USING PROGRAM EVALUATION FOR CONTINUOUS IMPROVEMENT & TO TELL YOUR STORY

OAKLAND LITERACY COALITION, JANUARY 14, 2015

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ABOUT G&A

COLLECTIVE IMPACT

- Evaluated 25 programs from 20 agencies receiving funding from the City of Berkeley Children and Youth Commission.
- Engaged multiple city partners in planning efforts to determine funding priorities for children and youth for programs in Irvine and Oakland.

PROGRAM EVALUATIONS

- Evaluated school-day and out of school time programs, and NSF grants.
- Lead evaluator for a Race to the Top grant in excess of $27 million.
- Evaluations recognized for both clarity and quality by the U.S. Dept. of Education and the CA. Dept. of Education.

GRANT WRITING

- G&A has supported agencies in receiving more than 400 million dollars in grant funds.
- In the past few years, we completed 10 multi-million dollar partnership grants for school districts.

LITERACY

- Developed and evaluated multiple early childhood and school-age literacy programs.
- Facilitated planning processes for early childhood and school-day literacy programs.

For more than 25 years, G&A has collaborated with a range of organizations to build organizational cultures that value data usage, analysis, and research to support continuous improvement.

G&A's Evaluation System: M4

MODEL: CREATING A LOGIC MODEL

MEASUREMENT: DATA COLLECTION

MANAGEMENT: TIMELINE, REPORTING & PRESENTATION

MEETINGS: CYCLES OF INQUIRY

MODEL

Purpose: A logic model will communicate to stakeholders what you intend to do, your resources, activities, and short and long-term outcomes.

RESOURCES	ACTIVITIES	OUTPUTS	SHORT & MID-TERM OUTCOMES	LONG-TERM OUTCOMES
To accomplish our goal, we need (staffing, materials):	We will engage in the following:	Evidence that we completed activities:	Evidence of impact of activities (within 2 to 20 months):	Often not measurable within a short span.

ASSUMPTIONS: Why do we think this program will work?

EXTERNAL FACTORS: What could impact our program?

MODEL

MODEL:

RESOURCES	ACTIVITIES	OUTPUTS	SHORT & MID-TERM OUTCOMES	LONG-TERM OUTCOMES

ASSUMPTIONS:

EXTERNAL FACTORS:

MEASUREMENT

What is the purpose of data?
- Formative improvement
- Summative outcomes

Who should data be collected from?
- All clients (by participation levels)
- Other stakeholders
- Consider linguistic/cultural issues

Where is data stored?
- Online/Cloud
- Excel or other Database
- How is privacy secured?

