

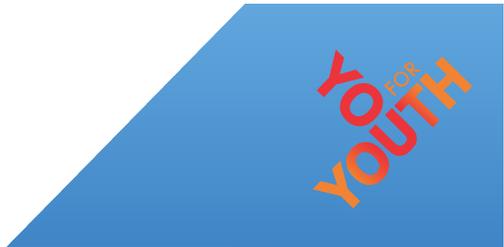


# Program Evaluation Support with Y4Y

July 15, 2014

1:00 p.m. EDT

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YOUTH



# Disclaimer

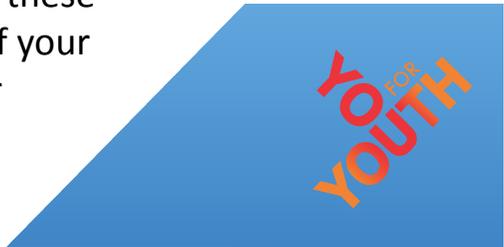
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# How to Use the Technology

File Edit Share View Communicate Participant Event Help

Quick Start Event Info Family Involvement

04: How to Use the

21st CCLC

## Y4Y Web-based Training Online Professional Learning

**YO FOR YOUTH**

21st Century Community Learning Centers  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202  
y4y.ed.gov

Participants: 2

Panelists: 2

Jim Kiley-Zufelt (me)

Jim Kiley-Zufelt (Host)

Attendees: 0 (0 displayed)

Chat

from Jim Kiley-Zufelt to All Participants:  
...and it will display up here!

Send to: All Participants

Type your question or comment down here...

Send

Full Screen 114% View

Disco webex Event number: 669 671 597 Audio broadcast disconnected

Connected Cisco

**YO FOR YOUTH**



# Goals & Objectives

- Learn more about the overall purpose of program evaluation
  - Understand how evaluation data can lead to continuous improvement and sustainability
  - Learn how to put evaluation into practice in your program
  - See examples of how the Y4Y portal can support your evaluation efforts
- 



# Introductions

## Host:

***Monique McDowell-Russell***

Y4Y Training Specialist  
Foundations, Inc.

## Guest Presenters:

***Angela Hernandez-Marshall***

Team Leader  
21<sup>st</sup> Century Community Learning Centers  
U.S. Department of Education

***Dr. Lisa St. Clair***

Assistant Professor  
Munroe Meyer Institute/University of  
Nebraska Medical Center

***Jane Sharp***

Evaluation Consultant Education  
Information Resource Center



# Polls





**Guest Presenter 1:**

***Angela Hernandez-Marshall***

Team Leader

21<sup>st</sup> Century Community Learning Centers

U.S. Department of Education





# What are we evaluating?

The extent to which:

- (1) 21<sup>st</sup> CCLC programs support students to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;
- (2) 21<sup>st</sup> CCLC services, programs, and activities are designed to reinforce and complement the regular academic program of participating students; and
- (3) 21<sup>st</sup> CCLC programs offer families of students served by community learning centers opportunities for literacy and related educational development.

*Title IV, Part B, Sec. 4201*





# Why?

Compliance and Integrity

It's a federal statutory requirement

- States must evaluate programs statewide
- Grantees must evaluate their own programs

*Title IV, Part B, Sections 4203 and 4205*

To be good stewards of taxpayer funds





# Why?

The broader purpose:

- Improve Programming – Ramp up what works and stop what is not working.
  - Improve Technical Assistance – Target capacity-building efforts
  - Expand the fundamental knowledge of education by providing valid and reliable information to educators, parents, and policy makers.
- 



# What makes a good evaluation?

Good evaluations **start** with a set of important questions that can be answered during the actual evaluation.

- Goal
- Indicator
- Measurement (over time)

Good evaluations **don't end**. They evolve and continue to provide timely and meaningful analysis that informs improvements and changes that optimize the potential for positive student outcomes.





# State support for local grantees

- Provide guidance that reinforces quality over quantity
  - In RFP / prospective bidder workshops, provide prospective list of sources for experienced, high-quality evaluators
    - High-quality evaluators of past 21<sup>st</sup> CCLC programs
    - Local higher education professionals
    - Evaluators for other federal programs managed by the eligible entity
    - Member associations
  - Consider having your State evaluator collect data that can then be handed to your local programs for evaluation purposes
- 



# Resources

Colleagues: Data/Research staff in other program offices

Local Institutions of Higher Education

American Evaluation Association

<http://www.eval.org/p/cm/ld/fid=108>





**Guest Presenter 2:**

***Lisa St. Clair, Ed.D***

Interdisciplinary Center for Program Evaluation  
University of Nebraska Medical Center





# **Evaluation, Data, and Sustainability from the Nebraska Perspective**

***Lisa St. Clair, Ed.D.***

Interdisciplinary Center for Program Evaluation  
University of Nebraska Medical Center





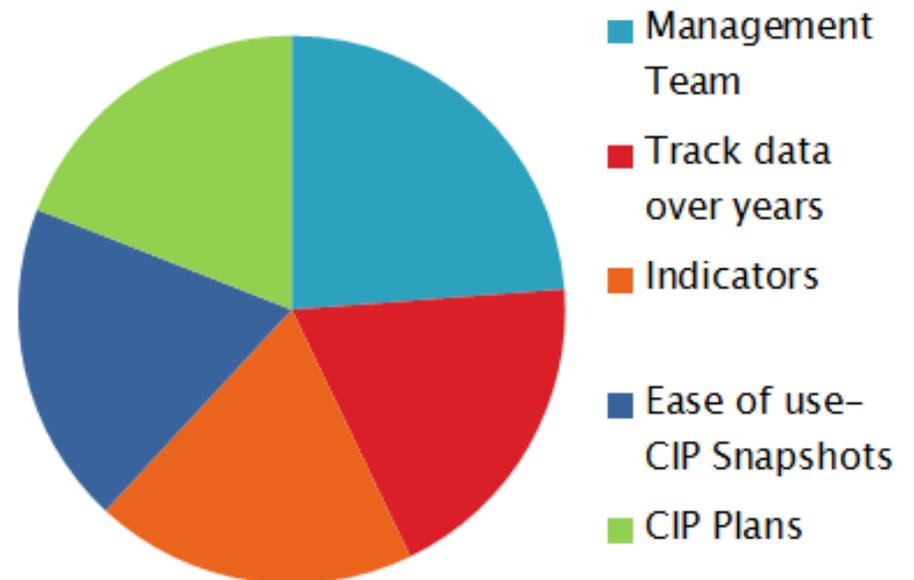
# **The Management Team Concept: A core feature of the state team and the local teams at each site**

