

PROGRAMMATIC ASSESSMENT

February 23, 2023

AGENDA

01

INTRODUCTION

Meeting norms, ACT Now,
facilitator

02

RECAP

The series so far

ASSESSMENT & EVALUATION

Tips and tricks, methods,
considerations

LET'S PRACTICE

03

04

MEETING NORMS

01

ENGAGE!

Actively engage with us and one another. When you feel comfortable, keep your camera on

02

LISTEN!

Actively listen to and respect each others' experiences and shares

03

SHARE!

Interact and share using the the Zoom platform (i.e., unmute, reactions, chatbox)



ACT NOW

Afterschool for Children and Teens Now (ACT Now) is a statewide coalition that works to ensure there are high-quality, affordable afterschool/OST programs available for youth across the state of Illinois.



Advocacy



Connecting Stakeholders



Professional Development



Technical Assistance

FACILITATORS



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she/her

Afterschool Resources
& Support Specialist
(School Partnerships)



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RECAP



PURPOSE

Alert and inform school districts of the opportunities available to expand afterschool using COVID relief funding.

Network and share best practices or opportunities to collaborate in the youth development field.

SERIES GOALS

01

ESTABLISH A BASELINE

Understand the current state of afterschool in Illinois

02

LEARN HOW TO LEVERAGE RESOURCES

Utilize available community partners and funding to expand afterschool

03

CREATE SUSTAINABLE OPPORTUNITIES FOR YOUTH

Prepare for programming post ARP funding

SERIES OVERVIEW

AUGUST 31, 2022

The Scope of Afterschool
in Illinois

SEPT. 22, 2022

Designing Programming
with a Needs Assessment
and Asset Mapping

OCT. 25, 2022

Connecting With
Community Partners

NOV. 30, 2022

Sustainability Planning for
After ESSER Funding

JAN. 17, 2023

Curricula and Activities

FEB. 23, 2023

Program Assessment

COVID RELIEF EDUCATION FUNDING



- School districts must spend 20% of ARP funds on learning loss
 - Afterschool is an allowable use!
- ISBE's projects through ESSER II & III:
 - High impact tutoring; community schools; bridge programs; assessment
- ISBE granted funding to EBF districts for learning loss, summer enrichment, and afterschool

OVERALL ESSER SPENDING

ESSER Funds Summary - State of IL – LEA (90%) – As of 9/28/22

Fund	\$ Allocated	\$ Expended	\$ Unexpended	% Expended	Obligation By	Liquidation By
ESSER I	\$ 512,520,496	\$ 504,400,321	\$ 8,120,175	98.4%	9/30/2022	1/28/2023
ESSER II	\$ 2,025,724,402	\$ 1,583,690,907	\$ 442,033,495	78.2%	9/30/2023	1/28/2024
ESSER III*	\$ 4,856,233,714	\$ 944,910,483	\$ 3,911,323,231	19.5%	9/30/2024	1/28/2025
<i>Total</i>	\$ 7,394,478,612	\$ 3,033,001,711	\$ 4,361,476,901	41.0%	---	---

Sustainability Timeline & Template



STRUCTURE

1

Organizing Centers

- What units of study are worthy of time and energy?

2

Choose your Standards

- What needs do your students have that you can address in OST?

3

Identify your Outcomes

- How will you know if your program has been a success?

4

Plan your Activities

- How can you use Project based Learning to meet your goals?

Up next...

Today's Agenda

What is assessment and evaluation?

- Big-picture thinking
- FAQs

How to do program assessment & evaluation

- Putting your pieces together
- Group discussion

Programmatic Assessment & Evaluation

Why do we need a systematic process?

- To avoid everyday errors in personal observations, like:
 - Selective or inaccurate observation
 - Overgeneralization
 - Illogical Reasoning
 - Resistance to change
 - Adherence to authority
- And - So that we can fit our observations into broader streams of thinking.

Assessment & Evaluation: Becoming an Investigator, a Researcher

“Research is a systematic process where we attempt to separate fact from fiction”

Types of RESEARCH

Exploratory

Getting a foothold, learning how to ask questions.

