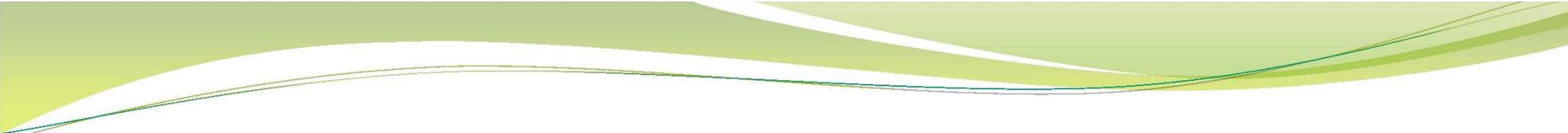




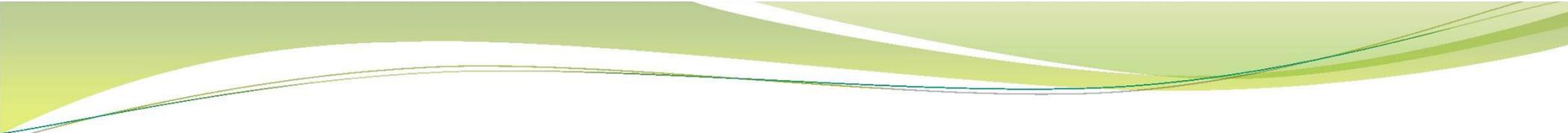
From Program Assessment to Congressional Reporting: The SEA's Roles in Evaluation

Jeff Buehler, GEARS
21st CCLC Summer Symposium
Washington DC
Tuesday, July 16, 2019



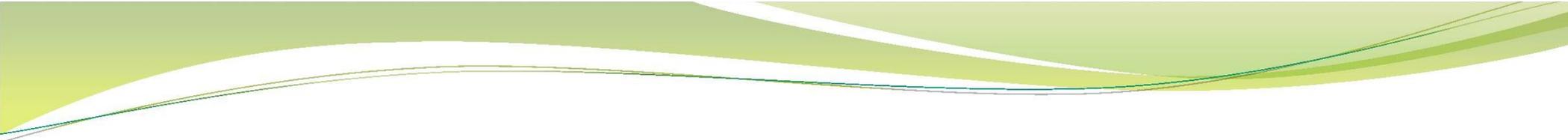
Agenda for this Session

- The History of 21st CCLC Data & Evaluation
- The Importance of 21st CCLC Data Quality & Timeliness
- GEARS Lessons-Learned
- New Directions in 21st CCLC Evaluation



The History of 21st CCLC Data & Evaluation

Bob Stonehill, Former 21st CCLC Program Director

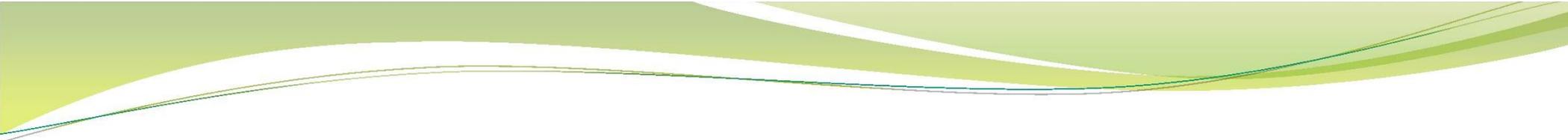


The Importance of 21st CCLC Data Quality & Timeline

Julie Coplin, US Department of Education, Program Officer

APR Reporting

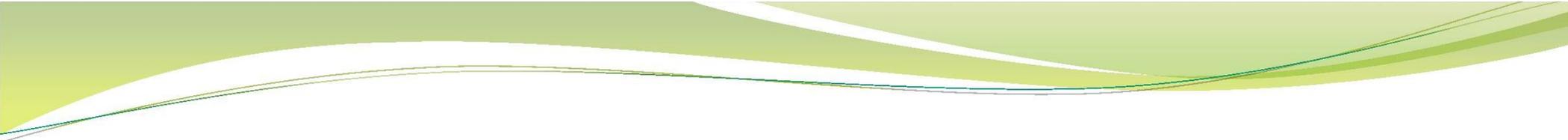
- APR Timeline
 - SEA prepares system for reporting in the beginning of March
 - Summer reporting: mid-March to the end of May
 - Fall reporting: beginning of June through the end of August
 - Spring reporting: beginning of September through mid-December
 - SEA Super User certifies data late December
- Data Quality
 - SEA responsible for validating the accuracy of the data
- Report to Congress
 - Congress uses the data to make funding decisions