- Why?
    - The primary purpose of the management team at each site is to work together to meet the federal 21<sup>st</sup> CCLC requirements and to develop, implement and sustain a program aligned to district goals and objectives to provide the best program possible for the students and families served.
- 

# Evaluation Design

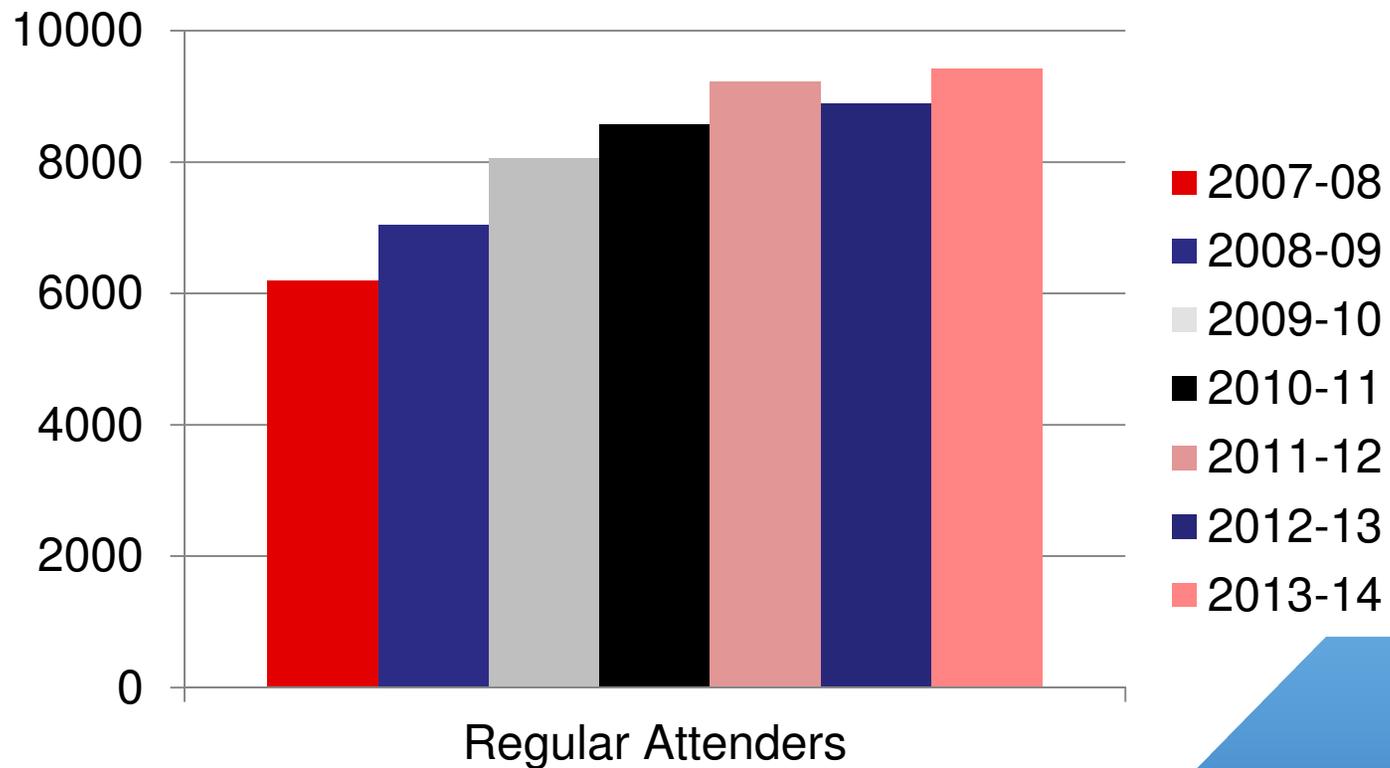
- Draws most heavily from Patton's data utilization model
- Emphasis on using data for continuous improvement

