





Y4Y Overview

Mississippi Succeeds: A Focus on Equity
Jackson, MS
September 2019

1



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2



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Visit: <https://y4y.ed.gov>


ASSESSING PROGRAM EFFECTIVENESS

3




AGENDA

- Introduction to Y4Y
- Website structure
- Assessing Program Effectiveness



ASSESSING PROGRAM EFFECTIVENESS

4




PURPOSE

FREE

- Responsive to 21st CCLC
- Professional Development Options
- Resource bank

5



Online Professional Learning and Technical Assistance for 21st Century Community Learning Centers

Navigation: HOME | GET STARTED | LEARN | TECHNICAL ASSISTANCE | RESOURCES | STEM INITIATIVES

Buttons: SIGN IN, Contact Us | Join

6

Join the Y4Y Community

Please fill in the following fields to become a registered member of the Y4Y community.

Your Name

First Name

Last Name

Display Name

Your display name will be shown when sharing in discussions or uploading user content. If you do not enter a display name, your first name and last initial will be used by default (e.g. J.H.N.D).

Your Email

Email Address

Confirm Email Address

Your Password

Your password must be between 8 and 30 characters, with at least one uppercase letter, one digit, and one special character (such as \$, %, !, @, etc.)

Password

Confirm Password

State

☐ Please Select Your State ▼

Role

☐ Please Select Your Role ▼


Job Title

Optional


Benefits of joining the Y4Y community include:

- Save your work in modules, including the notes in your Notebook.
- Participate in the webinars and discussion forums.
- Connect with colleagues and programs.
- Have the option of receiving email newsletters keeping you informed about new developments to Y4Y, upcoming Webinars and other important after-school news.

You for Youth will collect no personal information about you unless you choose to provide that information to us. We do not give, share, sell or transfer any personal information to a third party.



7



Login

Enter your email and password to log in:

*Usernames are case sensitive email addresses

Email

Password

Forgot your password?

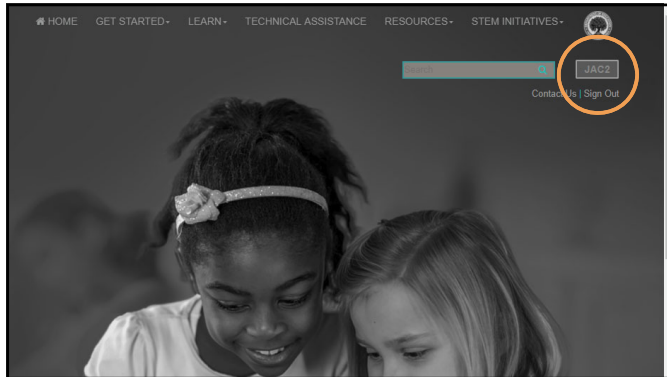
Log In Cancel

Online Professional Learning and Technical Assistance for 21st Century Community Learning Centers

