



# Evaluation Approaches & Methods

ISBE 21<sup>st</sup> CCLC Statewide Evaluation

*May 13, 2015*

**EDC** Learning  
transforms  
lives.

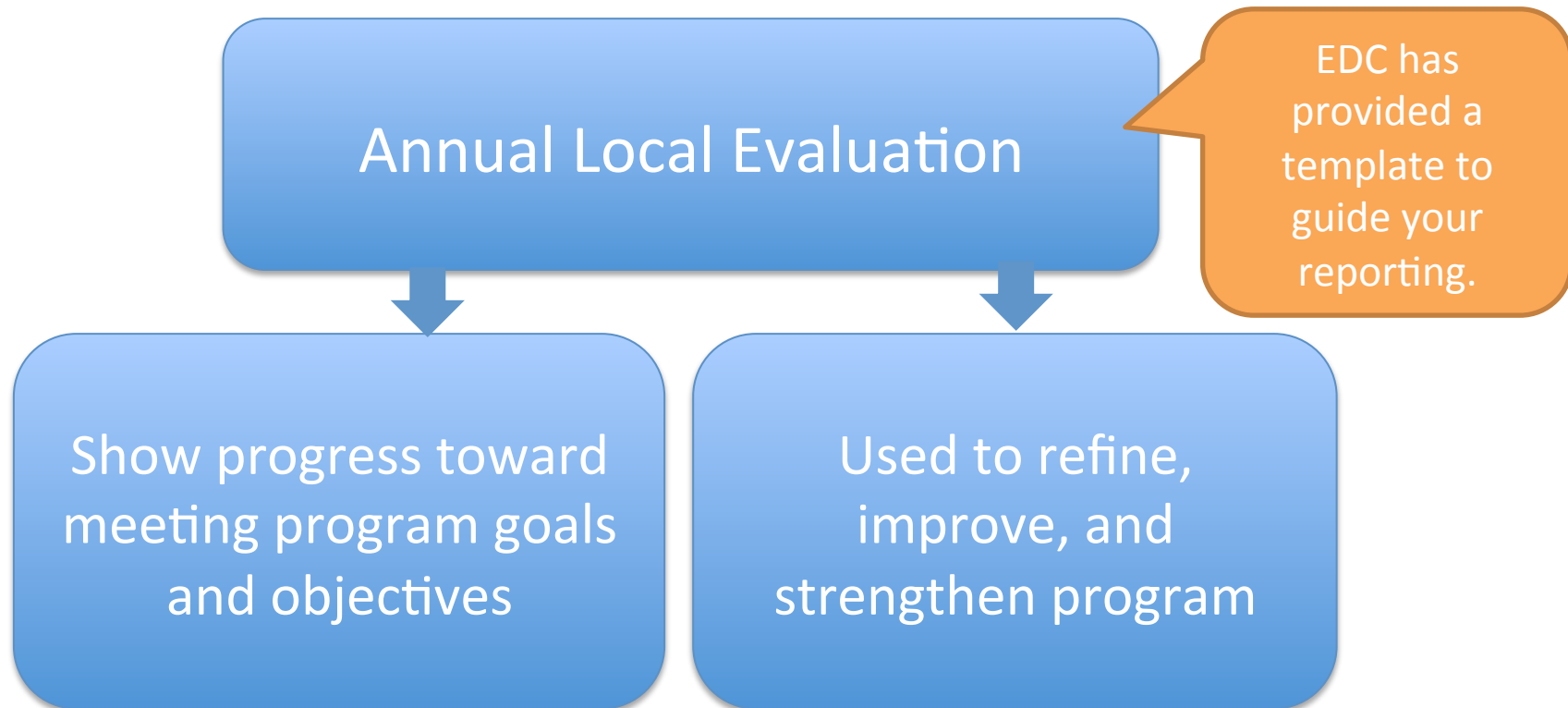
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# Goals for the Session



- Learn about what local grantee evaluations have addressed in the past
- Learn about and share possible approaches and methods to use in your evaluation
- Share experiences, strategies, and challenges with each other

# Local evaluations: What's required?



# State 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 21<sup>st</sup> 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.

# Required Data Points (aka PPICS)

## Implementation Data

- Attendance
- Staffing

## Academic Achievement Data

- Changes in test scores
- Changes in grades

## Positive Behavior

- Federal teacher survey

# What we learned from last year's evaluations

- Evaluators are collecting and reporting **implementation data**:
  - ✓ Program enrollment and attendance (88%)
  - ✓ Student demographics (77%)
  - ✓ Family events and participation (68%)
  - ✓ Staff information and trainings (78%)

