

Local Evaluator Roles and Responsibilities

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21st CCLC Kick-Off 2008-09

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History of the 21st CCLC Evaluation

- Only Federal evaluation through 2002
- MI evaluation 2003-present
- Transformed from pure evaluation to federal reporting and program improvement
- High/Scope (now CYPQ) came on as partner in 2005 with YPQA



Role of Local Evaluator

- Coordinate data collection
 - Oversee quality of EZreports
 - Monitor survey administration
 - Oversee school outcomes data submission
- Guide YPQA process
 - Facilitate self-assessment process
 - Facilitate reflections about the data
- Collect any additional data requested by local grantee
- Assist with completion and submission of Annual Report Form
- Guide program improvement process
 - Use raw data provided back from the state, Annual Report Form data, YPQA, and any additional local data collection to facilitate a program improvement and sustainability process

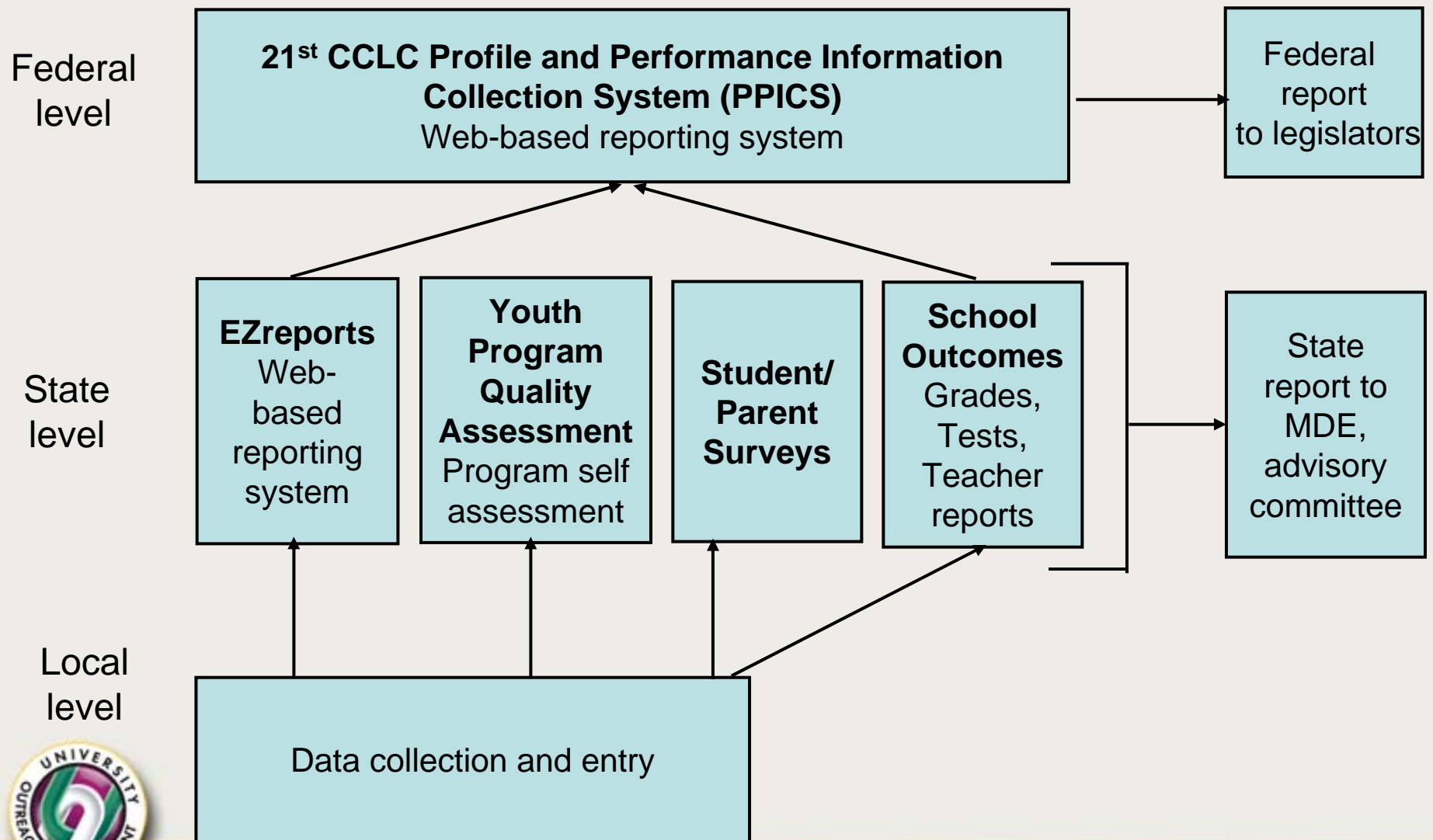


Levels of Evaluation: Focus

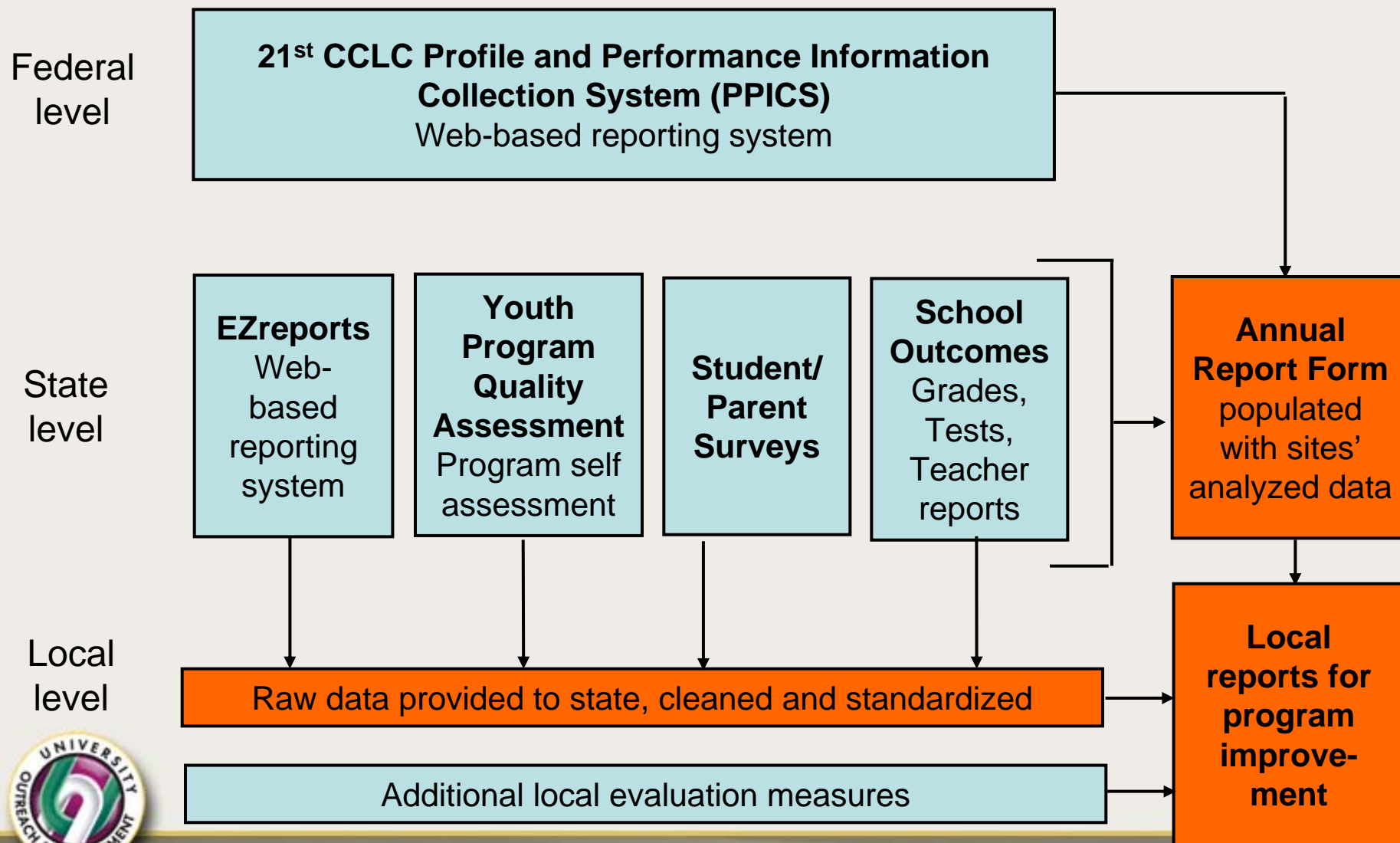
Level	Evaluation Focus
Federal	Improved outcomes (grades, test scores, teacher ratings)
State	Improved outcomes plus what contributes to successful programs
Local	Improved outcomes plus information that will help with continuous improvement



