



Ohio Collaborative Fund for Educating Remotely and Transforming Schools Evaluation Session

January 22, 2021

philanthropyohio.org

Before we get started...



All audio lines are muted to eliminate background noise during the call.

**RECORDING
IN PROGRESS**

This call is being recorded and will be added as a resource on the Philanthropy Ohio website. We'll also send you the link via email.



If you're having technical issues, please visit Zoom's help center: support.zoom.us or send us a message using the Chat function.

Zoom Video Tips for Participants



- **Link your audio and video** using your participant ID number.
- **Name – or rename – yourself** using your first and last name and organization.
- **Mute is your friend** – unless you are talking.
- **Use the Chat box** early and often to pose questions to the group or just one specific person.

Agenda

	Agenda Item	Lead
1.	Welcome <ul style="list-style-type: none">• Introductions of speakers & agenda	Claudia Y.W. Herrold, Philanthropy Ohio
2.	Overview of evaluation <ul style="list-style-type: none">• Purpose, requirement, timing	Claudia Herrold
3.	Evaluation Components <ul style="list-style-type: none">• Final report template• OCER Evaluators & Formative Partners	Heather Boughton and Steven Chilinski, Ohio Department of Education
4.	YouthTruth Surveys	Dan Keenan, Martha Holden Jennings Foundation Jen Vorse Wilka and Jimmy Simpson, YouthTruth
5.	Questions?	All
6.	Next Steps	Claudia Herrold



Overview of Evaluation

Claudia Y.W. Herrold

Chief Communications & Public Policy Officer

Philanthropy Ohio



Contributors



The Ohio Department of Education is providing a 3:1 match to philanthropic dollars raised, which to total \$1,520,500. Contributors to the fund are:

American Electric Power
Berry Foundation
Chan Zuckerberg Initiative
Charles D. Berry Foundation
Cleveland Foundation
Community Foundation of Lorain County
Community Foundation of the Mahoning Valley
Dominion Energy Charitable Foundation
Foundation for Appalachian Ohio
Martha Holden Jennings Foundation
Mathile Family Foundation
Nordson Corporation Foundation
Sears-Swetland Family Foundation

The Burton D. Morgan Foundation
The Columbus Foundation
The Dayton Foundation
The Helen F. and Louis Stolier Family Foundation
The Nord Family Foundation
The Raymond John Wean Foundation
The Reinberger Foundation
The Stocker Foundation
The Youngstown Foundation
Third Federal Foundation
Thomas M. Kier Memorial Fund of the Licking
County Foundation
Vectren, a CenterPoint Energy company

Evaluation Requirements & Timing



- Final Report
 - Within 90 days of project completion
- Independent Evaluators
 - Technical Assistance
- YouthTruth Survey
 - Plan to be deployed in April



