

State Standards for 21st Century Community Learning Centers Evaluators November 2010

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What is occurring across Michigan
with evaluation in 21st CCLC
programs?

What components of 21st CCLC
evaluations are most useful for
program improvements and making
decisions?

What do we want to be occurring?

What resources can we create to
help 21st CCLC programs
determine:

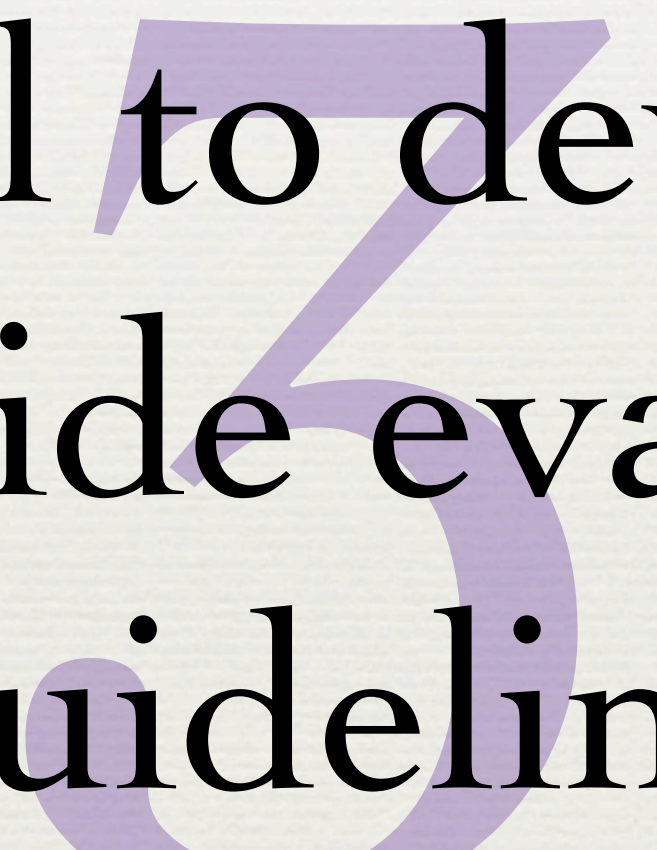
- 1) what evaluation components are
meaningful,
- 2) what evaluation components are most
useful in specific situations, and
- 3) how to determine what evaluators
should be doing

Open invitation






Get commitments



Goal to develop
statewide evaluation
guidelines



Divide into
two teams

Workgroup 1

- ♦ Review last year's state survey of project directors and evaluators to see if there's any information on what were useful evaluation components
- ♦ Develop 5 minute on-line survey for project directors and evaluators to build on information above
- ♦ Interview several "high flying" project directors and evaluators to further understand what useful evaluation really is

Survey

- ♦ Discovered state survey data wasn't specific enough, but we did have a better understanding of how many programs were working with local evaluators
- ♦ Worked to develop on-line survey focusing on external vs. internal, evaluation activities, reporting, use of data, etc.

Survey

Good Day!

A statewide Local Evaluator Workgroup has been convened to discuss the role of local evaluators and 21st CCLC grantees. Our goal is to create a document/rubric outlining quality functions and strategies that 21st CCLC grantees and local evaluators can use to create contracts and working relationships.

We are asking Project Directors and Local Evaluators across the state of Michigan to complete the attached survey. Our goal is to gain an understanding of current 21st CCLC program local evaluator practices. The content of the survey includes expectations and contents of reporting, time spent in face to face meetings, completion of required outcome data, planning for and with evaluation for program improvement, current pay ranges, and more.

We very much appreciate your time completing the survey. With your help we will be equipped to create a tool for use in the future leading to quality program improvement.

What is your position in the 21st CCLC program? (check one)

- ☐ Program Director or Lead Partner Agency Director
- ☐ Local Evaluator

Is this the first year that this program has received state funds for 21st CCLC programs?