Components

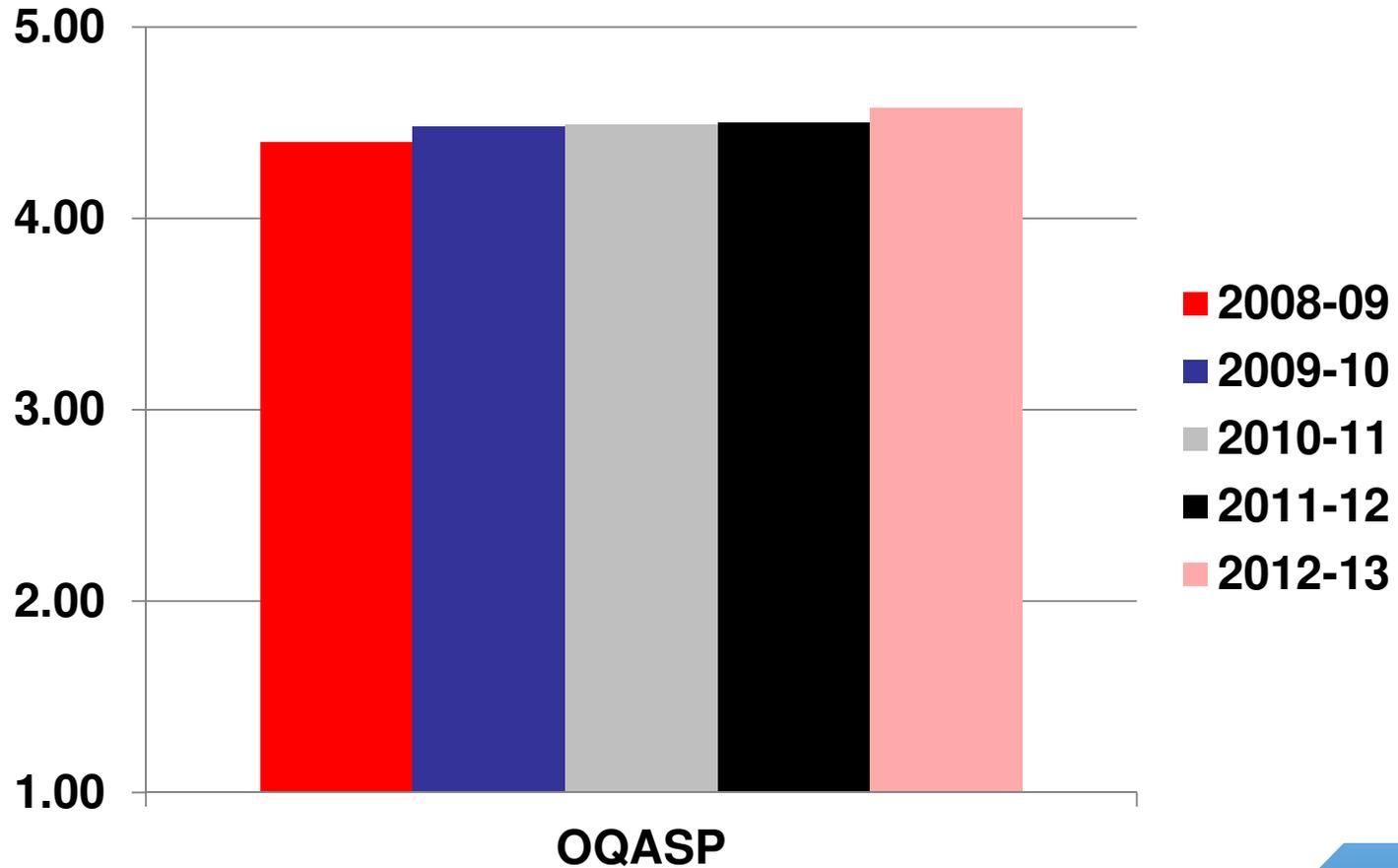


# Statewide Perspective

- What suggests CIP is working in Nebraska?
  - Enrollment continues to grow nearly every year



