GETTING YOUR EVALUATION OFF THE GROUND

Tools and strategies for your 21st CCLC evaluation

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Today’s agenda

1. Review evaluation requirements
2. Strategies and tools for planning your evaluation
3. Finding and working with evaluators
## ISBE 21st CCLC Program Objectives

1. Participants in the program will demonstrate **increased academic achievement**.

2. Participants will demonstrate an **increased involvement in school activities** and will have opportunities in other subject areas such as technology, arts, music, theater, and sports and other recreation activities.

3. Participants in the program will demonstrate social benefits and **exhibit positive behavioral changes**.

4. The 21st CCLC programs will provide opportunities for the community to be involved and will **increase family involvement** of the participating children.

5. Programs will provide opportunities, with priority given to all students who are lowest performing and in the **greatest need of academic assistance**.

6. **Professional development** will be offered by the programs and ISBE to meet the needs of the program, staff, and students.

7. Projects will create **sustainability plans** to continue the programs beyond the federal funding period.
Statewide Evaluation: Grantee Expectations

✓ Submit APR data and student roster information to the IIRC system
✓ Administer the federal teacher survey for regular program attendees
✓ Submit an annual survey for each grant, including teacher survey data (May-June 2019)
✓ Submit an annual local evaluation report for each grant (Nov-Dec 2019)
✓ Participate in site visits
Because EVERYTHING starts EARLY

start early with the end in mind
Strategies: starting your evaluation with the end in mind

- Develop a program logic model
- Consider your data collection W’s
- Complete an evaluation questions and methods matrix
Logic Models: A map to guide your program evaluation

Logic models are:

- A graphic representation of theory of change
- A framework for planning, implementation and evaluation

Logic models are not:

- A strategic plan
- An evaluation design
Logic Model Components

Inputs: What are the resources that support the program? (Staff, curricula, building space, etc.)

Activities: What do program participants do? Think about activities in terms of verbs. (Experiences, processes, supports that make up the program?)

Outputs: What are the direct results of the program activities? Outputs are often things you can count as a result of activities. (# of students tutored, # hours of instruction, etc.)

Short Term Outcomes: What are the specific knowledge, skills, and attitudes or behaviors that participants should develop as a result of the program?

Long Term Outcomes: What impact does the program aspire to make for participants in the long term, beyond the program? This is often the overarching “Why” of a program.
## Data Collection W’s (and an H): A tool to develop your data collection plan

<table>
<thead>
<tr>
<th>What</th>
<th>Why</th>
<th>When</th>
<th>Who</th>
<th>How</th>
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<tbody>
<tr>
<td>What are the kinds of information and data that will help you understand this goal?</td>
<td>Why are you collecting these data?</td>
<td>When is the best or most appropriate time to collect this information?</td>
<td>Who needs to be included in the process of both collecting <em>and</em> interpreting data?</td>
<td>How will you use these data?</td>
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<td></td>
<td>What will they tell you?</td>
<td>When do you need data in order to make decisions?</td>
<td></td>
<td>What processes are there to incorporate findings and make program changes?</td>
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### Evaluation questions and methods matrix: A tool to check your evaluation plan

<table>
<thead>
<tr>
<th>Statewide Objective</th>
<th>Evaluation Questions</th>
<th>Spring Survey</th>
<th>Local evaluation</th>
<th>Site Visits</th>
<th>APR data</th>
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<tbody>
<tr>
<td><strong>Objective #1: Participants will demonstrate an increased involvement in school activities and participation in other subject areas such as technology, arts, music, theater, sports and other activities.</strong></td>
<td>Do 21&lt;sup&gt;st&lt;/sup&gt; CCLC programs provide opportunities for participants to increase participation in activities and subjects such as technology, the theatre and arts, and extracurricular activities such as sports and clubs?</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To what extent do program participants increase participation in activities and subjects such as technology, the theatre and arts, and extracurricular activities such as sports and clubs?</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Objective #2: Participants in the program will demonstrate increased academic achievement.</strong></td>
<td>To what extent do program goals and activities address and support increased academic achievement for program participants?</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have 21&lt;sup&gt;st&lt;/sup&gt; CCLC program activities and services positively influenced student achievement outcomes (i.e., increased student test scores, grade promotion rates)?</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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FINDING AND WORKING WITH AN EVALUATOR
# Internal vs External Evaluators