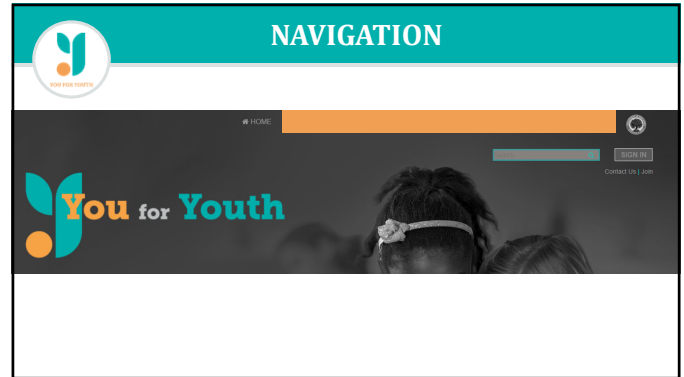
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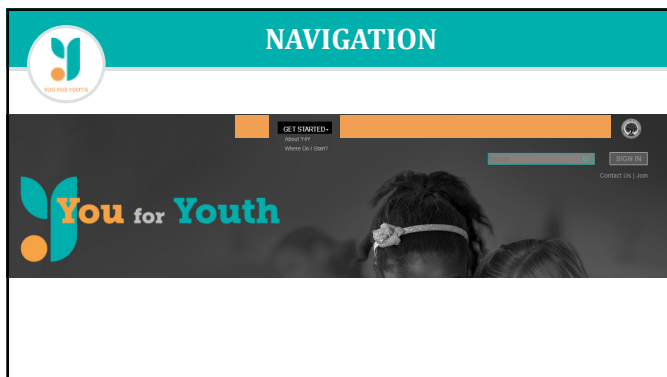
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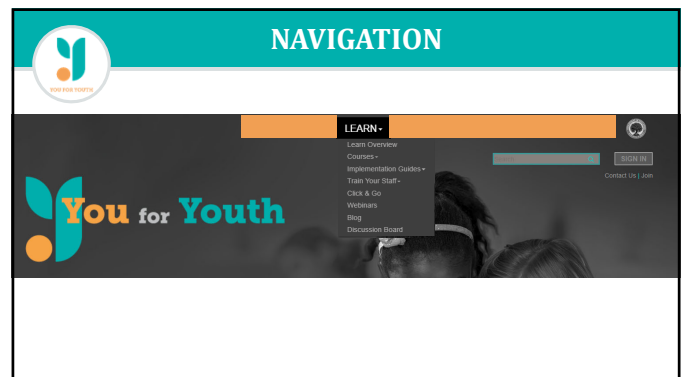
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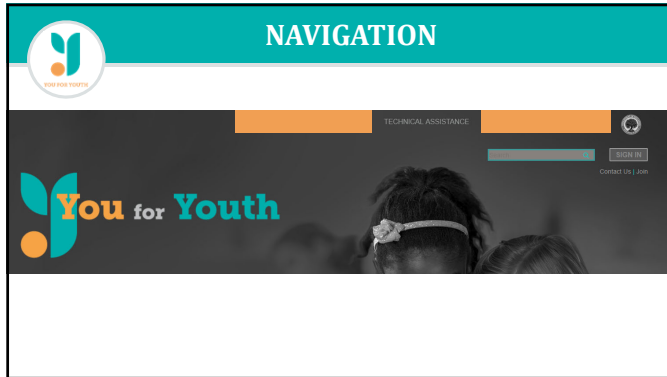
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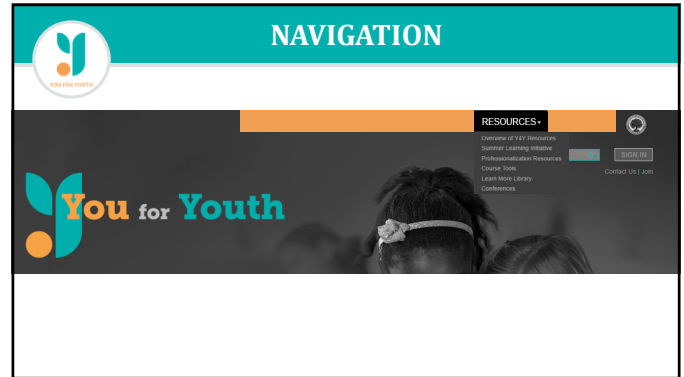
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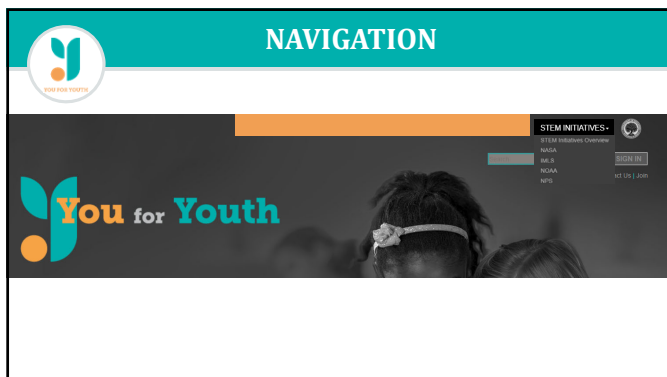
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13



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15



16



17



SESSION OBJECTIVES

- Understand the continuous improvement process as it applies to assessing program effectiveness
- Utilize Y4Y tools and resources for assessment, implementation and analysis

18



WHY?

