

## Sharing Success in Evaluating Out-of-School Time – Handout

### Family Engagement:

- **Collect consistent attendance and satisfaction data** at family events as another method to better understand family engagement.
- **Create accessible surveys and/or focus groups** for families at the beginning of the year to obtain ideas for preferred activities and times.
- **Provide incentives** such as products or food to promote engagement/participation in evaluation activities.
- **Connect with other programs** facing similar challenges with engaging families within evaluation to share resources and ideas.
- **Maintain communication** with families (emails, social media, newsletters, texts) to build trust and to continue conversation around information regarding the surveys.

Notes:

## Sharing Success in Evaluating Out-of-School Time – Handout

### Engaging Stakeholders/Data Utilization

- **Prioritize establishing working relationships** positive and collaborative with building administrators that are positive and collaborative to assist in collection of required data.
- **Present at staff meetings** to encourage teachers to invite students to participate.
- **Conduct structured data review meetings** with partnering districts occurring prior to the school year.
- **Establish data-sharing partnerships** with LEAs to receive academic and attendance data.
- **Collect participant demographic data** through the registration process.
- **Highlight the program's successes** by sharing data and other results with teachers, administrators, families, and students.
- **Convene leadership groups** with key stakeholders to review evaluation results regularly to continuously focus on improvement based on data.

Notes:

## Sharing Success in Evaluating Out-of-School Time – Handout

### Measuring Impact

- **Closely examine data sources and goals** to ensure that they accurately capture the data needed for making decisions.
- **Utilize district level assessment monitoring reports** (e.g., STAR, etc.) to assist program staff in developing differentiated academic intervention strategies for each individual student.
- **Collect academic data at the program level** instead of relying solely on data from district assessments.
- **Emphasize the importance of quality assessment** and utilize appropriate tools to measure the quality of programming.
- **Utilize assessments** that are evidence-based, standardized, and/or validated, especially to measure academic outcomes.

Notes: