



# Assessing Program Effectiveness

Illinois Virtual Spring Conference

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# Disclaimer



# Your Facilitator



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# y4y.ed.gov

The screenshot shows the website's header with the 'You for Youth' logo on the left. The navigation menu includes 'HOME', 'ABOUT US', 'LEARN', 'TOOLS', 'STEM INITIATIVES', 'NEWS & VIEWS', and 'CONTACT'. On the right, there is a search bar and a 'SIGN IN | JOIN' button. The hero section features a background image of three students working on a project with a laptop and a robot. The text in the hero section reads: 'Take Your Learning to the Next Level With Our Free Online Courses!' followed by a link: 'See Our Course List for Titles and Topics.' There is also a left-pointing arrow icon and a small navigation indicator at the bottom of the hero image.



# Session Objectives

- Understand the continuous improvement process as it applies to assessing program effectiveness
- Utilize Y4Y tools and resources for assessment, implementation and analysis







# Why?

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



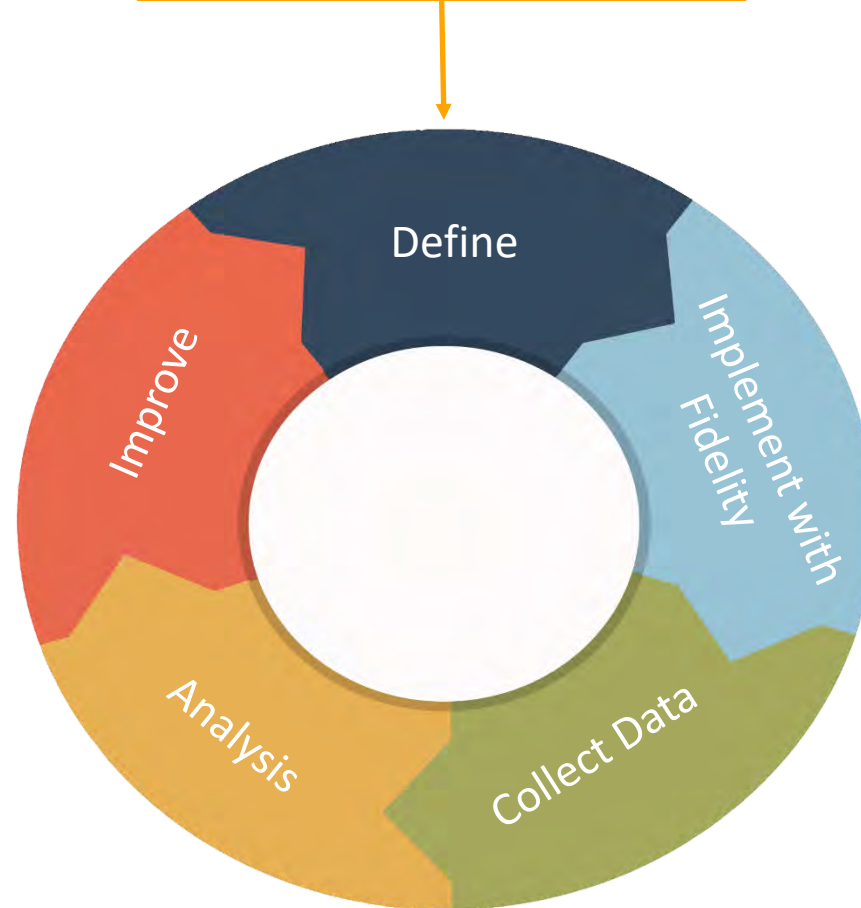
# Good Evaluations

1. Strong Questions
2. Never End
3. A Solid Team



# Continuous Improvement Process

**Pre-Work**





# Pre-Work



1. What data do I have?
2. What is the data saying?
3. What's the vision and mission?
4. What's the priority?

# Types Of Data



- School Level Data:
  - State Assessment, Report Cards Trends
- Student Level Data:
  - Teacher Reported, Progress Monitoring
- Student Voice
  - Interest surveys



# Your Program Data



- Pre and Post Tests
- Observations
- Rubrics
- Surveys
- Required Data and Monitoring





# What data do I have?

	Academic	Family Engagement	College & Career Readiness	Partnerships	
School Level					
Student Level					
Student Voice					

# Missing Data?



- Surveys
- Needs Assessments
- Assessing



# 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?

- 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 better during the summer.					
Summer program, I believe my child would do better at doing math.					
Summer program, I believe my child would be more confident in their academic 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
Summer program, I believe my child's relationships with teachers improved as a result of the program.				
Summer program, I believe my child's relationships with peers better.				
Summer program, I believe my child's confidence in their academic influences improved as a result of field trips.				
Summer program, I believe my child's confidence in their academic influences improved as a result of field trips.				



# Needs Assessments



You for Youth | Strengthening Partnerships

## Determining Program Needs

Talk with program stakeholders to figure out what the program is not doing and what program elements could be improved.

Areas of need and improvement	More detail
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	



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.

Guiding Question	School-Level Data	Information Source	Priority (High, Med, Low)
When looking at school-day data (campus or school improvement plans, stated goals that a summer learning program could address, state assessment results, attendance, behavior, etc.), what are the overall trends? What is needed for improvement?	Goal: 80% of third-grade students will meet standards on math state assessment.	State assessment results	High
When looking at the state assessment scores, what are the subject areas where students show deficits? Indicate the deficits for each grade level you will serve in your summer learning program.	Only 70% of third-grade students met standards on math state assessment.		
When looking at attendance reports, what trends do you see that need to be addressed?	15% of third-grade students have been absent 10 or more days this year.		
When looking at behavioral reports, what trends do you see that need to be addressed?	10% of our third-grade students averaged three or more discipline referrals this year.		



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# Assessing The Program



## Assessing Alignment Efforts

Use these checklists to assess areas that are strong, emerging or need work. Involve the program planning team, staff and school personnel in this process, and ask what they see as goals and challenges. Once you complete the checklists, select a few areas in the "needs work" category on which to focus.

### 1. Setting Goals and Programming for Alignment

Goals and Programming for Alignment	Needs Work	Emerging	Strong
Afterschool mission, goals and programming are shared between school day and out-of-school program to ensure alignment.			
Comprehensive needs assessment has been completed, and includes school-day data, student-specific data and student voice data.			
SMART goals are directly related to documented needs.			
Activities are intentionally designed to address knowledge, behaviors and skills that students need to master, as documented in the needs assessment and SMART goals.			
Staff understand and exercise their roles as educators.			
Staff orientation, professional development and staff meetings address alignment goals, strategies, challenges and progress.			
School-day and out-of-school program share student recruitment and family engagement plans.			
Other:			



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# What is the data saying?

## Look Fors

- Highest area of need
- Area of intervention, without progress
- Organization Focus
- Supports observations



# What's the vision and mission?

- Where is my program going?
- How does my program want to get there?



