



# Evaluation: Moving from reporting to use

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**EDC**

Learning  
transforms  
lives.

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# What we will talk about today?

- What do we mean by evaluation use?
- How can we help to promote evaluation use?
- What are some examples of how evaluations are used?
  - Findings from the most recent statewide evaluation
  - Examples from grantee's evaluation reports

# Who are we?



- EDC is a nonprofit organization improving education, health, and economic opportunities for people of all ages.
- Headquarters in Massachusetts, with offices in Chicago, New York, and Washington, DC.
- We've been working with ISBE on the evaluation since 2013.

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# Quick reminder: Our evaluation questions

**We seek to understand how 21<sup>st</sup> CCLC programs:**

1. Provide opportunities to increase participation in activities
2. Support increased academic achievement
3. Support increased positive behavioral changes and improved social-emotional skills
4. Are being inclusive of families
5. Leverage community partnerships
6. Serve those with the greatest need for services
7. Provide professional development
8. Address sustainability

# Why do we evaluate?

**Accountability:** The state of IL reports on the program to the U.S. Department of Education. Collectively, these data inform policy and funding decisions about the 21<sup>st</sup> CCLC program.

**Program improvement:** Evaluations can help programs understand how well they are doing, by providing data on implementation and outcomes, and can point to areas for improvement.

# What is evaluation “use”?

Evaluation use is what happens when you don't just put your report in a file cabinet...

Parents, learn how children benefit from our program.

Funders, see how many people we served.

Teachers, see what outcomes are reported for your students.

Partners, see how our programs connect with and complement yours.

Staff, learn what participants liked and did not like about our program.

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# What makes evaluation use hard?

- Collecting the “right” data
- Timing, or getting data in time to act on it
- Communicating data to stakeholders
- Having a process in place to make changes

# How can we promote evaluation use?

If you actively involve intended users in designing an evaluation to ensure its relevance, they are more likely to be interested in and actually use the findings. (Patton, 2015)

We have a board meeting coming up and could use a little input from the evaluation team.



Sorry, we're not scheduled to provide input until year 3.



[freshspectrum.com](http://freshspectrum.com)



# Designing evaluations to support use

What do we need and/or want to know?

When do we need to know?



What do the data tell us?



Who do we share this with?  
What do we do in response?

# Example: Programming information

Need	Data	Response
STEM is a priority program area for ISBE. Therefore, ISBE would like to know about the number of grants providing STEM program, as well as information about the programs.	<ul style="list-style-type: none"><li>• Collected data on grantees providing STEM programs:<ul style="list-style-type: none"><li>○ 93% of elementary</li><li>○ 95% of middle school</li><li>○ 85% of high school</li></ul></li></ul>	<ul style="list-style-type: none"><li>➤ ISBE communicates 'success' in implementing priority programming.</li><li>➤ ISBE and EDC add additional data collection about STEM programming to further understanding.</li></ul>