- ☐ Yes
- ☐ No

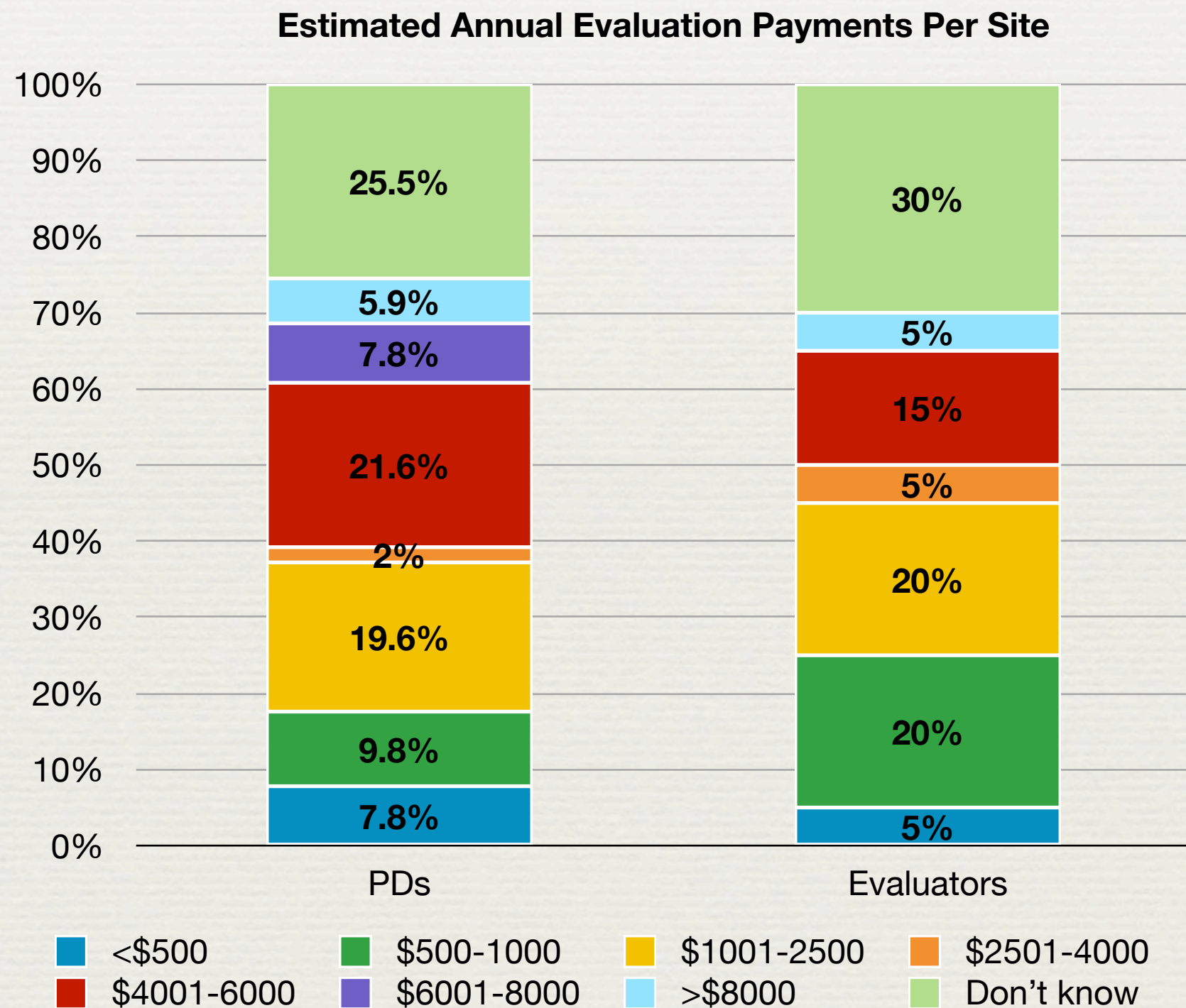
Key Survey Findings

- ☑ 89% of project directors responded - 63 out of 71 - GREAT!
- ☑ 77% of evaluators responded - 24 out of 31 - GREAT!
- ☑ 93% of projects have local evaluators
- ☑ 66% of projects get an annual evaluation report linked to specific program goals
- ☑ The most common data presented in evaluation reports include school outcomes data, survey responses, enrollment data, demographics data, changes in outcomes over time, and observation data