Lessons-Learned

2 overall philosophies/approaches to statewide evaluation:

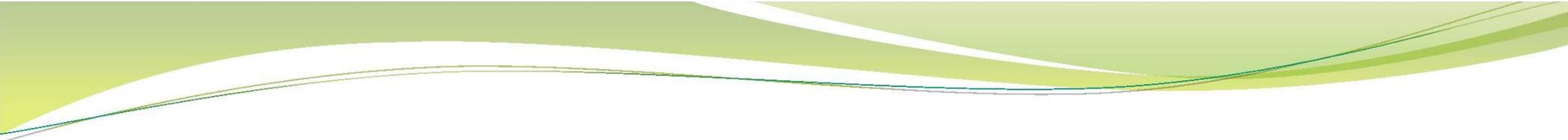
- “Top-Down” Evaluation is driven by SEAs and managed at statewide levels
- “Bottom-Up” SEA places the evaluation responsibilities primarily on the subgrantees



GEARS Lessons-Learned

“Top-Down” Statewide Evaluation

- Pros
 - Consistent program data and assessment results
 - Easier synthesis of subgrant evaluation results
 - Evaluation teams can conclude meaningful recommendations for statewide program improvement
- Cons
 - Larger contracts cost more money
 - SEA capacity to manage evaluation team and contract



GEARS Lessons-Learned

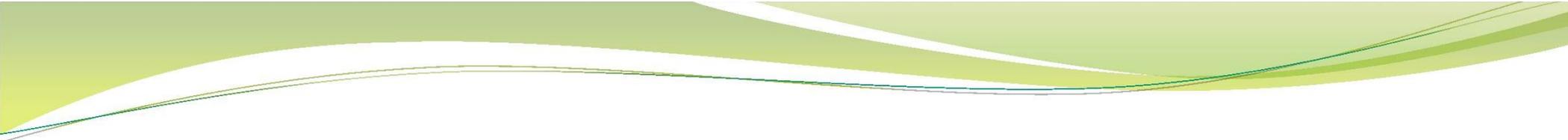
“Bottom-Up” Statewide Evaluation

- Pros

- SEA free from evaluation contract management
- Local evaluations can lead to local partnerships/ownership
- Local evaluations can represent local priorities and flavor

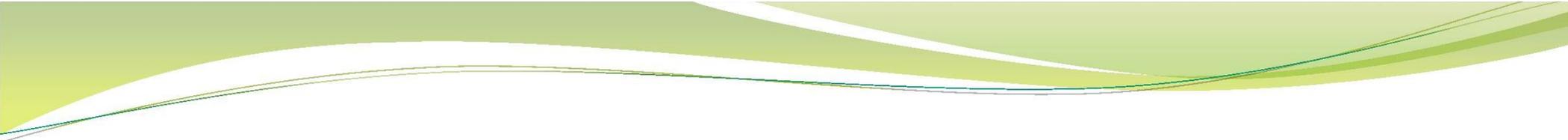
- Cons

- SEA time expanding the capacity of subgrantees to fulfill expectations
- SEA time communicating with subgrantees/local evaluators regarding evaluation expectations
- Challenge to get consistent program evaluations for statewide synthesis



