Free and Low-Cost Resources for Evaluation and Continuous Quality Improvement in Afterschool

WEBINAR
WELCOME!

Presenters:

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Strategy Manager: Continuous Program Improvement, Ignite Afterschool

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Director, Expanded Learning Opportunities

Nikki Yamashiro (Moderator)
Vice President of Research, Afterschool Alliance
→ **Data Use in Out-of-School Time, Part I:** Bridging Practice and Research through Continuous Improvement

→ **Data Use in Out-of-School Time, Part II:** How to Build a Comprehensive Afterschool System in Rural and Frontier Regions
Considerations for Designing an Evaluation
Data Collection
Data Storage and Analysis
Interpreting and Making Meaning
Thinking Outside the Box with OST Evaluation
Let’s Discuss!
REGINO CHÁVEZ

CONSIDERATIONS FOR DESIGNING AN EVALUATION
ARE YOU READY FOR AN EVALUATION?

Has the program or project been implemented long enough to work out the kinks?

My project/program is relatively new. Should I really be doing an evaluation?

- What is driving the need for an evaluation?
- Who wants to know what? What is the main evaluation question?
- Do the evaluation questions match your program goals?
Let’s consider how to begin to think about when considering an evaluation framework.

**Input: What do you intend to implement**
- Trainings
- Minutes of engagement
- Materials
- Personnel

**Outputs: What you actually did**
- Number of trainings
- Number of people trained
- How much time spent on engagement
- Number of materials
- Number of staff

**Outcomes: What was learned due to the exposure**
- New skills
- New information
- New ways of collaboration
- New awareness
- New understanding
- New ways of planning
- New partnerships

**Impact: What long term changes are evident**
- Higher day school attendance among participants
- Youth engage in seeking information
- Youth working collaboratively to problem-solve
- Youth leaders engaged in civic projects
- Increased parental participation
- Better collaboration between your program and partners
WHAT DO YOU OR YOUR STAKEHOLDERS WANT TO KNOW?

- ABOUT THE PROGRAM?
- ABOUT THE YOUTH? ABOUT OTHERS?
- ABOUT THE STAFF?
- ABOUT THE PRACTICES USED?
- ABOUT THE PARENTS? VOLUNTEERS?
## DO YOU ALREADY HAVE INFORMATION TO RESPOND TO THE EVALUATION QUESTIONS?

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>DATA SOURCES</th>
<th>DATA SOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is served by the program?</td>
<td>Student demographic data</td>
<td>Grade levels; gender; race &amp; ethnicity; Language preference; foster/homeless youth</td>
</tr>
<tr>
<td>How many are served daily?</td>
<td>Attendance data</td>
<td></td>
</tr>
<tr>
<td>How frequently do they attend?</td>
<td>Attendance data</td>
<td></td>
</tr>
<tr>
<td>What do they experience?</td>
<td>Comprehensive program schedules</td>
<td>Activity plans</td>
</tr>
<tr>
<td>What do students learn?</td>
<td></td>
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</tbody>
</table>
HOW DO I GET ALL THIS DONE?

CONSIDER

- Using more than one data collection strategy
- Looking at data you already have
- Examining the data in different ways: by grade levels; by regions in the city; by gender; others relevant to your program
- Looking at partner agencies to see what tools they might have that might be helpful for you
DATA COLLECTION
WHAT DATA DO YOU COLLECT?

QUALITY PRACTICES - What you can see happening in a program. Sometimes called point-of-service quality, this is about measuring what can be observed during a youth program.

PROGRAM EXPERIENCES What young people think and feel about their experience is important. This data is based on the firsthand reports of people participating in the learning.

YOUTH OUTCOMES At the end of the day, this is about making a positive difference. What difference did you intentionally design your program to make? Always start there. It might be learning new skills, changing behaviors, or building competencies. It might include success in formal education.

PARTICIPATION & ATTENDANCE Who shows up, how often, and for how long reveals a lot. The more often young people participate in high-quality afterschool, the better the outcomes.

Consistent Participation + High Quality + Positive Experiences = Positive Youth Outcomes
EXAMPLES OF DATA SOURCES

QUALITY PRACTICES
YPQA, NYSAN, organization capacity scales, BiBi Building Blocks of Effective Practice self-assessment, Quality Mentoring Assessment Path

PARTICIPATION & ATTENDANCE
Cityspan, KidTrax, Social Solutions, EZ reports, Sales Force, spreadsheets

PROGRAM EXPERIENCES
Parent and youth satisfaction surveys, focus groups, Photostory, SAYO-Y, NYOI (B & G Clubs)

YOUTH OUTCOMES
Internal experience evaluation or surveys, SAYO-Y (sense of competence scales), SAYO-S, pre/post tests, Dessa, HSA, Federal Teacher Survey, academic test scores, behavior monitoring sheets, NYOI (B & G Clubs)
The goal is to collect all four, but starting with two or three will capture a wider and deeper range of perspectives than just one.

As you build capacity and systems to support CPI, add in additional areas of data.