Explanatory

Explaining causes and effects, testing observations or theories

EVALUATION

Seeing whether what we are doing is working.

Quantitative

Use of numbers to examine trends, correlations, patterns, etc.

Qualitative

Use of words, observations; about depth of understanding

Mixed-Methods

Combining both approaches

Research

Questions come from the researcher

Meant to be generalizable across settings

Role of researcher is unbiased, separate

Confidentiality (IRB) - anonymity is (usually) possible

← Systematic Processes →

Questions come from the program and/or its stakeholders

Meant to be used by and for the program (staff, participants, etc.)

Role confusing with unclear boundaries; role conflicts

Confidentiality (FERPA, HIPAA, etc.) - You know your students!

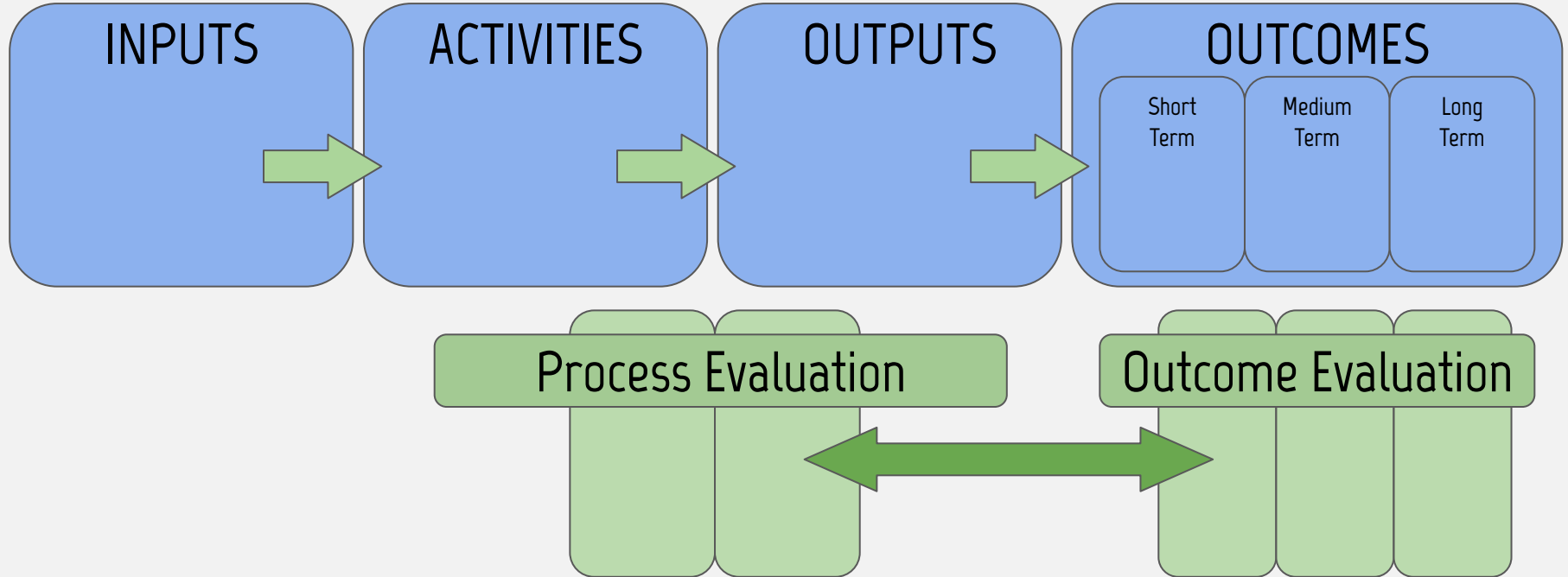
Evaluation

Research seeks to prove. Evaluation seeks to IMPROVE.

WHY we do evaluations

- To **ensure intentionality** - that we are implementing the program **intentionally**
- So that we **(better) understand, gain insight** about...
 - **Inputs** (resources)
 - **Outputs** (products)
 - **Processes** (what services, activities, interventions look like, & how they happen)
 - **Goals** (changes over time)
 - **Outcomes** (attainment, performance levels)
- To **build capacity** - Increase funding, enhance skills, strengthen accountability, etc.

