

School's Out, Make It Count:

Quality Standards for Out-of-School Time Programs

Training Series 1 | Trainer Copy



Standard 7: Program Evaluation & Data



KEY PRINCIPLE | Youth benefit from continuous quality improvement systems that include measurable goals aligned with children, youth and family needs.

SUPPLIES NEEDED

- Dry Erase Board or Giant Post-It pads
- Markers
- Copies of Agenda
- Copies of *Ice Breaker | Hypothetical Afterschool Programs* Handout
- Copies of *Evaluation* Handout
- Copies of *Elements of a Logic Model* Handout
- Any examples trainer might want to bring of the Standard in practice

INTRODUCTIONS | (5 minutes)

TRAINER | Introduce yourself and the purpose of this training. With small groups, you may wish to have participants introduce themselves as well. Pass out Agendas; *Ice Breaker | Hypothetical Afterschool Programs* Handout, *Evaluation* Handout and *Elements of a Logic Model* Handout.

ICE BREAKER | (10 minutes)

TRAINER | Break into groups of 3 or more. Give each group a giant post-it and markers. Make sure each group has a copy of *Ice Breaker | Hypothetical Afterschool Programs*. “In your small groups, share and write down the data and evaluation tools you would recommend for each of the three hypothetical afterschool programs.”

KEYS (50 minutes)

TRAINER | Read through all four Keys quickly before breaking them down to give the group an idea of what will be covered during training. 4 Key Principles to Program Evaluation and Data:

1. Written measurable goals are aligned to the program’s mission statement and purpose. (10 minutes)

TRAINER | Have small groups discuss the data and evaluation tools they would use for the hypothetical programs and how they are aligned to each program’s mission statement. Use the *Evaluation Handout* questions to guide your discussion.

2. Regular assessments of program activities, staff performance and youth and family satisfaction are relied upon for program planning and continuous improvement. (15 minutes)

EXAMPLES OF STANDARD IN PRACTICE

Questions to consider in your program:

Family Assessment: Families are given the opportunity to evaluate the program, at least annually, and use the results for systematic program improvements.

TRAINER | “What does this look like? How often should this assessment be done?”

Youth Voice: Youth give oral and written feedback on program activities.

TRAINER | “The youth are our customer. How do we know they are happy and satisfied? How do you have youth give their “voice” in written or oral format?”

Staff Assessment: Every program activity is written with clear goals and objectives.

TRAINER | “What is used for staffing goals and objectives?”

Program Evaluation: Program administrators and staff have regular assessments built into yearly programming and use resulting data to plan for future improvement.

TRAINER | “What assessments are you currently using? How often is it discussed and how is it used in future planning?”

3. Quality improvement is an established part of organizational culture, engaging youth, staff, volunteers, families and leadership in progress. (10 minutes)

TRAINER | According to *Moving Towards Success: A Framework for Afterschool Programs* (Collaborative Communication Group, 2005 p. 3), a logic model does the following:

- Summarizes key elements of a program
- Identifies the rationale behind the elements
- Articulates desired short-and long-term outcomes and how they can be measured
- Shows cause-and-effect relationships between a program and its outcomes

TRAINER | If you haven’t already, pass out the *Elements of a Logic Model* Handout now. (Adapted from page 5 of *Moving towards Success: Framework for After-School Programs*, by the C.S. Mott Foundation committee on After-School Research and Practice.)

TRAINER | “In your small group, fill in the questions reflected in the Elements of Logic Model related to one of the hypothetical afterschool programs.”

“What will you measure? How will the data be used to evaluate and improve the program? If you don't know where you are going, how will you know when you get there?”

4. Program uses assessment tools that are valid, reliable and aligned with quality and desired youth outcomes. (6 minutes)

TRAINER | “Evaluation is the process of analyzing data to assess what works and what does not work in achieving goals. Identifying the tools needed that are valid, reliable and aligned with quality and desired youth outcomes will vary from program to program.”

