



Using Evaluation for Organizational Learning in an Evolving National Non-Profit Context: The Case of City Year

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Acknowledgements

- Our colleagues at City Year, site staff, and school partners
- Stan Capela for organizing this session
- Belle Brett, Ed.D. our external evaluation consultant



City Year At a Glance

Founded in 1988, City Year is built on the belief that young people can change the world. As tutors, mentors, and role models, City Year's young leaders make a difference in the lives of children and transform schools and neighborhoods across the United States and in South Africa.

The City Year Corps :

- Are 17-24 year olds
- Perform a year of full-time service
- Are the most diverse youth corps in the country
- Earn university scholarships
- Live on a weekly stipend
- Develop leadership skills



Scope

- 1,700 corps members serving 20 locations/sites domestically and in South Africa
- Over 11,400 City Year alumni; one million children served and one million citizens engaged in service
- Five time recipient of the Fast Company Social Capitalist Awards



Highest Ranking on Charity Navigator five years running



City Year: Our Programs

City Year unites young people of all backgrounds for a year of full-time service giving them the skills and opportunities to change the world.

Elements:

School-based Service



Youth Leadership



Volunteer Service



Programs:

- Tutoring, mentoring and after-school programming
- Whole School, Whole Child program

- Middle and high school service learning program
- Young Heroes
- City Heroes

- Physical service days
- Community revitalization



Leadership Development



Diversity





Whole School, Whole Child

City Year's **Whole School, Whole Child** service model is:

- Rooted in City Year's 20 years of experience
- At the heart of the organization's strategic plan
- Designed to keep students on track in school with a particular emphasis on grades 3 – 9



In recent years, City Year has focused on the service we provide in schools. In partnership with Thought Leaders, school partners, and others, the organization developed a new program called Whole School, Whole Child.



Whole School, Whole Child Framework

Whole School: Creating a positive, welcoming environment with participation in structured group activities to achieve school success.

Whole Child: Disadvantaged youth benefit from individual academic attention and supportive relationships with adults to learn and thrive socially and emotionally.

Academic Support

Reinforcing the skills that correlate with success and active learning in schools. Creating competence, self confidence, and meaningful connection with a caring adult at school



Positive School Climate

Reinforcing an environment in which students want to engage in learning, are excited and connected to a diverse and peaceful peer network. Can identify and participate in service to explore and address needs in their own school communities



City Year Afterschool

Reinforcing key learning and development milestones that support learning efficacy such as positive peer relationships, school - family connection, and positive role modeling

Some key components of WSWC



City Year Corps Members Provide Unique Value-Added Resources to Schools

The Needed Interventions

- Tutoring
- Mentoring/Performance coaching
- Positive peer interaction
- Consistent connection with a caring adult in school and after school



City Year's Unique Assets

- Full-time availability (8 a.m. – 6 p.m.) and presence of highly organized, supervised and trained young adults, Monday – Thursday, October through June.
- A critical mass of people power that matches the scale of students who need additional supports.
- A bridge of the generation gap between youth and traditional authority role of teacher.
- Diverse “near peer” role models and guides of inclusion, teamwork, positive attitude, work ethic.
- An idealistic culture and energy that creates a better learning environment.
- The ability to mobilize and organize school-wide and family events.
- The provision of immediate effective intervention to disruptive behavior.

City Year provides some needed interventions to schools and adds some unique assets to the school environment.



Professional Thought Leader and Consultant Team

City Year has engaged leading experts in academic support, school climate and after-school activities to build an targeted approach to City Year's service in schools including:

Dr. Robert Balfanz – Early Intervention Warning System and Tiered Response

Research scientist, Center for Social Organization of Schools, Johns Hopkins University; Co-Director of the Talent Development Middle and High School Project

Dr. Belle Brett – External Evaluation Consultant

Founder and Principal, Brett Consulting Group
Established and developed City Year's Research and Systematic Learning (RASL) department, 1996 – 99

Sky Harmony Marietta - Literacy

Doctoral candidate in literacy at Harvard Graduate School of Education; MA in Teaching
Teach for America Alumna (Navajo Nation)

Dr. Mike Nakkula – Academic Support

Kargman Chair of Urban Education and Professor at the Harvard Graduate School of Education.

