



Evaluating Afterschool Programs

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Wendy Russell
RMC Research Corporation

It's the law – to evaluate

Sec. 4205. Local Activities

(b) *Principles of Effectiveness*

(2) Periodic Evaluation

(A) *The program shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high quality opportunities for academic enrichment.*

(B) Use of Results –

(i) *shall be to refine, improve, strengthen the program and to refine performance measures.*

(ii) *made available to the public*

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State Activities:

- Monitoring and evaluation of programs and activities.
- Providing capacity building, training and technical assistance.
- Comprehensive evaluation of the effectiveness of programs and activities.

It's the law – to evaluate

State application:

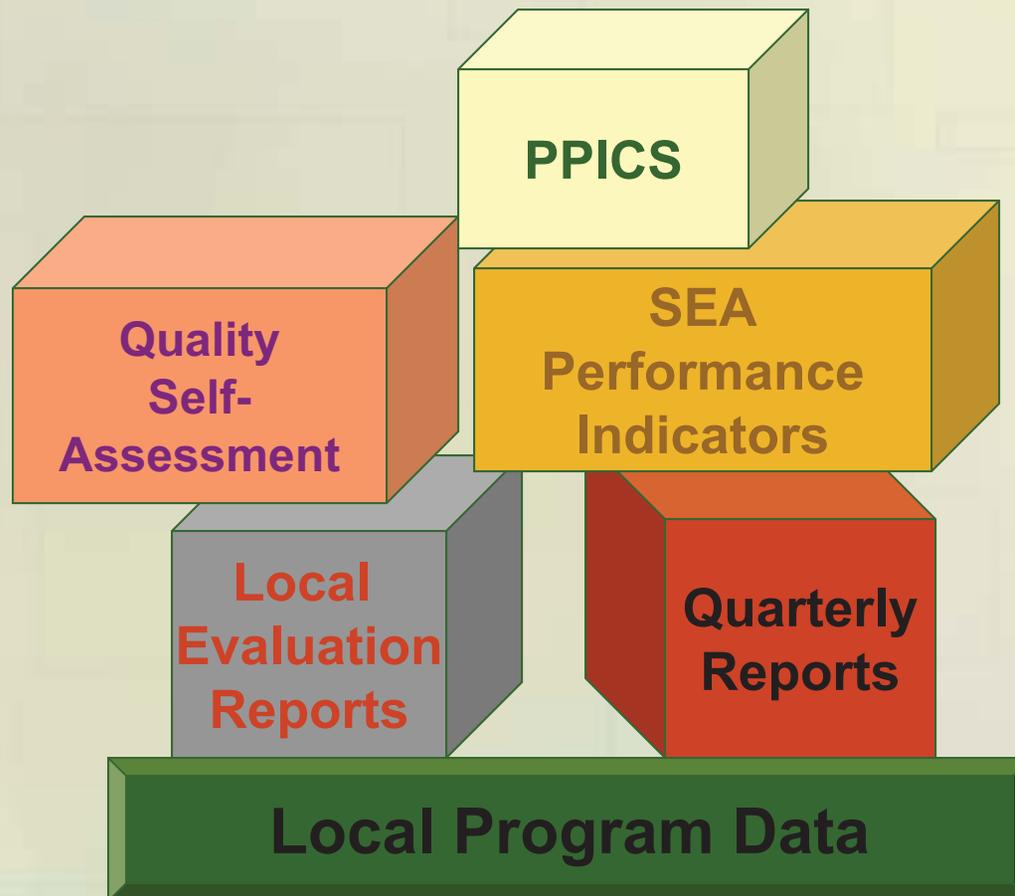
- Ensure that programs implement effective strategies including providing technical assistance and training, evaluation, and dissemination of promising practices.
- Describes how the state will evaluate the effectiveness of programs and activities and include:
 - Performance indicators/measures that will be used to evaluate programs and activities.
 - Public dissemination of evaluation of programs.

What are the data linkages?



Focus becomes technical assistance and staff development to build the capacity to apply the accumulated **knowledge** to improve.

Data Building Blocks



Why Collect data?

- Condition of funding
- Support claims of program effectiveness
- Inform program improvement
- Engage staff and students
- Demonstrate quality elements

Data Types

- Program delivery
 - Attendance, activities, staffing
- Stakeholder satisfaction
 - Students, parents, teachers
- Program outcomes
 - Engagement in learning behaviors, grades, assessments