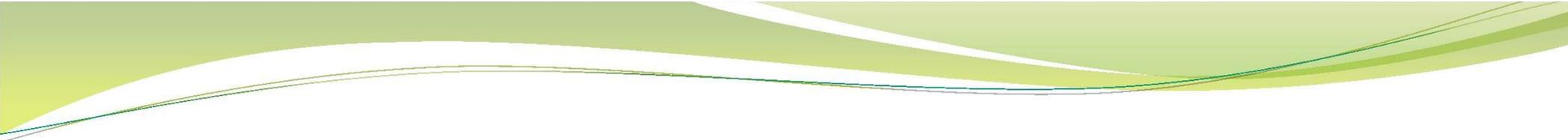
Direction of 21st CCLC Evaluation

- Government Accountability Office (GAO) report, April 2017
- Wallace Foundation report, 2019 “Afterschool Programs: A Review of Evidence Under the Every Student Succeeds Act”



GAO Report

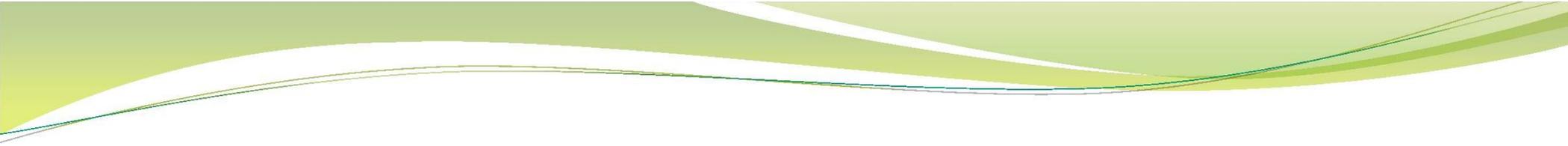
- More evidence of improved students' behavioral outcomes (such as school-day attendance and reduced disciplinary incidents) than their academic outcomes
- Focusing on students' reading and math scores on state tests has created a lack of useful data about whether the program is achieving its objectives to improve students' behavioral outcomes
- ~ 1/3 of states reported challenges in evaluating program performance such as difficulty designing evaluations that shed light on program effects.



Evidence Tiers in ESSA

ESSA framework to assess the evidence of afterschool program effectiveness

- Tier I: Strong (Experimental)
- Tier II: Moderate (Quasi-Experimental)
- Tier III: Promising (Correlational)
- Tier IV: Demonstrates a Rationale

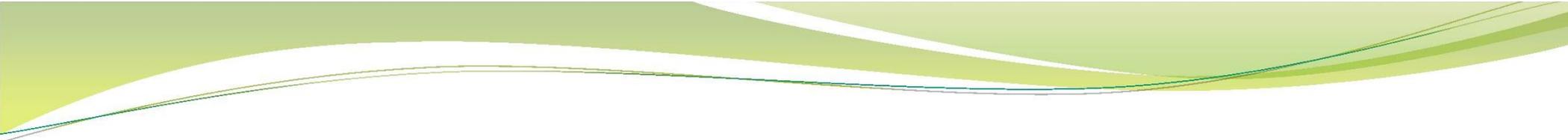


15 Minute Break



Measuring Program Performance and Promoting the Principles of Effectiveness

21st CCLC Summer Symposium
Washington DC
Tuesday, July 16, 2019
10:20-11:50 am

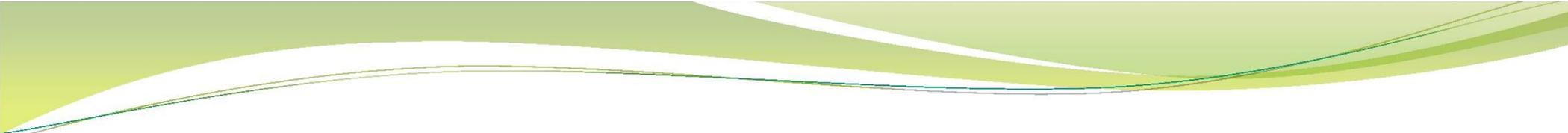


Evidence Tiers in ESSA

ESSA framework to assess the evidence of afterschool program effectiveness

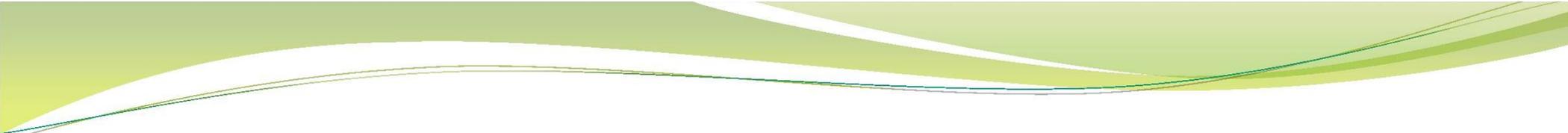
- Tier I: Strong (Experimental)
- Tier II: Moderate (Quasi-Experimental)
- Tier III: Promising (Correlational)