# Measured Program Quality-Ceiling



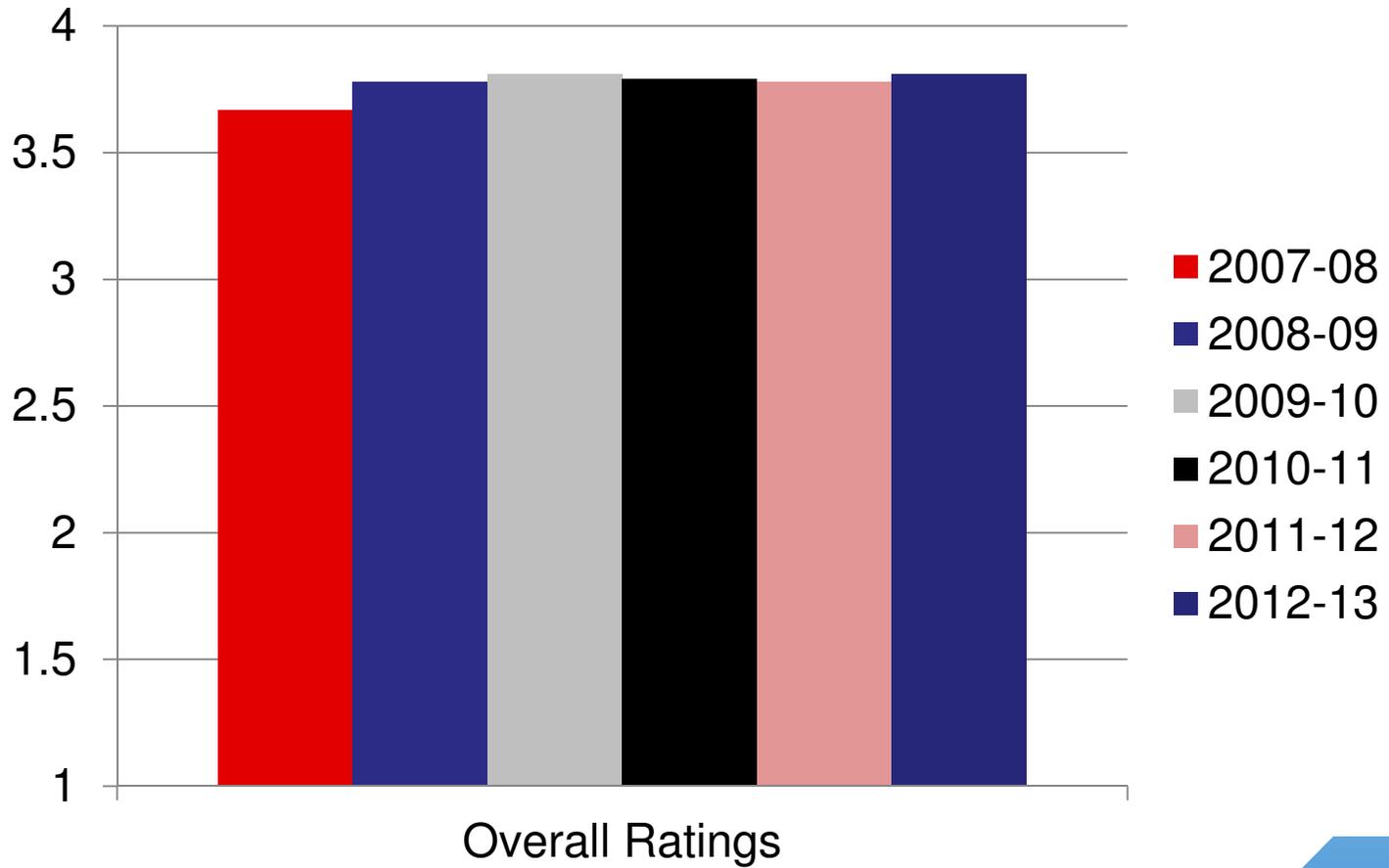


# New Measures for Quality

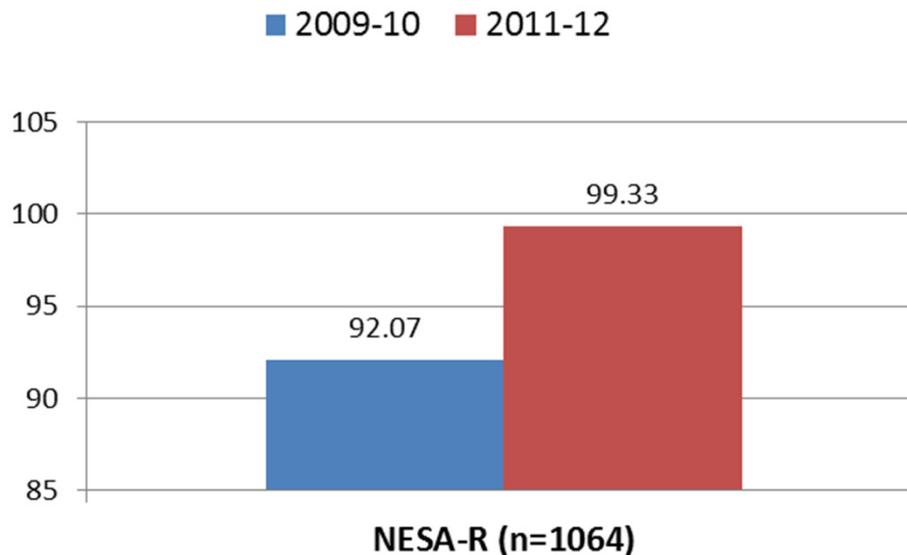
- Nebraska developed Self-Assessment tool
- Classroom Assessment and Scoring System (CLASS) from Center for Advanced Study of Teaching and Learning (UVA, Pianta)



