



Assessing Program Effectiveness

DESE 21st CCLC Virtual 2020 Summer Conference

July 28, 2020



This presentation was produced under
U.S. Department of Education
contract No. ED-ESE-14-D-0008
with Synergy Enterprises, Inc.

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Disclaimer



Facilitators



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What is You for Youth?

- Launched in 2011
- Funded by the U.S. Department of Education
- Provides free training and resources for 21st CCLC Programs, including:
 - Online learning
 - Virtual and in-person trainings
 - Quarterly webinars
 - Online resources including downloadable tools, best practice toolkits, blog and planning/implementation materials





Free Online Learning

COURSES

- | | |
|---|---|
| Citizen Science | Introduction to 21 st CCLC |
| Civic Learning and Engagement | Literacy |
| College and Career Readiness | Managing Your 21 st CCLC Program |
| Continuous Education Through 21 st CCLC Activities | Project-Based Learning |
| Creating a Positive Learning Environment | Social and Emotional Learning |
| Family Engagement | STEM |
| Financial Literacy | Strategic Partnerships |
| Human Resources | Summer Learning |

- 16 Courses
 - Between 5 and 10 hours of instruction
 - Full course – 10 hours covering all aspects of a topic
 - Companion course – 5 hours providing an overview of important areas of a topic
 - Designed using International Association for Continuing Education and Training (IACET) standards
 - Include resources that allow Program Directors to train their staff (Trainings to Go)
 - Create a free Y4Y account to track your progress and receive a certificate of completion



CLICK & GO MICROLEARNING

Trauma-Informed Care

Developing and Implementing a Safety Plan

Building Financial Literacy

Building a Positive Organizational Culture and Climate

Implementing Your Program With Fidelity

Creating an Intentionally Designed Program

Developing a Needs Assessment

- Click & Go Microlearning
 - Designed to help 21st CCLC leaders understand the primary components for planning, designing and implementing activities
 - Each includes a mini-lesson, podcast(s) designed to expand knowledge, tools, resources and Frequently Asked Questions (FAQs)
 - Can be completed in 30-60 minutes

Free Resources



- Downloadable and Customizable Tools
- Best Practice Toolkits
- Learn More Library
- Career Development Resources
- Monthly Newsletter
- Blog
- Other relevant 21st CCLC information



Creating a Positive Learning Environment at Home

Thursday, June 11, 2020 at 1:00 PM (Eastern)



- Covering topics important to 21st CCLC programs
- Engaging talk show format
- Archives on the Y4Y portal at <https://y4y.ed.gov/webinars>



Free Online Professional Learning
and Technical Assistance for
Nita M. Lowey 21st Century Community Learning
Centers Grant Programs

[Learn more.](#)



What's New With Y4Y?

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Information



For more information visit:
<https://y4y.ed.gov>
or email y4y@seiservices.com

Objectives

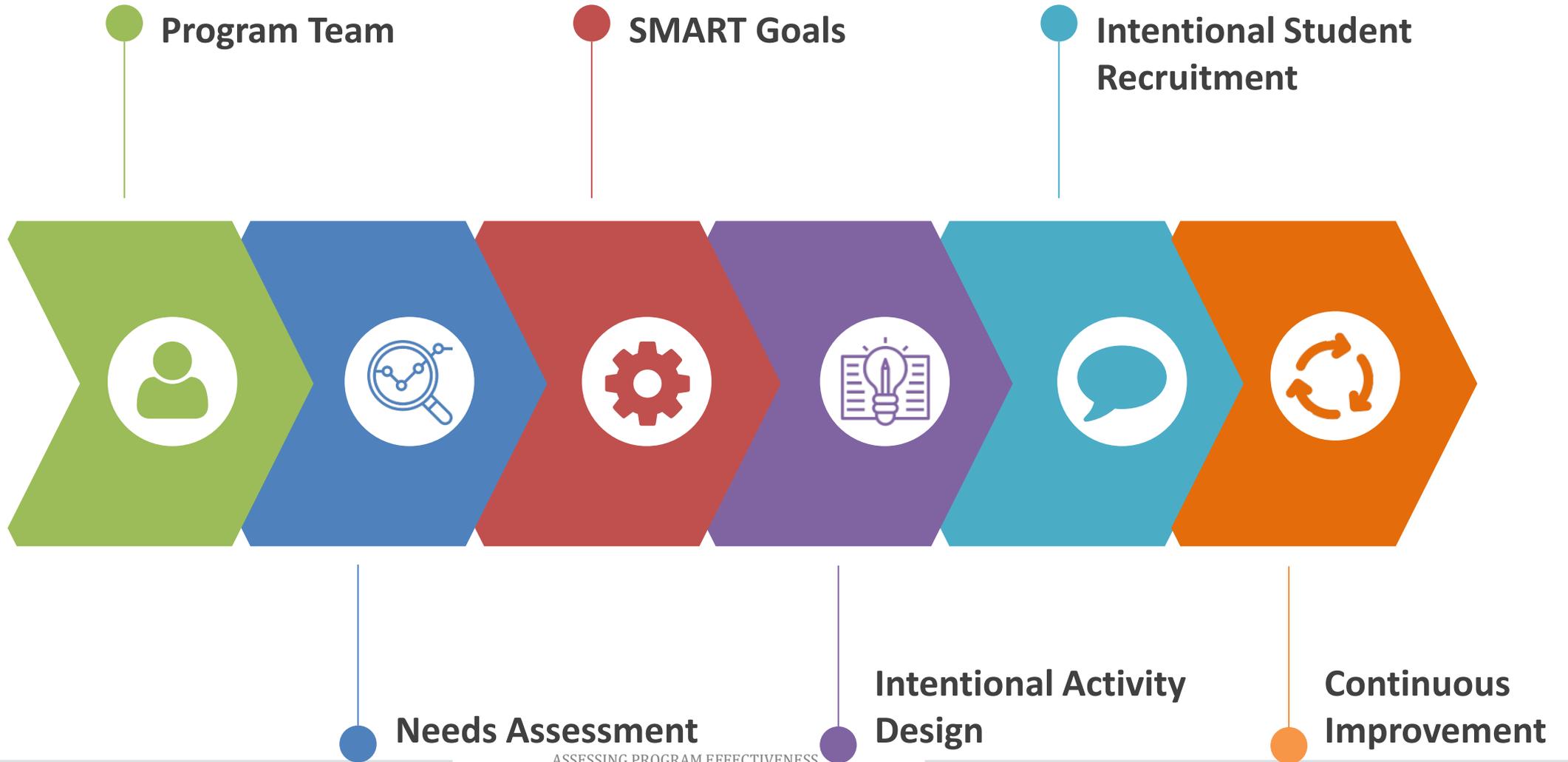


- Explore the steps of the continuous improvement process.
- Gain tools and resources to develop your own continuous improvement process.