Key Survey Findings

Item	PDs	LEs
Evaluation relationship supports program improvement	88%	100%
PDs and LEs are in contact at least monthly	68%	88%
Evaluation data is used in program planning at least quarterly	78%	78%
Evaluator works with front-line staff annually to use data for program planning	75%	96%
Evaluator conducts program observations (other than YPQA)	65%	86%
Evaluator collects additional data not required by state	72%	86%

Key Survey Findings



Workgroup 1: Recommended Next Steps

- ♦ Follow up with one-on-one interviews with PDs using results from survey to find specific examples of what works in evaluation, how evaluation data was used, and information about process for hiring evaluators
- ♦ Develop list of interview questions to use in hiring an evaluator
- ♦ Integrate survey findings with Workgroup 2's work
- ♦ Create list of potential 21st CCLC evaluation tasks and costs

Workgroup 2

- ♦ Review the *Program Evaluation Standards*, identifying which standards specifically relate to 21st CCLC evaluation and how
- ♦ Develop a list of criteria that a 21st CCLC evaluator should meet at the basic level based on the *Standards*

The Standards

- ♦ Reviewed each standard, refining the language to make it more familiar to the 21st CCLC world
- ♦ Identified if each standard would be most helpful if related to a job description, the hiring process, or the evaluation contract
- ♦ Realized that even most local evaluators aren't familiar with *The Standards* and that they can be helpful for LEs and PDs

Using the Standards

- ♦ Took relevant standards along with samples from project directors and local evaluators to create templates for:
 - ♦ 21st CCLC local evaluator job description
 - ♦ Evaluation agreement/contract

Workgroup 2:

Recommended Next Steps

- ♦ Integrate survey findings from Workgroup 1 into job description and evaluation agreement
- ♦ Identify experienced PDs and LEs who can be called for support in the hiring and negotiating process
- ♦ Create tips for PDs, LEs, school districts, and community-based organizations on working together effectively

Develop user-
friendly
documentation

This is a great place to start when you're trying to figure out 1) where to look to find or advertise for an evaluator and 2) what types of questions to ask when you interview potential evaluators.



Hiring a 21st CCLC Local Evaluator.doc



Program Evaluation Standards.doc



Sample Evaluation Agreement.doc

The national standards for program evaluation are a helpful way to determine if your evaluation needs are being met in a quality way.

To protect your organization as well as the evaluator, it's wise to have a contract. This template was created as a starting point in developing a contract between your organization and the evaluator.

As the old saying goes – "you get what you pay for." This document gives an idea on what types of services you can expect from your evaluator based on what you are paying per program site.



Local Evaluator Payment Guidelines.doc



Sample Eval Job Description.doc



Tips for LE & PD.doc

This local evaluator job description template can be modified to fit your organization's needs, but it provides a place for you to begin.

Working within a school system can sometimes be tricky. These tips will help you think about relationships that you'll need to develop in order to be successful. Some veteran program director names are also provided in case you want to call someone for advice!

Program Evaluation Standards

- ♦ Gave everyone a copy of a synthesis of *The Program Evaluation Standards*

The Program Evaluation Standards*

Utility Standards

The utility standards are intended to ensure that an evaluation will serve the information needs of intended users.

U1 Evaluator Credibility Evaluations should be conducted by qualified people who establish and maintain credibility in the evaluation context.

U2 Attention to Stakeholders Evaluations should devote attention to the full range of individuals and groups invested in the program and affected by its evaluation.

U3 Negotiated Purposes Evaluation purposes should be identified and continually negotiated based on the needs of stakeholders.

U4 Explicit Values Evaluations should clarify and specify the individual and cultural values underpinning purposes, processes, and judgments.