TRAINER | “Share as a whole group what you discovered through this process.”

CLOSING (2 minutes)

TRAINER | What are your reflections relating to things we’ve discussed today? What will you take back to your program that will ensure you are being intentional with data and program evaluation? How are you evaluating yourself?

“Don’t be afraid of evaluation, data and assessment. It is your FRIEND! It will help you see where you have strengths and weaknesses. It will help drive your program to be the very best it can be!”

Ice Breaker | Hypothetical Afterschool Program

PROGRAM #1 | B.L.O.C.K.S.

PROGRAM DYNAMICS & DEMOGRAPHICS:

- Urban
- For-profit
- Grades K-6, currently serves 75 students
- Childcare program M-F, AM/PM plus holidays
- Housed in a local community school

MISSION STATEMENT: Building leaders out of community kids successfully by coaching youth in skills that empower them to impact their lives for a better tomorrow.

WRITTEN GOALS: 1) Provide a safe and appropriate before and after school setting. 2) Provide supportive relationships and opportunities to belong. 3) Provide opportunities for skill building.

DATA & EVALUATION TOOLS:

PROGRAM #2 | ¡VIVA!

PROGRAM DYNAMICS & DEMOGRAPHICS:

- Inner city
- Nonprofit
- Grades K-8, currently serves 200 students
- Afterschool childcare program M-F, 3-6 PM
- Housed in a local community church

MISSION STATEMENT: Through youth-driven programming, bridge the achievement and opportunity gap.

WRITTEN GOALS: 1) Provide a safe and appropriate afterschool environment. 2) Provide supportive relationships and opportunities to belong that integrates family and community support. 3) Provide opportunities for skill building, efficacy and mattering.

DATA & EVALUATION TOOLS:

PROGRAM #3 | Mission: Possible

PROGRAM DYNAMICS & DEMOGRAPHICS:

- Rural
- Nonprofit
- Grades 6-8, currently serves 25 students
- Afterschool program M-TH, 2:30-8 PM
- Housed in a stand-alone building purchased by the local community for community outreach

MISSION STATEMENT: MP will provide a welcoming community-based space where middle school students and their families can build upon their strengths, pursue their interests, grow their potential and give back to their community.

WRITTEN GOALS: 1) Provide a safe and appropriate community environment. 2) Provide supportive relationships and opportunities to belong that integrate community support. 3) Provide opportunities for skill building. 4) Provide positive social norms.