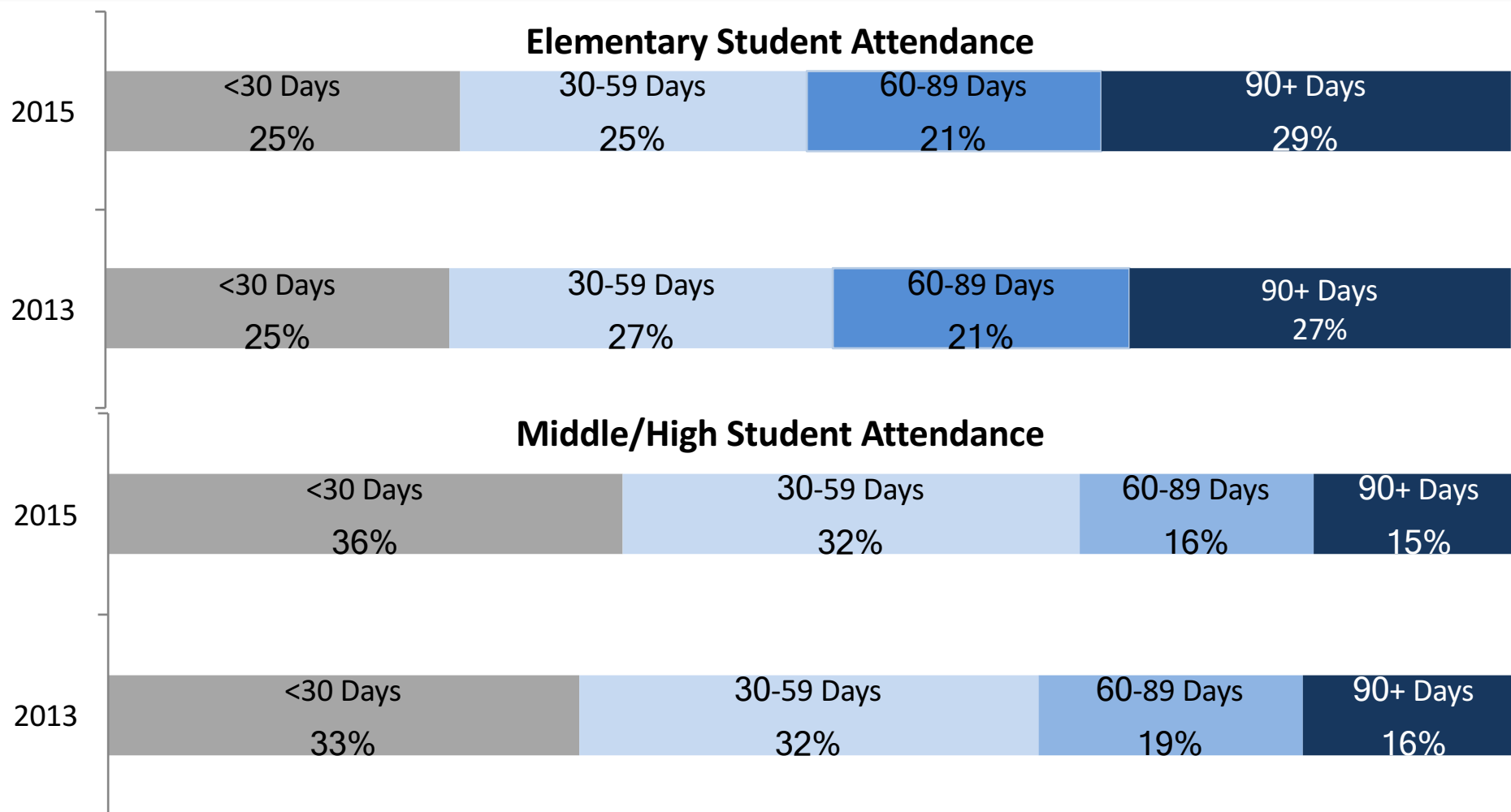
# Example: Parent involvement

Need	Data	Response
What are the biggest challenges that grantees are confronting in their work?	<ul style="list-style-type: none"><li>• Poor parental involvement has the highest percent of grantees reporting that it is a barrier (82% elem, 88% MS, 89% HS)</li><li>• Parent involvement is one of the most frequently cited recommendations for program improvement (48%)</li></ul>	<ul style="list-style-type: none"><li>➤ ISBE emphasizes strategies for parental involvement and family programming in TA.</li><li>➤ EDC does additional data analysis: 49% of grantees report family participation rates.</li></ul>

# Example: Attendance

Need	Data	Response
<p>ISBE needs to report on the number of participants and attendance from year to year.</p>	<ul style="list-style-type: none"><li>• Attendance was down in 2015, in large part due to delayed funding of the new grant cohort. 2016 data show that the new cohort of grantees has 'caught up' in attendance.</li><li>• Total # of participants is less, but # of regular participants increased (63% up from 51%).</li><li>• Regular participation is lower for middle/high school.</li></ul>	<ul style="list-style-type: none"><li>➤ ISBE reports to US Dept of ED and state officials on progress.</li><li>➤ ISBE and EDC can communicate with grantees on progress in increasing regular participation.</li><li>➤ Future TA may focus on high school retention.</li></ul>

# Example: Student attendance data



# Example: Comparing a program to the statewide data

Need	Data	Response
Program wanted to see how their outcomes compared with those from across the state.	<ul style="list-style-type: none"><li>▪ Discovered areas where their data was better than the state aggregated data.</li><li>▪ Discovered areas where their data was not as high as the state aggregated data.</li></ul>	<ul style="list-style-type: none"><li>➤ Communicate with parents, community, and staff about areas where program is more successful.</li><li>➤ Use data in proposals and requests for resources.</li><li>➤ Identify areas for improvement and work with staff to develop strategies to address them.</li></ul>

# Example: Comparing a program to the statewide data

	Did not need to improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
<b>Elementary Students</b>								
Turning in his/her homework on time	19%	17%	15%	18%	16%	6%	4%	4%
Completing homework to the teacher's satisfaction	19%	18%	18%	16%	16%	5%	4%	4%
Participating in class	20%	17%	16%	18%	17%	4%	4%	4%
Volunteering (e.g. for extra credit or more responsibilities)	21%	14%	16%	17%	20%	4%	4%	4%
Attending class regularly	28%	14%	12%	15%	18%	5%	4%	4%
Being attentive in class	20%	14%	18%	16%	17%	7%	4%	4%
Behaving well in class	23%	12%	16%	15%	16%	8%	5%	4%
Academic performance	18%	16%	18%	18%	16%	5%	4%	4%
Coming to school motivated to learn	22%	14%	17%	17%	18%	5%	4%	4%
Getting along well with other students	22%	13%	16%	17%	17%	7%	4%	4%

# Example: Attendance and achievement

Need	Data	Response
Program needs to understand effectiveness and participant outcomes.	<ul style="list-style-type: none"><li>■ 59% of participants who attended 60+ days made gains in at least one subject area.</li><li>■ 30% of participants attended 60 days or more</li></ul>	<ul style="list-style-type: none"><li>➤ Recommendation: Develop a retention plan.</li><li>➤ Communicate with parents about the benefits of regular participation.</li><li>➤ Engage staff in developing retention strategies</li><li>➤ Collect more data to understand barriers to regular attendance</li></ul>



# Example: Professional development

Need	Data	Response
Program needs to understand the extent to which it serves students with the greatest need.	<ul style="list-style-type: none"><li>■ 36% of participants have limited English proficiency</li><li>■ 14% of students have disability</li></ul>	<ul style="list-style-type: none"><li>➤ Review available program activities to see that they are relevant and supportive of these students.</li><li>➤ Review staffing to see that staff are prepared to work with these students.</li><li>➤ Recommendation: Provide professional development to staff in order to better serve this population.</li></ul>

# Activity



Identify an area for program improvement.



What data do you have, or need to collect?



**Action steps:**  
How do you respond?  
Involve stakeholders?  
Make changes?

# Questions?



**Contact us!**

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