1. Compliance and Integrity
2. Federal Requirement for Self-Evaluation
3. Improve Programming
4. Increases Sharing of Best Practices

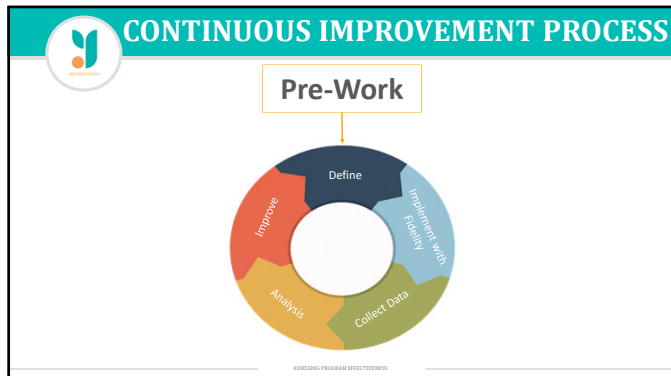
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GOOD EVALUATIONS

1. Strong Questions
2. Never End
3. A Solid Team

20



21

Pre-Work

1. What data do I have?
2. What is the data saying?
3. What's the vision and mission?
4. What's the priority?

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22

TYPES OF DATA

- School Level Data:
 - State Assessment, Report Cards Trends
- Student Level Data:
 - Teacher Reported, Progress Monitoring
- Student Voice
 - Interest surveys

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23

YOUR PROGRAM DATA

- Pre and Post Tests
- Observations
- Rubrics
- Surveys
- Required Data and Monitoring

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24

	Academic	Family Engagement	College & Career Readiness	Partnerships	
School Level					
Student Level					
Student Voice					

WHAT DATA DO I HAVE?

25

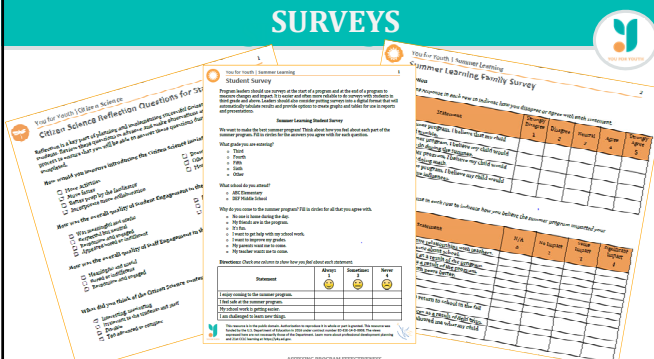
MISSING DATA?



- Surveys
- Needs Assessments
- Assessing

26

SURVEYS



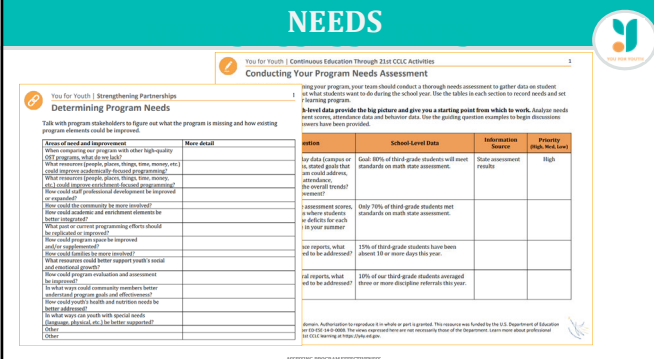
Citizen Science Reflection Questions for DC

Student Survey

Summer Learning Family Survey

27

NEEDS



Conducting Your Program Needs Assessment

Determining Program Needs

Issue	School Level Data	Information Source	Priority (High, Med, Low)
For data collection or to stated goals that are not addressed, are there trends/needs?	Most 80% of third-grade students will meet standards on state assessments.	State assessment results	High
Assessment events, where students are deficient for each 1 in your number	Only 10% of third-grade students meet standards on state assessments.		
For reports, what are to be addressed?	15% of third-grade students have been absent 10 or more days this year.		
For reports, what are to be addressed?	10% of our third-grade students averaged three or more discipline referrals this year.		

28



What is the data saying?