Dr. David Osher – School Climate

Author of most widely used book in American Public Education on school climate: Safe, Supportive and Successful Schools.

Dr. Andrew Schneider-Munoz – External Evaluation Consultant

Vice President and Director, Academy for Educational Development, Center for Youth Development & Policy Research
Former Vice President of Research and Systematic Learning at City Year

Dr. Karen Vander Ven – After-School Activities

Senior professor in the School of Education at Pitt
Author of 300 articles on how to do activities with youth to teach skills and promote development.

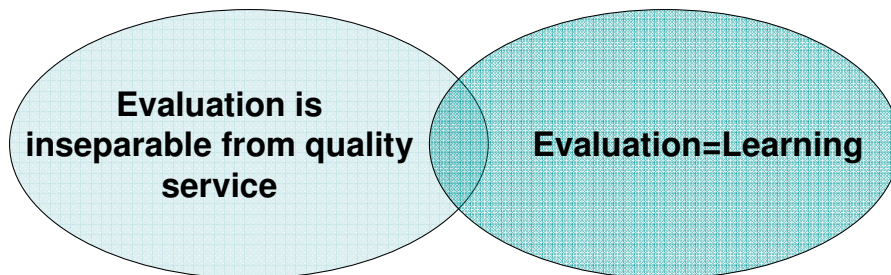
Here is a list of just some of the experts in education who worked with us to develop WSWC and our related evaluation activities.



Core Theory of Evaluation

City Year's approach to evaluation is:

- developmental
- participatory
- utilization-focused



With a more focused model of service delivery, across our 20 locations, we have been better able to evaluate our efforts. City Year has a long history of evaluation, which include the foundation of an internal evaluation department in 1995. This slide gives an overview of some of our core beliefs.

Related to our participatory approach:

We actively engage other departments for their input in our measurement and reporting to best meet their needs.



City Year Evaluation Approach

We measure both

Process

- Fidelity to WSWC model and standards
- The ways students, corps members, and service partners experience the program
- The role of contexts and unique characteristics

Outcomes

- Short-term indicators and long-term goals (e.g., attitudes toward learning, perceptions of change in students and schools, attendance in middle and hs, literacy/English course performance)





Telling the Story

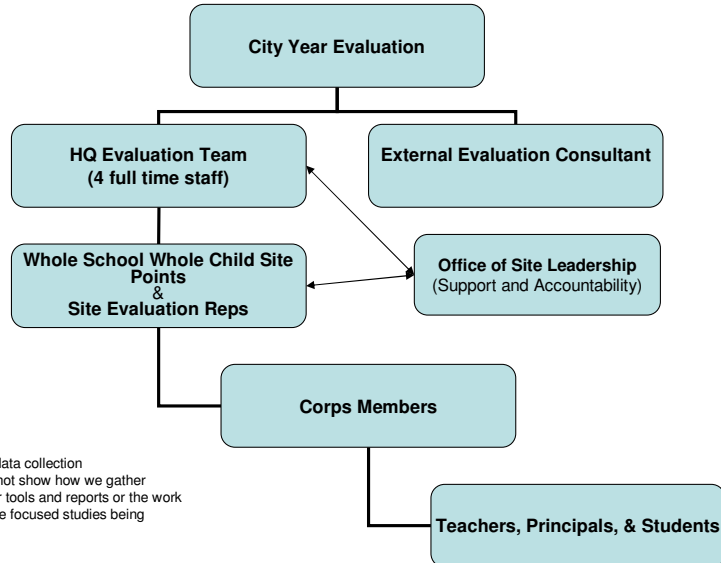
We capture multiple perspectives and use multiple research methods

- **Qualitative** and **Quantitative** data
 - surveys (corps members, teachers, principals, students)
 - observations
 - output tracking database
 - performance-based metrics derived from existing school data
- Where appropriate, we are beginning to look at comparison group data



Data Collection and Organization

The Flow of Data Collection



Here you can get a sense of the flow of our data collection processes and how, within the context of a large national non-profit, we make it work. Please note that this slide does not entirely reflect all the ways we then share data back with the network or solicit their input and feedback.