# Parent Survey Results- Ceiling



# Students Benefited in Reading

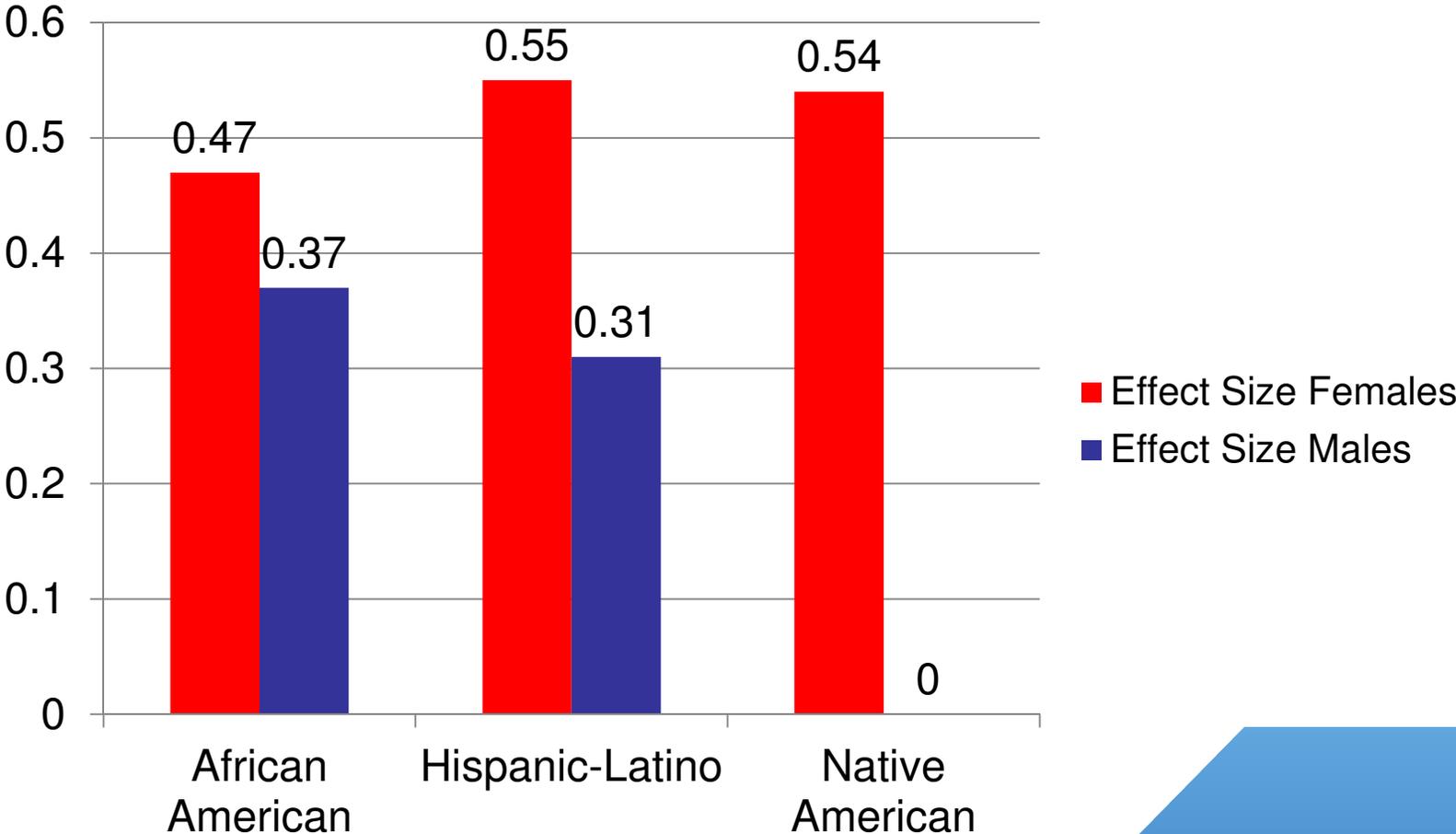


**Longitudinal Collective Impacts**

**Students significantly improved in reading**

Students eligible for free lunch benefitted the most from participation in 21st CCLC and showed improvement effects of  $d=0.31$  on longitudinal NeSA Reading Assessments, based on the collective impact of this program along with other services students at risk receive in schools.

# Students eligible for free lunch benefited the most ( $d=0.31$ )





**Guest Presenter 3:**

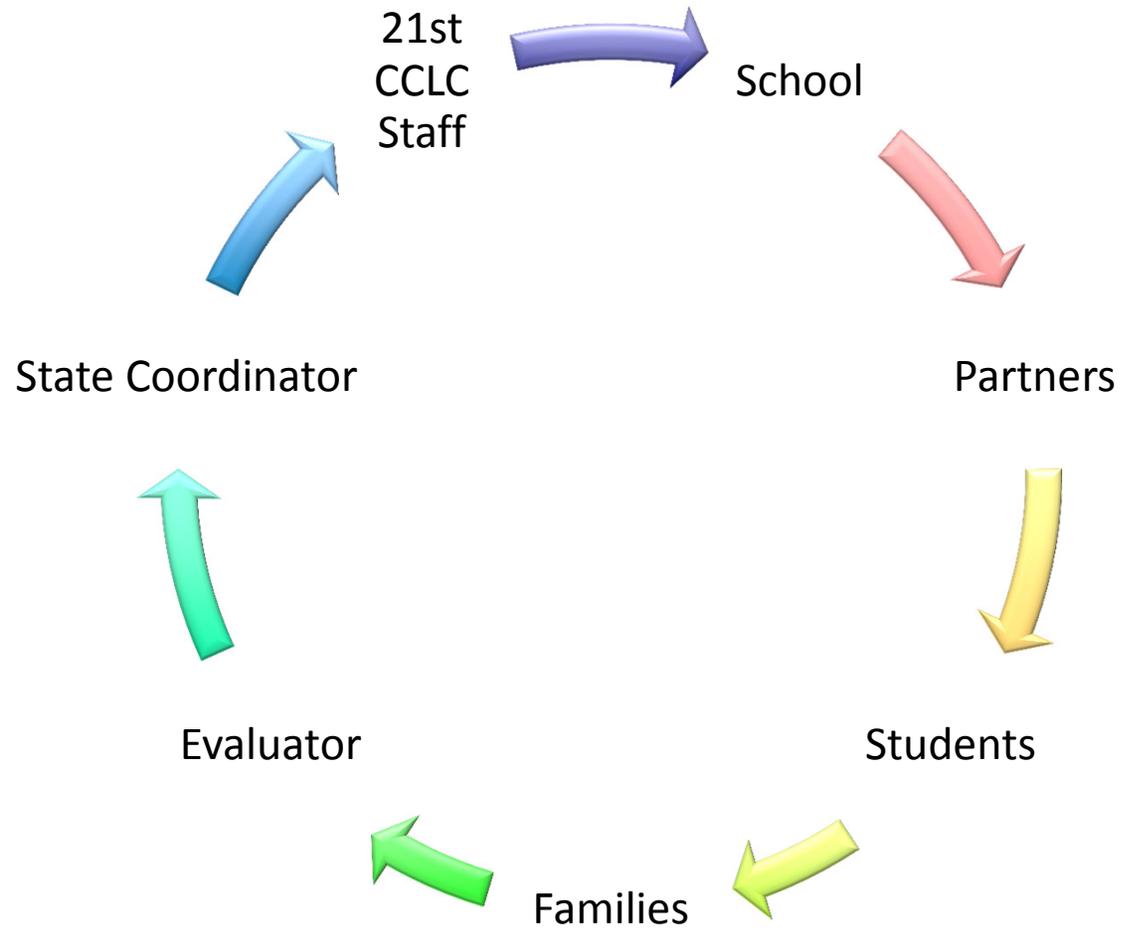
***Jane Sharp***

Evaluation Consultant

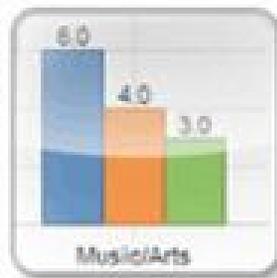
Education Information Resource Center



# Evaluation is a Team Approach



# Getting the Big Picture



**ACCESS  
PPICS REPORTS**  
to Find Your Impact



Welcome to the 21st Century Community Learning Centers (21st CCLC) Profile and Performance Information Collection System (PPICS).