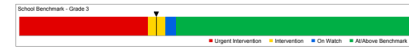
Look Fors

- Highest area of need
- Area of intervention, without progress
- Organization Focus
- Supports observations

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33

LOOK FORs QUICK PRACTICE



Grade	L	STAR Math Scores*	Level 5 (PCT)
3rd Grade		SS: 489 (Scaled Score) PR: 15 (Percentile Rank) GE: 2.7 (Grade Equivalent)	1.30%
4th Grade		Pre-Kindergarten-8 Operations and Algebraic Thinking: 78 Number and Operations in Base Ten: 42 Measurement and Data: 35 Geometry: 69 Number and Operations — Fractions: 41	2.30%
5th Grade		Algebra Readiness Kathryn is not yet meeting grade level expectations for algebra readiness.	7.20%



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34



What's the vision and mission?

- Where is my program going?
- How does my program want to get there?

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35

MISSION/VISION QUICK PRACTICE

Developing G.R.R.E.A.T. scholars for a better tomorrow!

Clausell Elementary is one of 33 elementary schools in the Jackson Public School District. It serves students in grades pre-K-5.

Vision

Clausell Elementary School's vision is to produce smart, hard-working, and well-behaved scholars who will meet and exceed district, state, and global expectations.

OUR VISION

Our vision is to provide members a world-class experience that assures success is within reach of every young person who walks through our doors, with all members on track to graduate from high school with a plan for the future, demonstrating good character and citizenship, and living a healthy lifestyle. We are dedicated to ensuring that our community's disadvantaged children have greater access to quality programs and services that will enhance their lives and shape their futures.

R = Respectful Culture

E = Equity

A = Academic Excellence

T = Tech Savvy



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36



What's the priority?



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37

PRIORITY

**WHAT'S YOUR
PRIORITY?**

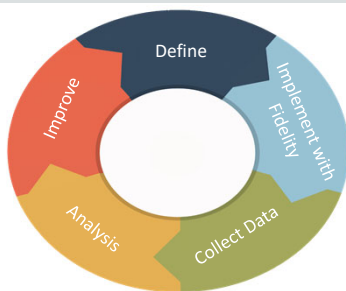


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38



Continuous Improvement Process



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39




DEFINE



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40




DEFINE

- What's the problem?
- What's the solution?
- How will I know I was successful?
- What's my plan?
- What do I need?

Define

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41



PLANNING ASSISTANCE

The 5 C's of Positive Youth Development

Research has shown that when a program is designed to include opportunities for positive youth development, these students are more likely to thrive and build resilience.

Positive youth development interventions will help students build these personal traits:

Competence

- Students are building confidence and the ability to achieve the goals, skills, and knowledge they need to succeed in life.

Confidence

- Students are building confidence and the ability to achieve the goals, skills, and knowledge they need to succeed in life.

Character

- Students are building confidence and the ability to achieve the goals, skills, and knowledge they need to succeed in life.

Connection

- Students are building confidence and the ability to achieve the goals, skills, and knowledge they need to succeed in life.

Commitment

- Students are building confidence and the ability to achieve the goals, skills, and knowledge they need to succeed in life.

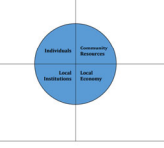
The 4 C's to 21st Century Skills

The 4 C's to 21st century skills are just what the title indicates. Students need these specific skills: Communication, Collaboration, Critical Thinking, and Creativity.

Mapping Community Assets

Students learning programs are designed to address and build on the community without duplicating existing resources. When you look at what other programs and services offer, you are conducting asset mapping, which is an essential part of the planning process. It helps you prioritize needs and leverage resources.

After you complete your needs assessment, use the diagram below to prioritize needs, identify resources or groups that can help, and determine next steps.



Questions, ideas and solutions.

such a goal while putting their talent, expertise

new ways and link learning across subject

es to get things done. This leads to innovation

intentionally focus on the design of program

ership for their learning. They should move

han consumers of knowledge. Our out-look


more beyond typical methods of study such

cking a relevant problem, such as bullying. We

own them to share their findings and impact

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42




WHAT'S THE PROBLEM & SOLUTION?