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<th><strong>Internal Evaluator</strong></th>
<th><strong>External Evaluator</strong></th>
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<tr>
<td><strong>Expertise</strong></td>
<td>• Firsthand knowledge of the program, content, organization’s policies and/or practices</td>
<td>• Skills and exposure based on a wide range of methods, practices that can be useful to incorporate</td>
</tr>
<tr>
<td><strong>Perceived bias</strong></td>
<td>• May be perceived as “too close” to the program</td>
<td>• Perceived impartiality</td>
</tr>
<tr>
<td><strong>Availability</strong></td>
<td>• Readily available for meetings, spontaneous data collection</td>
<td>• If local, can be available or use telecommunications when needed</td>
</tr>
<tr>
<td><strong>Cost</strong></td>
<td>• If on salary, can cost less; however, depends on other roles/projects/responsibilities</td>
<td>• Fees can be high; can be cost-effective when evaluation is part-time or limited in duration</td>
</tr>
<tr>
<td><strong>Org. Investment</strong></td>
<td>• Can build organization’s capacity to support evaluation</td>
<td>• Can bring in outside expertise and build a culture of evaluation within an organization</td>
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# Finding an evaluator: What to look for

<table>
<thead>
<tr>
<th>Education, training, background</th>
<th>Experience with complexity</th>
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<tr>
<td>A degree in education research or evaluation?</td>
<td>Comfort with managing multiple sites, components, and kinds or levels of reporting?</td>
</tr>
<tr>
<td>Training and experience in evaluation design, data collection, data analysis and effective reporting?</td>
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### Content expertise
Experience in afterschool, education, and/or youth development?

### Experience with complexity
Comfort with managing multiple sites, components, and kinds or levels of reporting?

### Cultural Competence
Familiarity with and sensitivity to the population and community being served?
Finding an evaluator: Where to look

- American Evaluation Association (www.eval.org)
- Nearby universities (education, community development, evaluation departments)
- Ask your friends! Connect with local school districts and community-based organizations for referrals

Where did you find your evaluator? Let us know in the chat box!
Working with your evaluator: Clarify roles and responsibilities

<table>
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<tr>
<th>Project Director Responsibilities</th>
<th>Evaluator Responsibilities</th>
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<tr>
<td>Monitor funder reporting guidelines and communicate them to the evaluator</td>
<td>Clarify how the evaluation will meet guidelines and agree about process and expectations for reporting</td>
</tr>
<tr>
<td>Clarify outcomes and articulate definitions of success</td>
<td>Check that the evaluation design is appropriate and aligns with outcomes</td>
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<tr>
<td>Communicate with staff about data collection activities and expectations</td>
<td>Develop data collection protocols, instruments, and timelines and allow staff to review</td>
</tr>
<tr>
<td>Ensure that during data collection activities are as consistent as possible</td>
<td>Collect data in a timely and efficient manner at designated times</td>
</tr>
<tr>
<td>Communicate regularly</td>
<td>Communicate regularly</td>
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Working with your evaluator: Discuss reporting needs and requirements

Do you need...

- An executive summary?
- Information by site?
- Information by program?
- Data visualizations?
- Cat videos?

I’ve been sort of overwhelmed lately. I only read reports if they’re full of cartoons or cat videos.
Working with your evaluator: Collaborate on your reports

- Think of the reporting process as an exchange between the program and the evaluator
- Allow for internal review of drafts; your evaluator should be interested in your feedback
- But, don’t whitewash results
- Include your evaluator in dissemination efforts
Working with your evaluator: Process and product

+ Designate a program staff person to serve as the primary contact for your evaluator (Project Director or other staff)

+ Set up regular check-ins with your evaluator, such as a monthly phone call, to share both program and evaluation updates.

+ After the evaluation report, meet to discuss the evaluation process as well as the results.

*Remember, evaluation is about learning!*
Resources

- **American Evaluation Association**. This national association offers a Find An Evaluator database and a variety of other resources.

- **Afterschool Impacts Database: Afterschool Evaluation Resources**. This website includes basic background on evaluation, tips for finding an evaluator, and a variety of evaluation resources.

- **W.K. Kellogg Foundation Logic Model Development Guide**. This is a great resource for developing your own logic model.

- **Principal Investigator’s Guide: Managing Evaluation in Informal STEM Education Projects**. This guide, while written with a focus on STEM programs, provides useful strategies to help project directors integrate evaluation into their programs.
QUESTIONS?

Phones lines are now open!

Contact the evaluation team with questions and suggestions:
21stCCLC.Evaluation@edc.org