Methods of Evaluation Info Exchange

- Monthly calls between Headquarters (HQ) evaluation team and Site Evaluation Reps
- Small group trainings on special topics (e.g. cyIMPACT database)
- Summer Training Academy
- Multiple ways of displaying data (e.g., team snapshot)
- SharePoint technology, including Discussion Boards
- Detailed operations guides
- Meetings with individual departments
- Departmental retreats
- Use of evaluation data by senior leadership in presentations

This is a list of additional ways we exchange data and information with both Headquarters and site staff. In subsequent slides, we share more detail about some of these methods to better illustrate them, in case you may find them helpful to your work.

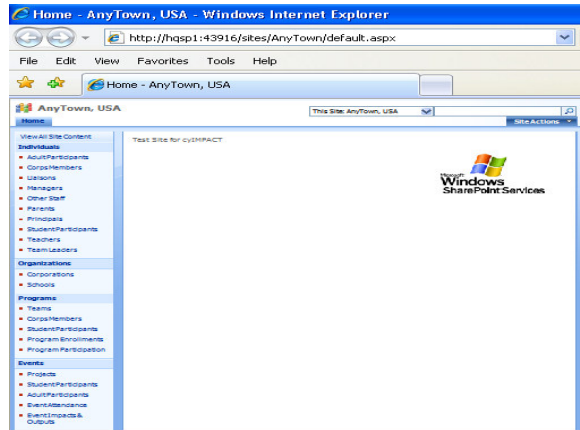


Small Group Trainings: cyIMPACT Example

cyIMPACT is a web-based enterprise-wide database designed to capture outputs data, including dosage information for each student enrolled in City Year's in- and after-school programs.

Sites capture data for each program weekly on hard copy trackers and enter that data into cyIMPACT on Fridays.

cyIMPACT includes reports that are useful for sites and headquarters to track site progress towards goals.



cyIMPACT is our web-based enterprise-wide database for capturing outputs data from the field, including the # of hours students participate in our in and after-school programs.

cyIMPACT also has a reporting feature to help sites and headquarters track team's and site's progress towards goals.

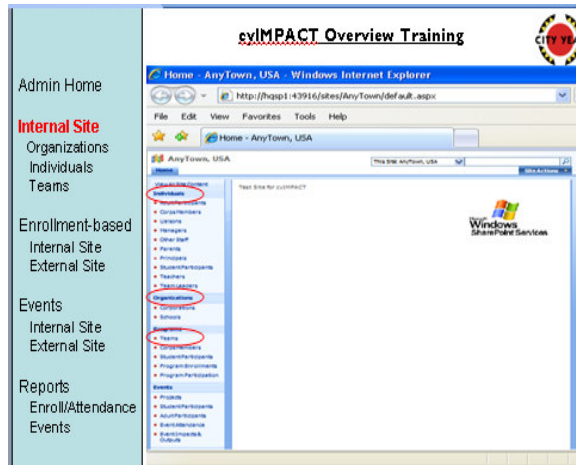


cyIMPACT Trainings

At the start of each year, key staff at each site attend a “train the trainer” session for cyIMPACT preparing them to train others at their site for data collection and entry.

This year, in order to provide sites with on-going support for cyIMPACT, we are creating PowerPoint trainings that include voice over guidance and explanation.

Trainings will be provided as modules that include a general overview and trainings specific to each section of the database for access to quick reviews.



