STATEWIDE PROGRAM EVALUATION

October 8, 2019

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Sheila Rodriguez
Today’s agenda

1. The goals of the statewide evaluation
2. Evaluation activities and expectations
3. What does a high quality local evaluation report look like?
4. How can you use your local evaluation report?
Meet the EDC team

EDC has been working with ISBE on the 21st CCLC evaluation since 2013!

- Leslie Goodyear: Our fearless leader
- Sophia Mansori: Making sure things go
- Josh Cox: Keeping track of our data
- Sheila Rodriguez: Connecting with you
Why 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 21st CCLC program.

- **Program improvement:** Your local evaluation can provide you with data to help you understand how well your program is being implemented, direct you to areas for improvement, and provide data on outcomes that you can share with your stakeholders.
Overview of the statewide evaluation

Our goals:

- To provide ISBE instructive, relevant, and actionable data and information on the progress of the 21st CCLC program and its grantees toward meeting the state’s program objectives.

- To provide grantees feedback regarding their performance with respect to program objectives, as well as support and feedback on their evaluation of implementation and progress.
1. Do 21st CCLC programs provide opportunities for participants to increase participation in activities and subjects such as technology, the arts, sports, and clubs? In what ways? For whom?

2. To what extent do program goals and activities address and support increased academic achievement for program participants?

3. To what extent do program goals and activities address and support increased positive behavioral changes and improved social-emotional skills?

4. To what extent are 21st CCLC programs working toward being inclusive of families? In what ways?
Our evaluation questions align with the state’s program objectives (con’t)

5. In what ways are 21st CCLC programs partnering, collaborating and working with federal funding sources, agencies, other community partnerships in order to ensure family participation and benefits to the community?

6. What are the characteristics of students and families served by the grantees? Do the students and families served represent those with the greatest need for services?

7. What professional development and training opportunities are available to program personnel? Are these aligned with the federal and NSDC development standards?

8. In what ways are 21st CCLC programs addressing sustainability?
# Statewide Evaluation: Activities and Expectations

## EDC Activities

- Administer and support data collection from grantees (local evaluation report, spring survey)
- Conduct site visits to inform the statewide evaluation
- Provide annual reports on grantee activities and progress
- Provide technical assistance on evaluation topics

## Grantee Expectations

- ✓ Submit an annual local evaluation report for each grant *(Due November 29, 2019)*
- ✓ Submit an annual survey for each grant (Spring 2020)
- ✓ Submit APR data and student roster information to the Benchmarking Tool
- ✓ Participate in site visits
Local Evaluation Report

✓ Each grantee must complete an annual local evaluation.
✓ Grantees submit one report per grant. The report should address all of the sites under the grant. Organizations with multiple grants submit multiple reports.
✓ The report template was emailed and will be available online.
✓ Reports are due November 29, 2019.
✓ Send reports to 21stCCLC.Evaluation@edc.org.
Local Evaluation Report Goals

- Emphasis of evaluation is on learning from the data you have collected.
  
  What do the data tell you about your program?
  
  What recommendations do you have for program improvement?
  
- The template outlines the *minimum* information that should be included in your local evaluation report.
Elements of a Good Evaluation Report

1. A narrative about your program
2. Evaluation methods
3. Data and description on family programming
4. How you met the state objectives
5. Recommendations for the following year
Program Narrative

• Tell us your story (Overview of program)

• Include program goals

• Talk about how you addressed recommendations from previous year
It was recommended that there was a need for increased high school student attendance that would undoubtedly lead to an increase in project impact for students’ academic achievement, especially in light of the fact that there were some high school students who not only had increased achievement, but had reported at a statistically significant level of pre and post increases on measures of student learning behaviors.

Through conversations and focus groups with students, our program was able to develop new classes that met the interests identified by project students. As a result of new programming, it should be noted that students’ attendance increased.
Evaluation Methods

• Who conducted the evaluation?