Program Planning and Design



What is Continuous Improvement?

An ongoing effort to improve the quality of services in your summer learning program

Purpose:
to improve
all the time

Putting a plan in place to *continually monitor* your work to help assess implementation and outcomes





Why?

1. Compliance and Integrity
2. Federal Requirement for Self-Evaluation
3. Improve Programming
4. Increases Sharing of Best Practices

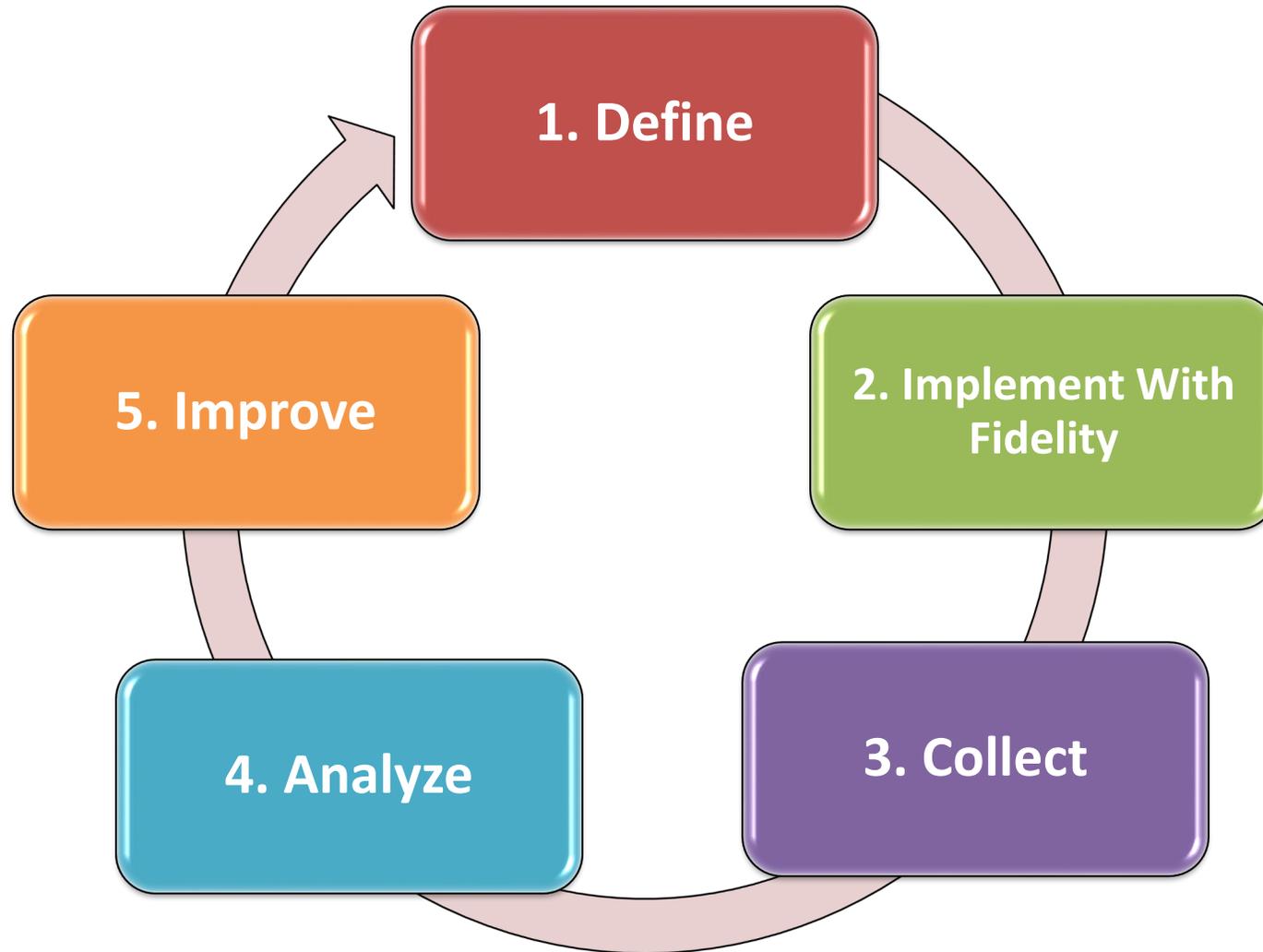


Continuous Improvement in Action

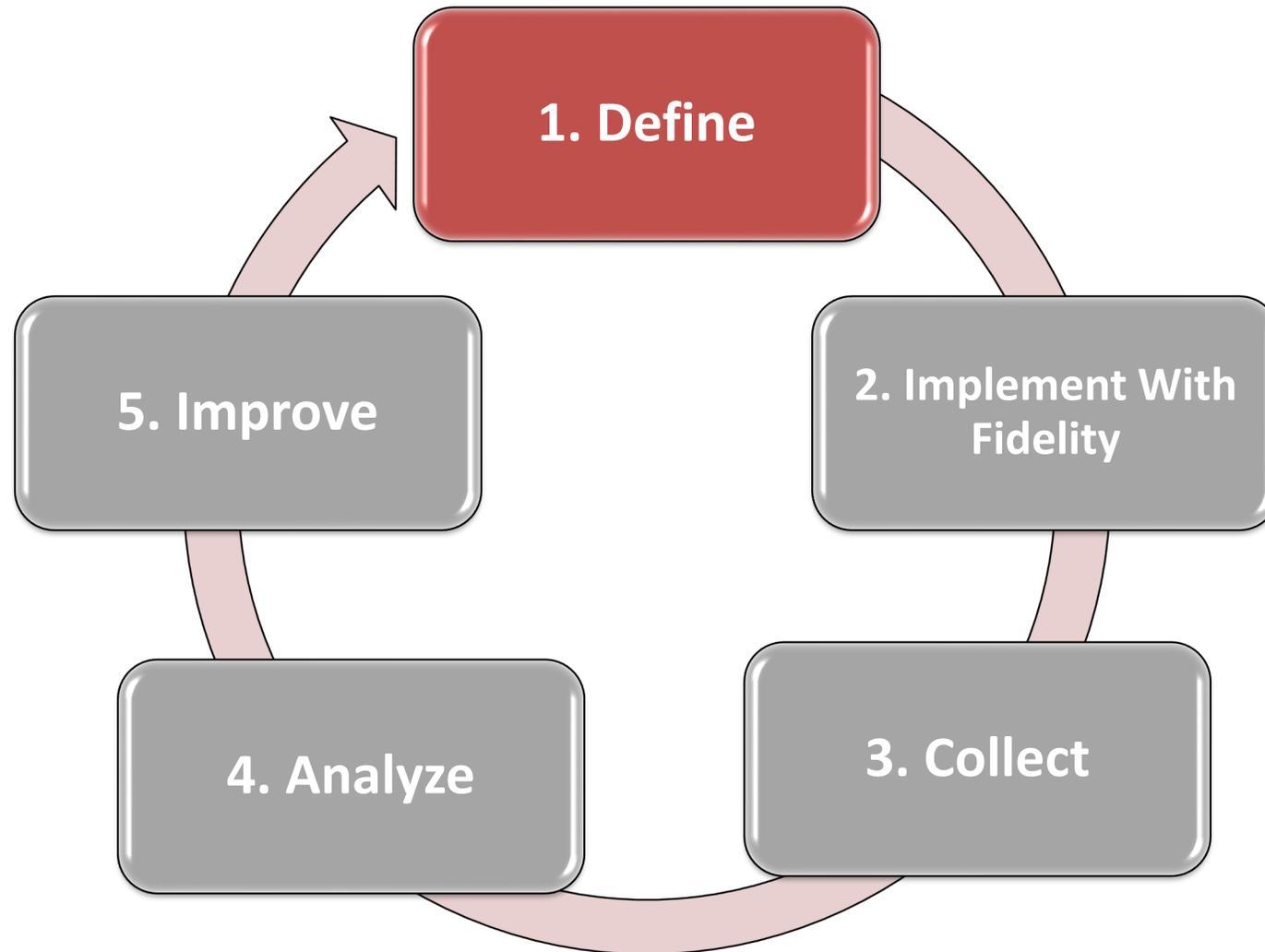




Continuous Improvement Process



1. Define





Define – SMART Goals

S M A R T

Needs Assessments



You for Youth | Continuous Education Through 21st CCLC Activities

1

Conducting Your Program Needs Assessment

Before planning and designing your program, your team should conduct a thorough needs assessment to gather data on student academic needs and find out what students want to do during the school year. Use the tables in each section to record needs and set priorities for your summer learning program.

School-Level Data — High-level data provide the big picture and give you a starting point from which to work. Analyze needs by reviewing state assessment scores, attendance data and behavior data. Use the guiding question examples to begin discussions with your team. Sample answers have been provided.



You for Youth | Continuous Education Through 21st CCLC Activities

