide specific information about _____?
 - a. Please describe this student's progress.
 - b. What challenges have you faced working with this student and how you have solved these?
 - c. Has is their behavior and engagement in the SPARK lesson? Has this changed throughout the year? Have you seen an increase in confidence or motivation?
 - d. Please describe your relationship with them. How did you develop this relationship?
 - e. How you think they have benefited from tutoring sessions? Specifically, what do you think they learned in the lesson we observed?
7. Is there anything else you would like to share with us?

FOCUS STUDENTS

1. What do you like about SPARK?
2. What did you learn today in your SPARK lesson?
3. What else have you learned in SPARK?
4. Do you think SPARK has helped you learned to read?
5. How has it helped you?