

EVALUATING YOUR 21ST CCLC PROGRAM: EVALUATION PLANNING YOU CAN USE

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GOALS OF SESSION

- Review evaluation requirements
- Present uses for framework
- Describe 5 key features of program evaluation
- Small group work
 - Goals, objectives, and performance measures
 - Selecting an evaluator, collecting data, and reporting
 - Using evaluation results for program improvement, integrating process and outcome data

WHY EVALUATE?

- To assess a program's effectiveness
- To identify potential areas for improvement
- To identify successful strategies to continue, build on and share with other programs
- To meet funder's evaluation requirements
- To document strengths and results for community stakeholders and potential funders

EVALUATION REQUIREMENTS

As described in US Dept. of Ed. Office of Elementary and Secondary Education's 21st CCLC Non-regulatory Guidance:

- H-5 State evaluation requirements: "States must conduct a comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities provided with 21st CCLC funds... States are required to describe the performance indicators and performance measures they will use to evaluate local programs...monitor the periodic evaluations of local programs and must disseminate the results of these evaluations to the public."
- H-6: Evaluation requirements for local grantees: "Each grantee must undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The evaluation must be based on the factors included in the principles of effectiveness. The results of the evaluation must be: (1) used to refine, improve, and strengthen the program and to refine the performance measures; and (2) made available to the public upon request. Local grantees, working with their SEAs, must evaluate the academic progress of children participating in the 21st CCLC program."

PRINCIPLES OF EFFECTIVENESS

Stipulates that programs:

- (A) be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;
- (B) be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and
- (C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

DEVELOPMENT OF THE FRAMEWORK FOR 21ST CCLC

- BPA developed the framework based on
 - Evaluation research literature
 - Standards of evaluation practice (e.g., Joint Committee on Standards for Educational Evaluation)
 - Program goals of 21st CCLC grant, as well as state and local program goals
 - Our observations and reviews of grantee evaluation reports and practices
 - Discussions with key personnel and evaluators on site visits
 - Usefulness, adaptability for each program

USES OF THE EVALUATION FRAMEWORK

- SEA Coordinator can use the framework to assess the status of their state-wide evaluations
- SEA Coordinator and/or program directors may use the framework to know what to look for in an evaluator and evaluation plan
- Evaluators may use the framework in developing their evaluation plan
- SEA Coordinators/program directors may use the framework in working with Evaluators to develop evaluation plan, to implement evaluation, and to guide the use of evaluation results
- SEA Coordinator may use the framework to provide evaluation guidance to sub-grantees

5 KEY FEATURES OF PROGRAM EVALUATION

1. Qualified Evaluator
2. Articulated Program Goals and Measurable Objectives
3. Design Appropriate for Measuring Program Quality and Effectiveness
4. Analysis and Reporting
5. Use of Evaluation Results