Consider using a Logic Model to answer the question:
“Does the logic of this program actually work?”



F (and-less-F) AQs

Culturally Responsive Evaluation

“We suggest that cultural competence in evaluation is not a function of a static set of prescribed steps, but is achieved via ongoing reflection, correction, and adaptation”

(Botcheva, Shih & Huffman, 2009).

What should be in the evaluation?

Think about the Who, What, When,
& Where... leading to the Why.

Who

- Student demographics:
Gender, Grade-level/Age, Race/Ethnicity,
Language, Family Income, IEP/Disability,
Address, etc.
- Leadership team (administrators, staff,
families and students, etc.)

What

- Breadth and scope of activities of services:
What CAN vs. CANNOT occur?
What DOES vs. DOES NOT occur?
Internal and/or external services?
Academics? Social emotional learning?
Recreation? Field trips?
- Professional development/training
- Food, other resources

When

- Program hours, days, consistency,
schedule/routine, time of year, etc.

Where

- Where is the program?
(How many locations? Consistency?
Accessibility? Transportation? etc.)

What should
be in the
evaluation?

Think about the Who, What, When,
& Where... leading to the Why.

There is no 'one' answer to this question...

- What are the requirements?
- What are the questions you are wanting to answer?
- What are the resources available?
- How useful is the process?

How often do I evaluate the program?

and think about...

Formative vs. Summative Evaluation
Process vs. Outcomes Evaluation

Internal Evaluation

Implemented in-house, by staff/stakeholders of the program.

Benefits: “Insider knowledge”, flexibility, free(?), Voice, And more

Limitations: Bias, Required resources (time, capacity), Increases role confusion, And more

External Evaluation

Implemented by person(s) outside of/distinct from the program.

Benefits: Experts, Outside/Neutral* perspective, Support & partnership, And more

Limitations: Still requires in-house collaboration/coordination, Cost, Cultural relevance, And more

Who should do the evaluation?

Think about the benefits & limitations of implementing an internal vs. external evaluation.

Let's talk about Stakeholders.

Stakeholder =

A person invested and/or impacted by the program.

Who should do
the evaluation?
(take two)

“Who helps to plan the evaluation?”

...is different than...

“Whose voice is [in] the evaluation?”

*Ineffective evaluations
could occur when...*

- The plan for the evaluation is not culturally relevant.
- Program goals are not agreed on and/or they are not realistic.
- Information needs are not well defined (i.e., no understanding of the inputs, outputs, process goals).
- Evaluation data are not practically or feasibly obtainable.
- Intended users are not willing or able to use the evaluation info.

What are the most common reasons for challenging evaluations?

**There are times when it could be challenging (or impossible?!)
to obtain effective information from an evaluation.**

Other questions?

Questions? Thoughts? Comments? Concerns? Ideas?



DOING
evaluation!

First things first...

WHAT are the questions you are seeking to answer?

- ➔ What do you want (or need) to know about your **PROCESS** (inputs, activities, outputs)?
- ➔ What do you want (or need) to know about your **OUTCOMES** (lasting change)?

Write your
evaluation
questions in
the chat...

Think about...

- *What are your community's strengths & needs?*
- *What growth do you expect and/or hope to see?*
- *What outcomes are you seeking?*
- *What services are you offering?*
- *WHY are you performing this assessment?*

Second things next...

HOW will you answer those questions?

- What data do you **ALREADY** have?
- What data could you **EASILY** have?

Write your ideas
in the chat...

Data
Data
Data
(Info.)
Data

Types of DATA (i.e., info.)

Data you ALREADY have

- Program attendance
- Daily plans (lesson plans)
- Contracts with community partners
- Calendars
(program dates, field trips, meetings, activities, etc.)
- School-day attendance*
- Assessment data*

Data you EASILY have

- Observations (make them systematic)
- Recordings (qualitative data)
- Student work (copy, scan documents)
- Newsletters, emails, communications
- Community, family, staff feedback
(bin, mailbox, email, etc.)
- Professional development evaluations

Types of DATA (i.e., info.)