Michigan Data Collection System



Michigan Quality Improvement System



Federal Reporting System: PPICS

- Each state submits data
- Most states have grantees submit data themselves
- In MI, state evaluation aggregates and submits data



Federal Targets 2008-09

Of regular participants (30+ days attendance)...	
Improvement in reading grades from fall to spring (1/2 grade)	All: 50% Elementary: 47.5% Middle/High School: 50%
Improvement in math grades from fall to spring (1/2 grade)	47.5%
Improvement on state reading test scores (MEAP) (moves from not proficient to proficient since 2006-07)	Elementary: 23%
Improvement on state math test scores (MEAP) (moves from not proficient to proficient since 2006-07)	Middle/High School: 13.35%
Improvement on teacher ratings of homework completion and class participation	All: 77% Elementary: 77% Middle/High School: 78%
Improvement on teacher ratings of student behavior	All: 75%



Data Elements

Data	What is it?	Who from?	When?
EZreports	Web-based tracking system	All students	Ongoing
Student surveys	Perceptions of program and learning	Students attending as of February	End of school year
Parent surveys	Perceptions of program	Parents of students attending as of February	End of school year
Teacher surveys	Ratings of student change	Teachers of regular students	End of school year
Staff/ supervisor surveys	Beliefs, practices, support (on-line)	Staff, including vendor staff, and supervisors	February 2008
YPQA	Self assessment	One per site	Dec 15, 2007
School outcomes	Grades, MEAP, standardized tests	All students	June 30, 2008
Annual Report Form	Annual Report (on-line)	Each grantee and site	Late summer 2008



Data Elements: EZreports

- Web-based attendance tracking system
- Local evaluators can have access—need logon and password (Beth Prince)
- Can go through training or explore yourselves
- Can run reports for monitoring
- Not recommended to get data for analysis directly from site; we give you files in September



Data Elements: EZreports

- Activities:
 - coded by type by sites for federal reporting
 - coded by MSU for most analyses based on name, description, and objectives
 - Used to assess dosage in activity areas (academics, arts, youth development)
- Staff:
 - Type (teacher, youth development worker, etc)
 - Associated with ratios
- Providers
 - Type
 - Contribution or subcontract amount
 - Associated with sessions



Data Elements: EZreports

- Student demographics: Required
 - Grade
 - Gender
 - Age
 - Race/ethnicity
- Parent information: Residence, marital status, education—partial, depends on site
- Attendance: entered by session, for each date. Allows dosage computation.



Data Elements: EZreports—Evaluator issues

- Ensuring data quality and that it's up to date
 - Data is entered year round
 - New system opens June 1
 - All data from previous year EXCEPT attendance must be entered by May 31
 - Attendance from previous year must be entered by June 1
 - Monitor entry and make sure it's being entered weekly and submitted monthly (they need to click a button)
 - Monitor quality—spot checks?
 - Monitor changes in staff, sessions, providers, students, and make sure they're reflected in EZ



Potential Ways to Compute Dosage

- Total and by activity type:
 - Academic/non-academic
 - Academic, arts, recreation, youth development
 - Academic subtypes: Homework help, tutoring, other academic enrichment
 - Other very specific categories available
- By
 - Days
 - Hours
 - Duration
 - Proportion of time
 - Regular (at least 30 days)/non-regular (less than 30 days)



Surveys

- Program Improvement: Student
 - 4th-12th grade
 - K-3rd grade
- Program Improvement: Parent
- Teacher survey



Student/Parent Survey Process

- February: MSU identifies students currently in program
- MSU produces surveys with bar codes identifying the student and a cover page with the student's name
- March-May: Surveys go to sites on an agreed-upon week and sites distribute to identified student/parent of student
- Student/parent completes survey and tears off front sheet to keep answers confidential from staff
- Staff mail back surveys by June 30