At the start of each year, key staff at each site attend an interactive training with headquarters to prepare them for further training at their own site. Trainings occur in small groups using a training database where staff are able to enter pretend data throughout the training.

This year, we are also developing PowerPoint trainings for each module of the database with voice over guidance for sites to use locally for review throughout the year. The benefit of this is that staff can download these trainings and watch them for review anytime they want.



Data for Learning: Team Snapshot

A Team Snapshot comparing Team, Site, and Network data

Summer Academy Evaluation Session: Tuesday, July 28, 2009

FY09 End of Year City Year Whole School Whole Child Team Snapshot
(Data are not real and should be used for training purposes only)

We provide trainings at a staff summer training academy. Last year, we used this snapshot to illustrate the way data can be compiled across instruments for a site's learning and to lead to action steps.

We also discussed how missing data can affect results.

	Scale	Team	Site	Network
PREPARATION				
Teacher ratings of corps member preparation for service	1-5:disatisfied/satisfied	4.03	4.09	4.21
Principal ratings of corps/team preparation for service	1-5:disatisfied/satisfied	4.14	4.10	4.35
Team ratings of corps/team preparation for service	1-5:disagree/agree	3.14	3.17	4.19
Corps member ratings of corps/team preparation for service	1-4:not at all/a great deal	3.10	3.15	3.48
PRACTICE/QUALITY				
Teacher ratings of corps member service quality	1-5:disatisfied/satisfied	4.45	4.30	4.29
Principal ratings of corps member service quality	1-5:disatisfied/satisfied	4.62	4.39	4.34
Team ratings of corps member service quality	1-5:poor/excellent	4.93	3.44	3.46
Corps member ratings of corps member service quality	1-5:poor/excellent	4.23	3.24	3.30
PARTICIPATION				
Teacher end of year survey response rate	Percent	89%	85%	77%
Principal end of year survey response rate	Percent	92%	94%	77%
Team end of year survey response rate	Percent	100%	97%	94%
Corps member end of year survey response rate	Percent	100%	100%	93%
* Average # of hours per student for the year of 1:1 or small group literacy tutoring	hours/per student (for the year)	NO DATA	20 hrs	42 hrs
PERFORMANCE (IMPACT)				
Teacher perceived City Year impact on students	1-5:disagree/agree	3.73	3.95	3.89
Principal perceived City Year impact on school	1-4:no impact/a great deal	3.08	3.06	3.04
Team perceived City Year impact on students	1-4:no impact/a great deal	2.50	2.35	2.51
Corps member perceived City Year impact on students	1-4:not at all/a great deal	3.01	2.91	2.96
Students' perceived impact of corps members on themselves and schools	1-5:hardly ever/almost always	4.39	4.43	4.32
** % of students that improved at least one level in literacy scores	Percent	85%	73%	78%

* cymPACT database outputs data

** Student level data source (e.g., DIBELS scores)

We also engage staff in learning about evaluation during other training times on City Year's calendar.

Each summer, staff from all sites visit our headquarters in Boston for several days of training. During this Summer Academy, our team spends several hours training staff on basic evaluation principles. Our evaluation results are also used by multiple departments in their own trainings.

Here you see an example of a new way we shared results by school or team during our Summer Academy training this year. This snapshot synthesized results from multiple surveys and sources to give a quick picture of how the team performed. It also provides a template for conversations at sites about how to use data to improve their services.



SharePoint: Results

Results available in on place

Keeping all survey results in a centralized location allows staff to help themselves.

If a report requires survey data it is readily accessible for any site or the network as a whole.

Network reports are kept here to not only be referenced but to also be used as examples.