Data you COULD have

- Survey responses
(family surveys, student surveys, teacher surveys, staff surveys, etc.)
- Focus group
- Standardized/Normed vs Informal Rating Scale
- and more...

IMPORTANT! All data should be PRACTICAL and obtainable in FEASIBLE ways!!!

Let's DO some
evaluation!

FIRST

- Open this document (link provided in chat).
 - Make a copy or download it so that you can type right into it.
- Imagine you are at the end of your first year of programming. Try to answer the questions / respond to the prompts posed in the document.
- As you attempt to enter information, consider:
 - What data would you need to collect throughout the year in order to best complete this document? And, how can you feasibly/practically do so?
 - Which questions are important for your organization's program (and which are not)?
 - What may be necessary to revise/modify in order to ensure that your evaluation report is culturally responsive and relevant?

INSTRUCTIONS

THEN

- Open this Jamboard (link provided in chat).
- Add at least one response on one or more of the Jamboard pages.

Jamboard

How did it go?

Questions? Thoughts? Comments? Concerns? Ideas?

LET'S REVIEW AN
EXAMPLE EVALUATION.

Questions? Thoughts? Comments? Concerns? Ideas?

Note (page 3)

Implementation was modified/changed due to impacts of COVID-19, and the necessary adjustments to programming within the district. The following table demonstrates the proposed evaluation design in comparison to the implemented evaluation design:

Goals & Objective	Evaluation Design Proposed	Evaluation Design Implemented
<p>Goal 1, Objective A: Participants will demonstrate increased levels of academic proficiency on IAR Math and ELA assessments. Measurable outcome: Students taking the IAR will score a 4 or 5 on Math and ELA. Among students scoring lower, 10% will increase scores from the 2020 assessment.</p>	<p>Scores from IAR Math and ELA assessments will be gathered to determine students' academic achievement. After two years of these measures are available and thereafter, measures will be compared year to year.</p>	<p>Scores from IAR Math and ELA assessments will be gathered to determine students' academic achievement. Of students scoring 1, 2, 3, their scores were analyzed by percentage of students who increased scores from 2019 to 2020.</p>
<p>Goal 2, Objective A: Participants will demonstrate increased school attendance. Measurable outcome: Attendees</p>	<p>In-school attendance rates during the school-year program will be retrieved from InfiniteCampus. Individual student report cards will be collected and submitted to the evaluation team as needed. Program staff will maintain attendance records for program participation, and submit these records to the evaluation team. Data regarding student</p>	<p>The evaluation of this objective remains generally the same. Attendance rates pre- and post-program enrollment were obtained, and 21st CCLC program staff maintained rigorous attendance records during the program, and submitted these records to the evaluation team. Analysis, however, required attention to the</p>

Note (page 8)

CCLC to their colleagues: teachers, student support personnel and administrators. Because the 21st CCLC team was finding that schools were misunderstanding the program goals and rationale, the Program Director urged all Program Coordinators to present at staff meetings, talk with their school's administrators and meet with colleagues to discuss best practices for 21st CCLC and seek buy-in from school staff. Program Coordinators expressed that while they found it difficult to initially receive the buy-in they aimed to see, they believed that these efforts did increase recruitment and retention in the long-run. Additionally, the Program Director met with all school principals throughout the year to ensure strong connection and integration of 21st CCLC programming within the school during school hours.

COVID-19 Flexibility: In order to ensure access to programming, site coordinators remained flexible in their recruitment and retention strategies due to the COVID-19 pandemic. While protocol required specific steps and actions, site coordinators maintained that in order to reach the students who most needed this program's support and opportunities, they needed to be more flexible than originally planned. Therefore, most sites maintained lax attendance policies, aiming to be inclusive of any and all participation rather than enforce required consistency.