<http://ppics.learningpt.org/ppicsnet/public/default.aspx>



# Program Quality Effects Student Outcomes

- Selecting a program quality assessment
  - Based on current research
  - Asks clear questions, inter-rater reliability
  - Comprehensive assessment: relationships, program operations, activities, indoor/outdoor environment, safety
  - Includes observation questions about youth engagement and participation
  - Who will conduct the assessment?
- 

# Beyond Grades and Test Scores

To what extent has your student changed their behavior in terms of:	Did Not Need to Improve	Acceptable Level of Functioning Not Demonstrated Early in School Year – Improvement Warranted						
		Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in his/her homework on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completing homework to your satisfaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteering (e.g., for extra credit or more responsibilities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending class regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being attentive in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaving well in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coming to school motivated to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting along well with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<http://ppics.learningpt.org/ppics/survey.asp>

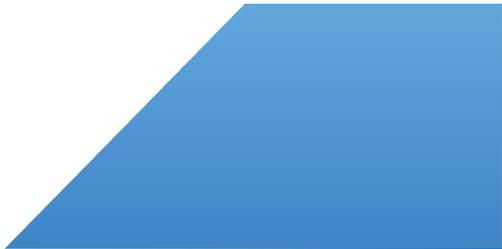


# Measuring Impact on Students & Families

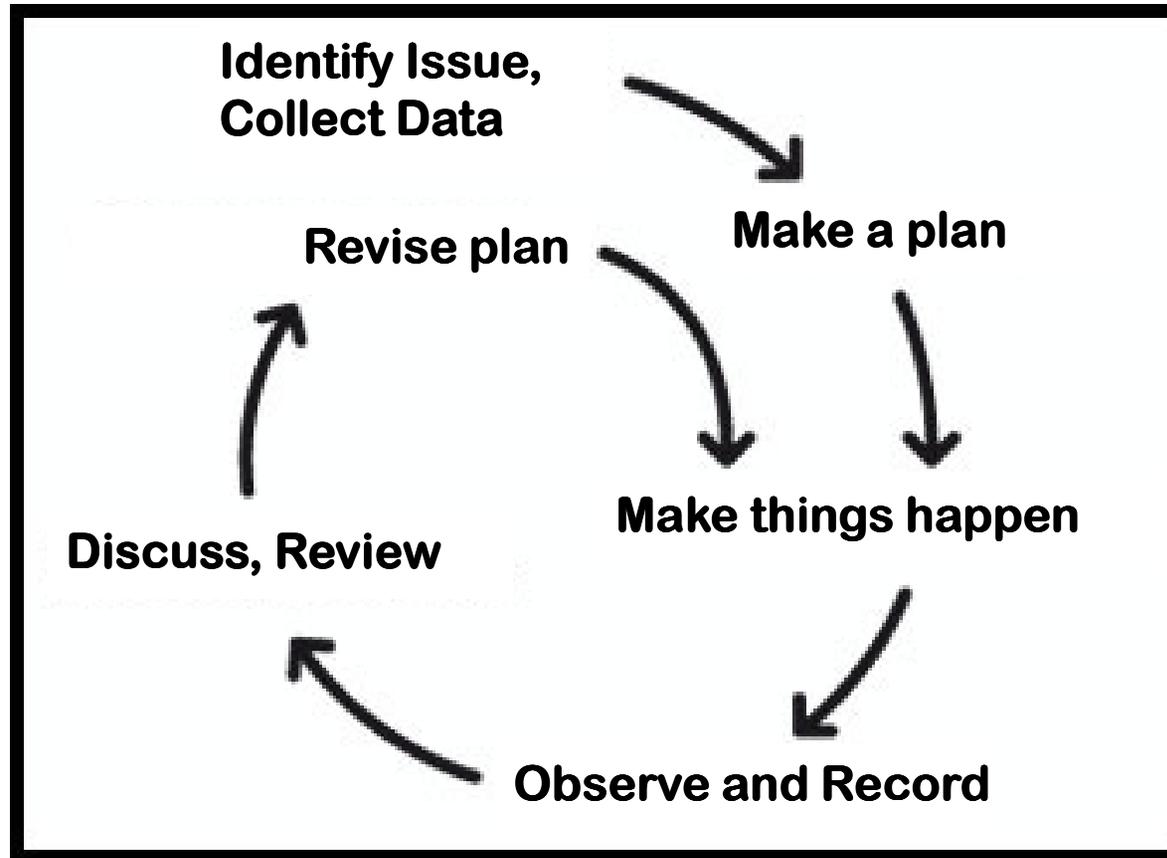
## Surveys based on the yearly program goals

- Fall/Spring surveys have same basic questions
- Student surveys are completed on line
  - Homework completion, program satisfaction, relationships with staff and students, character education/literacy/community service, etc.
- Family surveys in the registration packets and at events
  - Academics, behavior, program satisfaction, relationship with staff, community resources, ideas for parent events

## Spring interviews/focus groups

- Students, staff, families, & school staff to obtain feedback on the program
- 

# Action Research Model





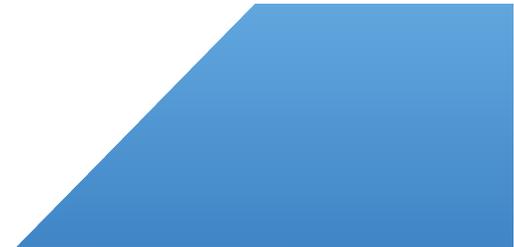
# Action Research Plan

<i>Action Research Plan</i> Agency _____ Coordinator/Director _____
--

As your agency works through the *Action Research Process*; this tool will guide you through the reflective process and document your efforts and progress. This form should be updated each time you meet to discuss your action research plan. If you make changes to the action it should be based on your observations, measures, etc. The new action starts the next row.