1

Activity and Program SMART Goals

Program SMART Goals

Creating goals provides a road map for the program. Work with staff and stakeholders to set as many goals as you see fit, and to ensure everyone understands what the program should achieve. Use the sample program SMART goal below to assist you in developing your program SMART goals. And, if you already have them in place, make sure they are SMART!

Sample Program Goal: 80 percent of students who attend the afterschool program regularly will demonstrate an increase in mathematical skills by the end of the fall semester, as measured by pre- and postprogram state assessment scores.

A 80 percent of **S** students who attend the afterschool program regularly will demonstrate an **R** increase in mathematical **T** skills by the end of the program as **M** measured by pre- and post-program state assessment scores.

- Specific** I am targeting the students who need the support and who attend regularly.
- Measurable** I am using the pre- and postprogram state assessment scores to measure outcomes.
- Achievable** I believe that 80 percent of students can improve if they engage in the program.
- Relevant** My goal is relevant because mathematical skills have been identified as a need.
- Time Bound** I have decided to measure outcomes at the end of the program year.

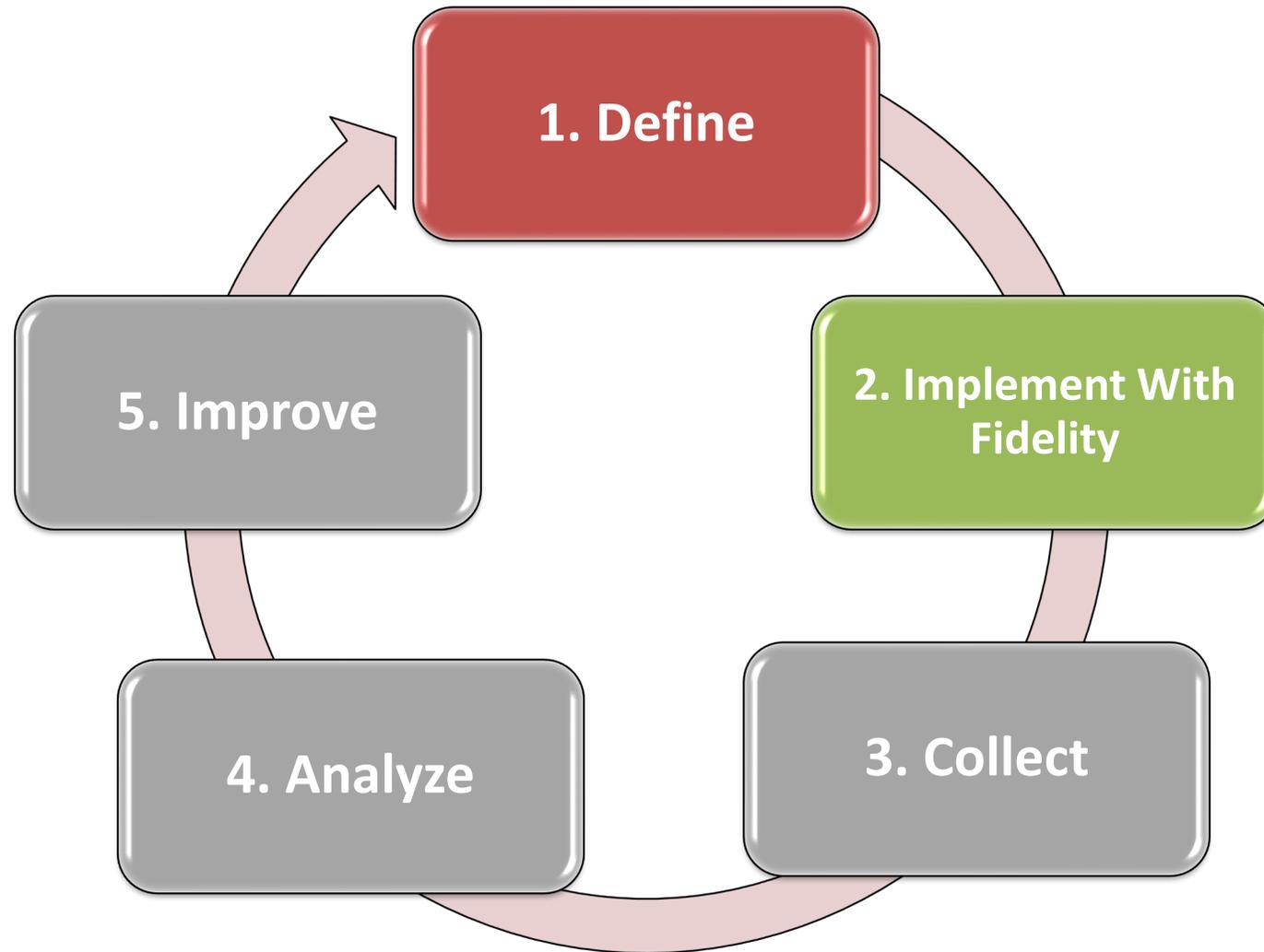
Add your program SMART goal(s) to the chart on the next page.