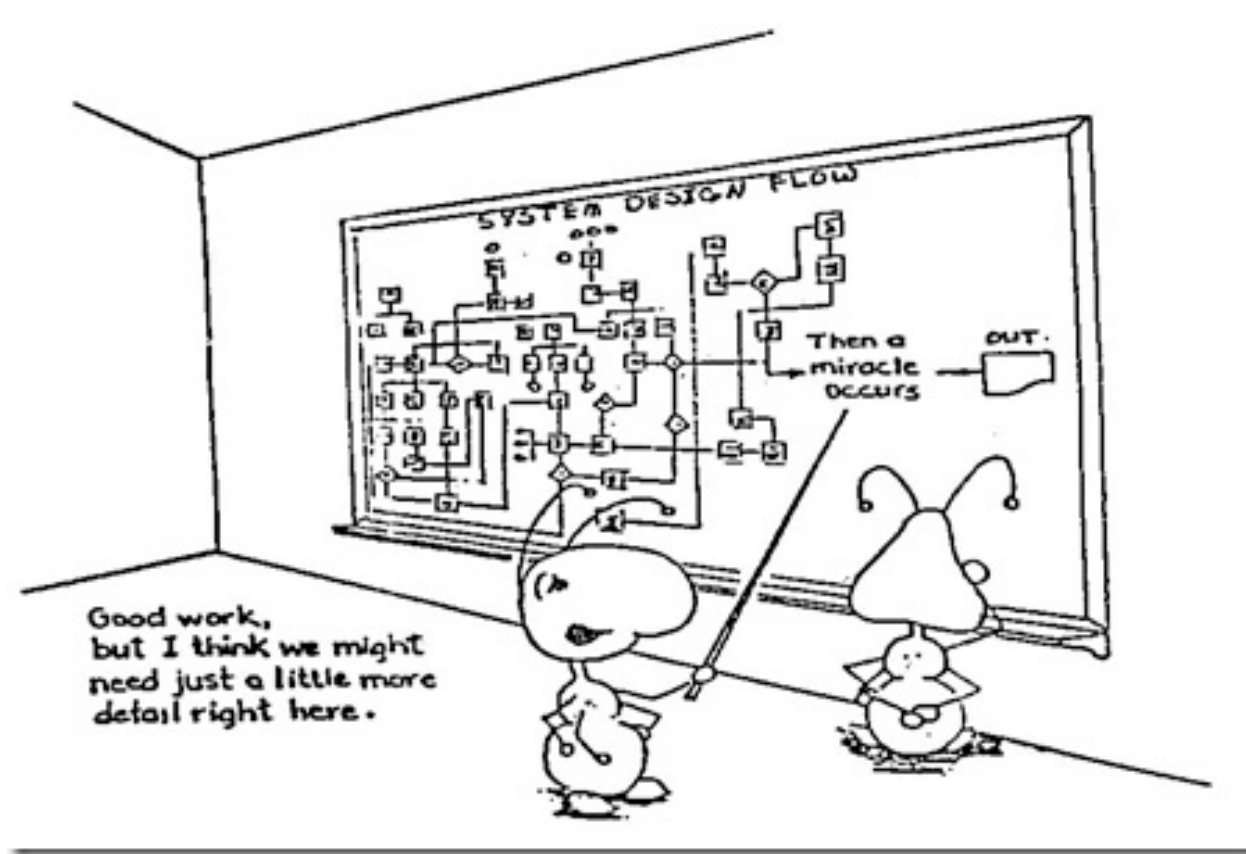
*All percentages are based on review of 120 FY14 grantee reports (Cohorts 10,12, and 13)*

# What we learned from last year's evaluations

Evaluations include a variety of **outcome data**.

Student grades and/or test scores	85%
Teacher APR survey	82%
Student surveys	75%
Parent surveys	73%
Observations and interviews	28%
Staff surveys	23%
School attendance	15%
Grade promotion/Graduation rates	13%
Disciplinary action rates	10%

# How do you get there from here?





# Thinking about methods & instruments



- What kinds of methods/instruments can provide more evidence of progress toward goals?
  - Surveys of a variety of participants
  - Focus groups and interviews for a variety of participants
  - Observations of particular activities or events

# Student Surveys

75% of grantees are using **student surveys** to inform their evaluations

Quality & satisfaction with programming and activities

“The activities are interesting to me.”

Quality & satisfaction with environment and staff

“I think there is someone available to help me when I need it.”

Self-reported positive change (academics, behavior, attitude)

“I like to read.”

# Parent Surveys

73% of grantees are using **parent surveys** to inform their evaluations

Quality & satisfaction with program and staff

“Communication with the staff has been positive.”

Quality & satisfaction with family programs

“The family events are educational for me.”

Positive changes in child (academics, behavior, attitude)

“My child has a better attitude about school.”

# Staff Surveys

A smaller percentage of grantees are using **staff surveys** to inform their evaluations (23%)

- ✓ Staff perception of student changes in behavior or engagement
- ✓ Staff perception of program operations, resources and support
- ✓ Suggestions for program improvement

# Thinking about methods & instruments



- What kinds of methods/instruments are you using?
  - How are you tailoring instruments and data collection to your particular program activities and outcomes?
- What is missing from your evaluation? What do you wish you were able to capture?

# Thinking about achievement data



- Evaluations usually include test scores and grade improvements (as reported in PPICS)
  - How are evaluators collecting and using these data with their sites?
- Many evaluations note the need for additional academic data to better understand progress
  - What kind of data might capture or reflect progress?

# Thinking about analysis



- 83% of grantee evaluations included recommendations as part of their report
  - How do evaluators work with program staff to develop and understand recommendations?
- How are evaluators bringing together multiple kinds of data to understand the programs?
- How are evaluators tying data and findings back to program goals?

# Discussion topics



- Methods and Instruments: What are you using? What do you need?
- How to measure and understand academic achievement?
- How do analyze across your data? Including data from different sources?
- How do you come up with recommendations?



# Small group discussions



## Discussion guide

- Use this time to share strategies, questions, or challenges related to the topic

## Report out

- Something that you learned
- Something that you may do or use
- Something that you want to know more about

# Evaluation Team Contact Information

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