Define

State the Problem	Give the Solution	Determine Success	The General Plan	List of Needs

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43



WHAT'S THE PLAN?

Define

State the Problem	Give the Solution	Determine Success	The General Plan	List of Needs
<p>85% of students in the program scored below proficient on skills around fractions and measurement.</p>	<p>Expose students to real-world application and hands-on activity</p>			

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44

THE PLAN

What's the data's starting point?	What's the action?	What's the plan's length of time?	What's the measurement tool?	What is the data target?	Who will be responsible for overseeing?	Who will be responsible for implementing?
20% of students are able to add and subtract fractions	Cooking Club - recipes	2x a week for an hour each session; the entire program year	Progress Tool from SpEd Department	80% of students show an increase of 30% points or more	Site Coordinator	Lead Teacher

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45

WHAT's OUR GOAL?

State the Problem	Give the Solution	Determine Success	The General Plan	List of Needs
85% of students in the program scored below proficient on skills around fractions and measurement.	Expose students to real-world application and hands-on activity		Cooking Club	

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46

SMART GOALS

S M A R T
specific measurable attainable realistic time bound

80% of students who attend regularly will demonstrate an increase of 30 percentage point or more on the Fractions and Measurement Assessment, as measured by a Fall pretest and a Spring posttest.

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47

GOAL SETTING

You for Youth | Family Engagement


Goals for Family Engagement

Clarify goals for family engagement. Work with staff to develop short and longer-term goals, and ensure that all work as a team to achieve them. For each goal, list the steps involved, person or people responsible, and the resources or materials needed.


Goals	Steps Involved	Who is Responsible	Resources Needed
Create a program space where all families feel welcome			
Assess the needs of culturally and linguistically diverse families and students are met			
Help families gain access to the organization, people, and resources they need to support their children and themselves			
Find innovative and differentiated ways to involve families that utilize their skills and address their concerns			
Help families find additional ways to be involved in their children's lives and support their healthy development			
Support better student behavior and academic performance in school and the program			
Other:			

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48




WHAT'S OUR GOAL?




State the Problem	Give the Solution	Determine Success	The General Plan	List of Needs
85% of students in the program scored below proficient on skills around fractions and measurement	Expose students to real-world application and hands-on activity		Cooking Club	

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49



WHAT DO WE NEED?



State the Problem	Give the Solution	Determine Success	The General Plan	List of Needs
85% of students in the program scored below proficient on skills around fractions and measurement.	Expose students to real-world application and hands-on activity.	80% of students who attend regularly will demonstrate an increase of 30 percentage point or more on the Fractions and Measurement Assessment, as measured by a Fall pretest and a Spring posttest.	Cooking Club	

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50




LIST OF NEEDS




- Resources
- Activity Development
- Staff Training
- Data Collection Tools

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51



WHAT DO WE NEED?



State the Problem	Give the Solution	Determine Success	The General Plan	List of Needs
85% of students in the program scored below proficient on skills around fractions and measurement.	Expose students to real-world application and hands-on activity.	80% of students who attend regularly will demonstrate an increase of 30 percentage point or more on the Fractions and Measurement Assessment, as measured by a Fall pretest and a Spring posttest.	Cooking Club	

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52

[illegible]

IMPLEMENT WITH FIDELITY

The diagram illustrates the five steps of the implementation process in a circular flow:

- Define
- Implement with Fidelity
- Collect Data
- Analysis
- Improve

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The diagram is titled "IMPLEMENT WITH FIDELITY" in large, bold, black capital letters. Below the title, there are four horizontal boxes, each representing a component of the program. Each box has a colored header (orange, green, blue, and orange respectively) with a component name in white capital letters. To the right of each header is a white box containing a question. A large, light blue arrow on the left side points upwards, with the text "Implementation with Fidelity" written inside it. At the bottom, a light blue bar contains the text "ADOLESCENT PROGRAM EFFECTIVENESS".

IMPLEMENT WITH FIDELITY	
ADHERENCE	Did we stick to the plan?
DOSAGE	How often are students involved in activity?
ENGAGEMENT	Are the students engaged?
DELIVERY	Is the facilitation occurring as it was intended?