• Include evaluation framework or program logic model

• Data collection methods
## Evaluation Methods

<table>
<thead>
<tr>
<th>Goals</th>
<th>Examples of Guiding Questions</th>
</tr>
</thead>
</table>
| Goal 1-3: Increase in Achievement, Improved attitudes to school and readiness for careers & college. | 1. To what extent did students increase achievement, engagement in their learning, self esteem, and appreciation of competencies and culture?  
2. How did the project based learning and digital media help students reflect upon and assess their learning? |
| Goal 4: Families will improve skills at help student learning & social development | 3. In what ways did parents increase their support of children's learning and preparation for college?  
4. To what extent did parents increase their skills at helping students preparing students for college? |
## Evaluation Methods

### Sample Data Collection Methods

<table>
<thead>
<tr>
<th>Month</th>
<th>Data Collection Source</th>
<th>Audience</th>
<th>Administered How?</th>
<th>Aligned to Project Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year round</td>
<td>Informal observations of program</td>
<td>Staff and students</td>
<td>In-person observation</td>
<td>1,2</td>
</tr>
<tr>
<td></td>
<td>Teacher Survey (May)</td>
<td>Teachers, instructors, teaching artists</td>
<td>Survey</td>
<td>1,4</td>
</tr>
<tr>
<td>January and May</td>
<td>Case study at each school</td>
<td>Students</td>
<td>Various methods</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td></td>
<td>Attendance data (1&lt;sup&gt;st&lt;/sup&gt; &amp; 2nd semester)</td>
<td>Site Coordinators</td>
<td>Spreadsheet</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>June</td>
<td>Assessment data</td>
<td>Students</td>
<td>PARCC</td>
<td>1</td>
</tr>
</tbody>
</table>
Family Programming

• Write about parental involvement

• Include any activities offered (if possible, include participation/attendance rates)

• Include any successes and challenges to family participation
Family Programming

Parent Classes:

<table>
<thead>
<tr>
<th>School</th>
<th>Class</th>
<th># of Participants</th>
<th># of Days per Week</th>
<th># of Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lovely School</td>
<td>ESL</td>
<td>21</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>ABC School</td>
<td>Digital Media</td>
<td>22</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Family Events/Workshops

<table>
<thead>
<tr>
<th>Date</th>
<th>Workshop Site</th>
<th># Attended</th>
<th>Workshop Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/25/18</td>
<td>XYZ School</td>
<td>20</td>
<td>Family Communication</td>
</tr>
<tr>
<td>10/13/18</td>
<td>XYZ School</td>
<td>14</td>
<td>Creating Family Values</td>
</tr>
<tr>
<td>11/04/18</td>
<td>XYZ School</td>
<td>19</td>
<td>Bullying</td>
</tr>
<tr>
<td>12/21/18</td>
<td>XYZ School</td>
<td>30</td>
<td>Christmas Performance</td>
</tr>
</tbody>
</table>
Meeting State Objectives

• Tell us how you met, partially met or did not meet each of the state objectives (e.g. activities offered, strategies used etc.)
• Use student, parent and teacher survey data as measures
• If available, incorporate student assessment data to show growth
• Talk about any data limitations
Recommendations

• How will your program address particular challenges

• Try to be as specific as possible

• Reflect on program impact and improvement
The Sustainability Committee will need to review longitudinal data from the 21st CCLC records and solicit input from all stakeholder groups to successfully address the issue of Sustainability beyond grant funding...Input from all stakeholders needs to be collected, analyzed and utilized to determine benefits of the program and how to sustain the program. (Objective 7)

We have made progress in engaging family members; however, we have families that cannot easily participate. Our goal is to look at alternative methods of family engagement for other potential ways of engaging the multi-challenged parents. (Objective 4)
Recommendations

Data

Attendance for high school students and their parents decreased this year.

Challenges

High school students are hard to recruit due to jobs or other interests.

Program Improvement

Next year the focus will be on recruitment and providing incentives.
Your evaluation report is not just for us.

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

- Inform parents of how children benefit from your program.
- Let funders know the extent of your services.
- Share student outcomes with school day teachers and school administrators.
- Communicate with partners about program activities and connections.
- Discuss results with staff, including challenges they face and what worked well.
Common Challenges to Evaluation Use

- Collecting relevant, actionable data
- Timing, or getting data in time to act on it
- Communicating data to stakeholders
- Having a process in place to respond and change
Evaluation Support & Resources

Last year’s statewide evaluation report is on the ISBE website (available in English and Spanish).

Past webinars and conference presentations on the IQA website. Topics include:

- Getting your statewide evaluation off the ground
- Lessons learned from evaluation site visits
- Review of the statewide evaluation report
- Preparing for site visits
- The APR Teacher Survey
THANK YOU

Contact the evaluation team with questions and suggestions:

21stCCLC.Evaluation@edc.org