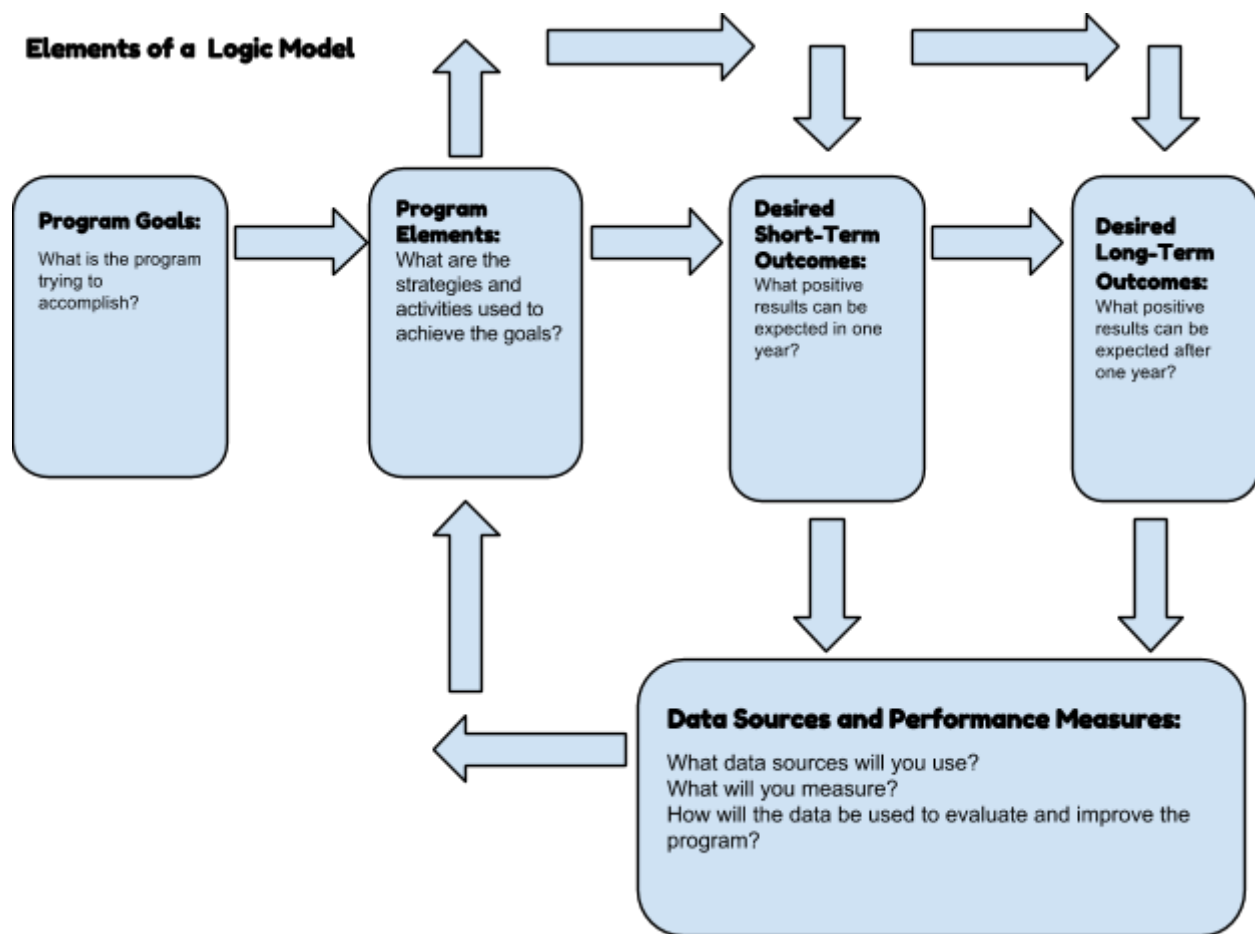
DATA & EVALUATION TOOLS:

Evaluation

EVALUATION QUESTIONS	<ul style="list-style-type: none">• How can our evaluation questions better match our program goals and intended outcomes?• What do we want to know?• Are there things we want to explore on a regular basis?	
DATA COLLECTION SYSTEM	<ul style="list-style-type: none">• Is our data collection system allowing us to capture the data we want?• What can be improved?• What additional data do we want to track?• Will we need to make changes to our data system to allow that?	
USE OF DATA	<ul style="list-style-type: none">• What data are we examining on a regular basis?• Is there other data we could examine regularly to better serve the youth in our program?• Is there data we could examine regularly in partnership with the school in order to target or serve specific youth?• What is our attendance data telling us?	

(Beyond the Bell at American Institutes for Research Tool 96)

Elements of a Logic Model



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Elements of a Logic Model | Worksheet

PROGRAM GOALS	PROGRAM ELEMENTS	DESIRED SHORT TERM OBJECTIVES	DESIRED LONG TERM OBJECTIVES	DATA SOURCES AND PERFORMANCE MEASURE

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Standard 7: Program Evaluation & Data



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I. INTRODUCTIONS

II. ICE BREAKER

III. KEYS

1. **Written measurable goals are aligned to the program's mission statement and purpose.**
2. **Regular assessments of program activities, staff performance and youth and family satisfaction are relied upon for program planning and continuous improvement.**
3. **Quality improvement is an established part of organizational culture, engaging youth, staff, volunteers, families and leadership in progress.**
4. **Program uses assessment tools that are valid, reliable and aligned with quality and desired youth outcomes.**

IV. CLOSING