School-Level Data	Information Source	Priority (High, Med, Low)
Third-grade students will meet math state assessment.	State assessment results	High
Third-grade students met math state assessment.		
Grade students have been absent more days this year.		
Fourth-grade students averaged discipline referrals this year.		

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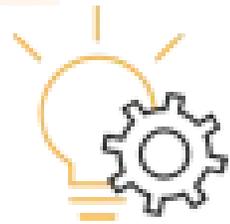
2. Implement With Fidelity





Implement with Fidelity

- Implement the program as intended.
 - Adherence



Implement With Fidelity

Are you doing what you said you would do?

Program Design



Implementing the Program

ews and
rogram

quality.

- Think ahead and plan for potential road blocks.



Observations



- Tools should target all responsibilities.
 - Transition times
 - Staff interactions with students and parents
 - Learning environment
- Feedback should be immediate and provide quick and easy take-aways.
- Provide improvement plans.
- Engage staff in the process.

Observation and Supervision Checklists



You for Youth | Project-Based Learning

1

Staff Observation Review Checklist

Instructions: Share this checklist with staff members before the project begins to set and measure overall expectations for responsibilities and behaviors. Score on scale of 1 to 3, with 1 being the highest performing and 3 being the lowest performing. Guide observers to provide evidence notes if they give a 1 or a 3 score. Keep notes on individual staff performance related to the items on the checklist during the project. After the project ends, set a time to meet briefly with each staff member to review their performance. For any items marked 3, be sure to identify specific steps for improvement.

Staff Member: _____

Score	Staff member creates an engaging learning environment.	Evidence
	Motivates youth from outset	
	Presents opportunity in engaging way	
	Explains and creates opportunities for youth leadership and independent work	
	Respects youth voice	
	Facilitates youth expression and creativity	
	Ensures inclusion	
	Engages youth in establishing procedures and norms	
	Staff member facilitates active learning.	
	Supports group work	
	Supports development of ideas into viable projects	
	Circulates and checks in appropriately with youth	
	Models or demonstrates techniques; provides information or guidance when appropriate	
	Refers youth to resources	
	Facilitates use of outside resources	
	Ensures youth understand goals and objectives	
	Checks for comprehension	
	Creates groups, buddy systems, or other supports for English learners or youth with special needs	
	Asks open-ended questions	
	Supports self-assessment and peer reflection	
	Staff member engages other adults.	
	Works respectfully and effectively with volunteers	
	Works respectfully and effectively with partners	
	Works respectfully and effectively with student families	
	Staff member builds own skills.	
	Attends trainings	
	Participates actively in trainings	
	Leads segments of trainings	
	Suggests topics for trainings	
	Contributes to locating resources	
	Participates openly in reviews	
	Seeks feedback and revises work	
	Provides peer support for others	



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You for Youth | Summer Learning

1

Activity Observation Checklists

Leaders and activity developers should work together to determine the indicators that demonstrate high quality in activities and adherence to the design of each activity. Not every activity will have the same indicators. For example, one activity may be designed with a ratio of 1:10 because research indicates that it is at that ratio where most positive outcomes can be expected. Another activity may not require that low of a ratio. There are two samples of Checklists below which you can customize for your own activities. The first is designed for an academic activity and the second for an academic enrichment activity. The data from these observations should be used to guide continuous improvement.