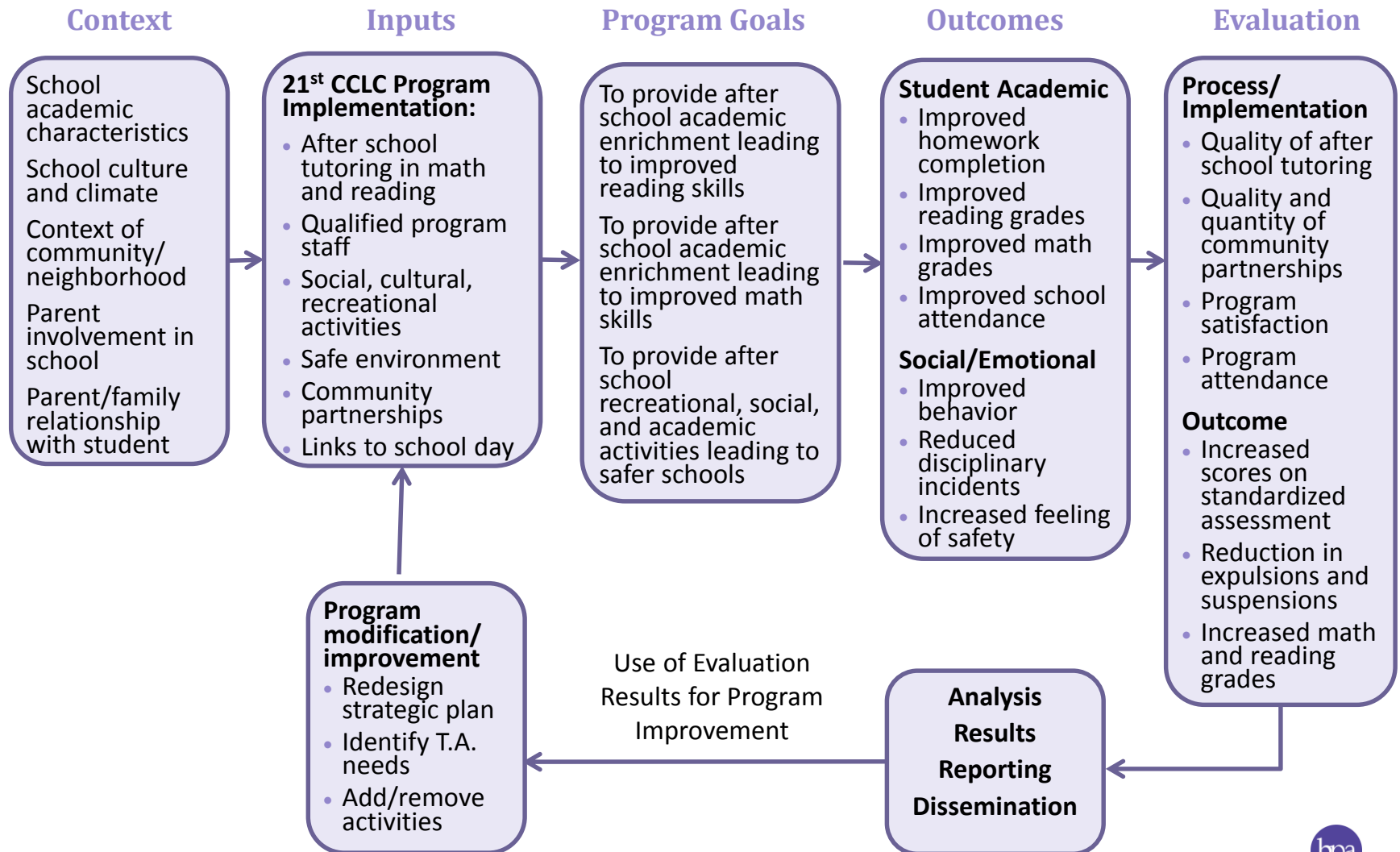
1. QUALIFIED EVALUATOR

- Individual or team with appropriate training and expertise
- Formal training in research and/or program evaluation
 - Methodological expertise: e.g. MA, PhD in education, social science, demonstrated knowledge of qualitative and quantitative methodologies
 - Content knowledge: Knowledge and experience in evaluating/studying educational programs, school-based programs, and/or after school programs
- Independence: Evaluator should be “independent” and unbiased; e.g. not program staff

2. ARTICULATED PROGRAM GOALS AND MEASURABLE OBJECTIVES

- Program goals are consistent with purpose of 21st CCLC grant, according to federal statute
- Examples:
 - Goal: To improve student achievement in math
 - Objective: Increase the percentage of students participating in 21st CCLC achieving grade level proficiency in math by 10% on the state math assessment
 - Goal: To increase student safety
 - Objective: Reduce student disciplinary incidents among students participating in the 21st CCLC program by 15%

SAMPLE LOGIC MODEL OF 21ST CCLC PROGRAM AND EVALUATION COMPONENTS



3. DESIGN IS APPROPRIATE FOR MEASURING PROGRAM QUALITY AND EFFECTIVENESS

- Evaluation questions – examples: How well are sub-grantee activities aligned with the goals and objectives of the state’s 21st CCLC program? Is the 21st CCLC program contributing to an increase in reading scores for student participants?
- Process measures – types and frequencies of activities, program quality assessment, survey of student satisfaction with program
- Outcome measures – standardized test scores, grades, school attendance records

3. DESIGN IS APPROPRIATE FOR MEASURING PROGRAM QUALITY AND EFFECTIVENESS (CONT'D)

- Rigorous design
- Experimental – most rigorous but not always feasible
- Comparison group designs
 - Comparison with district /state averages
 - Comparison with similar group (e.g., similar school)
 - Comparison with matched individuals (using statistical matching methods)
 - Regression discontinuity design
- Least rigorous:
 - Single group, pre-/post
- Not rigorous:
 - Single group, one point in time

3. DESIGN APPROPRIATE FOR MEASURING PROGRAM QUALITY AND EFFECTIVENESS (CONT'D)

- Stakeholder representation
 - Collect data from all relevant stakeholders (e.g., students, teachers, parents, program staff, community partners)
- Proper documentation
 - Document and describe methods used, data collection procedures, instruments, response rates, analyses
- Data management
 - Ensure data accuracy, quality control, back up procedures
- Ethical standards
 - Confidentiality of participants, research participation is voluntary, familiarity with IRB, research ethics and standards

4. ANALYSIS AND REPORTING

- Explain how analysis was conducted (e.g., regression, analysis of variance)
- Explain how findings are linked to program goals and evaluation questions
- Describe characteristics of sample or participants
- Describe all data collection methods, procedures and response rates
- Describe limitations
- Provide recommendations, *based on evidence/findings*

5. USE OF EVALUATION RESULTS

- Create an improvement plan based on findings from evaluation integrating outcome and process data
 - State level: identify TA needs of sub-grantees; set academic performance targets
 - Sub-grantee level: identify program needs; prioritize activities; add/remove components of programs
- Involve evaluator in improvement planning process; enlist help of evaluator to provide data and information to guide strategic planning process
- Revisit logic model
- Involve stakeholders

SMALL GROUP WORK

- Choose one group for a breakout session
 1. Goals, objectives, and performance measures
 2. Selecting an evaluator, collecting data, and reporting
 3. Using evaluation results for program improvement, integrating process and outcome data
- 20 minutes for discussion
- Meet with whole group for share-out

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