# What's the priority?



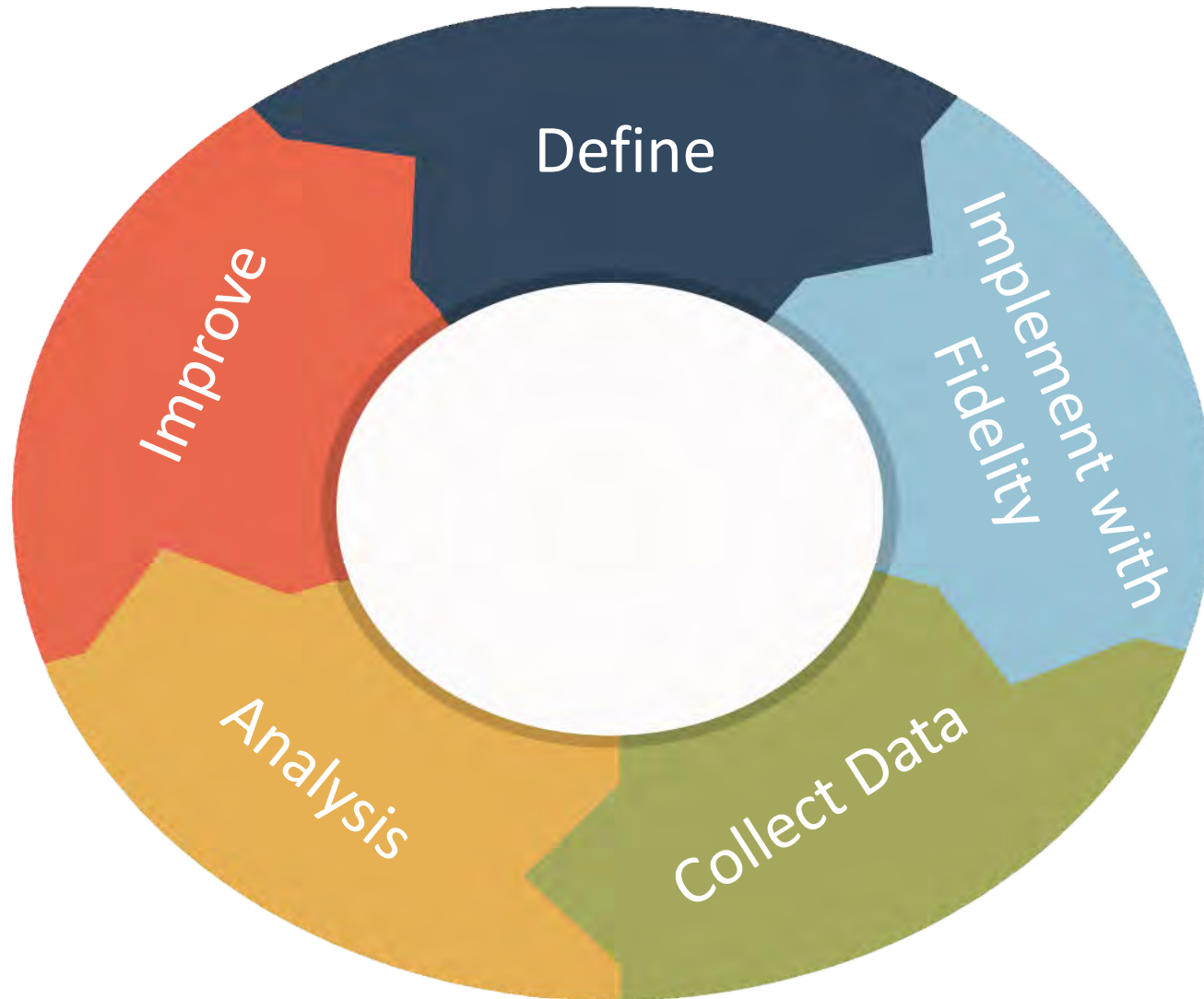
# ***WHAT'S YOUR PRIORITY?***





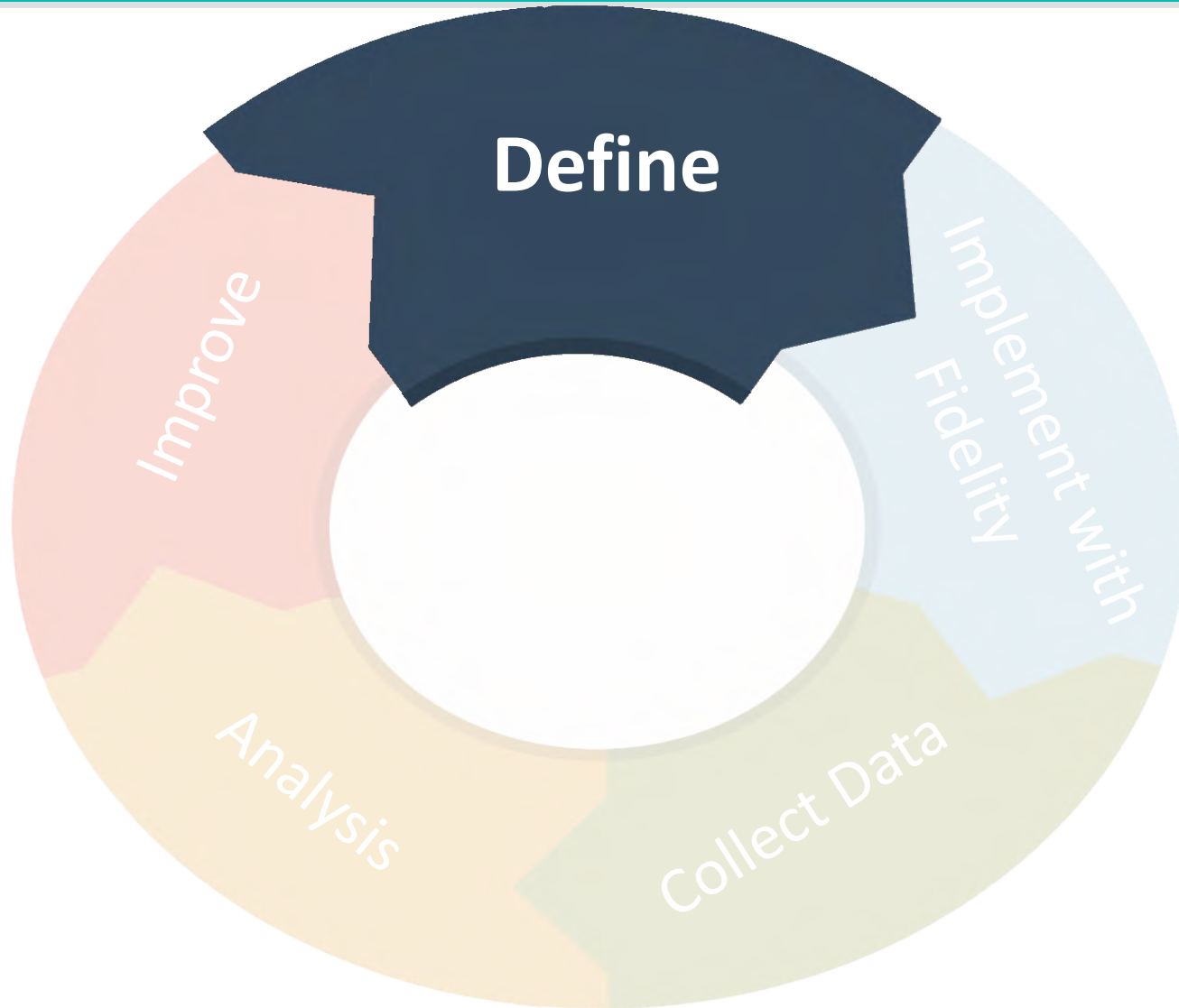


# Continuous Improvement Process





# Define





# Define

- What's the problem?
- What's the solution?
- How will I know I was successful?
- What's my plan?
- What do I need?





# Planning Assistance

You for Youth | Continuous Education Through 21st CCLC Activities 1

## The 5 C's of Positive Youth Development

Research has shown that when a program is designed to include opportunities for positive youth development, then students are more likely to thrive and build resiliency.

A positive youth development environment will help students build these personal traits: Competence, Confidence, Connection, Character and Caring.

