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

|WEBINAR|

WELCOME!

Presenters:

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DATA USE SERIES

➔ **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

TODAY'S AGENDA

- ➔ 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?

Environment

Staffing,

Idea, e.g.: cooperation

Activities

Forms of communication

Engagement practices

Interactions: people or objects

DO YOU ALREADY HAVE INFORMATION TO RESPOND TO THE EVALUATION QUESTIONS?

QUESTIONS	DATA SOURCES	DATA SOURCES
Who is served by the program?	Student demographic data	Grade levels; gender; race & ethnicity; Language preference; foster/homeless youth
How many are served daily?	Attendance data	
How frequently do they attend?	Attendance data	
What do they experience?	Comprehensive program schedules	Activity plans
What do students learn?		

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

JOCELYN
WIEDOW

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.

Consistent **Participation** + High **Quality** + Positive **Experiences** = Positive **Youth Outcomes**

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.

EXAMPLES OF DATA SOURCES

QUALITY PRACTICES

YPQA, NYSAN, organization capacity scales, BiBi Building Blocks of Effective Practice self-assessment, Quality Mentoring Assessment Path
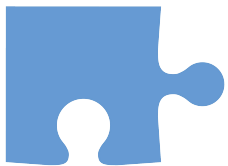
PARTICIPATION & ATTENDANCE

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)

START WHERE YOU ARE

Which type of data do you intend to collect?

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.

	QUALITY PRACTICES	PROGRAM EXPERIENCES	PARTICIPATION & ATTENDANCE	YOUTH OUTCOMES
Will you collect this type of data?	☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO
How will you collect it? ▸ (see page 2 for ideas)				
Is training required & when? ▸				
Who will implement? ▸				
When will data be collected? ▸				
When will it be available? ▸				
How will it be shared? ▸ Online or printed? Color or black/white? Written summaries or charts and graphs?				

Thinking Ahead to your M3 Huddle

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

Prove or improve

Program intentionality

Validity/Reliability

Adaptability

Cost

Training needs

Sustainability

Process implementation

Data visualization/utilization

Continuity of programming

Time to administer

Contact hours

Ages

Attrition

COREY NEWHOUSE

DATA STORAGE AND ANALYSIS

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
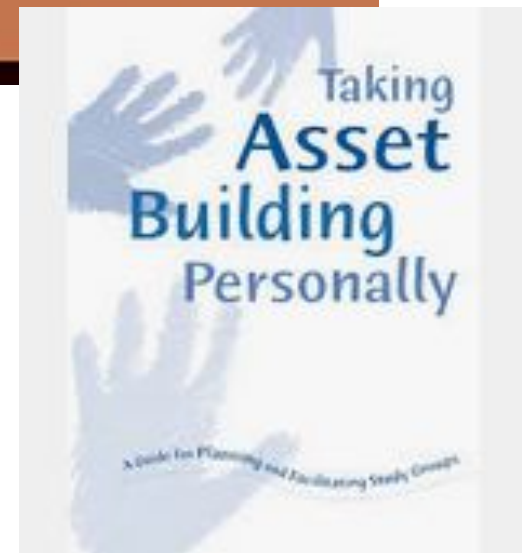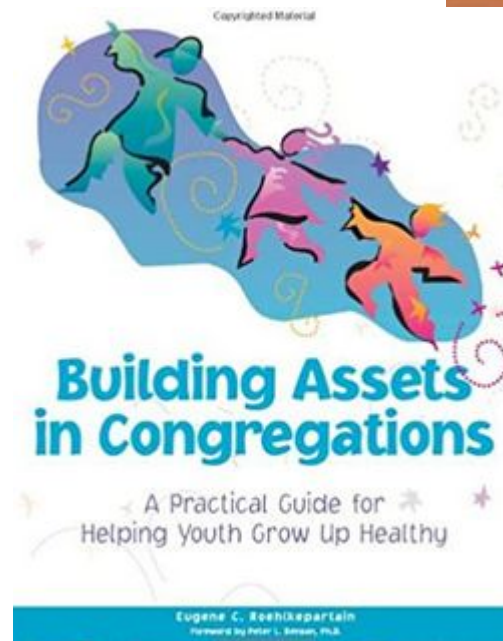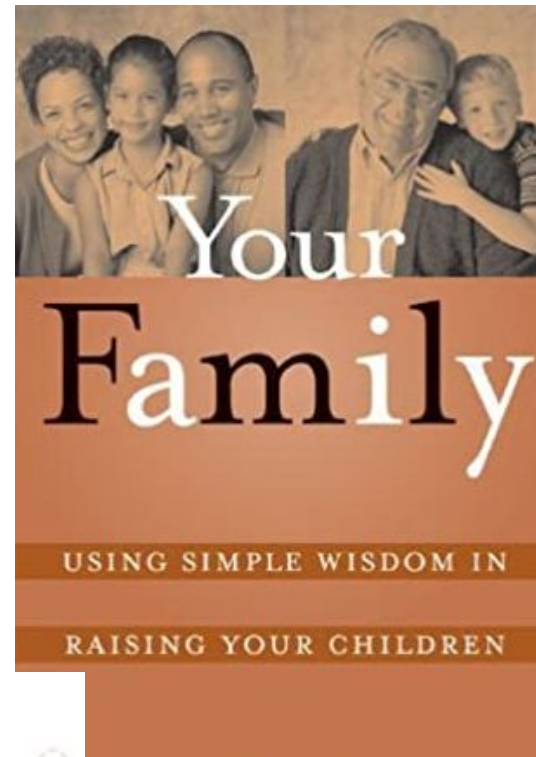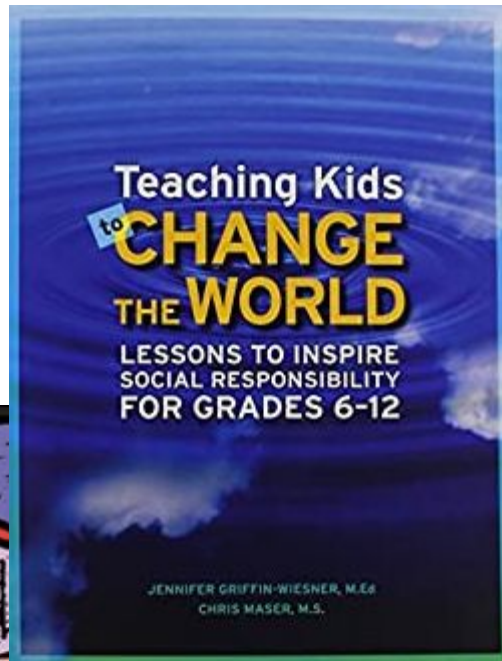- Creating Tables and Figures
  ExcelIsFun YouTube Channel