U5 Relevant Information Evaluation information should serve the identified and emergent needs of stakeholders.

U6 Meaningful Processes and Products Evaluations should construct activities, descriptions, and judgments in ways that encourage participants to rediscover, reinterpret, or revise their understandings and behaviors.

U7 Timely and Appropriate Communicating and Reporting Evaluations should attend to the continuing information needs of their multiple audiences.

U8 Concern for Consequences and Influence Evaluations should promote responsible and adaptive use while guarding against unintended negative consequences and misuse.

Hiring an Evaluator

- ♦ Who is an evaluator?
- ♦ Locating an evaluator
- ♦ Managing interview logistics
- ♦ Preparing for the interview

Hiring a Local Evaluator*

Who Is an Evaluator?

An evaluator is someone who has received formal training in research and or evaluation and has experience in conducting evaluations of programs. Unfortunately, there is no easy way to identify a qualified program evaluator. For example, there are no licensing or certification requirements for program evaluators. Although many evaluators are members of professional evaluation organizations, such as the American Evaluation Association or the American Educational Research Association, membership in these organizations does not imply a qualified program evaluator.

Locating an Evaluator

Not all evaluators will possess all the skills your project needs. The more thorough your search, the more likely it is that you will find a good match for your project. There are many methods you can use to locate qualified candidates, including the following:

- *Contact programs similar to your own.* Other agencies that have implemented and evaluated similar afterschool programs may be able to suggest evaluators who will be a good fit for your program. Be sure to ask whether there is anyone with whom they were dissatisfied.
- *Ask funders.* The Michigan Department of Education and the Michigan State University Community Evaluation and Research Center see many evaluation reports and can provide a list of local evaluators serving other Michigan 21st CCLC grantees. Using an evaluator whom your funder knows and respects can go a long way in ensuring the funder will be satisfied with the evaluation report.

Evaluator Job Description Template

- ♦ Summary of job
- ♦ Education & qualifications
- ♦ Required responsibilities
- ♦ Recommended responsibilities
- ♦ Required reports
- ♦ Recommended reports

21st CCLC Local Evaluator Job Description **TEMPLATE**

The following are suggested items that may be included in an evaluator job description or request for proposal. Customize this document to create a job description for your local program evaluation. The yellow box contains the minimum Michigan Department of Education requirements for the 21stCCLC grant local evaluation.

Summary

Responsible for data acquisition and analyses in order to provide timely, useful, credible, and fair reports based on the 21st Century Community Learning Centers (21st CCLC) grant.

Education and Qualifications

Minimum: Bachelor's Degree with experience as a professional evaluator.

Preferred:

- graduate degree in evaluation or related field
- experience with 21st Century Community Learning Centers
- experience with evaluation of federally funded grants

Responsibilities of the Local Evaluation as Defined by the Michigan Department of Education in the 21st CCLC Grant Application

Page 8, Part 5. Local Evaluation. Each grantee is required to hire a local evaluator. The project director or site coordinator may not serve as the local evaluator. At a minimum, the local evaluator will:

- a. Coordinate the collection and monitor the quality and completeness of required federal and state data. The instruments and collection systems that have been identified, include:

Local Evaluation Cost Guidelines

- ♦ Introduction
- ♦ Basis for recommendations
- ♦ Basic evaluation components & cost
- ♦ Comprehensive evaluation components & cost

Comprehensive Evaluation (\$4000-\$6000 per site)

A comprehensive evaluation is one that goes above and beyond the state required minimums to provide a more complete picture of the program's effectiveness on the local level. It may include measuring goals tailored to the unique aspects of the local site and/or going much deeper with the state goals. At the comprehensive evaluation level, the project director should expect the local evaluator to provide an in-depth, customized evaluation and be much more a part of the team; in these cases, evaluators will help teams monitor and adjust their work and truly understand why a program is having the impact it is.

