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EVALUATION OF UCF CENTER FOR COMMUNITY SCHOOLS

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Agenda

1. Welcome and introduction
2. American Institutes for Research and Community Schools
3. Evaluation: Driving questions
4. Evaluation: Timeline
5. Evaluation: Research activities
6. Questions and closing
American Institutes for Research (AIR)

AIR is committed to increasing the effectiveness of education at all levels through **rigorous research and evaluation, training, and technical assistance**. Our work spans the learning lifespan—from pre-K to postsecondary education, career readiness, and adult education—and focuses on a wide range of topics, including STEM, social and emotional learning, and state and federal education policies.
AIR’s Afterschool and Expanded Learning Group

Works with education agencies, schools and districts, foundations, and other stakeholders to:

• Conduct rigorous research on afterschool program quality, youth engagement, and program impact.

• Deliver professional development, consultation, training, and ongoing support to help afterschool program leaders and staff create, improve, and maintain excellent programs.

• Monitor and conduct multi-method evaluations at state and local levels to assess the quality and effectiveness of afterschool and expanded learning programs.

• Provide state and national leadership in promoting policies that will create broader access to and support for high-quality afterschool and expanded learning programs.
Related projects

• Evaluation of Chicago Public Schools Community School Initiative

• Evaluation of Pittsburgh Public Schools Community School Initiative

• Conduct statewide evaluations of the 21st Century Community Learning Centers program in seven states
What does an evaluation contribute?

• Opportunities for data driven decision making

• Enhanced understanding of program benefits, strengths, and opportunities for improvement

• Development of mechanisms to support **continuous quality improvement**
1. **Defining Key Performance Indicators**

   What key performance indicators will provide **timely, relevant, and useful data** to monitor CPSI implementation and student progress toward desired outcomes, while enhancing data available to CPSI grantees to inform efforts to improve implementation?

2. **Impact of the Community Partnership Schools Initiative on student outcomes**

   What effect does **attending a community school** have on student outcomes compared to students attending similar schools not implementing the community school model?

   What effect does attending a **more mature community school** have on student outcomes compared to students enrolled in similar schools not implementing the community school model?

   To what extent is there a relationship between **greater participation** in community school programming and services and improvement in student outcomes?
Evaluation: Driving Questions

3. Evaluating Statewide Implementation

To what extent are CPSI schools implementing the model with fidelity?

To what extent does the technical assistance provided by UCF support the implementation of the CPSI model, and what types of services are most useful in supporting implementation with high fidelity?

How does the level of fidelity of implementation of the CPSI model in schools that have received certification or are seeking certification compare to schools that have not been certified?

4. Defining Promising Strategies

What strategies and supports for implementation of the CPSI model are associated with high-quality implementation in schools?
Year 1 and 2 Timeline

March/April/May -2020
- Finalize workplan and pre-work

June – December 2020
- Define key performance indicators
- 1st analysis (Impact evaluation)

January – December 2021
- 2nd analysis (Impact evaluation)
- Implementation Evaluation
- Final analysis and reports
1. Defining Key Performance Indicators
Defining Key Performance Indicators: Purpose

- Identify indicators to be collected by grantees in the future
- Identify indicators to monitor implementation and impact on student outcomes
- Take the implementation of CPS to the “next level” with data driven decision making
Defining Key Performance Indicators: Process

2 stakeholder groups, each convening twice (Summer 2020):

- UCF CPS leadership and other key stakeholders involved in state-level CPSI decision making

- Stakeholders involved in the day-to-day operations of CPSI (e.g., site coordinators, district CPSI coordinators, and school principals)
Defining Key Performance Indicators: Primary questions

1. What outcomes or outputs should be measured?

2. What measures are reliable and appropriate?

3. What is feasible to measure from a cost and effort perspective?

4. What data sources exist already that could be leveraged?
What does this mean for you?

- Stakeholder advisory group meetings twice in summer of 2020
- Review draft memos and provide feedback
2. Measuring the impact of the Community Partnership Schools Initiative on student outcomes
Impact analysis: Three driving questions

- Attendance in community schools versus non-community school (comparison school analysis)
- Maturity of community school (comparison school analysis)
- Amount of participation in community school programing (dosage analysis)
Impact analysis: Data needs

- Student level data: Demographics, academic, behavioral and attendance data
- Expanded Learning Time and Opportunities: Student participation data
- School climate surveys
- Resource referrals
- Parent Resource Center Events
- Community Contribution
- Behavioral Health
- Primary Health/Dental/Vision
What does this mean for you?

- Facilitate data sharing agreements as needed
- Dedicated contact in each school and organization to facilitate data exchange
- Collaboration on data collection activities over the life of the evaluation
3. Evaluating state wide implementation

4. Identifying promising strategies
Implementation evaluation: Driving questions

- Assess fidelity of implementation to the UCF CPS model
- Develop a deeper understanding of the contribution of the certification process
- “Deep dive” into how UCF supports quality implementation
- Identify promising and unique practices in implementation, organization and communication models
Implementation evaluation: Data sources

- Quarterly and annual reports
- Interviews with school administrators and partnership directors (Fall 2020)
- Focus groups with afterschool, health and parent coordinators (Spring 2021)
What does this mean for you?

- Facilitate communication with site coordinators or CPS school director at each school
- Encourage your staff to participate in interviews and focus groups
- Provide documents that may be helpful in understanding implementation and supports
Questions? Please don’t hesitate to reach out!

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THANK YOU