- We should focus on positive youth development: resilience; social, emotional, cognitive, belief in the future; clear and positive identity; belief in the future; involvement; and/or positive social norms.
- Competence**
- This focuses on helping students build academic competence by showing students the skills in activities they enjoy, such as working in teams, take advantage of resolution.
- Confidence**
- This means providing opportunities for students to develop a more positive sense of self-worth in an environment so they have opportunities to succeed. For example, let them make a favorite vegetable in the garden.
- Connection**
- For students to be successful, they need to connect with their family members, with school, with their community and can be presented in various ways.
- Character**
- Students must develop respect for social norms and behaviors. They must develop a sense of responsibility in their environment so students design the climate to reinforce positive behavior rather than negative behavior.
- Caring**
- Students need to develop empathy, or the ability to understand things from another person's perspective. Consider setting up a community service project such as homelessness.

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You for Youth | Continuous Education Through 21st CCLC Activities 1

## The 4 C's to 21st Century Skills

The 4 C's to 21st century skills are just what the title indicates. Students need these specific skills: Communication, Collaboration, Critical Thinking, and Creativity.

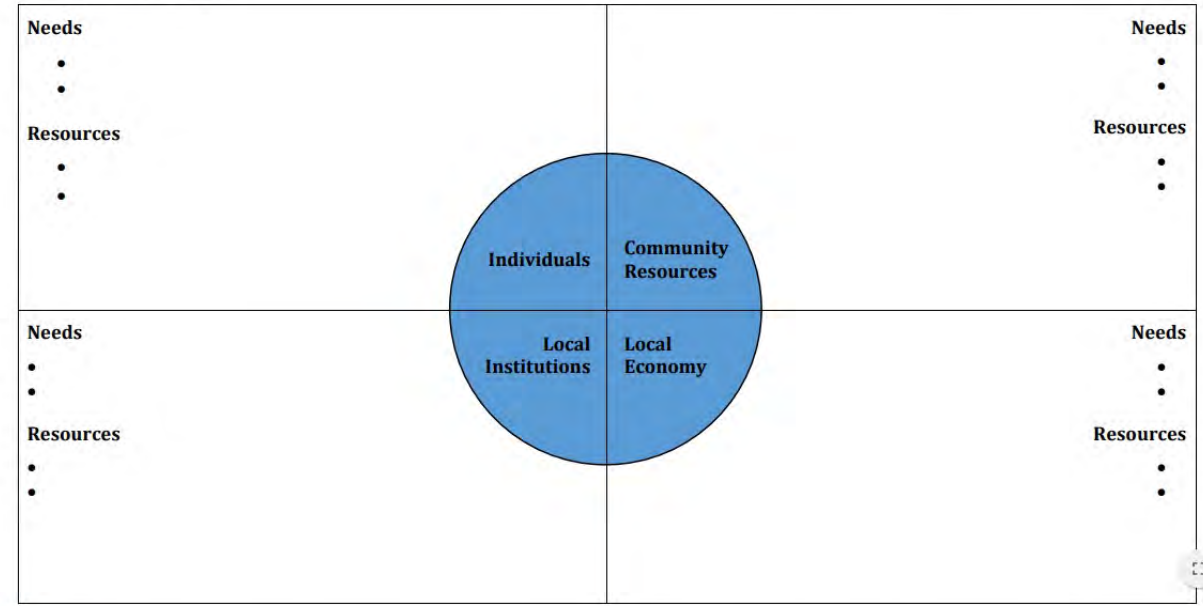
- Students need these specific skills: Communication, Collaboration, Critical Thinking, and Creativity.
- Communication: Students should be able to ask questions, ideas and solutions.
  - Collaboration: Students should be able to reach a goal while putting their talent, expertise and skills to work.
  - Critical Thinking: Students should be able to find new ways and link learning across subject areas.
  - Creativity: Students should be able to find ways to get things done. This leads to innovation and problem-solving.
- Students should intentionally focus on the design of program and ownership for their learning. They should move from consumers of knowledge to producers of knowledge. Our out-of-classroom learning should move beyond typical methods of study, such as lectures, to include problem-solving, such as bullying. We should allow them to share their findings and impact.

You for Youth | Summer Learning 2

## Mapping Community Assets

Summer learning programs appeal to students and families by fulfilling needs in the community without duplicating existing resources. When you look at what other programs and services offer, you are conducting *asset mapping*, which is an essential part of the planning process. It helps to prioritize needs and leverage resources.

After you complete your needs assessment, use the diagram below to prioritize needs, identify resources or groups that can help, and determine next steps.



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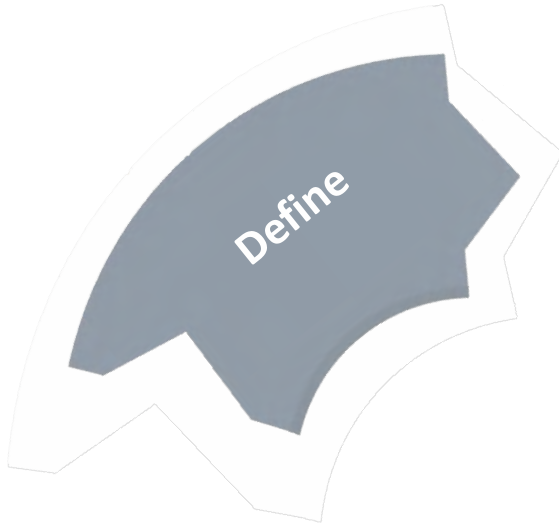
# What's The Problem & Solution?



<b>State the Problem</b>	<b>Give the Solution</b>	<b>Determine Success</b>	<b>The General Plan</b>	<b>List of Needs</b>

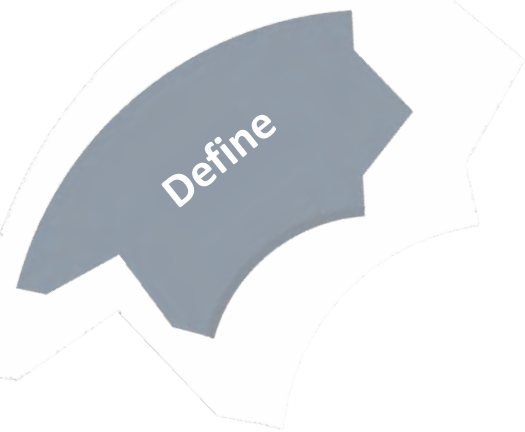


# What's The Plan?



State the Problem	Give the Solution	Determine Success	The General Plan	List of Needs
80% of students in the program did not demonstrate mastery on fractions and measurement.	Expose students to real-world math application and hands-on activities.			





# The Plan

What's the data's starting point?	What's the action?	What's the plan's length of time?	What's the measurement tool?	What is the data target?	Who will be responsible for overseeing?	Who will be responsible for implementing?
20% of students can add and subtract fractions	Cooking Club - recipes	2x a week for an hour each session; the entire program year	Progress Tool from SpEd Department	80% of students show an increase of 30% points or more	Site Coordinator	Lead Teacher

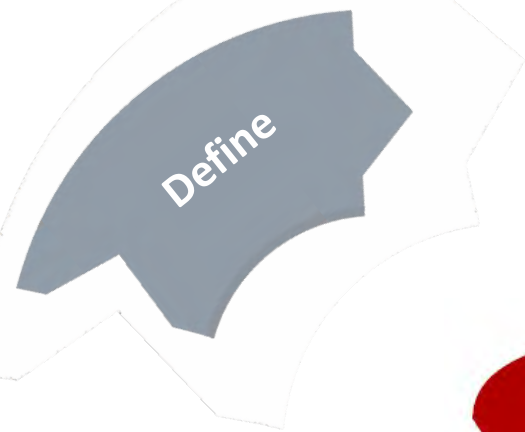




# What's Our Goal?

Define

State the Problem	Give the Solution	Determine Success	The General Plan	List of Needs
80% of students in the program did not demonstrate mastery on fractions and measurement.	Expose students to real-world math application and hands-on activities.		Cooking Club	



# SMART Goals

**S**

specific

**M**

measurable

**A**

attainable

**R**

realistic

**T**

time  
bound

80% of students who attend regularly will demonstrate an increase of 30 percentage points or more on the Fractions and Measurement Assessment, as measured by a Fall pretest and a Spring posttest.