In addition to performing most or all of the tasks listed at the basic evaluation level, comprehensive evaluations often include the following:

- Collect comparison group data (such as the general student population within a school system).
- Develop an evaluation plan that includes reading & math grades, MEAP reading & math scores, locally administered test scores (such as DIBELS, Ed Performance, ACT, WorkKeys, etc.), school attendance, school discipline, socio-economic status
- Conduct interviews (individual or group) with students, program staff, site coordinators, teachers, principals, directors.
- Integrate program improvement into daily functions of staff through improvement plan process.
- Help program directors and site coordinators to use data to plan professional development, hire staff with different skills and interests, link personnel evaluation with YPQA.

Local Evaluation Agreement Template

- ♦ Evaluation charge (task)
- ♦ Contact information
- ♦ Audiences
- ♦ Reporting & dissemination
- ♦ Evaluation focus
- ♦ Resources
- ♦ Report delivery schedule, recommended reports, & key report elements
- ♦ Evaluation use
- ♦ Access to data & rights of human subjects

21st CCLC Local Evaluator Agreement (TEMPLATE)

Items in red [] MUST be customized to meet specific grant needs and the level of evaluation service purchased based on the Local Evaluator Cost Guidelines. Items in red () are suggestions and instructions not to be included in final document.

Charge

The local evaluator, *[Evaluator/Agency Name]*, has been engaged by the *[21st CCLC Grantee]* to evaluate the implementation of the 21st Century Community Learning Centers (21st CCLC) grant from the Michigan Department of Education.

Contact Information

[Evaluator/Agency Name] can be contacted at *[address, phone, fax, email]*. *[Evaluation contact name]* will be the evaluation contact for this project. *[21st CCLC Grantee]* can be contacted at *[address, phone, fax, email]*. *[21st CCLC contact name]* will be the grantee contact for this project.

Audiences

The primary audiences for this evaluation will be:
[List audiences to which the evaluator and/or grantee will share evaluation data with, i.e. school districts, Michigan Department of Education, potential new funders, parents/students/community]

Reporting and Dissemination

The evaluator will be solely in charge of developing and editing evaluation reports as

Tips

- ♦ Tips from experienced project directors to help relationships go more smoothly between LE, PD, schools, and community organizations
- ♦ Most important tip for evaluator is how critical relationships are - make personal connection with the data people in each school/district (secretary, technology staff, curriculum director, principal, etc.)

Tips for Local Evaluators & Project Directors for Working with a School System

School systems have their own distinctive structures and processes for accomplishing their work. If you understand these processes, you will be able to develop more successful partnerships that accomplish your goals.

Decision Making

School systems typically operate on a "top down" decision making structure. Generally, you must obtain permission from a top-level administrator to work in the schools, gather data, or obtain access to school records. To be successful in this area:

- Develop your own relationships directly with the superintendent or assistant superintendent as well as other administrators. Do not rely on the site coordinators build these relationships for you.
- Find out who manages access to school records data and requests to collect new data in the schools and develop a relationship directly with that person (or committee). You may need their permission to collect the data you will need for your evaluation.

Administrative Processes

Understanding administrative procedures and time lines will help you to get work done in a timely manner.

- Learn the administrative processes of the local school district or intermediate school district in which you will be working. These include the contract approval



Share
documentation
with programs

Feedback

- ♦ Reviewed all documentation with project directors (briefly) and evaluators (in depth)
- ♦ Gathered feedback on current documents and recommendations for additional features
 - ♦ Personnel evaluation issues
 - ♦ Connections between logic models, data collection, and grant objectives
 - ♦ Amount of time evaluators should dedicate to each responsibility
 - ♦ Timeline of evaluation tasks

Next Steps

- ♦ Reconvene workgroup to review feedback and determine which additional components to include
- ♦ Determine focus for 2010-11 work on this project
 - ♦ Respond to feedback from roll-out
 - ♦ Sample quality reports
 - ♦ Valid and reliable instruments to use in evaluating afterschool programs (academic tests, observational protocols, etc.)
 - ♦ Develop training and/or sharing meetings for evaluators

Draft of Local Evaluator Guide

www.mi.gov/21stCCLC