ADOLESCENT PROGRAM EFFECTIVENESS



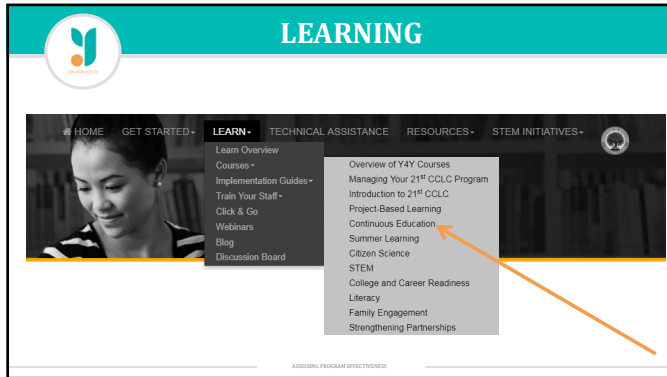
STAFF TRAINING

What does your staff need in order to implementing the plan successfully?

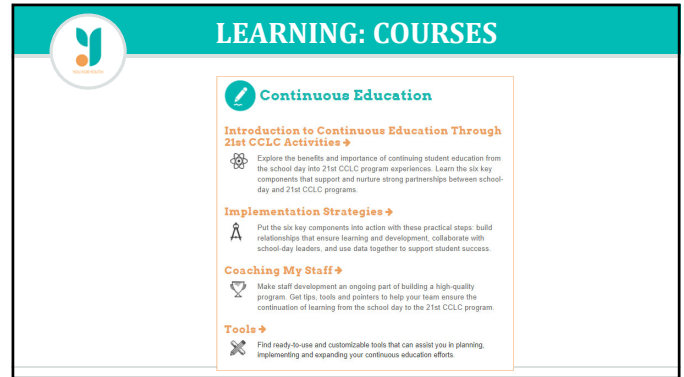
Implement with Fidelity

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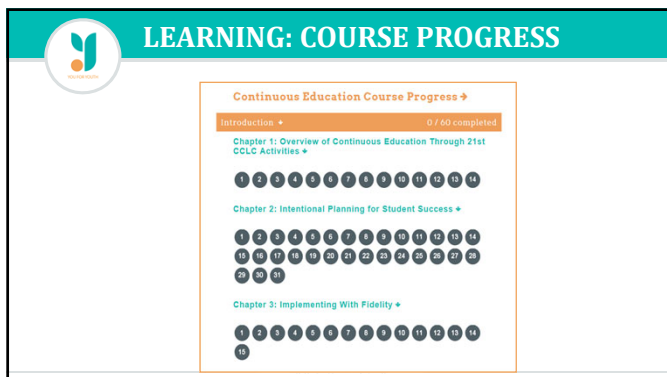
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57



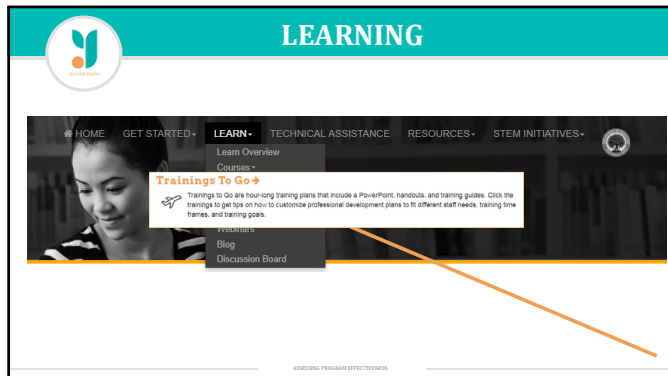
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59