Academy AmeriCorps Evaluation Finance Heroes HP IT Locations WSWC Site Actions									
City Year Portal > Evaluation > Results									
Results									
Survey Results and Reports									
New	Upload	Actions	Settings	Modified By		Fiscal Year	Respondent	Survey	Time of Year Site
Type	Name	Modified							
	City Year Impact Data and Stories 1-Pagers	4/14/2009 10:09 AM		Tavia Lewis					
	Reports	8/26/2009 10:10 AM		Tavia Lewis					
	CM EOY TOPLINE Report FY09 - Bells and Whistles	10/16/2009 12:17 PM		Tavia Lewis	2009	Corps Members	Corps Member	End of Year	Network
	FY08 - end of year - service partner - principal - Louisiana - baton rouge	2/26/2009 5:00 PM		Tavia Lewis	2008	Principal	Service Partner	End of Year	Louisiana
	FY08 - End of Year - Service Partner - Teacher - Louisiana - Baton Rouge	2/26/2009 5:01 PM		Tavia Lewis	2008	Teacher	Service Partner	End of Year	Louisiana
	FY08 CH EOY FULL NETWORK REPORT	8/1/2008 9:31 AM		Tavia Lewis	2008	City Heroes	Heroes	End of Year	Network
	FY08 CH EOY matched BOSTON	10/9/2008 1:33 PM		Tavia Lewis	2008	City Heroes	Heroes	End of Year	Boston
	FY08 CH EOY matched CHI	7/9/2008 3:19 PM		Tavia Lewis	2008	City Heroes	Heroes	End of Year	Chicago
	FY08 CH EOY matched CLEVO	7/9/2008 3:19 PM		Tavia Lewis	2008	City Heroes	Heroes	End of Year	Cleveland
	FY08 CH EOY matched CLMBS	7/9/2008 3:19 PM		Tavia Lewis	2008	City Heroes	Heroes	End of Year	Columbus
	FY08 CH EOY matched DET	7/9/2008 3:20 PM		Tavia Lewis	2008	City Heroes	Heroes	End of Year	Detroit
	FY08 CH EOY matched NYBK	7/14/2009 12:01 PM		Tavia Lewis	2008	City Heroes	Heroes	End of Year	New York
	FY08 CH EOY matched PHILA	7/9/2008 3:21 PM		Tavia Lewis	2008	City Heroes	Heroes	End of Year	Philadelphia
	FY08 CH eoey plan LABR	7/9/2008 3:25 PM		Tavia Lewis	2008	City Heroes	Heroes	End of Year	Louisiana
	FY08 CH eoey plan LANO	7/9/2008 3:25 PM		Tavia Lewis	2008	City Heroes	Heroes	End of Year	Louisiana
	FY08 CH eoey plan SEAKC	7/9/2008 3:26 PM		Tavia Lewis	2008	City Heroes	Heroes	End of Year	Seattle/ King County
	FY08 EOY CH S3SV	7/9/2008 3:26 PM		Tavia Lewis	2008	City Heroes	Heroes	End of Year	San Jose/ Silicon Valley

We also use SharePoint as a way to share results in one place. SharePoint is a Microsoft product for collaborative work. Features include file-sharing, discussion boards, and wikis, among others. Posting our results to SharePoint democratizes access to data, because anyone can look at a range of data that have been posted by site or aggregated across all our sites, at any time, depending on their need. Files are easily searchable and can be filtered to help the user find what they are looking for.



To encourage staff to explore the Evaluation site on SharePoint, a map was made.

Instructions and details are also included.

The map was sent to Evaluation Reps and Whole School Whole Child site points.





SharePoint: Discussion Boards

Question and Answer Discussion Boards with Alerts

The Discussion boards on SharePoint enable us to answer questions asked by individuals to the group as a whole.

All members on the Evaluation team receive an email when a messages is added to the discussion board so that we are able to answer as quickly as possible

Site Reps receive alerts as well.