- Tier IV: Demonstrates a Rationale



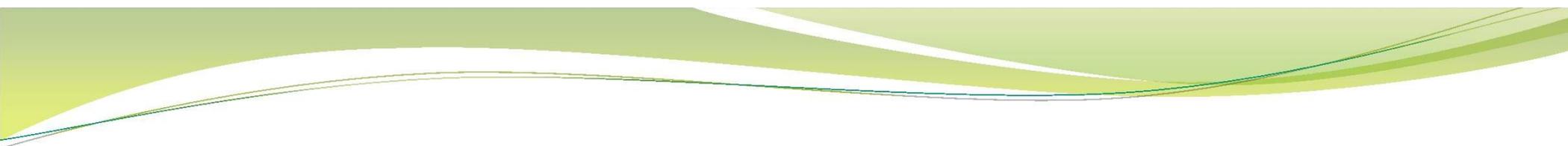
Title VIII, Sec. 8002(21)(A) defines evidence-based as: “an activity, strategy, or intervention that...”

- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - (I) strong evidence from at least 1 well-designed and well-implemented *experimental* study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented *quasi-experimental* study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented *correlational* study with statistical controls for selection bias;
or



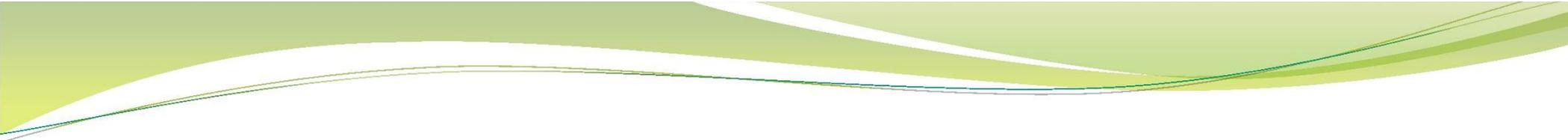
Title VIII, Sec. 8002(21)(A) defines evidence-based as: “an activity, strategy, or intervention that...”

- (ii) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is *likely to improve* student outcomes or other relevant outcomes; and includes *ongoing efforts to examine the effects* of such activity, strategy, or intervention.”



Tier I Evidence

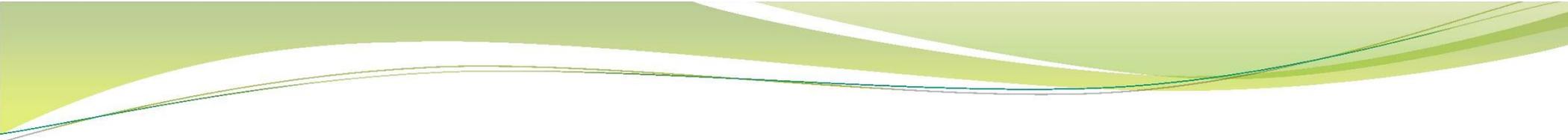
- Results must be supported by at least one experimental study, the “gold standard” for establishing cause-and-effect relationships.
- Students are randomly assigned to experience a program or to the control group.
- The study must show that the program improved at least one outcome
- The improvement must be statistically significant, or unlikely to be the result of chance variation.