Figure 1

21CCLC Student Recruitment Formula:		
Step	Task (of each step)	Notes
Review students enrolled in the previous year. Of those students:	First priority: → Any student eligible for free/reduced lunch. Second priority: → Any student with over 7% chronic absenteeism. Third priority: → Any student with IAR scores of 3 or below (in Math and/or ELA)	Students meeting more than 1 of these priorities are automatically moved to top priority.
Review ALL students in your school who qualify for free/reduced lunch:	Invite these students.	
Review ALL students who are absent from school more than 7% of the time:	Invite these students.	
Check with school administrators, non-homeroom teachers, social worker, psychologist, ELL coordinator, and Learning Environment Coordinator. Ask for student referrals based on (lack of) social interactions, (lack of) school engagement, (need for) staff	Invite these students.	Note: Please be sure to communicate to referral sources that currently, 21CCLC programming does not include behavioral modification supports or interventions. Students

Site: DEG Elementary School (DEG)

Table 4. DEG Academic Year Enrollment

DEG Elementary School				
	FY20	FY21	FY22	
Total Unduplicated Enrollment	n/a	47	Total Unduplicated Enrollment	97
a) # of students attending < 30 days (Note: 15 hrs is approx. 5 days; 16-45 hrs is approx. 6-15 days; 46-90 hrs is approx. 16-30 days)	n/a	41	a) # of students attending <15 hours	3
			b) # of students attending 16-45 hours	5
			c) # of students attending 46-90 hours	25
b) # of students attending 30-59 days	n/a	6	d) # of students attending 91-180 hours	37
c) # of students attending 60-89 days	n/a	0	e) # of students attending 181-270 hours	18
d) # of students attending 90+ days	n/a	0	f) # of students attending 271+ hours	9

Table 6. DEG Average Daily Attendance

DEG Elementary School			
	FY20	FY21	FY22
Overall Average Daily Attendance (ADA)	n/a	27.84	32
ADA for Afterschool Program	n/a	18.6	37
ADA for Summer Program	n/a	15.89	24

DEG enrollment and attendance analysis discussion:

With 47 total students participating in 2021 and 97 students participating in 2022, enrollment at DEG shows growth between its first and second years of programming. The first full year of programming allowed for more hours of participation per student as well. Summer trends, while not as stark, also show growth between summer 2021 and summer 2022 programs. Average daily attendance at DEG shows growth in number of student participants on a daily basis between the two years of programming (2021 to 2022), and also shows that programming during the academic year (after school) has thus far been larger in size on a daily basis than summer programming. Program leaders may want to support summer recruitment efforts in different and/or more intentional ways during the academic year programming to increase summer enrollment and consistent participation. Additionally, ADA (during the academic year) equals just 38.14% of total enrollment numbers, which could be another area of improvement in subsequent years.

Note (page 42)

V. Overall Summary and Recommendations

The quantitative and qualitative data collected for this program evaluation show immense progress for these schools during 2021-2022. Overall, the five sites in this program demonstrate numerous successes to note, along with some areas for growth.

Strengths, Improvements, and Successes during FY 2021-2022
Successfully completing a full year of programming, which as of July 2022, also comprehensively includes two summer program sessions, one fall session, and two spring sessions.
Navigating the implementation of five school-based program sites during the height of the Covid-19 pandemic, which some experts claim to be the most intense, difficult years of educational/school-based programming in recent history.
Providing programming for 391 students during the 2021-2022 academic year and 223 students during the Summer 2022 program. This is an increase from 220 students during the 2020-2021 academic year, and 128 students during Summer 2021.
Implementing 11 family engagement events with 21st CCLC funding, which served families from all five 21st CCLC school sites.
Averaging, across the five sites, over 22 weeks of programming during the academic year sessions, and almost four weeks of programming during the Summer 2022 session.
Finding innovative ways to recruit and retain staff members from both within and external to the school district, including an array of professionals including, but not limited to: classroom teachers, special education teachers, librarians, paraprofessionals, school mental-health practitioners (counselors, social workers, psychologists), Family and Community Liaisons, administrative assistants, school nurses, and more. The diverse professional experiences and expertise allows for students and families to find numerous types of support and services via relationships formed in 21st CCLC. The partnerships bringing external community partner professionals to the school sites allows for stronger connections between families and their surrounding community.
Organizing and participating in the National Community Schools and Family Engagement Conference, which allowed 21st CCLC and other relevant employees to discover new approaches and strategies to engage their students and school community
Meeting Objective One, as more than 10% of Cohort 4 students scoring a 1, 2, or 3 on both the 2019 and 2022 IAR ELA and math assessments increased their score in 2022 as compared to their score in 2019.
Increasing attendance rates for students who had previously been experiencing chronic absenteeism (of the 99 students who had been experiencing chronic absenteeism (below 90% attendance) prior to participation in 21st CCLC, 74.7% increased their rate of attendance after enrollment in the program.

