**Title Grants Program Evaluation Workbook: Steps 1-3**

|  |
| --- |
| **Directions:** Use these resources to jumpstart your evaluation process. Please note that each Title grant will require its own template. The template includes planning steps to be used as a checklist, and links to evaluation instruments. *\*This document is currently being beta tested. We appreciated your patience and feedback as we continue to build out this tool.\** |

**Evaluation Checklist:** *How do we evaluate program effects?*

|  |  |  |
| --- | --- | --- |
| **Step** | **Question** | **Complete?**  |
| Step 1: Define program goals and evaluation questions (p. 2) | Program Goals: What did we design our program to do?Evaluation Questions: What do we want to know? What is measurable and attainable? |  |
| Step 2: Identify members of the team (p. 5) | What skill(s) do we need on our team and who has those skills? |  |
| Step 3: Create a data collection plan (p. 10) | How and when do we collect the data? |  |
| Step 4: Analyze Data and Summarize Findings  | How do we analyze our findings? |  |
| Step 5: Report, Discuss and Apply Evaluation Findings | How do we report our findings and what do we do because of our findings? |  |

**STEP 1: Define Program Goals and Evaluation Questions**

**(Use Outline on Page 4)**

**Program Goals: What did we design our program to do?**

**Directions:** Using Column 1 of the **Evaluation Outline** on page 4 of this document, write your Title funded program goal(s). For examples see Evaluation Outline Example, Column 1, page 3 of this document. Use the following questions for discussion and to help you document your program goals in writing:

* Your district designed grant programming for a reason. What was that reason?
* What are one or two main goals of the grant funds?
* What did you design your Title I program to do?
* What did you design your title program to impact

**Evaluation Questions: What do we want to know?**

**Directions:** Using Column 2 of the **Draft Evaluation Outline** on page 4 of this document, write your measurable evaluation questions based on your program goals in column 1.For examples see Program Goals and Evaluation Questions Outline, Column 2, page 3. Use Column 3 of the **Draft Evaluation Outline** on page 4 to outline what your measurable goals. What’s your first take on what you would measure and how you would measure it to answer what you want to know? It’s incredibly important to note when thinking through how you would answer your question if nothing immediate springs to mind – this is common. Making note of this will be helpful to you when you get to data and measurement below in Step 3: Create a Data Collection Plan.

**Step 1: Draft Evaluation Outline (Example[[1]](#footnote-2))**

The examples below are provided for illustrative purposes only to help you complete the

 Evaluation Outline on page 4.

|  |  |  |  |
| --- | --- | --- | --- |
| **Grant** | **Program Goal:** **What did we design our program to do?** | **Evaluation Question:** **What do we want to know?** | **Outcome Measure: How will we know?** |
| Title I | We want our programming to improve Literacy Skills in Elementary Students | We want to know if the literacy interventions and resources provided through Title I funding are working. | We would know if there was an increase in the % of students meeting or exceeding grade-level reading benchmarks on standardized reading assessments. |
| Title I | We want our programming to increase Parent and Family Engagement | We want to know if our family engagement initiatives and workshops supported by Title I funds are working. | We would know if attendance rates at family engagement events increased and parental involvement in school activities increased.  |
| Title II | We want our programming to increase the Quality and Availability of High-Quality Professional Development for Teachers | We want to know if the professional development programs we’re funding result in any positive changes in teaching practices. | We would know if teachers implemented instructional practices as observed in classrooms and a correlation between professional development participation and student achievement gains. |
| Title I | We want our programming to improve the Effectiveness of Social-Emotional Learning (SEL) Programs | We want to know if Title-I funded SEL programs improve students’ social and emotional skills. | We would know if positive changes in students’ social-emotional competencies as measured by SEL assessments and reduced behavioral incidents reported by teachers and school counselors. |
| Title I | We want our programming to raise Middle School Student Math Proficiency | We want to know if the Title-I funded math tutoring and supplemental instructional materials has a positive impact on student performance. | We would know if math scores on state-wide assessments improved and if there was a reduction in the number of students scoring below proficiency levels. |

**Step 1: Draft Evaluation (Outline)**

**District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions:** Use the space below to draft your program goals and evaluation questions that are both attainable and measurable. Jot down any thoughts you have about how you would measure what you want to know.

|  |  |  |  |
| --- | --- | --- | --- |
| **Grant** | **Program Goal (s): What do you want your programming to achieve?** | **Evaluation Question: What do you want to know?** | **Outcome Measure: How will you know?** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Step 2: Identify Members of the Team**