Evidence Tiers in ESSA

ESSA framework to assess the evidence of afterschool program effectiveness

- Tier I: Strong (Experimental)
- Tier II: Moderate (Quasi-Experimental)
- Tier III: Promising (Correlational)
- Tier IV: Demonstrates a Rationale

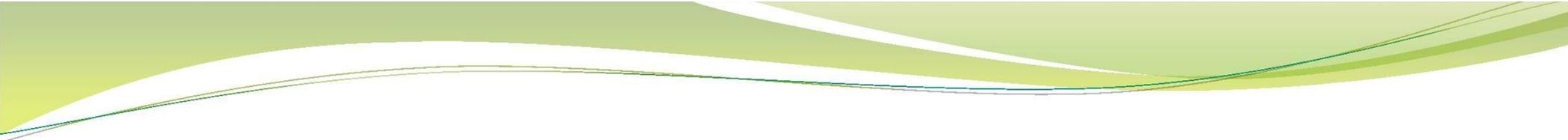


Tier II Evidence

- Results are supported by at least one quasi-experimental study that compares outcomes for afterschool program participants to outcomes for a comparison group that is closely matched on important characteristics.
- As with Tier I evidence, the study must show that the program improved at least one outcome, and the improvement must be statistically significant

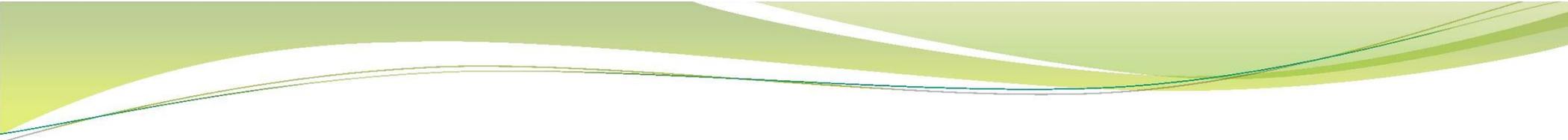
Tier III Evidence

- Results must be supported by at least one study that the law describes as “correlational... with statistical controls for selection bias.”
- Similar to Tier II but program and comparison groups in Tier III studies are not as closely matched. For example, Tier III studies may have larger differences between the program and comparison groups on previous achievement (which raises more doubt about whether the study represents an “apples-to-apples” comparison)



Tier IV Evidence

- Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness
- Results provide a rationale for why outcomes are likely to improve based on existing research described only as “high-quality” in the law and is undergoing evaluation of their effectiveness.



Evidence Tiers in ESSA

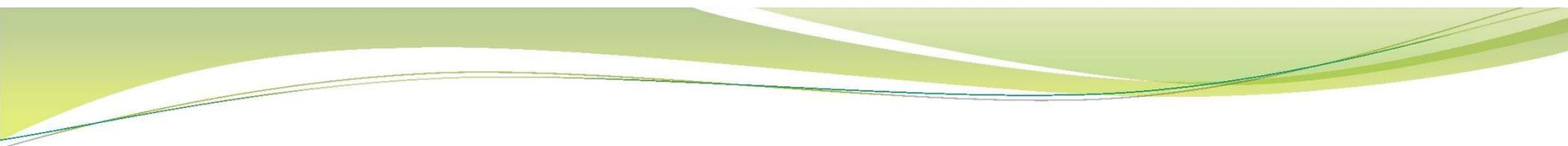
ESSA framework to assess the evidence of afterschool program effectiveness

- Tier I: Strong (Experimental)
- Tier II: Moderate (Quasi-Experimental)
- Tier III: Promising (Correlational)
- Tier IV: Demonstrates a Rationale

State considerations

Considerations that are dependent on state evaluation strategies

- States' need statewide evaluation in addition to subgrantee reports
 - Measure effectiveness of subgrantees
 - Measure effectiveness of statewide program
- Subgrantees meeting state meeting GPRA and going beyond
- Roles of evaluator/contractor
- Coordination with continuous quality improvement process



SEA Experiences

- Erin Busk and Christian Peterson, Indiana Department of Education
- Raquel Gwynn, Oregon Department of Education

The Quest for Stronger Evidence

Breakout Groups

- Choose the “Tier” that best meets your interests
 - The tier that is the next goal for your evaluation system
 - A tier in which you had successes
- Share your state’s status/experience
 - Identify what you would like to learn/accomplish
 - Identify successes that you would like to share

Thank You for your participation!