How is data shared?
- Frequency of sharing data
- Reporting methods

MEASUREMENT

TERMS & EXAMPLES

Quantitative

- Assessment Data
- Pre-Post Results
- Attendance

Qualitative

- Focus groups
- Interviews
- Case Study

Formative

- Ongoing
- Informs Daily Operations

Summative

- Annual
- Informs Program Direction

Management Evaluation Timeline

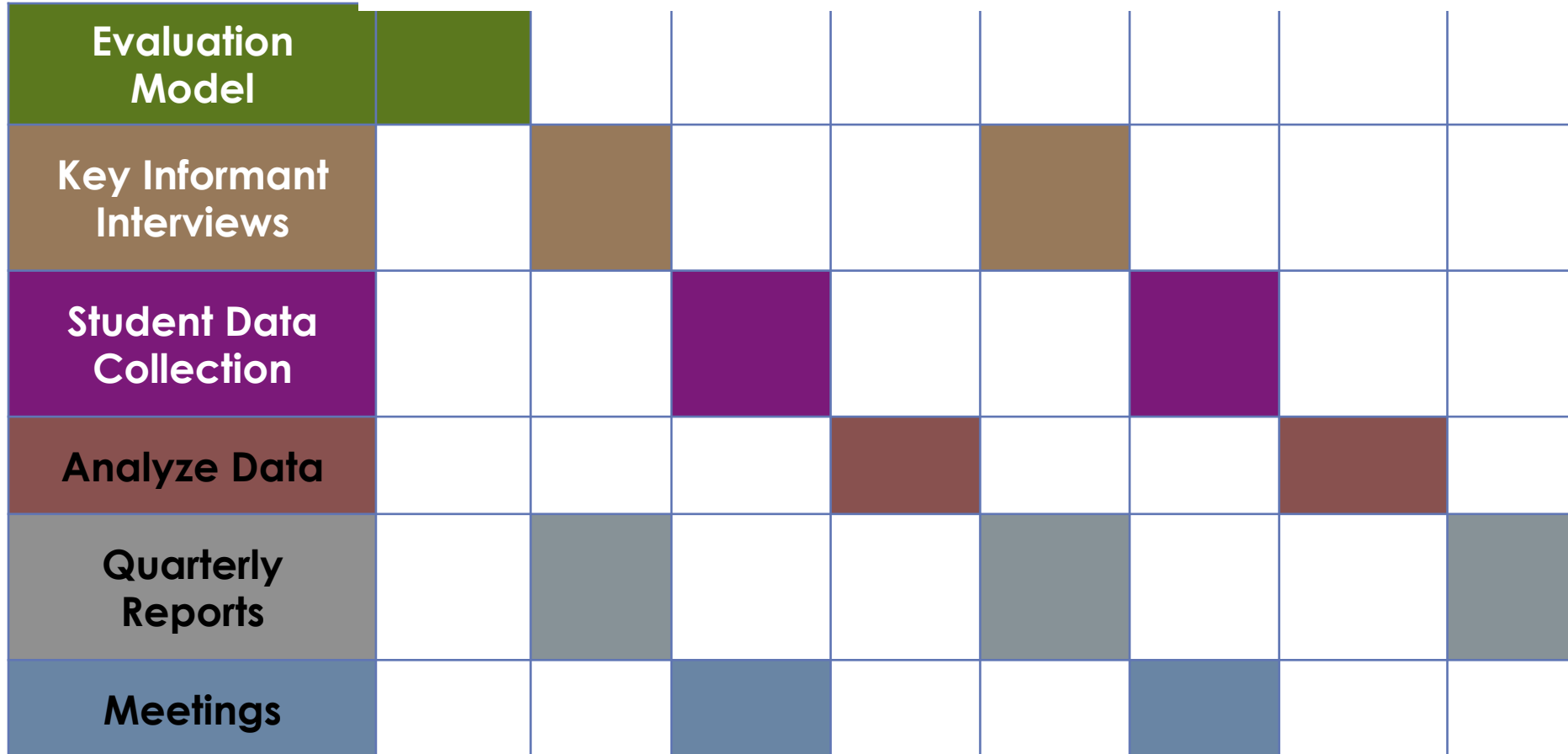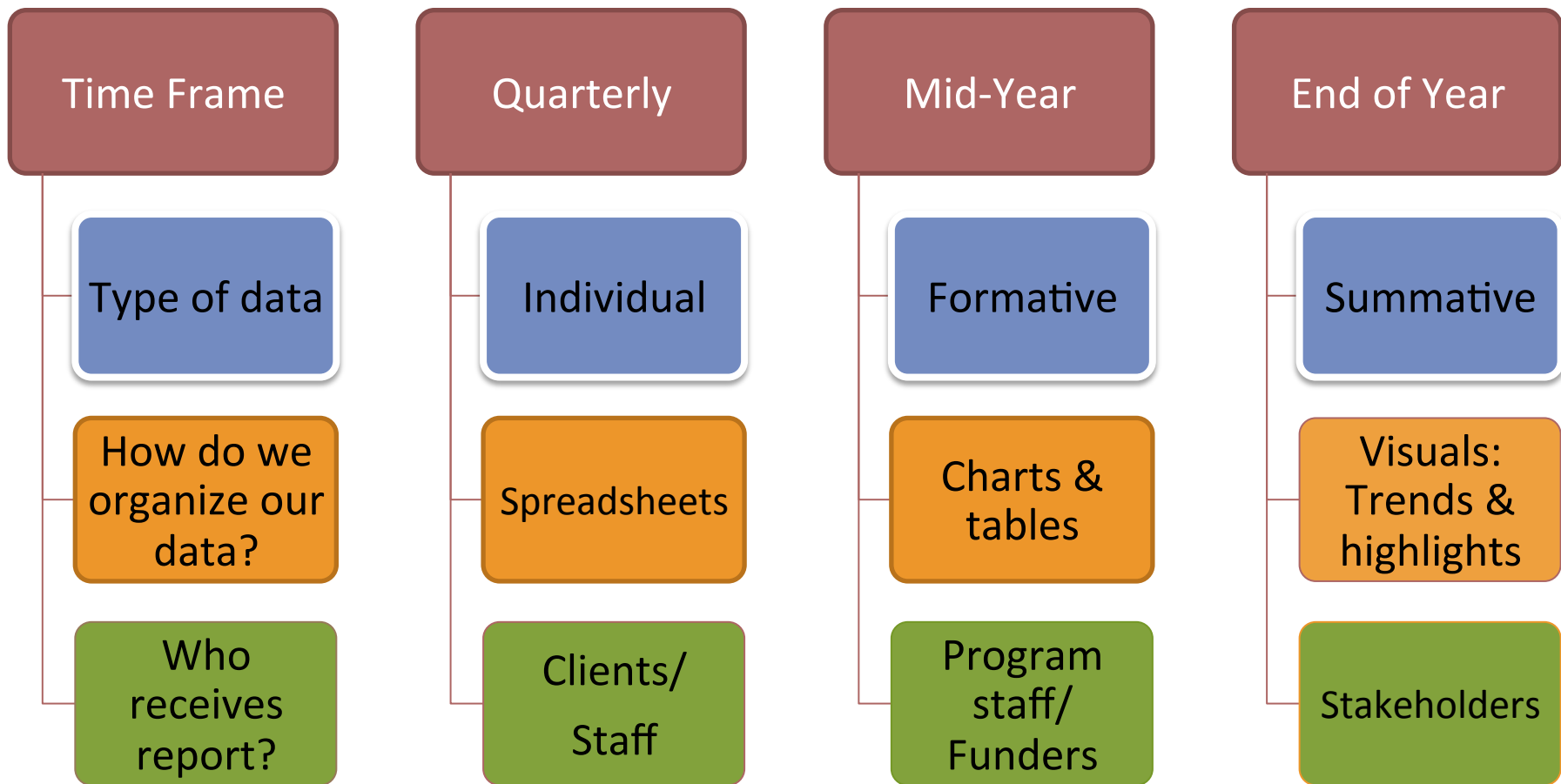|	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
Evaluation Model	■							
Key Informant Interviews		■			■			
Student Data Collection			■			■		
Analyze Data				■			■	
Quarterly Reports		■			■			■
Meetings			■			■		