Site/Center: _____ Date: _____ Observer: _____

Activity: Math Room: _____

Activity Observation Checklist

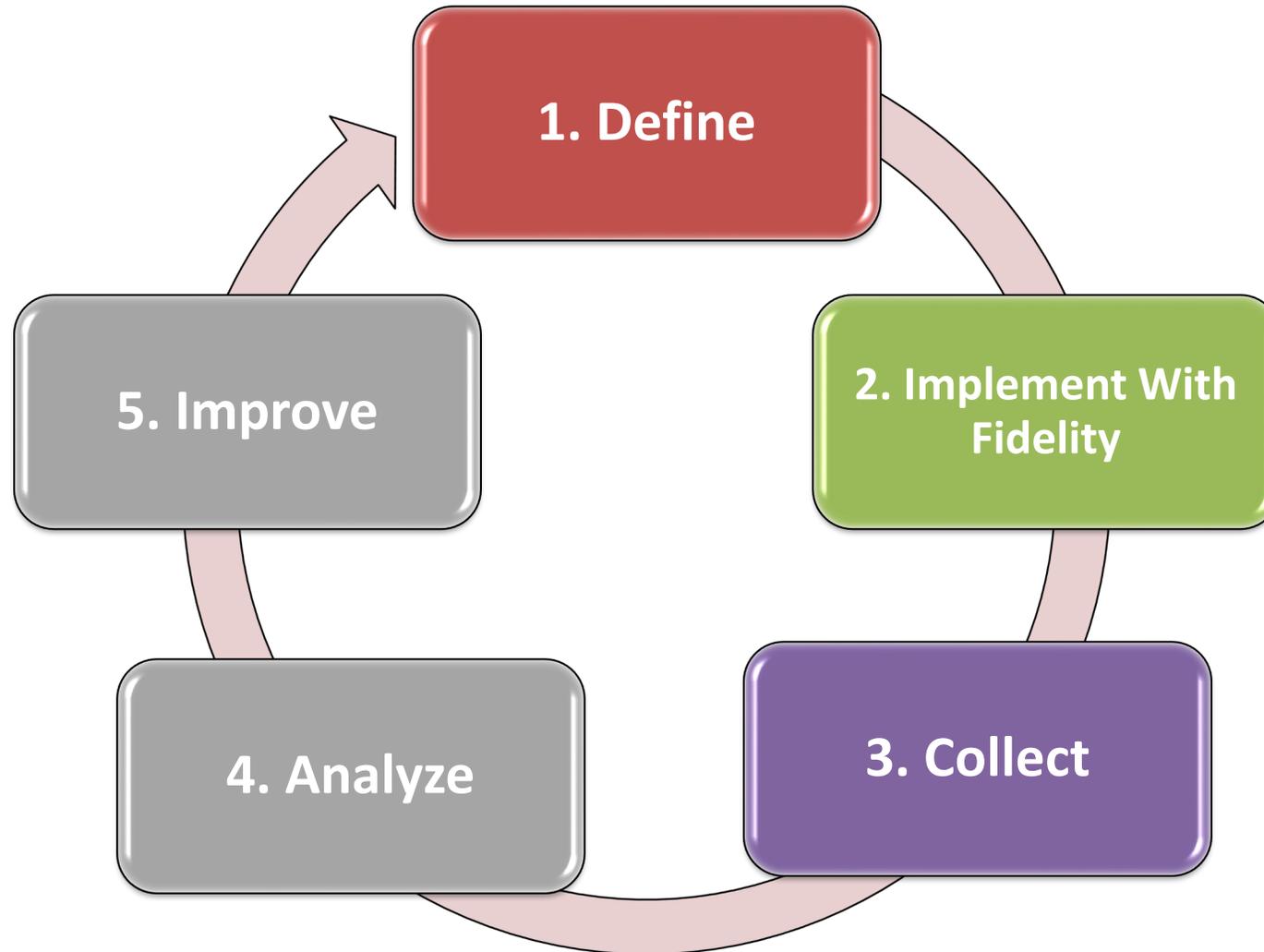
Rating 1=Low 2=Medium 3=High	Indicators	Notes
	Adherence to and Quality of the Activity as designed- Program components are implemented as prescribed.	
	<p><i>Activity focus is on targeted skills:</i></p> <ul style="list-style-type: none"> Skill set #1: <i>Numbers, Operations, and Quantitative Reasoning</i> Skill set #2: <i>Patterns, Relationships and Algebraic Reasoning</i> 	
	<i>Every student is participating in one of 3 stations:</i>	
	<ul style="list-style-type: none"> <i>Students engaged in small group CGI intervention with teacher</i> <i>Students participating in computer program intervention</i> <i>Students participating in an interactive learning activity</i> 	
	<i>Required materials/resources available:</i>	
	<i>Laptops 1 for every student</i>	
	<i>SMART Boards</i>	
	<i>Math software programs</i>	
	<i>Instructional resources (will include one of following):</i>	
	<ul style="list-style-type: none"> <i>Base Ten Blocks</i> <i>Manipulatives</i> <i>Math Games</i> 	



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3. Collect



Collect the Evidence

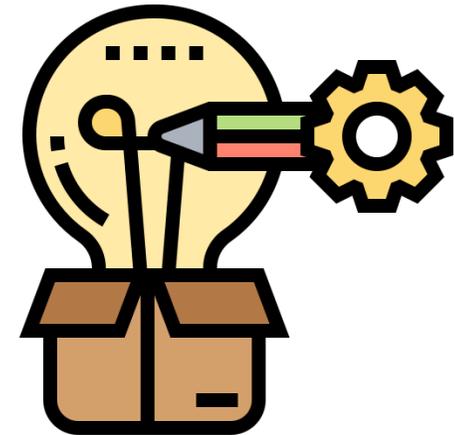
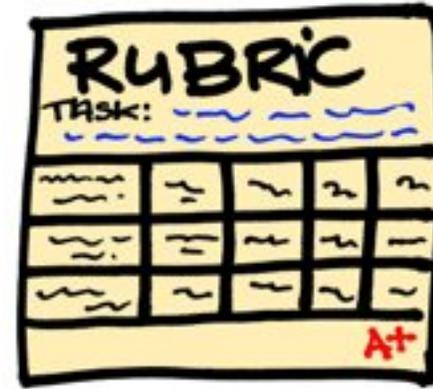


By the end of the semester, 80% of learners who regularly attend Tiny Architecture will increase their accuracy in solving multistep fraction word problems, as measured by the completion of the scale courtyard remodel plan and the project rubric.

- How will we know if we have been successful in reaching our goals?
- What is our evidence?



Data Sources



Surveys



You for Youth | Citizen Science

Citizen Science Reflection Questions for Students

Reflection is a key part of planning and implementing successful Citizen Science projects. Review these questions in advance and make observations during the process to ensure that you will be able to answer these questions during the project.

How would you improve introducing the Citizen Science initiative to your students?

- More activities
- Move faster
- Better prep by the facilitator
- Incorporate more collaboration

How was the overall quality of Student Engagement in the project?

- Was meaningful and useful
- Respectful but neutral
- Responsive and engaged
- Appeared bored or indifferent

How was the overall quality of Staff Engagement in the project?

- Meaningful and useful
- Bored or indifferent
- Responsive and engaged

What did you think of the Citizen Science center?

- Interesting, motivating
- Irrelevant to the students and staff
- Do-able
- Too advanced or complex

You for Youth | Summer Learning

Student Survey

Program leaders should use surveys at the start of a program and at the end of a program to measure changes and impact. It is easier and often more reliable to do surveys with students in third grade and above. Leaders should also consider putting surveys into a digital format that will automatically tabulate results and provide options to create graphs and tables for use in reports and presentations.

Summer Learning Student Survey

We want to make the best summer program! Think about how you feel about each part of the summer program. Fill in circles for the answers you agree with for each question.

What grade you are entering?

- Third
- Fourth
- Fifth
- Sixth
- Other

What school do you attend?

- ABC Elementary
- DEF Middle School

Why do you come to the summer program? Fill in circles for all that you agree with.

- No one is home during the day.
- My friends are in the program.
- It's fun.
- I want to get help with my school work.
- I want to improve my grades.
- My parents want me to come.
- My teacher wants me to come.

Directions: Check one column to show how you feel about each statement.

Statement	Always 1 😊	Sometimes 3 😐	Never 4 😞
I enjoy coming to the summer program.			
I feel safe at the summer program.			
My school work is getting easier.			
I am challenged to learn new things.			