Teacher Survey Process

- February: MSU identifies students currently in program with at least 20 days attendance
- Online or paper: MSU produces surveys with bar codes identifying the student and a cover page with the student's name
- March-May:
 - Paper surveys: go to sites on an agreed-upon week and sites distribute to teacher—main teacher or reading or math teacher
 - Online surveys: sites provide teacher email address and we send link directly to teacher
- Staff mail back surveys by June 30



Teacher Survey Process

- February: MSU identifies students currently in program with at least 20 days attendance
- Online or paper: MSU produces surveys with bar codes identifying the student and a cover page with the student's name
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 - Paper surveys: go to sites on an agreed-upon week and sites distribute to teacher—main teacher or reading or math teacher
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Surveys: Evaluator Issues

- Make sure staff understand how to administer surveys
 - When to administer
 - What to say
 - When to read to students
 - Instructions for tearing off sheet with name
- Maximizing survey response rate
- Ensuring that surveys are distributed and returned to MSU
- Feasibility of online teacher survey



Data Elements: Staff and Supervisor Survey

- In February, staff and supervisor survey is sent online
- Staff survey is sent to all staff with email listed in EZreports—is not pre-identified (linked to staff name—they have to enter it)
- Staff survey is sent to all administrators with instructions to send to staff or give access
- Staff survey includes regular staff, part-time staff, and vendors
- Supervisor survey includes Site Coordinators and Program Directors



Data Elements: Evaluator Issues

- Ensure staff have opportunity to fill out
- Data is not returned to evaluators unless at least 5 staff (not supervisors) complete it, so it's in best interests to distribute widely.



Data Elements: School Outcomes

- For each student
- Reading and math grades
- MEAP reading and math
- Standardized test scores (district dependent) in reading and math
- School attendance
- Suspension/expulsion
- Free/reduced lunch (individual or percent of all students enrolled)



Data Elements: School Outcomes

- In May, template is sent with all students listed and places for the data to be entered
- Can be entered by:
 - Hand
 - Downloading school records and putting in correct format
- A few districts have “linking files” to maintain school record anonymity—all data is sent and district IT people link the school records to the evaluation data and remove identifiers
- Due back by June 30



Data Elements: School Outcomes: Evaluator Issues

- Ensure data is complete and in correct format
- Some schools do not have reading and math grades separately



Data Elements: YPQA

- Program improvement process requiring self assessment using YPQA
- Administered by High/Scope
- On-line training available
- Self assessment due to High/Scope December 15



Data Elements: YPQA: Evaluator Issues

- Self-assessment scores are inflated compared to outside observers
- This happens less when process is facilitated by local evaluator
- Key responsibility is facilitating this process
- Bring team together as a group to discuss and plan improvement strategies
- Monitor that data was submitted



Data Elements: Annual Report Form

- Grantee form and Site forms
- Presents last year's goals, asks about progress
- Presents detailed data and asks for whether this meets goals, some interpretation, and what actions will be taken to address what the data says
- Comes out in late summer/early fall in two rounds (complete data group, late data group)
- They have about 6 weeks to complete
- Fulfills annual reporting requirement (plus budgeting)



Data Elements: Annual Report Form—Evaluator Issues

- Help programs avoid last minute completion
- Wealth of information, but staff often don't know how to interpret data
- Facilitate discussion about the data
- May want to review final form to assess whether answers sufficiently answer questions



What you get back

- Raw data files emailed in late summer/early fall (identifying information removed)
 - Youth demo and attendance by activity type, sessions attended
 - Sessions (activity, types)
 - Staff and providers
 - Survey data (if at least 5 respondents)
 - Not school outcomes or supervisor survey
- Annual Report Form: can be printed and saved after completion



Informed consent

- MSU evaluation has a waiver
- Most do not collect a consent
- We have former consents you can use if you wish as a template



State Evaluation Products

- Reports
- Research Brief series
 - Supporting technical reports
- Presentations/publications



Resources

- Evaluation phone help line: 517-432-0061
- Email support: ezhelp@msu.edu
- Evaluation Toolkit and Timeline
- Website (including reports, survey instruments, toolkit):
outreach.msu.edu/cerc/21cclc.asp
- YPQA:_____



Possibilities

- Get comparison group data
- Interviews coordinated across sites
- Use YPQA to conduct outside observations
- Grantee-specific surveys for program improvement



Contact Information

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