# What's Our Goal?

Define

State the Problem	Give the Solution	Determine Success	The General Plan	List of Needs
80% of students in the program did not demonstrate mastery on fractions and measurement.	Expose students to real-world math application and hands-on activities.	80% of students who attend regularly will demonstrate an increase of 30 percentage point or more on the Fractions and Measurement Assessment, as measured by a Fall pretest and a Spring posttest.	Cooking Club	



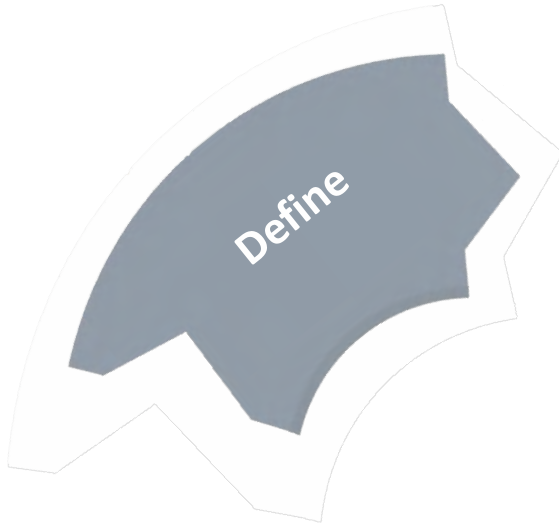
# List Of Needs

- Resources
- Activity Development
- Staff Training
- Data Collection Tools





# What Do We Need?



State the Problem	Give the Solution	Determine Success	The General Plan	List of Needs
80% of students in the program did not demonstrate mastery on fractions and measurement.	Expose students to real-world math application and hands-on activities.	80% of students who attend regularly will demonstrate an increase of 30 percentage point or more on the Fractions and Measurement Assessment, as measured by a Fall pretest and a Spring posttest.	Cooking Club	





# Activity Descriptions



## Mapping Needs to Activities



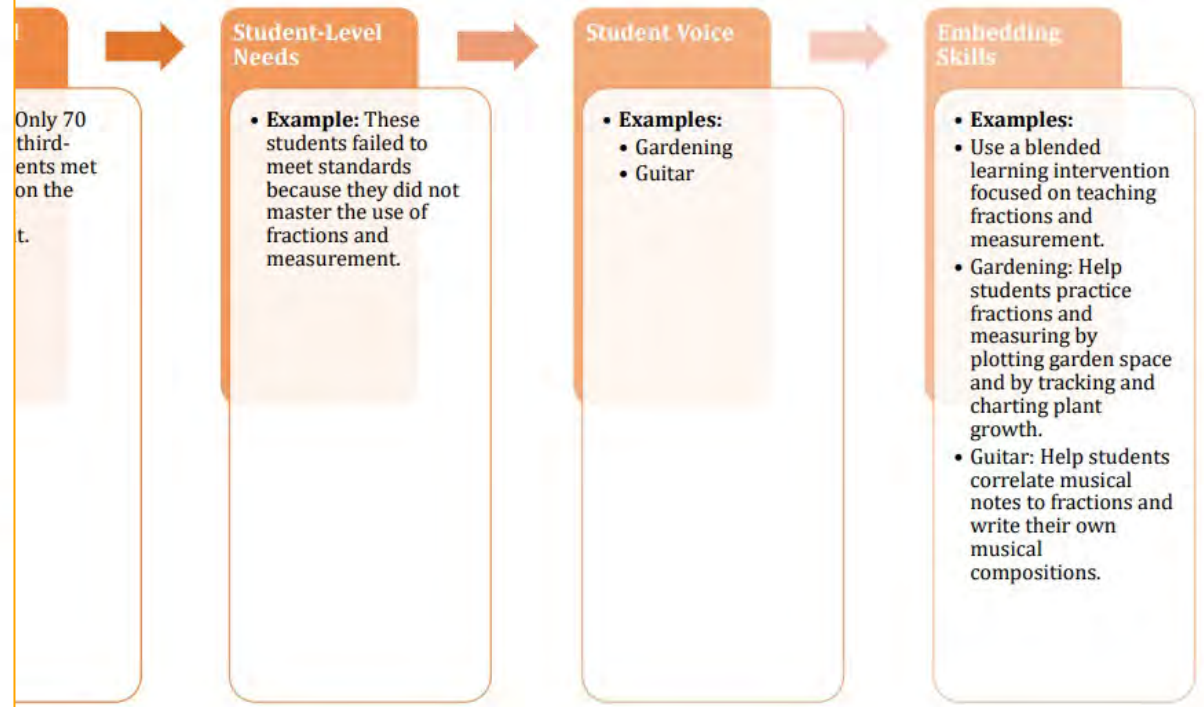
### Intentional Activity Design: Mapping Needs to Activities

**Directions:** Use the tool to map the needs of your students to engaging and enriching academic activities. Use the chart to determine student needs after collecting and analyzing your student data. Combine student needs with the necessary standards and skills to inform your lesson planning. Note: The practice of new knowledge and skills should be ongoing and not a one-time event. Over the course of an activity, you should give students many opportunities to practice and master the targeted skills.

<b>School-Level Need</b>	
<b>Student-Level Need</b>	
<b>Student Voice</b>	

	Activity 1: _____	Activity 2: _____	Activity 3: _____
<b>Embedded Skill(s):</b>			

For completed *Conducting Your Summer Learning Program Needs Assessment* tool to put data into the first three boxes. Then brainstorm with your team about how the student-level skills can be addressed in an academic intervention activity led within the enrichment activities that students desire, as shown in the examples provided here.