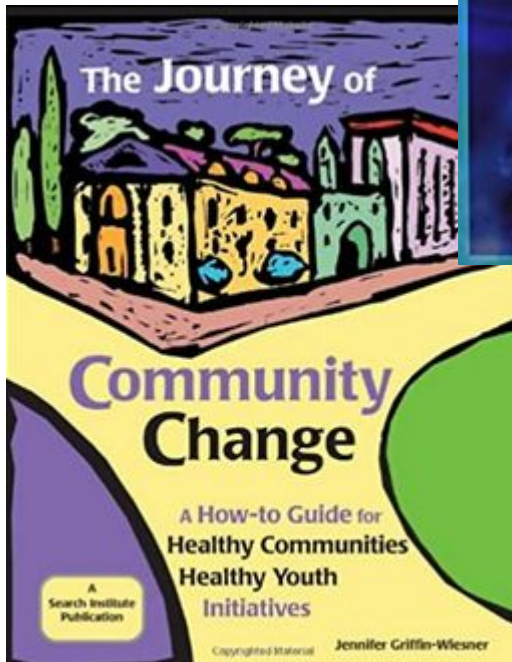**Statistics**
- Analyzing categorical data
- Summarizing quantitative data
- Study design
- Khan Academy - Stats & Probability

JENNIFER GRIFFIN-WIESNER

INTERPRETATION AND MEANING MAKING

Teaching Kids to CHANGE THE WORLD
LESSONS TO INSPIRE SOCIAL RESPONSIBILITY FOR GRADES 6-12

JENNIFER GRIFFIN-WIESNER, M.Ed
CHRIS MASER, M.S.

Your Family
USING SIMPLE WISDOM IN
RAISING YOUR CHILDREN

The Journey of Community Change
A How-to Guide for Healthy Communities Healthy Youth Initiatives

A Search Institute Publication

Jennifer Griffin-Wiesner

Building Assets in Congregations
A Practical Guide for Helping Youth Grow Up Healthy

Eugene C. Roehlkepartain
Foreword by Peter L. Benson, Ph.D.

Taking Asset Building Personally

A Guide for Planning and Facilitating Study Groups

MAKING MEANING WITH MULTIPLE DATA SETS

NOW KNOWN AS M3

The M³ CPI Method looks like this:

We ♥ Data!

PLAN · DO · CHECK · ADJUST

KEEP YOUTH & COMMUNITY NEEDS AT THE CENTER

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:

ASSESS · PLAN · IMPROVE

Plan+Do=Assess
Check=Plan
Adjust=Improve

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

BELIEVE IT. BUILD IT. STEM

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 Huddle**, reviewing a single data set as part of a larger improvement effort, identifying professional development needs, writing a new project proposal, building evaluative thinking skills, and more! Use the question prompts below to help your team reflect on data about your program.