Choose a Tool
## CHOOSING A TOOL - THINGS TO CONSIDER

<table>
<thead>
<tr>
<th>Prove or improve</th>
<th>Continuity of programming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program intentionality</td>
<td>Time to administer</td>
</tr>
<tr>
<td>Validity/Reliability</td>
<td>Contact hours</td>
</tr>
<tr>
<td>Adaptability</td>
<td>Ages</td>
</tr>
<tr>
<td>Cost</td>
<td>Attrition</td>
</tr>
<tr>
<td>Training needs</td>
<td></td>
</tr>
<tr>
<td>Sustainability</td>
<td></td>
</tr>
<tr>
<td>Process implementation</td>
<td></td>
</tr>
<tr>
<td>Data visualization/utilization</td>
<td></td>
</tr>
</tbody>
</table>
LET THE COMPUTERS DO THE WORK!

Electronic data is easier to analyze

When responding to a survey = entering the data, you are *much* more likely to use it

Powerful tools already on your desktop:

- Microsoft Excel
- Google Forms
- Google Sheets

And if you have $400:
- SurveyMonkey
BUT… WHERE TO BEGIN?

Excel Basics
- Creating Tables and Figures
- ExcelIsFun YouTube Channel

Statistics
- Analyzing categorical data
- Summarizing quantitative data
- Study design
- Khan Academy - Stats & Probability
“Marrying YPQA, City Span, SAYO”

- importance of how we frame it
- marrying ypqa, city span, sayo
- capturing fall on sayo
- framing to teachers/school staff
- quick turnaround of data
- visual appeal of data
- slice data - examples of early adopters
- interpreting for external audiences
- learning from last year - from implementation -> improvements
- working with staff on scales
- tailor eval to needs & focus areas - how to do so?
- time between pre & post to make actual changes
NOW KNOWN AS M3

The M³ CPI Method looks like this:

- **PLAN**
- **DO**
- **ADJUST**
- **CHECK**

**Enter: The M³ Huddle**

Part of the **CHECK** phase, the M³ Huddle is a day-long workshop led by a trained facilitator.

**Consider this:**
Some youth development programs or organizations use a slightly different model to show the phases of continuous improvement. If that’s the case for you, here’s an example of how to crosswalk two different approaches:
IF YOU BELIEVE IT YOU CAN BUILD IT (IF YOU HAVE THE RIGHT MATERIALS AND TOOLS)

BELIEVE IT. BUILD IT.

Minnesota’s Guide to Effective Afterschool Practices

https://igniteafterschool.org/improve-your-program

COMING SOON: BE IT
"WORK WITH WHAT YOU GOT"

Making Meaning with Multiple Data Sets (M3*) Self-Guided Single Data Set Reflection

Reflecting on data throughout your program cycle can be helpful as part of monitoring progress on an action item or plan, preparing for an M3 Muddle, reviewing a single data set and part of a larger improvement effort, identifying professional development needs, a new project proposal, building evaluative thinking skills, and more! Use the questions below to help your team reflect on data about your program.

https://igniteafterschool.org/m3
MEANING MAKING THAT MATTERS

WHO—Put the data in the hands of the people most impacted by it and most able to impact it.

WHY—Context matters….the data never “speak for themselves”

WHAT—Be clear about your purpose and be willing to question A LOT

WHEN—Balance short- and long-term gains; remember that the young people in our programs today don’t have time to wait around for us to get our act together

HOW—Focus on progress not perfection; improving programs not people
CHRISTY GALLESE

THINKING OUTSIDE THE BOX WITH OST EVALUATION
WHY DO AN EVALUATION PROJECT?

1.) Program size and complexity

2.) Data we were using to evaluate program success (student test scores) was not showing a positive correlation

3.) We needed stronger data on the impact of afterschool to increase buy-in and support with school day and show us where the critical gaps are and areas of success
EVALUATION PROJECT GOALS:

- To develop an evaluation plan that provides a comprehensive understanding of the impact of the afterschool programs in closing opportunity gaps, learning gaps and achievement gaps.

- To learn and increase program capacity to better analyze the wealth of data that the school district already collects on its students to inform our ELO work.

- To show program impact with data that connected the head and the heart.
The Partnership:

- Due to limited internal capacity, resources and knowledge of greater evaluation and analysis tools we reached out to our partners at the University of Vermont (UVM)

- Paired with 2nd year Doctoral Student in the PhD Educational Leadership program
## Program Evaluation Plan - First Iteration

<table>
<thead>
<tr>
<th></th>
<th>Programs</th>
<th>Students</th>
<th>Program Staff</th>
<th>Parents</th>
<th>School-day Teachers</th>
<th>School Administrators</th>
<th>Community Partners</th>
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<tbody>
<tr>
<td><strong>Surveys</strong></td>
<td>Only K-5</td>
<td><strong>YES</strong>, but only 1st-5th</td>
<td><strong>YES</strong></td>
<td><strong>YES</strong></td>
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<td><strong>Focus Groups/Interviews</strong></td>
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<tr>
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LET’S DISCUSS!
Thanks!

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