Measuring Goals

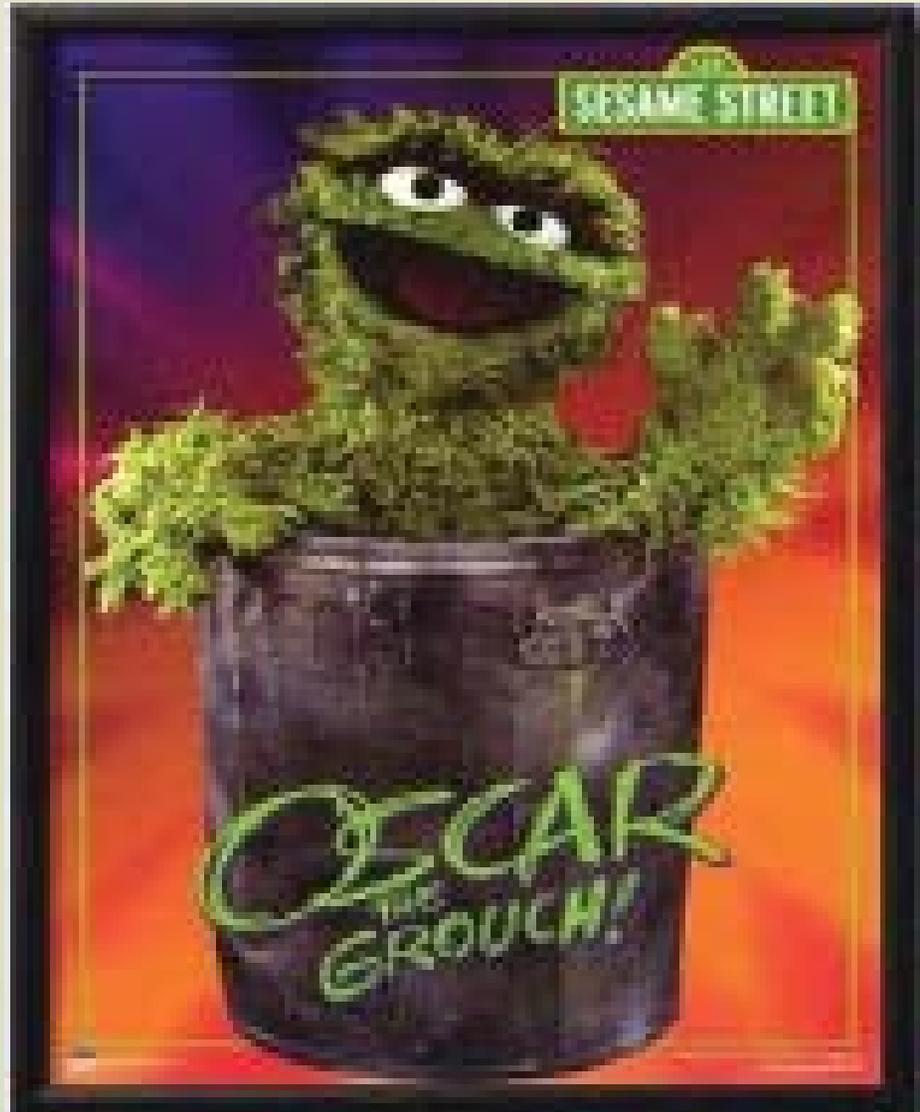
Quantitative

- Surveys
- Participant demographics
- Grades, test scores
- Detention reports
- School-program attendance
- Comparison of students

Qualitative

- Success stories
- Focus groups
- Interviews
- Observations
- Documents
 - Newsletters
 - Meeting notes
 - Staff development artifacts

Bad data makes
evaluators
GROUCHY!



Evaluation

Evaluation is the process of analyzing data to assess what works and what does not work in achieving goals.

Data has no meaning on its own.
Meaning is a result of human interaction with data.

Possible evaluation questions

- Are we meeting our program objectives?
- Are some activities more effective than others? More popular?
- What changes in knowledge, attitudes, behaviors are a result of program activities?
- What differences have we made in/with
.....

Program Indicators – What are they?

- Set standards for acceptable performance
- Consist of administrative, capacity, process and/or outcome measures.
- Reveal and track progress made toward realizing agreed-upon objectives.
- Measures that show degree to which desired level of performance achieved.
- Provide specific criteria to plan results and measure accomplishments.
- Inform data collection efforts.

Program Indicators – What are they?

- **Outcome:** show a change in the status of targeted student or adult population assumed to be attributable to program intervention.
 - Attitude
 - Behavior
 - Skills
 - Knowledge

Performance Measures

- Regular program attendees will have a 90% daily attendance rate based on daily attendance logs.
- Sixty percent of student program participant family members will attend program events as measured by attendance logs.
- Program activities will be supported or provided by community partners as documented by activity logs.

Performance Measures

- BASE LINE data submitted with January 15 quarterly report.
- Submit annually with year-end and evaluation report.

Continuous Improvement

- How do we establish a process for our entire staff to become engaged in looking at data to improve our program?
- What process do we have in place to know our steps toward continuous program improvement?

Program Self-Assessment

- In what areas are we strong?
- In what areas do we need improvement?
- What is our evidence?

- What strategies will help us improve?
- How can we measure that improvement?

Pluses and minus of quality assessment

- + Describes what is happening in the program.
- + Prescribes changes that need to occur.
- Inference can be high or low – perspective or judgment about specific indicator.
- Not always specific about what is needed to improve.

Research is also evolving

- Body of research developing from program evaluations and longitudinal studies:
 - What are the re-occurring factors of successful programs?
 - What are the emerging promising practices?
 - What constitutes quality?
- Challenges for Local Grantees
 - Managing strong programs with clear goals, objectives and outcomes.
 - **Assessing effectiveness of programs and activities for continuous improvement.**

Keys to Sustainability at the Program Level

1. Collaborative Partners
2. Diverse Portfolio of Funding Sources
3. *High Quality Programs and Proven Results
Grantees report that ability to prove and document quality is an asset when seeking support.
4. Support from School Administration
5. *Key Champions
6. *Community Engagement
7. Capacity before the 21st CCLC grant

TASC Evaluation- Features of High-Performing After School Programs

- Varied enrichment activities.
- Experience for mastery and skill building.
- Intentional focus on relationship building.
- Strong leadership, staff and supports.
- Sponsoring organization support.

Sustainability

- How can we use our data to tell our story for sustainability?