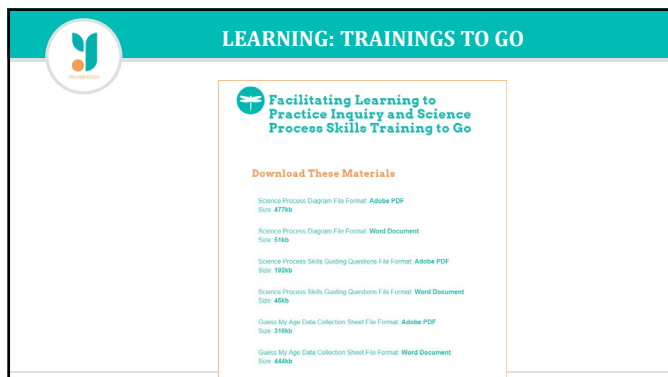
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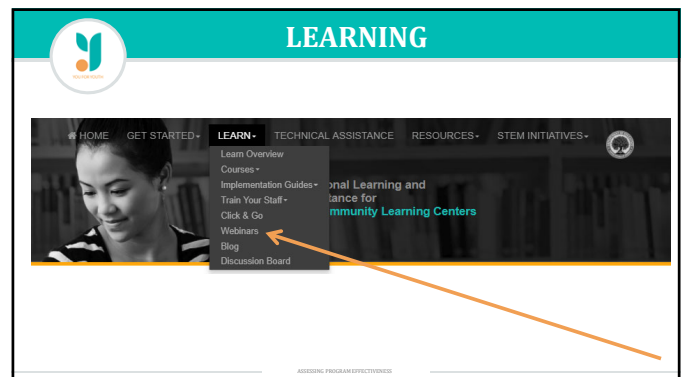
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62



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68

STAFF TRAINING

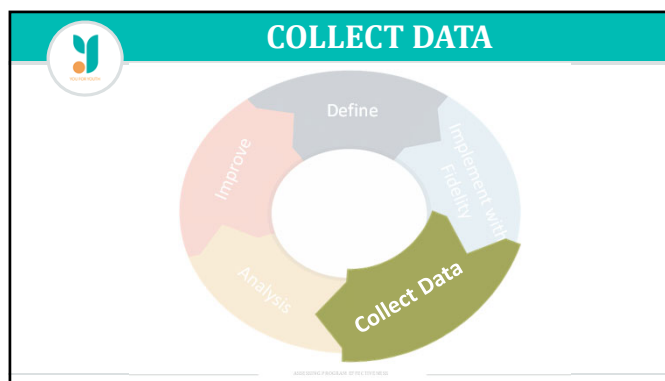
What does your staff need in order to implementing the plan successfully?

Implement with Fidelity

Coaches
Trainings To Go
Training Starters
Webinars

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69



70

DATA COLLECTION

- Staff Supervision Checklists
- Activity Observation Checklists
- Rubrics

Collect Data

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71

DATA COLLECTION

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72



73

Analyze: Tools and Resources

Program Evaluation Support with Y4Y
July 15, 2014
1:00 p.m. EDT

YOU FOR YOUTH

Analyze

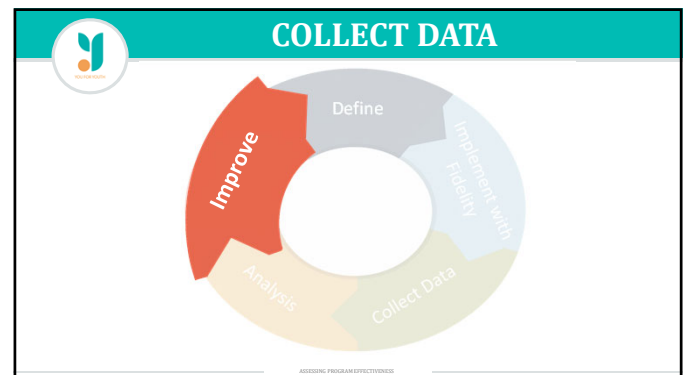
74

Analyze: Tools and Resources


- Reach-out to Colleagues
- Local Institutions of Higher Education
- American Evaluation Association
 - <http://www.eval.org/p/cm/ld/fid=108>

Analyze

75



76



IMPROVE

- What did work?
- What can I tweak and refine?
- Am I considering multiple views?

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77



IDEAS FOR IMPROVEMENT

Click & Gos



- Mini-Lesson
- Podcast
- Tools
- External Resources
- FAQs

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78



IDEAS FOR IMPROVEMENT

Learn More Library


- External Videos ↓
- Publications ↓
- Web-Based Resources ↓
- Lesson Plans and Activities ↓

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79



Contact Us



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80