Academy AmeriCorps Evaluation Finance Heroes HP IT Locations WSWC Site Actions				
City Year Portal > Evaluation > Evaluation Q&A				
Evaluation Questions, Answers, and Discussions				
New	Actions	Settings	View	Subject
Subject				
Created By		Replies	Last Updated	
Parent Permission Slip		Kimberly Aslberg	1	11/2/2009 12:07 PM
Questions or Comments about the 50Y CM Survey		Tavia Lewis	2	10/16/2009 3:57 PM
Can we review FY10 Surveys before they are distributed?		Erika Rasmussen	0	9/22/2009 5:41 PM
Tracking forms for CMs		Meaghan Salo	3	8/10/2009 10:44 AM
Ensuring 100% Completion for Surveys!		Rachael Alexander	4	5/11/2009 4:23 PM
Student Survey Process Feedback		Tavia Lewis	13	4/7/2009 5:45 PM
How do you use Evaluation Data at your site?		Bobby Keszling	4	4/1/2009 4:17 PM
Missing Data		Kelly Witt	0	3/10/2009 2:06 PM
Student Level Data		Rachel Bailey	2	3/9/2009 9:09 AM
Capabilities of CY Impact		Rachel Bailey	3	3/4/2009 11:46 AM
Using CMs to enter in data		Meaghan Salo	3	3/2/2009 3:08 PM
Data Collection at a Small Site		Tanya L Bailey	2	2/9/2009 3:46 PM
Middle School Evaluation		Tanya L Bailey	0	1/21/2009 9:55 AM
Service Partner Survey Feedback		Tavia Lewis	0	1/16/2009 2:39 PM
ProServe Database: Data Entry Suggestions		Dannalea D'Amante	0	8/13/2008 11:26 AM

Additionally, the Discussion Board feature offers the advantages noted above, and helps us to address questions that multiple staff members may have. When they ask a question, it is immediately emailed to our whole team. We also sign up our Evaluation Reps at each site to receive an email as soon as a question is posted by us or by a peer. This helps the questions and answers get out to everyone managing our evaluation work.



Operations Guides

Detailed Operations Guides are created for each evaluation tool to ensure that everyone receives the same guidance about all aspects of administration, including the who, what, when and where.

Operations Guides also provide a general timeline for each step of administration.

WSWC EVALUATION

Operations Guide: Grades 3-5 Student Pre-Survey

For Internal Use Only

Description

The Grades 3-5 Student Survey is a one page survey (front and back) that will be completed by students in the 3rd, 4th and 5th grades. The survey will be completed by some students who work with a WSWC team during the school day and during after school.

The survey consists of 5 sections and includes approximately 38 items total. The survey takes approximately 25 - 30 minutes to complete. The surveys will be distributed to and collected from students in hard copy form, and completed surveys will be mailed to headquarters.

The surveys will be administered by City Year Team Leaders, corps members or by a teacher in the classroom, depending on the setting and whether or not the students are in school or out of school.

All surveys are confidential and anonymous.

Goals

- 1) To capture baseline data about students served by WSWC teams, including how they feel about school and about City Year.
- 2) To provide sites with relevant, usable data about the students we work with in and after school.

When

Monday, October 5 - Friday, November 6

[Please contact Justin Burton if your Starfish Corps program will not have started during the survey administration period.]

Who Administers the Surveys

WSWC Site Points will coordinate teams and partners in administering the survey.

Evaluation Reps, Program Directors and/or Service Directors will support in this coordination.

Team Leaders & Corps Members will administer and collect surveys.

Teachers may assist in administering & collecting surveys (when conducted in classrooms during the school day).

Because we have a new corps (our 17-24 year-old volunteers) every year, we make an effort to address any operations issues before they arise by creating operations guides that outline the who, what, where, when, why, and how of each process they participate in.



Site Operations Dashboard

A monthly Dashboard from another dept shows performance against a range of operational goals (e.g., financial health, retention).

A color coding system shows above average, average, and below average performance.

Tasks related to evaluation are included to help keep sites accountable.