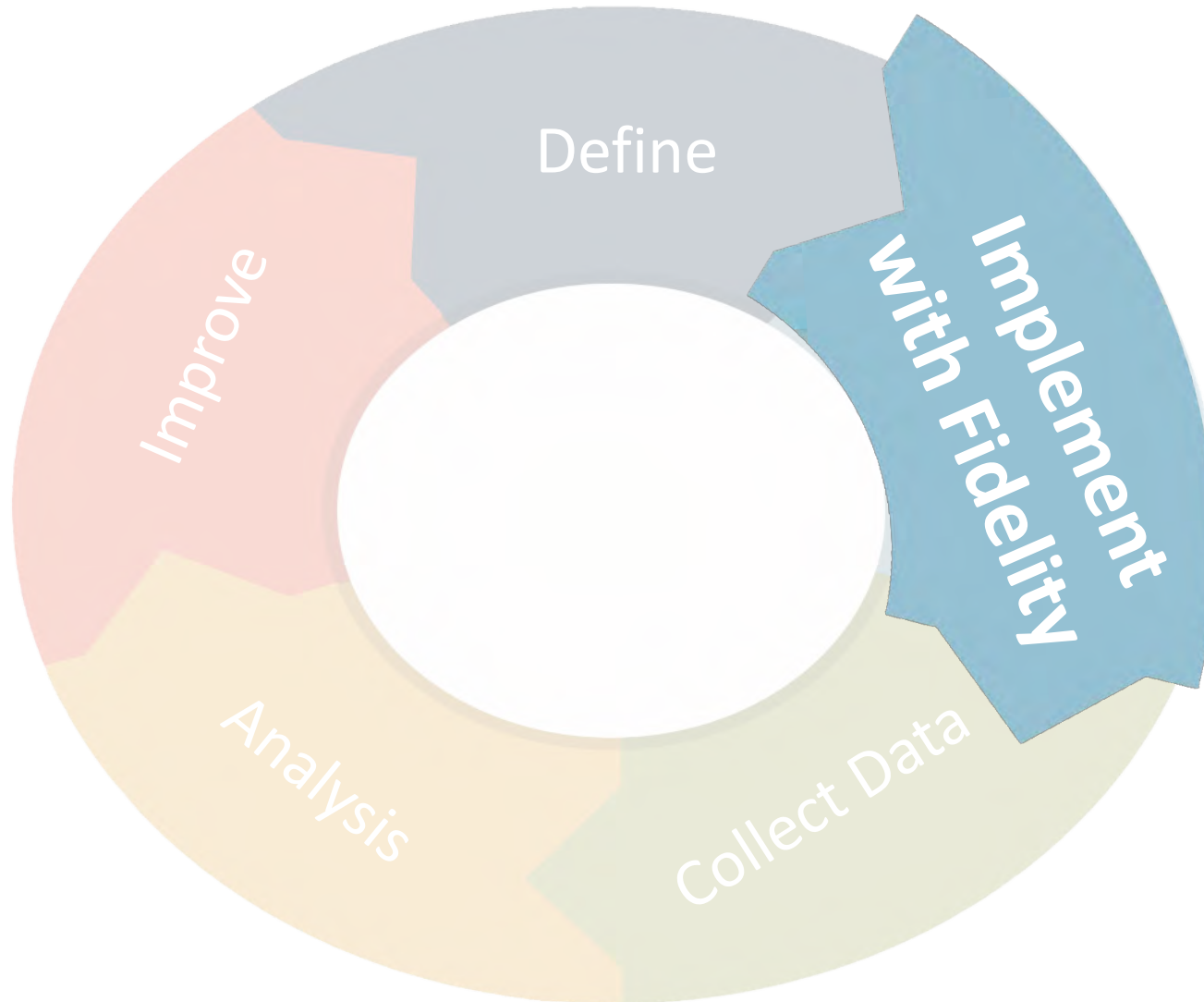


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# Implement With Fidelity





# Continuous Improvement Planner



## Continuous Improvement Planner

Use this planner to illustrate your performance (SMART) goals, how you plan to capture the data, and your actual outcomes when you complete your summer learning program. This tool includes some examples in a planner and a blank planner to customize if you so choose. As illustrated in the example, you might want to consider listing your program goal (the overall outcome you are striving for utilizing all of your activities and implementation strategies) and your activity goals (what is going to happen within your activities that will impact your program goal).

Performance Goals	Measurement Tool	Staff Assigned	Target Group	Time Frame	Actual Outcome
<b>Program Goal 1:</b> 85% of third-grade students who attend the full summer learning program will demonstrate increased proficiency in the use of fractions and measurement as measured by pre- and post-program assessment.	Pre- and post-benchmark assessments	Ms. Jones	Students	First and last week of program	<b>Program Goal #1 Outcome:</b> 80% of third-grade students who attended the full summer learning program demonstrated increased proficiency in the use of fractions and measurement as measured by pre- and post-assessment.
<b>Activity 1, Goal 1:</b> 80% of third-grade students who participate in the math intervention activity for the entire summer will be able to solve fraction and measurement problems.	Teacher-reviewed math journal where students will show their work and thought processes.	Mr. Gonzalez	Students	Ongoing	75% of students who participated in the math intervention activity for the entire summer demonstrated that they could solve fraction and measurement problems as measured by the math journal work.
<b>Activity 2, Goal 1:</b> 100% of third-grade	Rubric, developed by	Mr. Smith	Students	At culminating event	90% of students who participated in gardening for the entire



# Implement With Fidelity

## ADHERENCE

Did we stick to the plan?

## DOSAGE

How often are students involved in activity?

## ENGAGEMENT

Are the students engaged?

## DELIVERY

Is the facilitation occurring as it was intended?

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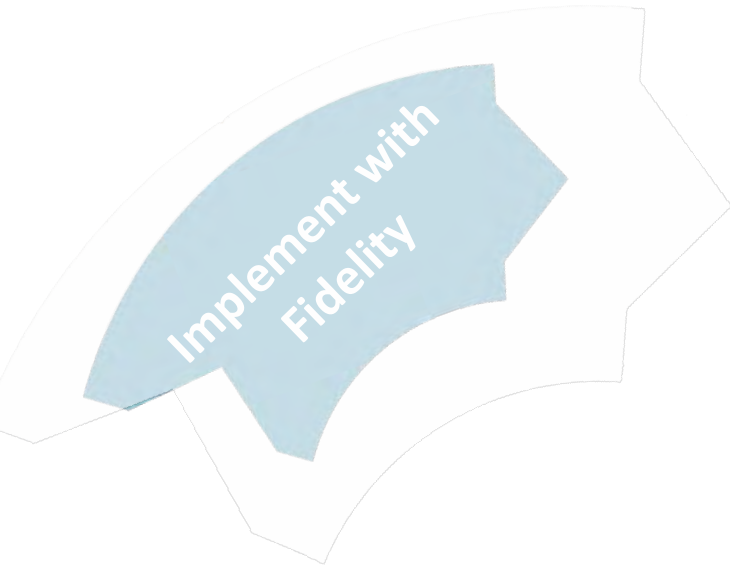
# Staff Training


*What does your staff need in order to implement the plan successfully?*

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with Fidelity



# Staff Training Plan



 You for Youth | Continuous Education Through 21st CCLC Activities 1

## Professional Learning Planner

Planning for professional learning and growth is important for you and your program staff. Incorporate professional learning into your calendar early in your planning process. Review the training information below, and on page 2, use the space to document your plans.



### Training

**On which topics do staff need training?**

- Collecting data
- Using data to intentionally design activities
- Creating project or activity SMART Goals to link with content
- Understanding program goals for alignment
- Communicating with teachers and schools
- Supporting learning in homework time
- Understanding academic standards
- Understanding and using tools to develop 21st century and positive youth development skills
- Assessing students
- Documenting learning to share with teachers
- Other: \_\_\_\_\_

**How much time is available, and when, for staff training?**

- During orientation
- During staff meeting time
- During program breaks
- In conjunction with school teacher professional learning
- At conferences
- In professional learning sessions scheduled during the year
- Other: \_\_\_\_\_

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# STAFF TRAINING

- Courses
- Trainings to Go
- Training Starters
- Webinars



# Courses

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## Project-Based Learning

### Introduction to Project-Based Learning →



The introduction provides an overview of project-based learning, including the benefits of authentic projects and engaging students in a process of inquiry. Learn how to design hands-on projects and move from a driving question to a culminating event to a reflection on learning.

### Implementation Strategies →



Find strategies to move project-based learning into practice, including setting project goals and keeping projects student-centered. Learn how to sustain your project over time and how to document your project's progress.