**What skill(s) do we need on our team and who has those skills?**

|  |
| --- |
| **Directions: The Identify Members of the Team** tool is intended to generate thinking and conversation to identify team members by thinking through the relevant skills and responsibilities. This step is designed to help you avoid two of the biggest evaluation challenges: **Inadequate support from the top** and **Going it alone**.Use the example below to help you fill out the Members of the Team table on page 7 to help you clarify what skills your team and others already have and what skills your team should prioritize developing, acquiring, and/or recruiting to support the program evaluation. This tool does not require your team to have already identified all members to start. Like many of the tools, you might circle back to this if you realize you’re missing a particular skill set or perspective. For example, including colleagues on your team who are or can become familiar with school, district, and DESE data is essential (more on that in Step 3). We have prepopulated the Relevant Responsibilities and Skills columns only for your convenience. Feel free to rearrange as you see fit. |

**Step 2: Identify Members of the Team (Example)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position** | **Relevant Responsibilities** | **Skills** |
| **Ali Washington** | District Leader | --Understand the federal grants evaluation requirement, the skills, and time necessary to meet that requirement--Support the recruitment of staff with necessary skills to participate in the evaluation process--Ensure participating staff have adequate time to contribute to the evaluation process--Participate in updates as needed | -- Ability to assign responsibilities and co-manage project with Grants Coordinator--Ability to provide encouragement--Ability to support other staff to participate in evaluation activities (e.g., participate in or administer surveys) |
| **Jane Nguyen**  | Grants Coordinator | --Oversee the entire evaluation process--Develop and manage evaluation plans and timelines--Ensure alignment with Title I program goals and objectives--Coordinate communication among team members and stakeholders--Compile and present final evaluation reports | --Project management--Strong organizational skills--Excellent communication and leadership abilities--Familiar with existing School, District, and DESE Data --Proficiency in evaluation methodologies and tools |
| **Grant Garcia** | Assistant Superintendent of Academics | --Project management--Organization--Data and evaluation methodology | --Familiar with existing School, District, and DESE Data--Data analysis and statistical skills--Attention to detail-- Ability to translate data findings into actionable insights |
| **Steve Miller** | School Principal, Title I Served School |

|  |
| --- |
|  |

|  |
| --- |
| - Facilitate program implementation in the school- Ensure compliance with Title I guidelines- Engage with parents and community |

 | - Educational Leadership- Community Engagement- Compliance |
| **Jordan Smith** | Chief Financial Officer | --Manage district-wide budget- Ensure district-wide alignment with Title I goals- Monitor program compliance and effectiveness- Allocate resources | - Data analysis and financial reporting- Budgeting- Program Oversight |
| **Sandra Yang** | Parent Representative | - Represent parent concerns and perspectives- Participate in decision-making- Provide feedback on program effectiveness | - Advocacy- Community EngagementCommunication Skills |

**Step 2: Identify Members of the Team (Outline)**

**District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position** | **Relevant Responsibilities** | **Skills** |
|  |  | --Understand the federal grants evaluation requirement, the skills, and time necessary to meet that requirement--Support the recruitment of staff with necessary skills to participate in the evaluation process--Ensure participating staff have adequate time to contribute to the evaluation process--Participate in updates as needed |  |
|  |  | --Oversee the entire evaluation process--Develop and manage evaluation plans and timelines--Ensure alignment with Title I program goals and objectives--Coordinate communication among team members and stakeholders--Compile and present final evaluation reports |  |
|  |  | --Project management--Organization--Data and evaluation methodology |  |
|  |  |

|  |
| --- |
|  |

|  |
| --- |
| - Facilitate program implementation in the school- Ensure compliance with Title I guidelines- Engage with parents and community |

 |  |
|  |  | --Manage district-wide budget- Ensure district-wide alignment with Title I goals- Monitor program compliance and effectiveness- Allocate resources |  |
|  |  | - Represent parent concerns and perspectives- Participate in decision-making- Provide feedback on program effectiveness |  |

**STEP 3: Create a Data Collection Plan**

**Directions:** We recommend you plan to devote a fair amount of time to completing Step 3. We provide information as well as resources that you may want to review and discuss as a team before completing your Data Collection Plan on page 16. Read through pages 11-15 before you begin to sketch your Data Collection Plan on page 16.