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You for Youth | Summer Learning

Summer Learning Family Survey

Response in each row to indicate how you disagree or agree with each statement.

Statement	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Summer program, I believe that my child is having a lot of trouble.					
Summer program, I believe my child would do more during the summer.					
Summer program, I believe my child would do more math.					
Summer program, I believe my child would be more influenced by positive influences.					

Response in each row to indicate how you believe the summer program impacted your child.

Statement	N/A 0	No Impact 2	Some Impact 3	Significant Impact 4
Positive relationships with teachers.				
Excited about school.				
Doing as well as a result of the program.				
Doing better as a result of the program.				
Relationships with peers better.				
Ready to return to school in the fall.				
Doing better as a result of field trips.				
Field trips showed me what my child is capable of.				

Rubrics



PROJECT RUBRIC

Project title	
Staff	S

Category	Criteria ¹	No = 1	
Project organization	Did the project have beginning, middle, and concluding phases that built upon each other? ²	The project did not have beginning, middle, and concluding phases that built upon each other.	
Project depth	Did the project provide sufficient new challenges and require sustained effort over time? ³	The project did not provide sufficient new challenges or require sustained effort over time.	
Interest level/ Student engagement	During time allocated to project tasks, did most children's conversations stay focused on the project?	Without persistent staff intervention, most children's conversations quickly strayed to topics other than the project task.	
Level of child-initiated learning	Were children actively engaged in developing the project, its component tasks, and problem-solving strategies?	Children were not involved in developing the project or its component tasks and did little of their own problem solving; project activity and content did not go beyond staff ideas and suggestions.	
Practice and integration of research skills	Did children use a variety of sources, including primary and secondary sources, to learn about the topic?	The project did not call for children's research to learn about the topic; staff furnished most or all project-related information.	
Inclusion/ Collaboration	Did all children who were involved in the project take part in all of its aspects?	The project was dominated by a few children and showed little or no teamwork.	
Alignment with school/district/ state academic skill development goals	Did the project support children's learning to read, write, calculate, and solve problems and their use of these skills in ways that were meaningful to them? ⁴	Project tasks did not support children's learning to read, write, calculate, and solve problems or their use of these skills in ways that were meaningful to them.	
Evidence of learning outcomes	In the concluding phase of the project, did the children's culminating work show what they learned and the ways they went about learning?	The project did not have a concluding phase in which the children shared in culminating work what they learned or how they learned.	



Positive Youth Development Rubric

Directions: Use this tool to determine whether activities have helped a student to more fully develop these traits. Observe a student or analyze their work during or at the end of an activity. Determine whether the student performed at a novice, apprentice or expert level for each category based on the descriptors. Assign points and calculate a total.

Student Name: _____ Date: _____

	Level of Performance			Points
	Novice (1)	Apprentice (2)	Expert (3)	
<i>Competence</i>	<ul style="list-style-type: none"> ● Demonstrates basic understanding of skills assessed. ● Sometimes achieves goals at school, work and home. ● Interacts poorly with peers and staff. 	<ul style="list-style-type: none"> ● Demonstrates good understanding of skills assessed. ● Sometimes achieves goals at school, work and home. ● Sometimes makes positive decisions in interactions with peers and staff. 	<ul style="list-style-type: none"> ● Demonstrates great mastery of skills assessed. ● Sets and consistently achieves goals, and demonstrates effort to improve at school, work and home. ● Effectively makes positive decisions in interactions with peers and staff. 	
<i>Confidence</i>	<ul style="list-style-type: none"> ● Demonstrates a low sense of self-worth. ● Rarely shows belief in own capacity to succeed. 	<ul style="list-style-type: none"> ● Demonstrates some uneasiness in own self-worth. ● Sometimes believes in own capacity to succeed. 	<ul style="list-style-type: none"> ● Demonstrates a great sense of self-worth. ● Completely believes in own capacity to succeed. 	
<i>Connection</i>	<ul style="list-style-type: none"> ● Lacks basic sense of belonging to school, organization and community. ● Rarely builds and nurtures positive bonds with people and the organization. 	<ul style="list-style-type: none"> ● Demonstrates basic sense of belonging to school, organization and community. ● Sometimes builds and nurtures positive bonds 	<ul style="list-style-type: none"> ● Demonstrates a great sense of belonging to school, organization and community. ● Consistently builds and nurtures positive bonds 	



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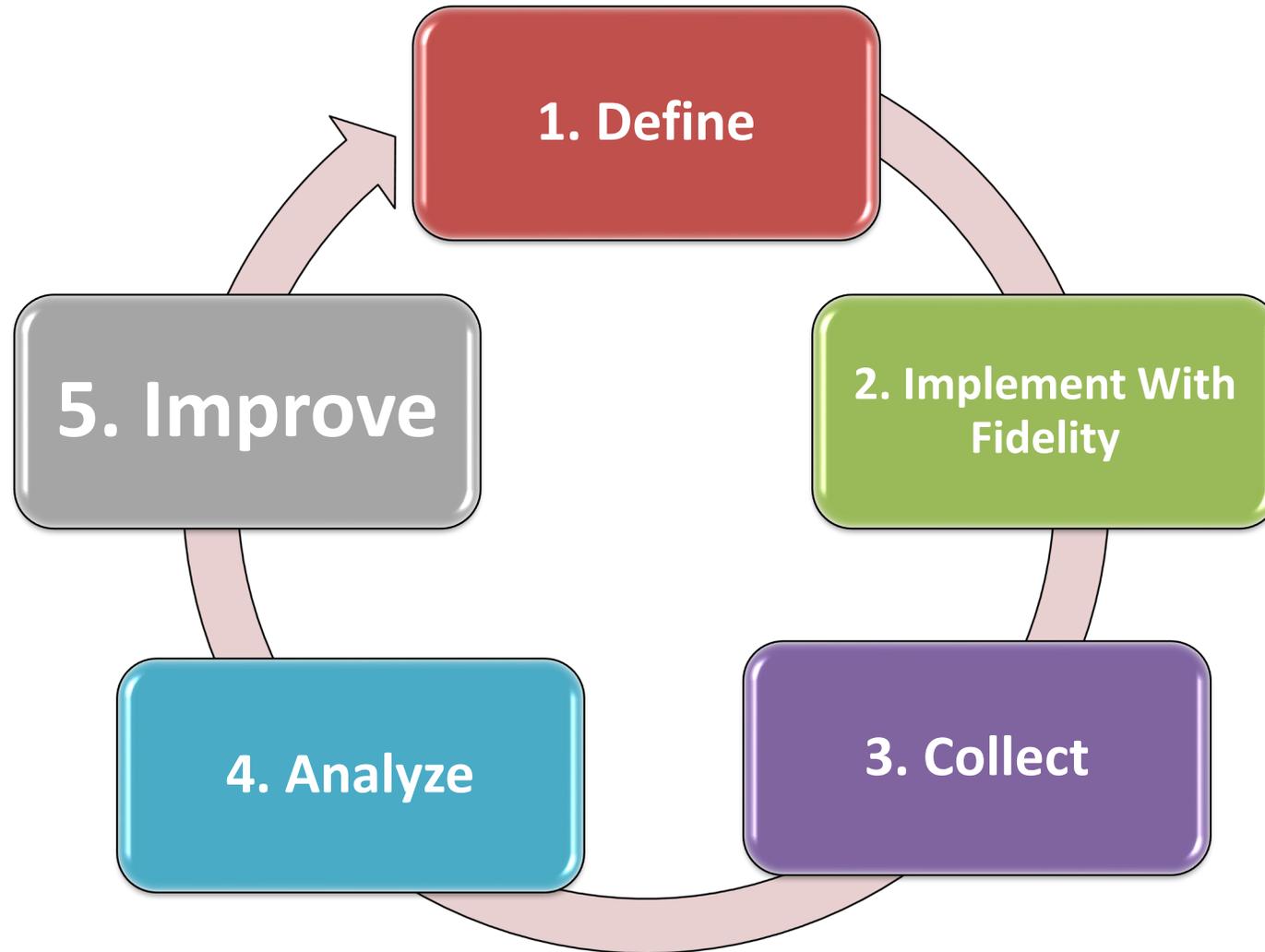