Today's date: ____ Program Name: ____

Participants:
Who is part of this reflection? ▶

Source:
What specific data are we reviewing (e.g., observational assessment, participant feedback survey, quarterly attendance report, academic records)? ▶

Purpose:
Why are we looking at this data set now? What will the outcome of this discussion be (e.g., a new plan, a report)? ▶

What type of data set is this?:
Check all that apply. ▶
☐ QUALITY PRACTICES
☐ PROGRAM EXPERIENCES
☐ PARTICIPATION & ATTENDANCE

Related goals?:
What program goals do we have related to this data? ▶

Check which puzzle piece you will focus on: ▶ ✓ QUALITY PRACTICES | ○ PROGRAM EXPERIENCES | ○ PARTICIPATION & ATTENDANCE | ○ YOUTH OUTCOMES

Source:
What specific data are we reviewing (e.g., observational assessment, participant feedback survey, quarterly attendance report, academic records, stories, staff experience)? ▶

Purpose:
What do we want to do with this data? What will be the outcome of the discussion? ▶

DATA SET = Results one unique process su a survey, attendance re or quality observation.

YPQA form A Fall 2020

See how we're doing on quality during COVID

Identify opportunities for improvement this spring

Celebrate successes

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

BSD Expanded Learning
Explore - Connect - Empower

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
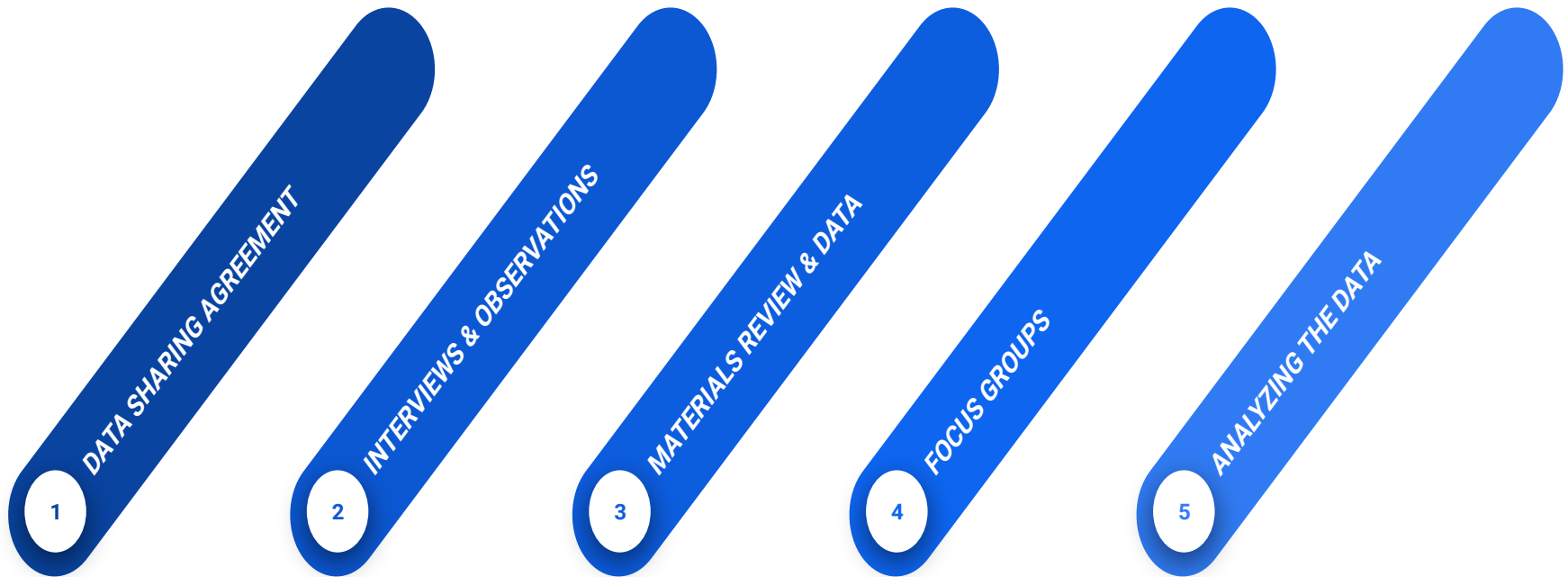
Program Evaluation Plan - First Iteration

	Programs	Students	Program Staff	Parents	School-day Teachers	School Administrators	Community Partners
Surveys	Only K-5	YES, but only 1st-5th	YES	YES	in development	NO	NO
Focus Groups/ Interviews	N/A	NO	NO	NO	NO	NO	NO
Observations	only through YPQA or 21C	only through YPQA	only through YPQA	N/A	N/A	N/A	N/A
Case Studies	NO	NO	N/A	N/A	N/A	N/A	N/A
Testing/ Assessments	N/A	YES (SBAC, SRI, SMI)	N/A	N/A	N/A	N/A	N/A
Document/Data Review	somewhat	YES	N/A	N/A	N/A	N/A	N/A