Your data collection plan will answer two questions 1) What data do we need to collect? 2) When and how do we collect the data? Below we provide information, resources, and directions to answer each of these two questions.

***What data do we need to collect?***

**Directions:** Read the following text and review the resource links below as well as the table of student data examples on page 13. Use the Data Collection Plan Example on page 15 to guide you in completing your Data Collection Plan on page 16. Begin your Data Collection Plan by listing your first metric in column 3 or 4 and answer the questions in column 2 about that metric. Do the same for each metric, adding columns if you need them (you might need to change the page orientation to landscape to add more columns).

Big Picture Take: While we include resources below to support you in finding a variety of data types and data collection tools, if your team is early in its journey developing your evaluation skills and confidence, we strongly recommend you utilize existing data and avoid creating new data collection tools or collecting data from students, families, or colleagues using focus groups or interviews, for the following reasons:

1. Developing tools to conduct surveys, focus groups, or interviews that are valid and reliable requires skills that many trained and seasoned researchers do not have as well as time.
2. Students, families, colleagues and other stakeholders may find it difficult to provide educators with negative feedback particularly when there are power differentials. There’s reason research is conducted by neutral, third parties – though certainly this also has its own drawbacks. It can be difficult to get candid feedback when you’re gathering information about work you’re involved in.

With that in mind, below are the activities to help you think through what data you need to collect.

**First, determine whether any existing data works to measure your outcome(s).** We highly recommend that for this discussion you include colleagues who may know about and have experience working with data collected by DESE and available to district and school staff through Edwin Analytics, Profiles, District Analysis and Review Tools (DART), and other DESE data tools as well as data collected at the district and/or school level such as kindergarten screeners, early literacy screeners, formative and/or summative assessments for specific curricula or textbooks, parent surveys, etc. There is a lot of data already available that might help you to answer your evaluation questions. The table on page 13 includes examples of some kinds of student data. Since you and your colleagues will know far more than anyone about data collected within your district, here we provide some information about some of the tools to help you access and use data collected by DESE that are available to districts and schools.

[**Edwin Analytics**](https://www.doe.mass.edu/edwin/), or Edwin, is a powerful reporting and data analysis tool that gives authorized school, district and state level users access to new information and reports with information about teaching, learning and educational outcomes. Edwin Analytics integrates longitudinal data from early education through post-secondary education and the workforce. You will find all of the resources available to get started and learn about Edwin, including [directions to help you contact your district’s Edwin Analytics contact](https://www.doe.mass.edu/edwin/gettingstarted.html) for additional information.

Edwin Analytics contains information that spans the entire education spectrum (preschool to post-secondary) by integrating data from the following three state agencies, and other sources:

* Massachusetts Department of Early Education and Care (EEC) data:
	+ Program type and student participation level
* Department of Elementary and Secondary Education (ESE) data:
	+ Student outcome data (MCAS performance and ACCESS for ELLs growth and levels)
	+ Student demographics (SIMS)
	+ Student courses, schedules, and teachers (SCS)
	+ Student discipline and risk indicators (SSDR and EWIS)
	+ Student growth and acquisition of new knowledge, skills and abilities
	+ Student Views on Climate and Learning, school climate information (VOCAL)
	+ Teacher demographic and licensing information (EPIMS and ELAR)
	+ Finance data
	+ Educator Prep Program Data
* Department of Higher Education (DHE) data:
	+ Developmental coursework and credit obtainment
	+ Postsecondary enrollment, persistence and completion
* Other Sources:
	+ National Student Clearinghouse (NSC) data: college enrollment, persistence and completion.
	+ Free Application for Federal Student Aid (FAFSA): FAFSA submission and completion

[**District Analysis Review Tools**](https://www.doe.mass.edu/dart/), or DARTs, are all publicly available and turn the Department's vast amount of data into valuable, easily consumable information. The DARTs offer snapshots of district and school performance, allowing users to easily track select data elements over time, and make sound, meaningful comparisons to the state or to "comparable" organizations. The following DARTs are available:

* [DART for District and Schools](https://profiles.doe.mass.edu/analysis/state.aspx) includes data and data trends for enrollment, assessment, finance and management, student support, leadership and governance and human resources.
* [DART Detail: English Learners Online Dashboard](https://app.powerbigov.us/view?r=eyJrIjoiZDcyMjUxYmUtOWFkYS00NWQ2LTllMjItMWE2Yjc4ZDQyYTY2IiwidCI6IjNlODYxZDE2LTQ4YjctNGEwZS05ODA2LThjMDRkODFiN2IyYSJ9), consolidates state data on English learners into a single tool.
* [DART Detail: Success After High School Online Dashboard](https://app.powerbigov.us/view?r=eyJrIjoiY2E5YTI3MDctNTNkNi00OTRmLTkyNzEtMmMzODNmYzUyZmQxIiwidCI6IjNlODYxZDE2LTQ4YjctNGEwZS05ODA2LThjMDRkODFiN2IyYSJ9) compiles school, district, post-secondary and career readiness data to provide an indication of the overall condition or a district or school’s efforts to ensure all students are ready for their next steps as productive and contributing members of society.
* [DART Detail: Staffing and Finance](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.mass.edu%2Fdart%2Fdart-finance-staff.xlsx&wdOrigin=BROWSELINK)

* The table on page 13, while not exhaustive, lists many kinds of student data that may already be available, including

**Second, if your team decides it does want to collect new data via survey or focus groups explore the resources we provide below,** though please keep the limitations and challenges in mind.

**Survey Resources**

* [Hanover Research Strategies for Successful K-12 Surveys](https://www.hanoverresearch.com/insights-blog/strategies-for-successful-k-12-survey-design-and-analysis/)
* [Qualtrics 10 Tips for Building Effective Surveys](https://www.qualtrics.com/blog/10-tips-for-building-effective-surveys/)

**Sample Surveys:**

* [DESE Model Feedback Surveys](https://www.doe.mass.edu/edeval/evidence/feedback/surveys.html?section=faq1): Surveys that provide insights on teacher and administrator practice for students (grades 3-5 and 6-12) and staff.
* [MA Conditions for Learning Survey](https://matoolsforschools.com/resources/cflsurveys?rq=conditions%20for%20learning): Survey that measures the holistic “conditions” students need to learn in a school setting.

**Focus Resources**

* [Community Toolbox: Conducting Focus Groups](https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-focus-groups/main)
* [Better Evaluation – Focus Groups: Consultation in Nottinghamshire](https://www.betterevaluation.org/resources/guides/focus_groups/consultation_in_nottinghamshire)
* [American University: How to Conduct Focus Groups](https://programs.online.american.edu/msme/masters-in-measurement-and-evaluation/resources/how-to-conduct-focus-groups-qualitative-research)

**Sample Focus Group Protocol**: see page 19 of this document.

**Student Data Examples**

|  |  |
| --- | --- |
| **Reading ability​** | * Years behind grade level on reading**​**
 |
| **Subject-specific ability​** | * Entering grade level on the specific subject​
 |
| **Specific special needs​** | * Type of disability; Severity of disability ​
 |
| **Specific ELL status ​** | * Level of English proficiency​
 |
| **Time in program​** | * Semesters or years in the program​
 |
| **Intensity of program​** | * Minutes per week spent in the program​
 |
| **Learning speed ​** | * Growth rate in previous year (fall to spring growth) ​
 |
| **Student engagement​** | * Homework completion rates​
 |
| **School skills​** | * Number of course fails​
 |
| **Extracurricular involvement​** | * Number of extracurricular groups; Participation rate in extracurricular groups​
 |
| **Grade retention/promotion history​** | * Timing of grade level promotion​
 |
| **Participation in related programs​** | * For a dropout prevention program: (E.g. has a mentor with the Big Brother/Big Sister Mentorship Program), For a reading program: Student received support tutor​
 |
| **Age​** | * Age relative to expected age for grade level​
 |
| **Attendance​** | * Attendance rate, Tardy rate ​
 |
| **Behavior​** | * Detentions, Merits/Demerits, Has an IEP goal related to behavior​
 |
| **Parent engagement​** | * Parent attendance at parent-teacher meetings, PTA, etc​
 |
| **Transience/mobility​** | * Number of times moved between schools or districts in the last year​
 |

***How and when do we collect the data?***

**Directions:** Column 2 of the Data Collection Plan includes some questions about “when will the data be collected?” and “when will the data be analyzed?” that you may have already answered about your metrics. Once you’ve completed Columns 3 (and 4 or more if you include multiple metrics), review all of your columns to complete the first column and establish a timeline/calendar for each of the steps in your Data Collection Plan. Use the first column to include scheduled meetings for your full team as well as smaller groups (for example, maybe only a few of you will collect or analyze the data). We cannot stress enough the importance of scheduling all data activities as well as meetings in advance. While things might change over the course of the year, your Data Collection Plan provide a guide so you reschedule and include enough time to work in teams.