A	B	C
Above Average	Data received; no missing info (data received are by student with grade level and student ID numbers identified; subtests identified where appropriate)	Sites that look like they are mostly up-to-date with their data entry.
Average	Data received, but some needed modifications/missing info (e.g., missing student IDs, missing actual scores, missing grade levels, missing information regarding subtests – e.g., for DIBELS which subtest does data represent)	Sites that are not completely up-to-date in all areas, but are on track for getting data up-to-date.
Below Average	No data received	Sites that are missing data for some teams, or have no data entered into a specific section of the database.
Point Person	Ashley Kurth	Dannalea D'Amante
	Midyear Student Level Literacy Data	cyIMPACT Data Download: March
Site	Received	
Boston	x	x
Chicago	x	x
Cleveland	x	x
Columbia	x	x
Columbus	x	x
Detroit	x	x
Little Rock	x	x
Los Angeles	x	x
Louisiana	x	x
Miami	x	x
New Hampshire	*N/A	x
New York	x	x
Philadelphia	**N/A	x
Rhode Island	x	N/A
San Antonio	x	x
San Jose	x	x
Seattle	*N/A	x
Washington, DC	**N/A	x

A performance management system, created by the Office of Site Leadership (the office at Headquarters who manages the messaging and accountability for all operations in the field) is the “Site Operations Dashboard.” This organization-wide dashboard addresses multiple important aspects of site health, including Finance, Government compliance, and Evaluation participation. Through this dashboard messaging, the whole organization sees a site’s participation level in key evaluation activities. These include survey return rates and meeting evaluation data collection deadlines.



Student-Level Data

FY10 NHCS Data Collection

Metric tables ensure that the right data are collected, at the right time, to monitor City Year's progress toward its goals and measure impact on students.

NHCS Lower School (1-5)

Data	Supporting Activity	Evaluation Data Collection	FY10 Goal
DIBELS (fluency)	Whole class fluency support (T ₁) Site Word Recognition (T ₂) Repeated Reading (T ₂)	Gr. 1-4 3x/year Gr. 5 2x/year	Tier 1 (Whole Class): To improve or maintain a classroom's average positive distance from benchmark, as measured by the DIBELS Oral Reading Fluency measure. Tier 2 (Targeted Intervention): For students participating in targeted intervention [sm. groups or 1:1 tutoring], 50% will achieve benchmark.
Mental Math Mastery (M ¹) quizzes	M ¹ quiz administration & targeted intervention	Quarterly	Improve or maintain a classroom's math skills with 75% of students mastering 20 new skills during the course of the school year, as measured by M ¹ .

NHCS Middle School (6-8)

Data	Activity	Evaluation Data Collection	FY10 Goal
Homework	AM Check In and After-school homework sessions	Mid-quarterly	75% of regular participants will complete 75% of their mid-quarterly assigned homework (homework is tracked on a weekly basis)
# Independent Books Read	AM Check In	Quarterly	Students participating in City Year-led AM Reading Groups will read at least 3 books/quarter independently

NHCS = Neighborhood House Charter School; Dorchester, MA

We collect outcome data, such as student-level literacy and attendance data

We provide metrics tables to sites that indicate what data to collect, as well as end-of-year outcome goals.

Tables like this help our sites know the right data to collect and also enables them to monitor their progress against year-end goals.

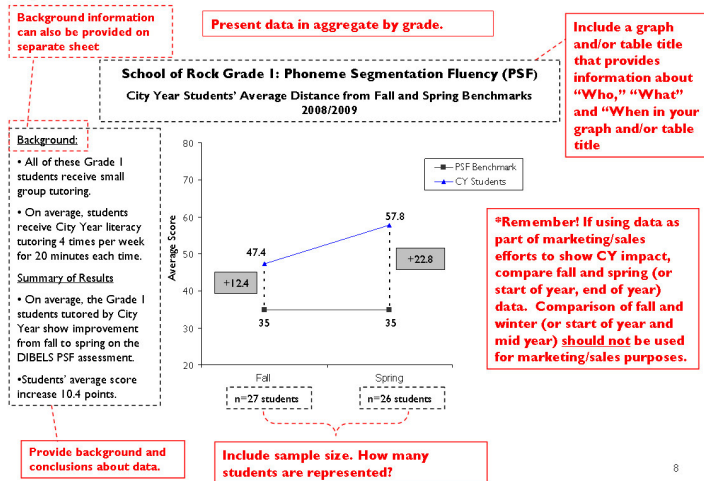


Student-Level Data

The Evaluation Dept provides sites with resources that empower them to analyze and present the student-level data they collect. Below is one example.