### Coaching My Staff →



Learn how to coach staff to effectively plan projects, engage youth, and document learning. Identify ready-to-use tools to help you in building your staff's skills.

# Trainings To Go

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## Trainings To Go

Trainings to Go are 75 minute long training plans that include a PowerPoint, handouts, and training guides. Click the trainings to get tips on how to customize professional development plans to fit different staff needs, training time frames, and training goals.

### **Introducing Citizen Science →**

Discuss with staff the basic principles of citizen science and the different ways to engage student in the experience.

### **Facilitating Learning to Practice Inquiry and Science Process Skills →**

Introducing staff to the inquiry and scientific processes. Discuss strategies for integrating inquiry and STEM skills into the program.

### **Assessing Citizen Science →**

Help staff develop and use a rubric and other tools to assess student performance. Use the Y4Y observation checklists and rubrics to measure student engagement and learning.



# Trainings To Go



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## Assessing Citizen Science



# Trainings To Go

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## Facilitating Learning to Practice Inquiry and Science Process Skills Training to Go

### Download These Materials

Science Process Diagram File Format: **Adobe PDF**  
Size: **477kb**

Science Process Diagram File Format: **Word Document**  
Size: **51kb**

Science Process Skills Guiding Questions File Format: **Adobe PDF**  
Size: **192kb**

Science Process Skills Guiding Questions File Format: **Word Document**  
Size: **46kb**

Guess My Age Data Collection Sheet File Format: **Adobe PDF**  
Size: **316kb**

Guess My Age Data Collection Sheet File Format: **Word Document**  
Size: **444kb**



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# Training Starters



## Training Starters

Training Starters help you plan trainings on key topics related to the subject matter. Click the different training starters for tips on creating trainings that address your program needs and next steps.

### Activity Centers →

Create STEM based activity centers to encourage independent exploration and practice, especially for elementary grades.

### Portfolios →

Set up portfolios to support and deepen learning from the start and record achievement to show to others

### STEM Vocabulary P's and Q's →

Work STEM processes (P's), questions (Q's) and vocabulary into the day, every day, across the program.



# Webinars



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## Archived Webinars

### Literacy Done Virtually! (Two-Part Series)

Tuesday, March 30, 2021

Looking to engage families and students of all ages in high-quality literacy activities, but wondering how to make it happen in a virtual or hybrid setting? Join the U.S. Department of Education's You for Youth (Y4Y) Technical Assistance team for this two-part webinar. [read more »](#)

### Meeting 21st CCLC ESSA Academic Requirements in Virtual and Hybrid Environments, Part 2

Tuesday, March 23, 2021

In a follow-up to January's webinar series on meeting academic requirements in virtual and hybrid spaces, this three-part companion series focused on the supporting skills and staff development necessary to meeting Every Student Succeeds Act (ESSA) objectives. [read more »](#)

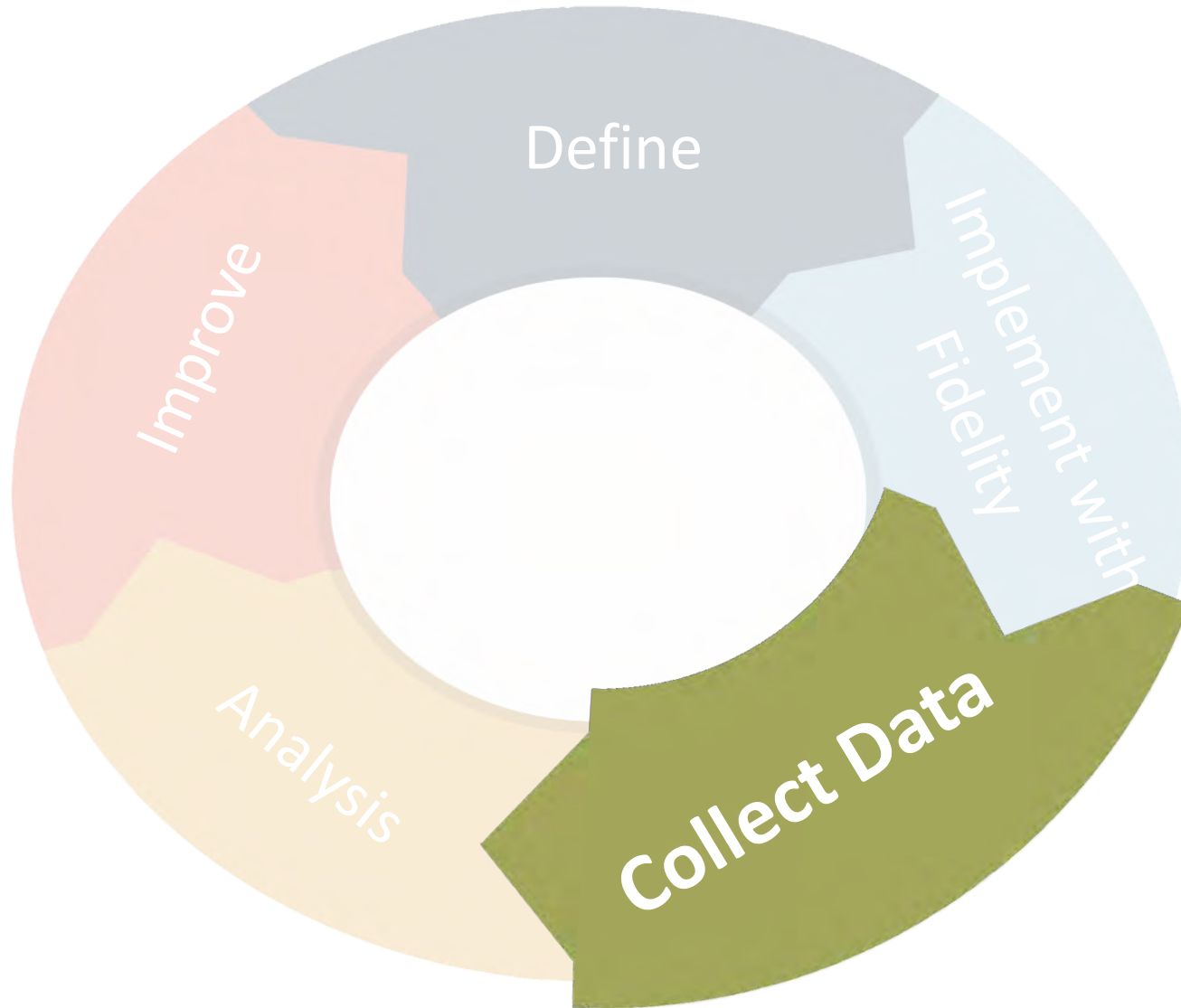
### Learning Approaches to Science-based Education

Thursday, March 18, 2021

In this edition of LIVE With Y4Y! we will focus on methods for facilitating hands-on science education. We'll explore best practices in the Scientific Method, Design Thinking and Engineering Design processes to get kids thinking and doing. By developing your knowledge of these hands-on strategies, you'll expand your instructional toolkit and be ready to implement STEAM in your out-of-school time program. [read more »](#)



# Collect Data





# Data Collection

- Staff Supervision Checklists
- Activity Observation Checklists
- Rubrics



Collect  
Data



# Staff Supervision Checklists



You for Youth | Project-Based Learning

## Staff Observation Review Checklist

**Instructions:** Share this checklist with staff members before the project begins to set expectations for responsibilities and behaviors. Score on scale of 1 to 3, with 1 being the lowest performing and 3 being the highest performing. Guide observers to provide specific feedback on a 1 or a 3 score. Keep notes on individual staff performance related to the project. After the project ends, set a time to meet briefly with each staff member to discuss performance. For any items marked 3, be sure to identify specific strengths.