Evaluation Components

Heather Boughton

Ohio Department of Education

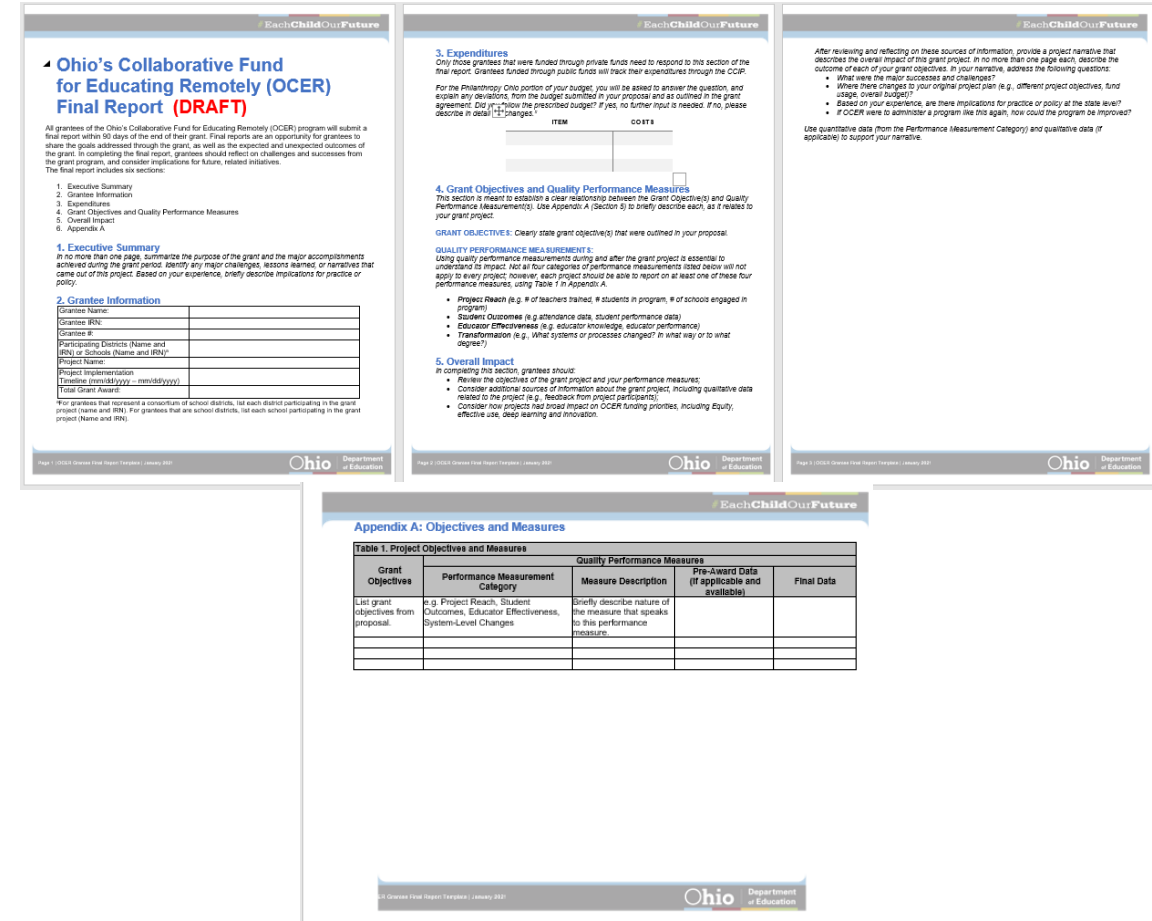
Steven Chilinski

Ohio Department of Education

Introducing the Final Report

1. What is the Ohio Collaborative for Educating Remotely and Transforming Schools (OCER) final report?

2. How can the final report be useful to both grantees and OCER?



Ohio's Collaborative Fund for Educating Remotely (OCER) Final Report (DRAFT)

All grantees of the Ohio's Collaborative Fund for Educating Remotely (OCER) program will submit a final report within 90 days of the end of their grant. Final reports are an opportunity for grantees to share the goals addressed through the grant, as well as the expected and unexpected outcomes of the grant. In completing the final report, grantees should reflect on challenges and successes from the grant program, and consider implications for future, related initiatives.

The final report includes six sections:

- Executive Summary
- Grantee Information
- Expenditures
- Grant Objectives and Quality Performance Measures
- Overall Impact
- Appendix A

1. Executive Summary
In no more than one page, summarize the purpose of the grant and the major accomplishments achieved during the grant period. Identify any major challenges, lessons learned, or narratives that came out of this project. Based on your experience, briefly describe implications for practice or policy.

2. Grantee Information

Grantee Name:	
Grantee EIN:	
Grantee #:	
Participating Districts (Name and EIN) or Schools (Name and IRN):	
Project Name:	
Project Implementation Timeline (mm/dd/yyyy - mm/dd/yyyy):	
Title Grant Award:	

*For grantees that represent a consortium of school districts, list each district participating in the grant project (name and EIN). For grantees that are school districts, list each school participating in the grant project (name and EIN).

3. Expenditures
Only those grantees that were funded through private funds need to respond to this section of the final report. Grantees funded through public funds will track their expenditures through the OCER. For the Philanthropy Ohio portion of your budget, you will be asked to answer the question, and explain any deviations, from the budget submitted in your proposal and as outlined in the grant agreement. Did you "touch the prescribed budget"? If yes, no further input is needed. If no, please describe in detail "++" changes.

ITEM	COSTS

4. Grant Objectives and Quality Performance Measures
This section is meant to establish a clear relationship between the Grant Objective(s) and Quality Performance Measurement(s). Use Appendix A (Section 5) to briefly describe each as it relates to your grant project.

QUALITY OBJECTIVES: Clearly state grant objective(s) that were outlined in your proposal.

QUALITY PERFORMANCE MEASUREMENTS:
Using quality performance measurements during and after the grant project is essential to understand its impact. Not all four categories of performance measurements listed below will not apply to every project; however, each project should be able to report on at least one of these four performance measures, using Table 1 in Appendix A.