Issue/Problem:

Who is participating in the Action Research Process?	What action(s) do you propose to take? (be specific)	What data will you collect?	What changes do you expect to see? How will you observe and measure the change?	What changes did you observe and/or document?	What worked well	What were the barriers or challenges?





# Ask Questions

Isidor Rabi (Nobel laureate in Physics) said every day after school rather than asking him what he learned, his mother would ask, “Izzy, did you ask a good question today?”

And that difference, asking good questions, is what made him a scientist.





**Host:**

***Monique McDowell-Russell***

Y4Y Training Specialist  
Foundations, Inc.





Online Professional Learning and Technical Assistance for 21st CCLCs

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For Staff  
Find resources to help your students learn and grow.



### Welcome

I'm very happy to share this online community with you, our talented and hard-working 21st Century afterschool professionals. We've developed this entire website based on what you're telling us you need to create engaging afterschool programs. The site will help you connect and share resources with your colleagues, provide professional development

### Our Blog



### Find a Program

After School Programs & Providers

State:

Select Your State ▼

Find It

# Data

Y4Y › Learn › Aligning With The School Day › Introduction  
› Tapping Into Program Data



## Tapping Into Program Data



data-driven decisions  
and communication  
about student progress

In addition to the student data you can obtain from school, district and state resources, you'll also want to gather and maintain student data generated by your program and its activities.

### Collecting and Using Program Data

Some data, such as attendance data, are easy to collect. Obtaining more complex information, such as data on the effectiveness of a new instructional practice, may require the help of a program evaluator.

### Finding Support

If you'd like to become more comfortable gathering and analyzing your own program's data, consider getting some coaching from a professional evaluator. Your school and district partners and the 21st CCLC state coordinator can help you identify one.



Explore [the Learn More Library](#) for information and tools relating to program evaluation.



## Make Sense of Data

To really understand and use data, you will need to organize and summarize them. Then, you can see how they might help to answer your questions.

### Try Different Formats

You can present results in formats that range from a list of bullet points to a full report with tables, charts, graphs and detailed explanations. Basic spreadsheet software can produce meaningful and colorful charts and graphs.



### Find Skilled Help

You may consider getting help with data analysis and report preparation from a variety of sources.

- School district research and evaluation staff know the data and how to think about displaying information.
- Your partners may have team members with research and data analysis experience.
- Local universities are good places to look for research staff, statistics professors or graduate students.
- Check with the school or district to find high school students who like to work with data.
- Look for interest and expertise among your students' family members.

### Make the Data Sing

Want your results to be easy to understand? Graphs and charts are good ways to present information and generate discussion.



## Keep it Legal

Federal regulations protect personal information and may affect how you share data with your partners. To ensure that your process is legal, become familiar with the laws and consider these related questions:

- Does the school district have restrictions on sharing data with your partners? What information can be shared?
- Do you need sensitive personal information to answer any of your questions? How important are those questions for monitoring partnerships?

### Protecting Student Privacy

21st CCLC program staff must comply with the [Family Educational Rights and Privacy Act](#) (FERPA), which applies to all schools that receive federal funds through the U.S. Department of Education.



# Tools



## Sample Memorandum of Understanding

### **Memorandum of Understanding Between My Community Organization and Jones River School District**

The Jones River School District, hereinafter referred to as JRSD, and the My Community Organization, hereinafter referred to as MCO, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing the Clarion Afterschool program. It is understood by and between the parties that the implementation of this MOU is contingent upon continued funding received by JRSD from the State Department of Education.

JRSD and MCO desire to work cooperatively to build an asset-based approach to the delivery of services to children, youth and families. JRSD and MCO will implement effective strength-focused strategies for positive youth development as part of the project's Clarion Afterschool program at Lawrence Elementary, King Elementary, and Roosevelt Middle School in Jones River.

#### **I. Purpose**

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Clarion Afterschool program, and to set forth the operative conditions that will govern this important partnership.

#### **II. Description of Program Services**

##### **A. MCO will:**

1. Provide up to six recreation leaders for a minimum of 3.5 hours a day @ \$11/hour X 189 days to provide recreational and enrichment program activities that emphasize positive youth development, life skills, and pro-social behaviors.
2. Provide one part-time recreation coordinator for approximately 4 hours per day, 5 days per week for a minimum of 189 days. The recreation coordinator will be responsible for coordinating all hiring, training and ongoing professional development, and for providing leadership for all recreation leaders hired by MCO and employed in the Clarion Afterschool Program, as described in the recreation coordinator job description. Reimbursement for the recreation coordinator will be calculated at \$1,500 per program served by MCO.
3. Provide supervision of the personnel employed under this agreement. All terms of employment of said persons, including hours, wages, working conditions, discipline, hiring and discharging, or any other terms of employment or requirements of law, shall be made by the MCO, and JRSD shall have no right or authority over such persons or the terms of

# Tools

You For Youth

Strengthening Partnerships



## Developing an Effective Memorandum of Understanding

MEMORANDUM OF UNDERSTANDING  
BETWEEN

**Name of LEAD AGENT  
and the  
(Name of Organization)**

### Preamble

In response to the deep need of students and families in NAME OF COMMUNITY/CITY, concerned parents, school districts, community based organizations, and governmental entities have coalesced to form the REALLY GREAT COLLABORATIVE (RG). RG builds sustainable after school programs that are grounded in sound youth development principles. As part of its mandate, RG has developed a framework for an innovative initiative that simultaneously links after school programming to the standards-based education delivered during the school day by participating school districts, to an integrated educational enrichment program, and to the needs of local families for a high-quality family literacy program.