MEETINGS

As part of your evaluation timeline, create a meeting schedule to share information. Here is an example.

Management/Staff/Board	Parents/Families	Partners/Schools/Funders	Funders/Community
Monthly/Quarterly	Quarterly	Quarterly/Annually	Annually

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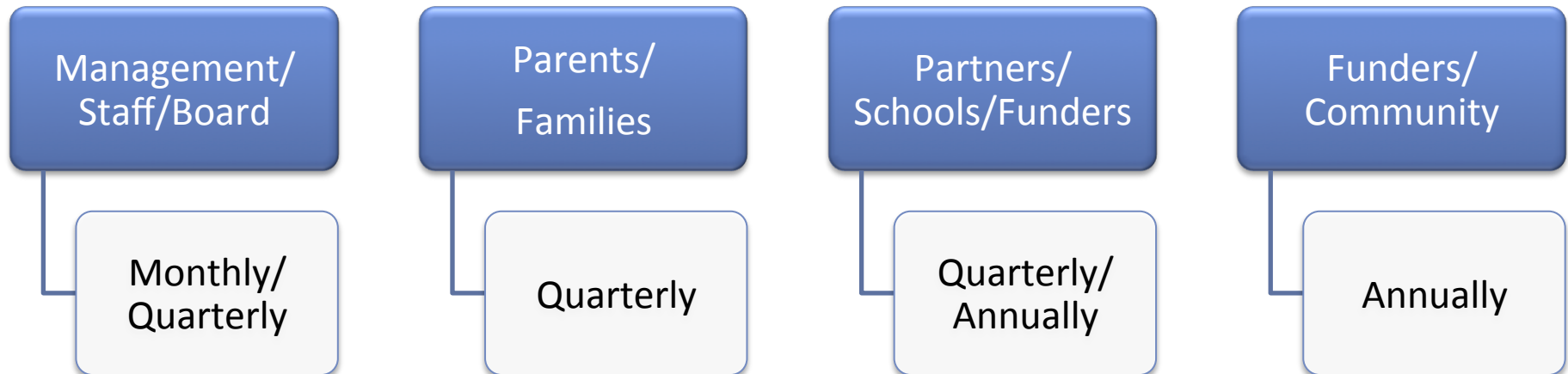
Meetings
A CYCLE OF INQUIRY
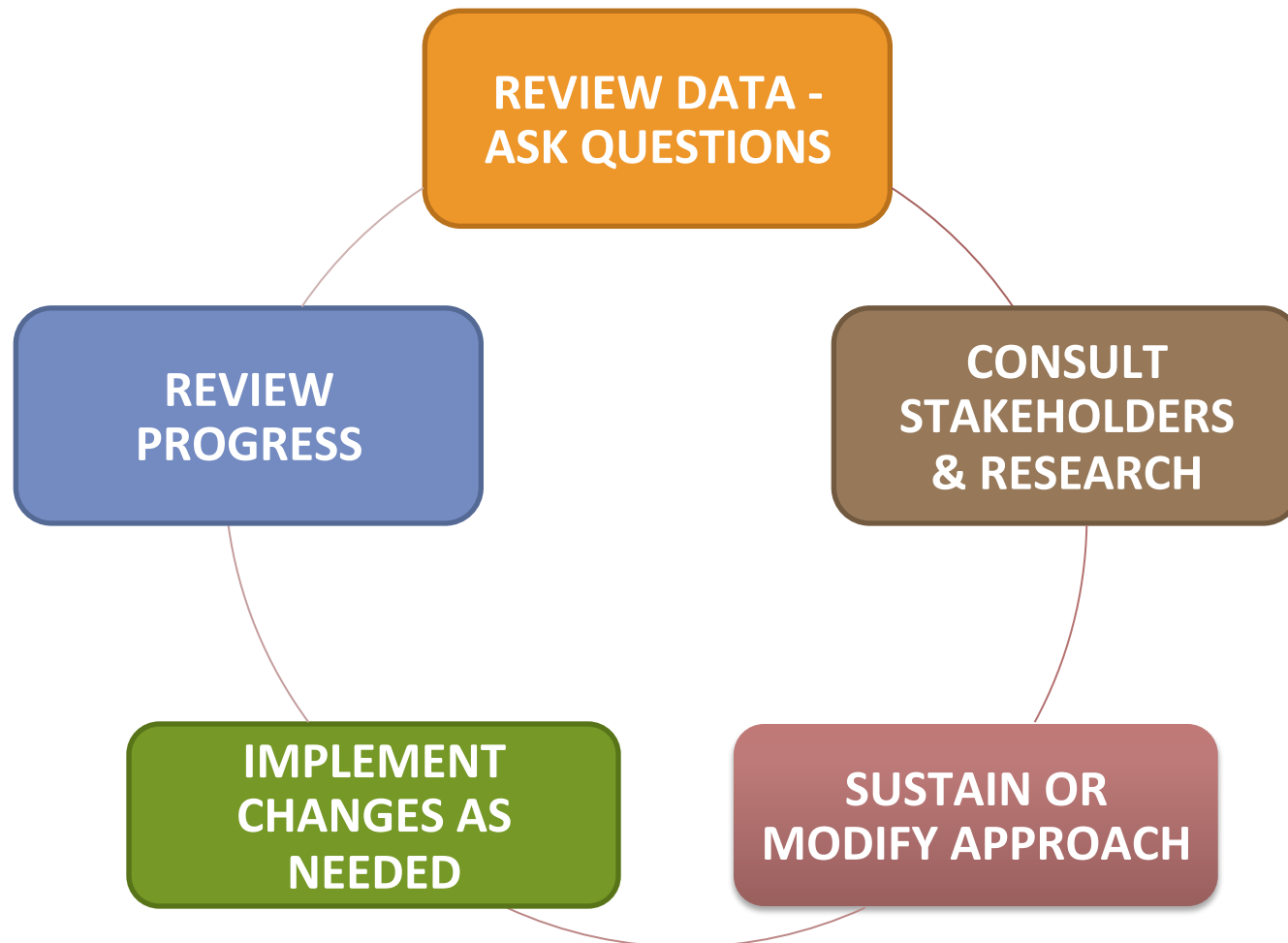
MEETINGS
SMART GOALS ARE A COMMON TOOL FOR INTERNAL DATA REFLECTION

SPECIFIC
- Describes your goal in detail.

MEASURABLE
- How will you measure progress?

ACHIEVABLE/ ACTIONABLE
- What will be done to achieve goal?

RELEVANT/ REALISTIC
- Is this relevant/realistic?

TIMELY
- When will it be done?

RESOURCES

BetterEvaluation.org – http://betterevaluation.org

Grantmakers for Effective Organizations - www.geofunders.org

Annie E. Casey Foundation – www.aecf.org

Campaign for Grade Level Reading – gradelevelreading.net

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