Staff Member: \_\_\_\_\_

Score	Staff member creates an engaging learning environment
	Motivates youth from outset
	Presents opportunity in engaging way
	Explains and creates opportunities for youth leadership and leadership
	Respects youth voice
	Facilitates youth expression and creativity
	Ensures inclusion
	Engages youth in establishing procedures and norms
	<b>Staff member facilitates active learning.</b>
	Supports group work
	Supports development of ideas into viable projects
	Circulates and checks in appropriately with youth
	Models or demonstrates techniques; provides information or resources
	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 and students with special needs
	Asks open-ended questions
	Supports self-assessment and peer reflection
	<b>Staff member engages other adults.</b>
	Works respectfully and effectively with volunteers
	Works respectfully and effectively with partners
	Works respectfully and effectively with student families
	<b>Staff member builds own skills.</b>
	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



You for Youth | STEM

## Follow-Up and Supervision Checklist

All staff should support STEM in the program. Some staff may have limited STEM vocabulary and providing everyday STEM activities. Others may have knowledge and expertise they are eager to share.

Discuss with staff what you will be looking for, what they are looking for, and how and when you and staff can review and discuss.

### Integrating STEM Checklist and Review

#### Spark Interest, Expand Horizons

##### Do Staff

- Maximize time in the program to bring in STEM vocabulary
- Create activity centers to facilitate independent exploration
- Listen for and tap into youth interests
- Create opportunities for STEM-centered field trips
- Deliberately use math and science vocabulary (*See: STEM Starter*)
- Provide materials that support math and science concepts
- Encourage children and youth to make presentations
- Form student committees for STEM activities and projects

##### Connect with School Content

- Staff can explain where STEM content is incorporated
- Staff know names and contact information for school technology teachers
- Staff communicate with teachers
- Staff are aware of STEM standards and goals for students
- Students use STEM vocabulary
- Students can explain connections with school learning
- Students and staff can explain STEM learning objectives

##### Dedicate Time

- Staff blend STEM into the program in different ways
- Program time is dedicated to STEM activities
- Materials are made available
- Staff support student learning during homework time
- Staff allocate the appropriate amount of time for the program
- Staff ensure student attendance and participation in STEM activities



You for Youth | Strengthening Partnerships

## Observation and Supervision Checklist

Strengthening program partnerships takes staff time and attention to detail. Coach and assist staff in their work with partners to ensure all sides have a positive and productive experience.

### STAFF CHECKLIST

Recognize program gaps and needs	Strong	OK	Needs work
Ask youth about ways to improve the program			
Frequently reflect and offer suggestions for improvement			
Aware of other program models and propose ways to integrate best practices			
Check-in with stakeholders regarding their program improvement ideas			
Compare past programming experiences with current ones			
<b>Identify partners</b>			
Tap into their personal networks and connections			
Assess whether partners would be a good fit			
Think about ways to pull in partners to current and future projects and programming			
Reflect on experiences with past partners			
Refer youth to resources			
<b>Recruit partners</b>			
Effectively share program vision and mission			
Help partners understand that their time and resources will be valued			
Utilize partnership agreements or MOUs as necessary to clarify roles and responsibilities			
Ask partners what they want out of the experience			
<b>Maintain partnerships</b>			
Find ways to honor partners publicly and privately			
Utilize check-in strategies with partners to monitor the partnership's effectiveness			
Revise partnership agreements or MOUs as needed to respond to changing circumstances or needs			
Effectively manage and oversee partners to ensure goals are achieved			



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# Activity Observation Checklist



## 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 will have the same indicators. For example, one activity may be designed at a 1:10 ratio because research indicates that it is at that ratio where most positive results are expected. Another activity may not require that low of a ratio. There are two checklists below which you can customize for your own activities. The first is designed for an activity and the second for an academic enrichment activity. The data from these checklists should be used to guide continuous improvement.

Site/Center: \_\_\_\_\_ Date: \_\_\_\_\_ Observer: \_\_\_\_\_

Activity: Math \_\_\_\_\_

### Activity Observation Checklist

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



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## Youth Participation Checklist

**Instructions:** Share this checklist with youth before a project begins to set and measure overall expectations. You may wish to have a session where youth work in small groups to identify what the items on the checklist might look like in practice, and to clarify any questions youth have.

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.

Score	Youth Participation	Evidence
	Actively engage in project planning and development, as appropriate	
	Offer ideas and comments; participate in or attentive to brainstorming	
	Show eagerness to work on projects	
	Attend consistently and willingly	
	Sustain interest and effort over time, in age-appropriate ways	
	Answer questions about their projects and work	
	Listen to, watch or consider demonstrations respectfully	
	Participate in peer reviews, offering comments or suggestions	
	Remain open to peer and staff review; participate in discussions of revision	
	Plan, conduct and complete demonstration of learning	
	Explain their learning	
	Offer ideas for spin-offs, revisions	





# Rubrics



## PROJECT RUBRIC



You for Youth | Continuous Education Through 21st CCLC Activities

1

### 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: \_\_\_\_\_

Category	Criteria <sup>1</sup>	
Project organization	Did the project have beginning, middle, and concluding phases that built upon each other? <sup>2</sup>	Th mi bu
Project depth	Did the project provide sufficient new challenges and require sustained effort over time? <sup>3</sup>	Th ne eff
Interest level/ Student engagement	During time allocated to project tasks, did most children's conversations stay focused on the project?	W mc str pr
Level of child-initiated learning	Were children actively engaged in developing the project, its component tasks, and problem-solving strategies?	Ch de co ow an ide
Practice and integration of research skills	Did children use a variety of sources, including primary and secondary sources, to learn about the topic?	Th re sta rel
Inclusion/ Collaboration	Did all children who were involved in the project take part in all of its aspects?	Th ch tee
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? <sup>4</sup>	Pr ch ca the we
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?	Th co ch wh lea