**STEP 3: EXAMPLE Data Collection Plan (Example)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Timeline/Calendar** | **Steps** | **Metric 1** | **Metric 2** |
|  | Data Source (or Metric) | DIBELS assessment Data | Survey of Staff |
| Is this data available? | Yes | No, we must collect this |
| If yes, where is it housed? If no, how will you collect it? | Individual schools have their DIBELS data, typically in Excel files. | Identify a survey tool and make sure it has a report function. |
|  | Who collects and has access to the data? Or who will collect and store the data? | District Literacy Coordinator | Assistant Superintendent |
| When is/will the data be collected? | September 2024, December 2024, and May 2025 | Twice? October and May? Or once at the end of the year? |
|  | Who will analyze the data? | Assistant Superintendent | Director of Data and Accountability |
| When will the data be analyzed? | May 2025 | If twice, November and June, if once, June |
| Potential challenges/questions for the team to discuss | Are schools already sharing their DIBELS data with the district? Has someone at the district put the data together? Does the program we’re evaluating apply to all schools or a smaller group in the district? | What survey tool should we use? Is there a free version or does the district or a staff member have an account already? Is there an existing survey that would work? We need to test the survey by having our evaluation team members take it so we can see if the questions make sense or we need to tweak it before we send it out. |

**STEP 3: Data Collection Plan (Outline)**

**District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Timeline/phases** | **Steps** | **Metric 1** | **Metric 2** |
|  | Data Source (or Metric) |  |  |
| Is this data available? |  |  |
| If yes, where is it housed? If no, how will you collect it? |  |  |
|  | Who collects and has access to the data? Or who will collect and store the data? |  |  |
| When is/will the data be collected? |  |  |
|  | Who will analyze the data? |  |  |
| When will the data be analyzed? |  |  |
| Potential challenges/questions for the team to discuss |  |  |

**Appendix A: Federal Title Grant Requirements**

**Title IA**

**Title IA (Submission 13): Title I Program Evaluation Procedure**



[Link to Guidance Document](https://www.doe.mass.edu/federalgrants/titlei-a/guidance/eval-procedure.docx)

**Title IA (Submission 14): Title I Program Evaluation Summary**



[Link to Guidance Document](https://www.doe.mass.edu/federalgrants/titlei-a/guidance/eval-summary.docx)

**Title IIA**

**Title IIA (Submission 23): Activities Evaluation**



**Title IVA**

**Title IVA (Submission 25): Activities Evaluation**



**Appendix B: Sample Focus Group Protocol**

Introduction

My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I work with \_\_\_\_\_\_ to conduct a program evaluation of \_\_\_\_\_\_\_\_\_\_. I am here today as a member of the program evaluation team. Thank you for taking this time to speak with me about your experience and opinions regarding \_\_\_\_\_\_\_\_\_\_\_\_\_

Study Purpose

As you may already know, [describe program purpose]. To do that, we are collecting information from district leaders, school leaders, teachers, and other key stakeholders. Please note that we are interested in your experiences as a \_\_\_\_\_\_\_. Your input about your experiences as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will help shape the process and trajectory for \_\_\_\_\_\_\_\_ moving forward.

Confidentiality

All the information we obtain will be kept confidential and will be used only by members of the research team for the purposes of this study. We will not use your name, will not attribute any quotes to individuals, and will not identify the positions of the individuals interviewed. We will make every effort to ensure information shared does not identify individuals. [Optional: In front of you is a document that outlines the scope of this study and some of the issues I have mentioned regarding anonymity and confidentiality. Do you have any questions about that document? If not, then please go ahead and sign your name at the bottom indicating that you consent to participate.]

Sample questions

* Start with a relevant but low stakes question to help participants get comfortable. Tell me a bit about your role, background, and responsibilities with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* What have been the biggest successes with \_\_\_\_\_\_\_\_\_\_\_\_\_ over the past few years?
* What have been the biggest challenges with \_\_\_\_\_\_\_\_\_\_\_\_ over the past few years?
* How does \_\_\_\_\_\_\_\_\_\_\_ fit in with the priorities of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? Why?
* If you had a magic wand to change something about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, what would it be?
1. Based on [Evaluation Plan Matrix Sample (school-connect.net)](https://school-connect.net/media/School-Connect-Evaluation-Plan-Matrix-Sample.pdf) [↑](#footnote-ref-2)