Program Evaluation Plan - Current

	Programs	Students	Program Staff	Parents	School-day Teachers	School Administrators	Community Partners
Surveys	YES	YES	YES	YES	In development	YES	NO
Focus Groups/ Interviews	N/A	YES	YES	In development	YES	YES	In development
Observations	only through YPQA or 21C	only through YPQA	only through YPQA	N/A	N/A	N/A	N/A
Case Studies	In development	In development	N/A	N/A	N/A	N/A	N/A
Testing/ Assessments	N/A	YES (SBAC, SRI, SMI)	N/A	N/A	N/A	N/A	N/A
Document/ Data Review	YES	YES	N/A	N/A	N/A	N/A	N/A

LET'S DISCUSS!
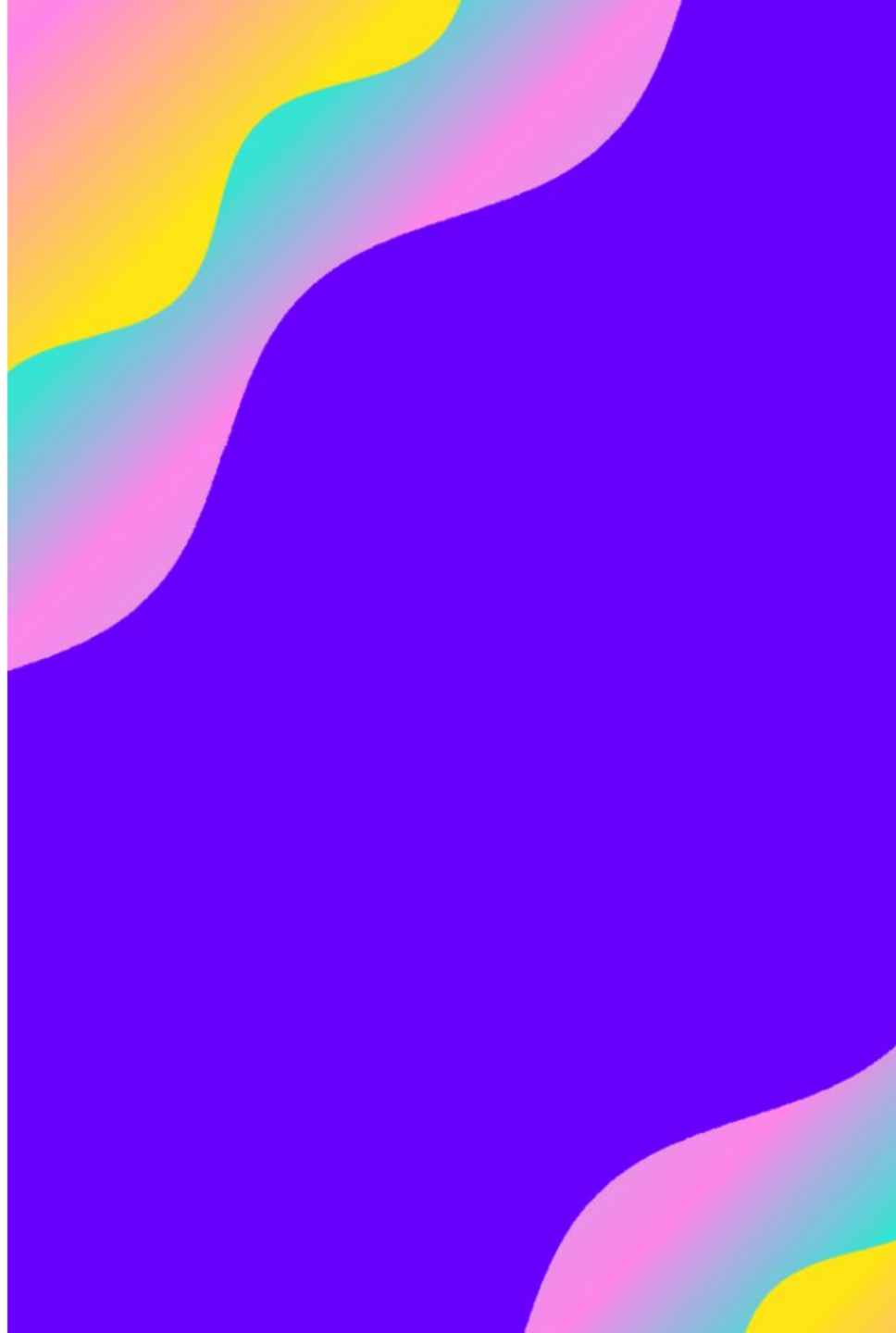
Thanks!

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