Areas for Improvement and Related Recommendations	
Area(s) for improvement	Relevant recommendation(s)
Program sites, while enrolling adequate numbers of student participants, had significantly lower rates of average daily attendance (ADA). For example, AMS enrolled 107 students but had an average of 30 students attending daily (average ADA = 28.04% of total enrollment). WMD enrolled 84 students but had an average of 22 students attending daily (average ADA = 26.19% of total enrollment). DEG enrolled 97 students but had an average of 37 students attending daily (average ADA = 38.14% of total enrollment). LNT enrolled 116 students but had an average of 40 students attending daily (average ADA = 34.48% of total enrollment). JAS enrolled 95 students but had an average of 16 students attending daily (average ADA = 16.84% of total enrollment).	Programs may want to implement policies and/or procedures to address the inconsistent daily attendance across all sites. While attendance required flexibility during the height of the Covid-19 pandemic, the culture of such flexibility may no longer be productive as the school system works to create consistency within its programming. Policies may address minimum weekly or monthly student attendance requirements, family participation during or after programming, phone calls, and other engaging interactions between Site Coordinators to both prevent low attendance and intervene if/when challenges arise, etc.
The measurable outcome about 'School Belonging' for Objective 2 (that all 21st CCLC participants rate 3, 4, or 5 about school belonging on the Panorama Social Emotional Assessment) was not met. Cohort 4's results showed that 14.7% of participants rated a 1 (not at all) or 2 (a little).	The evaluation team recommends that this be an area of focus in the coming years. 'School belonging' is a significant measure in predicting school success. Therefore, the program may want to incorporate this measurement assessment into the Recruitment formula (see <i>Figure 1, page X</i>). For example, the program may want to intentionally recruit students who rate themselves as '1' or '2' on this Panorama assessment question, and then take steps to ensure that the program site's environment is welcoming and engaging for the students who may not otherwise feel as though they belong.
The Panorama Social Emotional Assessment showed that there was a slight decrease in the average score for 'social awareness' from Fall 2021 to Spring 2022, though this was not a statistically significant difference. Across 'emotional regulation' questions, an average of 32.5% of students showed a decrease in 'emotional regulation' scores from Fall 2021 to Spring 2022. However, an average of 35.04% showed an increase in 'emotional regulation' scores, and 32.4% showed no change in score from Fall 2021 to Spring 2022. (See <i>Progress Toward Objectives, Objective 3'; page XX</i>).	While the slight decrease in 'social awareness' and the insignificant change in scores related to 'emotional regulation' is likely not a large cause for concern, the program may want to more intentionally focus efforts on opportunities for learning and practicing social awareness and emotional regulation skills. For example, programs may want to ensure they are more consistently implementing Second Step, creating opportunities for reflection about social awareness, implementing community-building activities focused on recognizing others' strengths, feelings, etc., and other activities meant to build 'social awareness' and 'emotional regulation' skills.
With Covid-related influences (restrictions,	It is recommended that the Director and all program leaders develop a clear plan for family

Resources

[STEM Guidebook](#)

[ANCAL](#)

[Mizzen by Mott App](#)

[ISBE Standards Page](#)

[ISBE Title Grants
Page](#)

[Ensuring High
Quality Curriculum](#)
by Angela Di Michele
Lalor

FEEDBACK

Fill this out by
12:30pm today to
be entered into a
raffle for a \$10
Target gift card!



VIRTUAL MULTI-STATE STEM CONFERENCE

[Register Here!](#)

March 14-15

THANKS



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