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



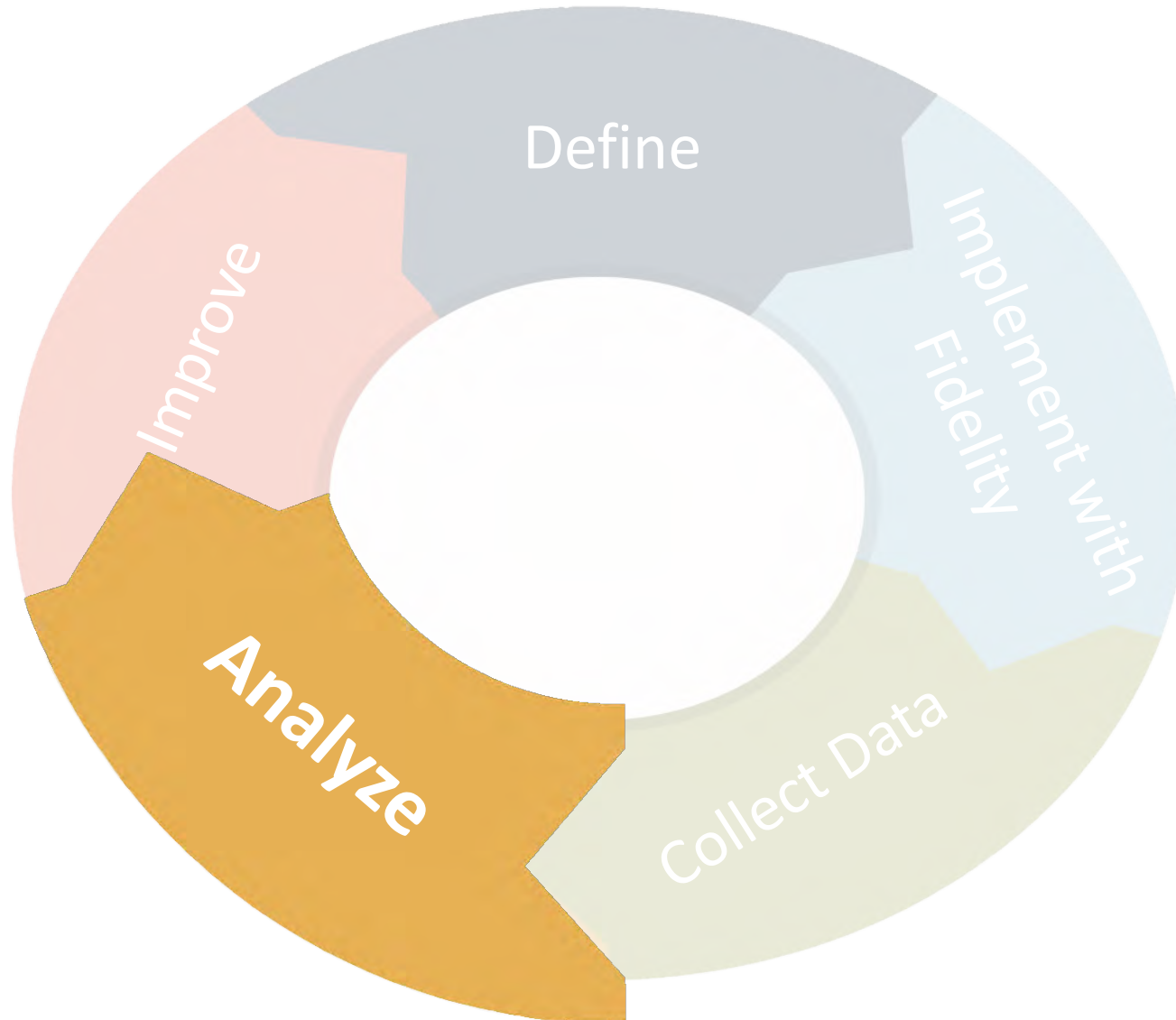
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# Analyze





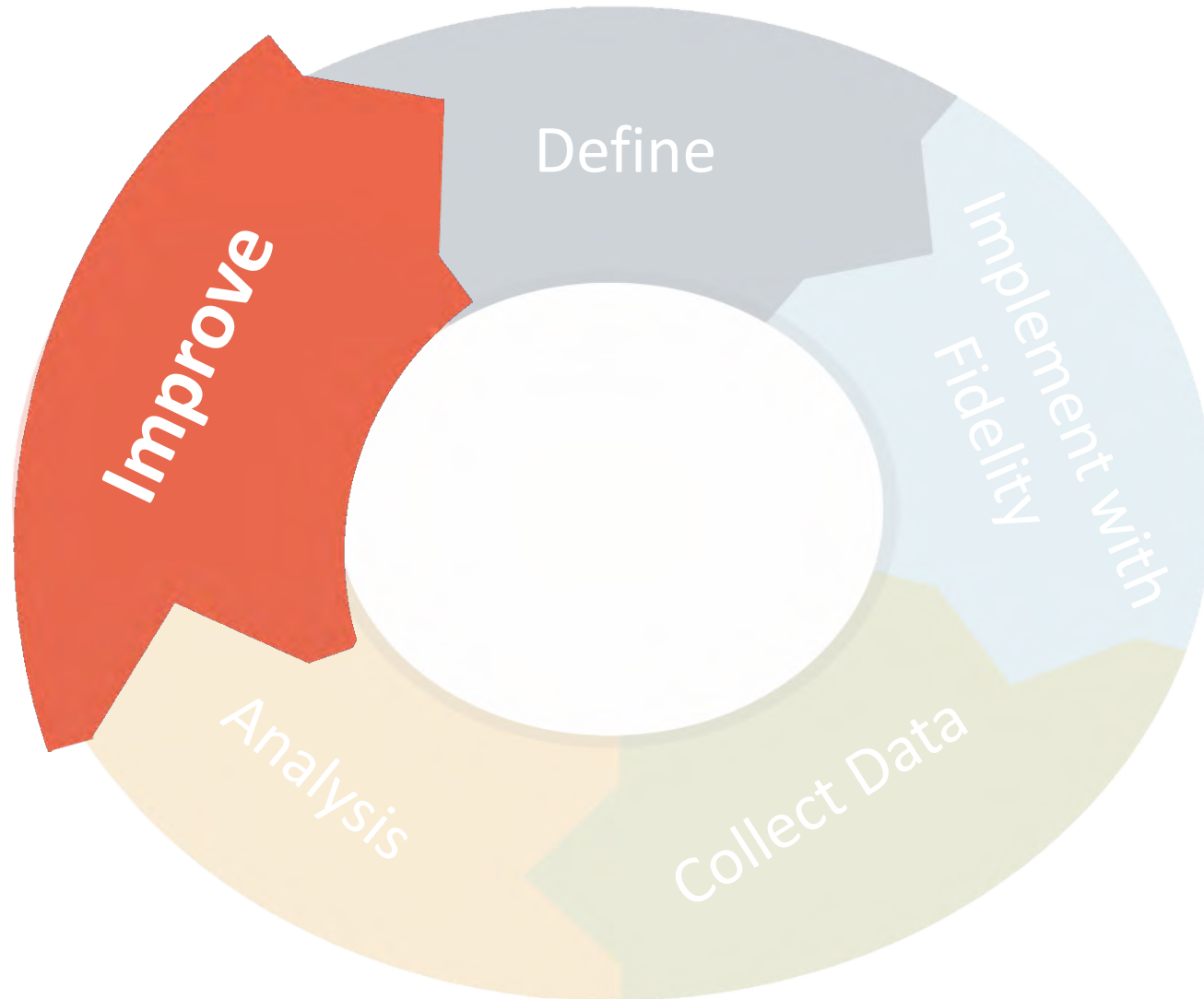
# Analyze: Tools and Resources

- Reach-out to Colleagues
- Local Institutions of Higher Education
- American Evaluation Association
  - <http://www.eval.org/>





# Improve





# Improve

- What did work?
- What can I tweak and refine?
- Am I considering multiple views?



# Ideas For Improvement

## Click & Gos

The screenshot shows a website banner for "You for Youth". At the top, there is a navigation menu with links for "Y4Y HOME", "HOME", "CLICK & GO", and "TOOLS". The main banner features the "You for Youth" logo on the left. To the right, the text reads "Y4Y CLICK & GO" in large white letters, followed by "21ST CENTURY COMMUNITY LEARNING CENTERS" and "TECHNICAL ASSISTANCE" in smaller white letters, and "WHERE AND WHEN YOU NEED IT" in a smaller, italicized font. Below the banner, there is a section titled "OUR GOAL" with the text: "To equip 21st CCLC leaders with the knowledge, skills and tools necessary to intentionally design and implement programs that positively impact student academic performance."

- Mini-Lesson
- Podcast
- Tools
- External Resources
- FAQs



# Ideas For Improvement

## Learn More Library

**External Videos ↓**

**Publications ↓**

**Web-Based Resources ↓**

**Lesson Plans and Activities ↓**



# Next Steps



- What will be your next step in assessing program effectiveness?
- What supports do you need?



# Contact Us



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