Continuous Improvement Planner



Performance Measures	Measurement Tool	Staff Assigned	Target Group	Time Frame	Actual Outcomes
<i>Enter program SMART goals or indicators of success</i>	<i>What will be used to measure effectiveness?</i>	<i>Who is responsible for collecting or tracking data? (include name or title)</i>	<i>Who is being assessed? (enter the name or group)</i>	<i>When will measurement be taken?</i>	<i>What did the data tell you? Restate your SMART goal using actual measurements.</i>
By the end of the summer, 85% of regularly attending students will demonstrate an increase in their ability to write a research question as measured by a pre- and postprogram assessment.	Teacher designed pre- and postprogram writing assessment	Giorgio Brown	All regularly attending program students	Assessment created by 5/30, pre-assessment during first week of program, post-assessment during last week of program	

4. Analyze





Analyze the Data



- Dig into the data
- Time frame will vary based on program goals
- Reflect and ask questions:
 - What went well?
 - What didn't go so well?
 - What do we need to do differently?
- Engage your program evaluator



SMART Goal Outcomes



SMART Goal: By the end of the semester, 80% of learners who regularly attend Tiny Architecture will increase their accuracy in solving multistep fraction word problems, as measured by the completion of the scale courtyard remodel plan and the project rubric.

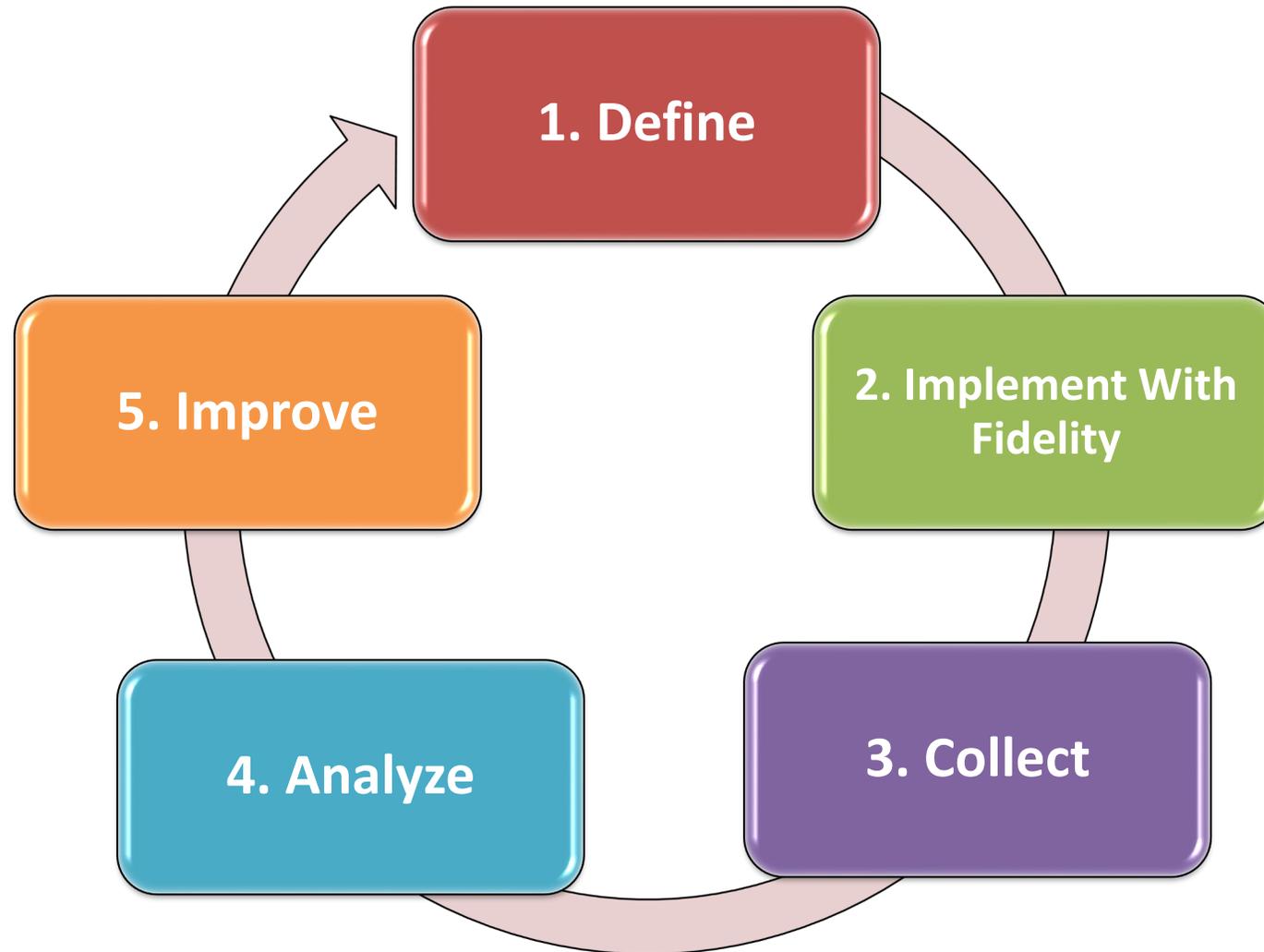
Outcome: 85% of students demonstrated an increase in their accuracy in solving multistep fraction word problems, as measured by the completion of the scale courtyard remodel plan and the project rubric.