Example Graph 1: Presenting Data as Average Distance From Benchmark
(Data shown here are not real and should only be used for training purposes)



From: Guidelines for Reporting Student-Level Data; April 2009

As many of you know, assessment data can be hard to understand & interpret, especially for those not familiar with academic assessments.

Our team creates examples for how sites can share their data for purposes such as reporting to funders and marketing to current or potential school partners.

Exciting to see that some sites have successfully used this tool.



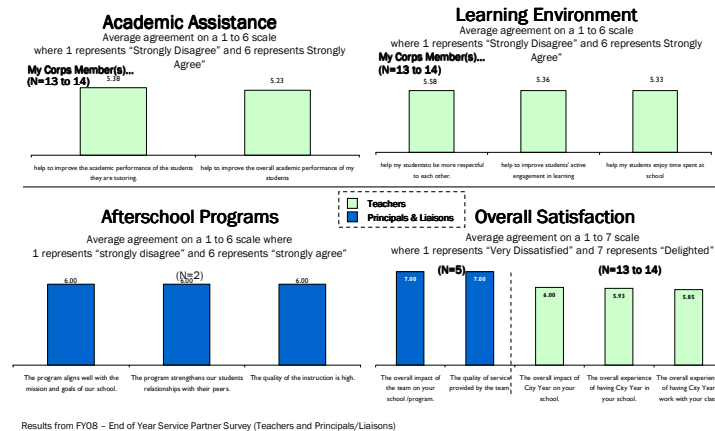
Data as Evidence: 1-page Presentation

A presentation used to illustrate a site's work with their service partners

When sites meet with service partners, funders, or other outside agencies they have limited time and resources to make their case.

Knowing what many of these agencies ask allowed us to create a 1-page presentation that was made into a template so that it could be modified on short notice.

A Sample of City Year Inc. Program Evaluation Results



As we've mentioned, we collect many different types of data.

It can be hard to boil it all down and summarize the information.

We have created one-pagers that present data in a way that is accessible to everyone from CMs to site staff to headquarters staff.



Challenges

- A large and growing organization
- Recent pivot (in past several years) to education focus
- Sites of different maturity and different historical experiences with evaluation
- Sites implementing different elements of WSWC program—not all doing all same activities or working with students across all grades 3-9
- Current lack of access to SharePoint from schools and other locations where data could be used
- Challenges in obtaining student-level data for service and evaluation purposes
- Evaluating multiple programs and facets (e.g., leadership development of corps, WSWC, other CY programs)
- Analyzing and sharing results back in timely way at both site and network level

Through this presentation, we've been able to highlight some examples of how we use evaluation for organizational learning in the context of an evolving national non-profit. We've shared some processes and tools that have worked well. Our work, like yours, is not without its challenges. Here are a few.



Strengths

- A strong, idealistic culture with tools and language to tap into
- Organization-wide commitment and interest in evaluation
- Ability to rely on others to manage accountability
- Collaborative environment makes it easy to integrate our work with other departments
- Thoughtful process for development, testing, and rolling out tools
- Excitement around data and learning

We also, however, are encouraged and fortunate to be in a context with many strengths and list a few here.



Questions?

- Thank you!
- Contact us via: evalteam@cityyear.org
- For additional perspective on our evaluation history, see Brett, B., Hill-Mead, L, & Wu, S. (2000). Perspectives on evaluation use and demand by users: The case of City Year. *New directions in evaluation*, 88,71-83.