Members of RG determine the mission, vision, goals and policies of RG's after school programs. RG monitors program effectiveness, builds program sustainability, and represents the agencies and schools it serves. RG's initial goals are directly aligned with the state of California's 21<sup>st</sup> Century Community Learning Centers Program: establish community education centers at participating schools, grounded in sound youth development principles, providing academic enrichment and a range of cultural, developmental, recreational, and family literacy opportunities for students and their families.

RG has asked the REALLY GREAT LEAD AGENT (RGLA) to be the lead agent for the 21<sup>st</sup> Century Community Learning Center Program and execute Memoranda of Understanding on its behalf with participating partner agencies. In executing these responsibilities, RGLA will report directly to an Executive Committee of RG to be composed of (INSERT MEMBERS OF EXECUTIVE COMMITTEE IF APPROPRIATE). The Executive Committee will provide guidance to RGLA relative to key financial issues and programmatic issues affecting program performance. Specifically, the Executive Committee will meet at minimum on a monthly basis and will provide direction on any proposed budget modifications and personnel decisions.

### Understandings and Commitments

The RGLA and **(Name of District/CBO/Organization)** enter into this Memorandum of Understanding (MOU) for the purpose of implementing the 21<sup>st</sup> Century Community Learning Center program at (Name of School/s) located in the ( ) School District .

This MOU establishes the framework for a formal working relationship between the parties to this agreement and specifies the services and resources that each commits to this program.

The RGLA will be the fiscal and lead agent for RG partnership activities and take a primary role in developing the financial resources and sustainability systems for the 21<sup>st</sup> CCLC programs as well as ensuring the overall success of these activities program. The primary responsibilities of each party to this MOU are highlighted below:

# Tools



## Implementation Planner

### Goals for Strengthening Partnerships

Clarify goals for strengthening partnerships. Work with staff to develop short and longer-term goals, and ensure that all work as a team to achieve them.

Check all that apply, then develop your own in more detail specific to your program.

Our program will strengthen partnerships to:

- Address gaps and needs in current programming
- Improve and supplement existing programming to ensure youth have access to real-world experiences and additional caring and committed adults
- Secure and utilize financial, material, and people-specific resources that may be limited or non-existent
- Expose youth to the larger community to better understand its strengths and needs
- Provide youth with experiences and community connections that could lead to future life and career opportunities
- \_\_\_\_\_
- \_\_\_\_\_

# Tools



## Implementation Planner

### Determine Needs

Talk with program stakeholders to figure out what the program is missing and how existing program elements could be improved.

	More detail
<b>Areas of need and improvement</b>	
When comparing our program with other high-quality OST programs, what do we lack?	
What resources (people, places, things, time, money, etc.) could improve academically-focused programming?	
What resources (people, places, things, time, money, etc.) could improve enrichment-focused programming?	
How could staff professional development be improved or expanded?	
How could the community be more involved?	
How could academic and enrichment elements be better integrated?	
What past or current programming efforts should be replicated or improved?	
How could program space be improved and/or supplemented?	
How could families be more involved?	
What resources could better support youth's social and emotional growth?	
How could program evaluation and assessment be improved?	
In what ways could community members better understand program goals and effectiveness?	
How could youth's health and nutrition needs be better addressed?	
In what ways can youth with special needs (language, physical, etc.) be better supported?	
Other	
Other	

# Tools



## Service Learning Toolbox

### WORK PAGES AND CHECKLISTS TO HELP YOU GET STARTED AND TO KEEP YOU GOING

Each project is unique to the needs of the community. The purpose of these work pages is to help you clarify your goals and keep track of project details. You will need to figure out specifics on your own. You may or may not need to utilize each section of these work pages. You possibly will want to add to the sections to make them meaningful for your unique context, since these are not comprehensive. These work pages are divided into four key areas:

1. Preparation (Project Identification and Planning)
2. Action
3. Formal Evaluation
4. Online Resources

Success in developing something new takes time and practice. Reflecting, and keeping good notes as the project proceeds, will assist you with evaluating the process and its outcome.

#### PREPARATION

Preparation for a Service-Learning Project consists of two parts: project identification and planning.

#### PROJECT IDENTIFICATION

Consider this first step as a needs assessment to determine what kinds of service will benefit the community and what skills your students can learn in this context.

#### Brainstorming a Project: Community Needs

Finding a meaningful and useful project may require some investigation. Are there community groups that could use a helping hand? What are some niches in your community that need development? Brainstorm with your students about possibilities. They could be aware of additional resources! The following people may have needs or ideas about possible projects. They also could have resources available, including assistance, sponsorship, or expertise.

- Business people
- Personal contacts
- Community groups
- Public agencies (forest service, library)



## Glossary

- Glossary Search

Evaluation

- Formative Evaluation »**

A type of evaluation performed for the purpose of improving the performance of a person or program (see also: summative evaluation)

Applies to:      

- Program Evaluation »**

A systematic process designed to build understanding about how a program works and what results it produces; this could include monitoring participation and attendance or comparing students who participate in a program with those who do not participate

Applies to:      

# Q & A





# Thank You

***Angela Hernandez-Marshall***  
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***Jane Sharp***  
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# Next Steps

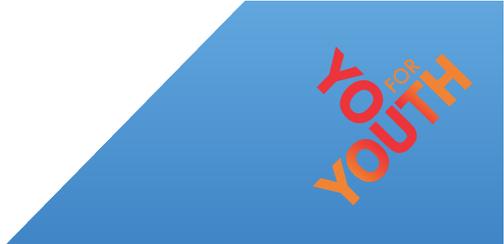
Visit the [Network](#) section on Y4Y to:

- Download today's PowerPoint presentation
- View a recording of today's webinar
- Access resources highlighted in today's webinar

Don't forget to register!

<http://y4y.ed.gov/join>

# Thank You!



Y<sup>4Y</sup>  
YOUTH