Continuous Improvement Planner



Performance Measures	Measurement Tool	Staff Assigned	Target Group	Time Frame	Actual Outcomes
<i>Enter program SMART goals or indicators of success</i>	<i>What will be used to measure effectiveness?</i>	<i>Who is responsible for collecting or tracking data? (include name or title)</i>	<i>Who is being assessed? (enter the name or group)</i>	<i>When will measurement be taken?</i>	<i>What did the data tell you? Restate your SMART goal using actual measurements.</i>
By the end of the summer, 85% of regularly attending students will demonstrate an increase in their ability to write a research question as measured by a pre- and postprogram assessment.	Teacher designed pre- and postprogram writing assessment	Giorgio Brown	All regularly attending program students	Assessment created by 5/30, pre-assessment during first week of program, post-assessment during last week of program	87% of students demonstrated an increase in their ability to write a research question as measured by a pre- and postprogram assessment.

5. Improve





Put It Into Action!



- Share and discuss data with stakeholders
- Act on the data—don't wait until the end of the program!
- Use data to start new program cycle planning
- Re-enter the continuous improvement cycle
- Ask reflection questions:
 - *Did we reach our overall goal?*
 - *Which goals did we not reach?*
 - *What kept us from reaching those goals?*
 - *What can we do better, or what did we do that was great that we can use to improve future programs?*

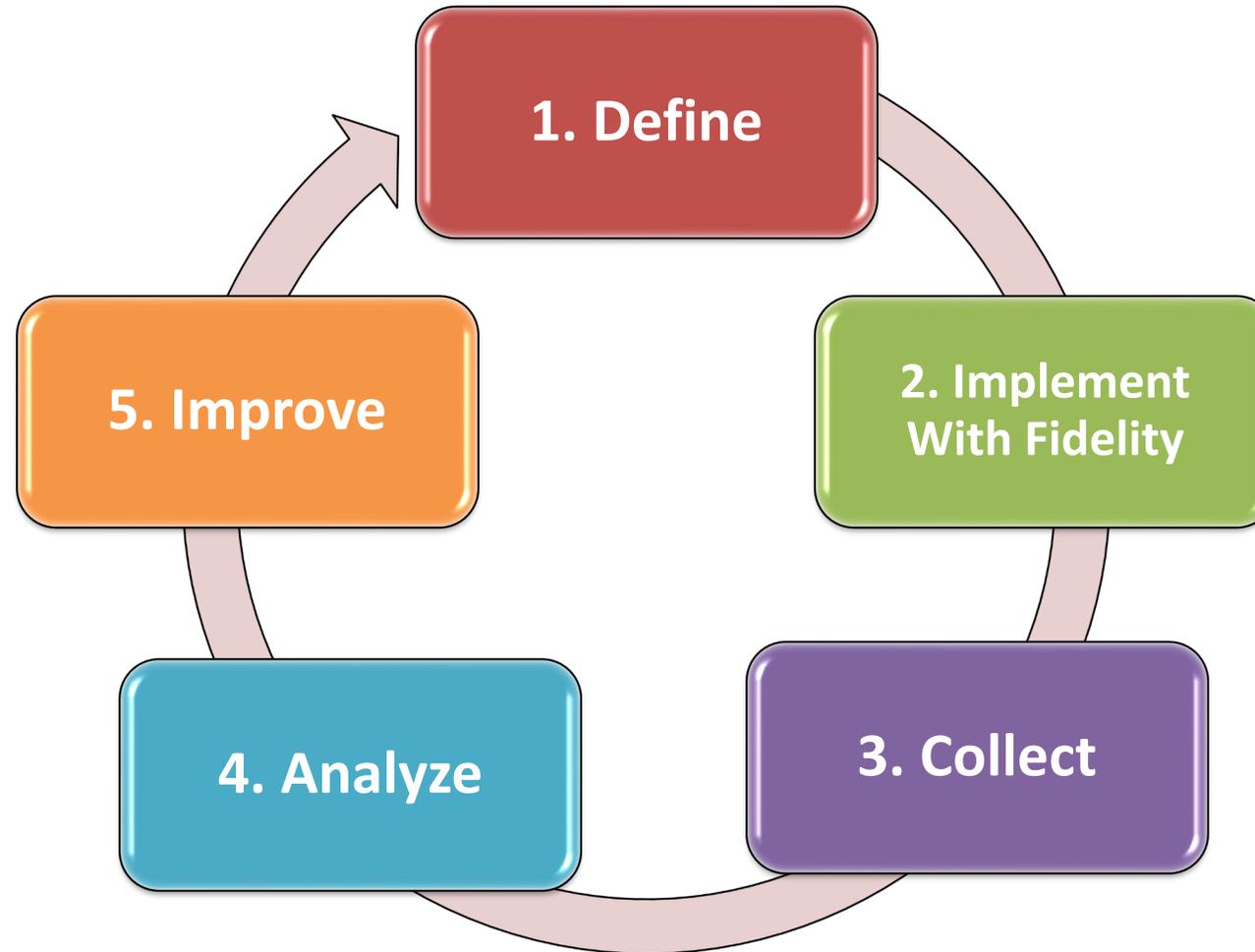


Next Steps

- Hold celebrations and culminating events.
- Start next season planning.
- Convene program team and stakeholders.
- Share all the data, the good and not so good.



Continuous Improvement Process





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News

Civic Learning and Engagement Course (New!)

The key to developing students' leadership and citizenship skills? Helping them connect community concerns and democratic principles to issues they care about! Try this new course for strategies, partnership ideas, staff training aids and customizable tools. Wayne, your ...

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We Want to Hear From You





Next Time!

After Today:

Where are you with your own continuous improvement process?

Download the Continuous Improvement Planner and get started!

Next Steps:

Check out Y4Y for our upcoming virtual learning events!

Strategic Partnerships
August 3 to 6

New Leaders Academy
August 10 to 14

1:00 to 2:30 ET



Contact Us

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