- Project Reach (e.g. # of teachers trained, # students in program, # of schools engaged in program)
- Student Outcomes (e.g. attendance data, student performance data)
- Educator Effectiveness (e.g. educator knowledge, educator performance)
- Transformation (e.g. What systems or processes changed? In what way or to what degree?)

5. Overall Impact
In completing this section, grantees should:

- Review the objectives of the grant project and your performance measures;
- Consider additional sources of information about the grant project, including qualitative data related to the project (e.g., feedback from project participants);
- Consider how projects had broad impact on OCER funding priorities, including Equity, effective use, deep learning and innovation.

After reviewing and reflecting on these sources of information, provide a project narrative that describes the overall impact of this grant project. In no more than one page each, describe the outcome of each of your grant objectives. In your narrative, address the following questions:

- What were the major successes and challenges?
- Where there changes to your original project plan (e.g., different project objectives, fund usage, overall budget)?
- Based on your experience, are there implications for practice or policy at the state level?
- If OCER were to administer a program like this again, how could the program be improved?

Use quantitative data from the Performance Measurement Category and qualitative data (if applicable) to support your narrative.

Appendix A: Objectives and Measures

Table 1. Project Objectives and Measures

Grant Objectives	Quality Performance Measure			
	Performance Measurement Category	Measure Description	Pre-Award Data (if applicable and available)	Final Data
List grant objectives from proposal.	e.g. Project Reach, Student Outcomes, Educator Effectiveness, System-Level Changes	Briefly describe nature of the measure that speaks to this performance measure.		

How to Navigate the Final Report (DRAFT)

Six Section Outline

1. *Executive Summary*
2. *Grantee Information*
3. *Expenditures*
 - *Only for the private portion of funds*
4. *Grant Objectives and Quality Performance Measures*
5. *Overall Impact*
6. *Appendix A*

Section 1: Executive Summary

- High-level summary of grant program (e.g. purpose, accomplishments, lessons learned)
- Discuss potential practice or policy implications for the future
- *No more than one page long*

1. Executive Summary

In no more than one page, summarize the purpose of the grant and the major accomplishments achieved during the grant period. Identify any major challenges, lessons learned, or narratives that came out of this project. Based on your experience, briefly describe implications for practice or policy.

Section 2: Grantee Information

- Report basic information about the project, such as:
 - Grantee Name, IRN, and #
 - Participating Districts or Schools
 - Project Implementation Timeline

2. Grantee Information

Grantee Name:	
Grantee IRN:	
Grantee #:	
Participating Districts (Name and IRN) or Schools (Name and IRN) ^a	
Project Name:	
Project Implementation Timeline (mm/dd/yyyy – mm/dd/yyyy)	
Total Grant Award:	

^aFor grantees that represent a consortium of school districts, list each district participating in the grant project (name and IRN). For grantees that are school districts, list each school participating in the grant project (Name and IRN).

Section 3: Expenditures

- Account of expenditures and deviations from budget in original proposal
- Only for the private funds portion of project
 - The public match funds will need to be tracked and reported through the CCIP

3. Expenditures

For the Philanthropy Ohio portion of your budget, you will be asked to answer the question, and explain any deviations, from the budget submitted in your proposal and as outlined in the grant agreement. Did you follow the prescribed budget? If yes, no further input is needed. If no, please describe in detail the changes."

ITEM	COSTS

Section 4: Grant Objectives and Quality Performance Measures

- Purpose: connect Grant Objective(s) to Quality Performance Measurement(s)
- Source of *quantitative* information to track throughout grant program implementation
- Choose one of four categories of Quality Performance Measures per Grant Objective:
 - Project Reach (e.g., # of teachers trained, # of students in program)
 - Student Outcomes (e.g., attendance data, student performance data)
 - Educator effectiveness (e.g., educator knowledge or performance)
 - Transformation (e.g., What systems or processes changed?)

4. Grant Objectives and Quality Performance Measures

This section is meant to establish a clear relationship between the Grant Objective(s) and Quality Performance Measurement(s). Use Appendix A (Section 5) to briefly describe each, as it relates to your grant project.

GRANT OBJECTIVES: *Clearly state grant objective(s) that were outlined in your proposal.*

QUALITY PERFORMANCE MEASUREMENTS:

Using quality performance measurements during and after the grant project is essential to understand its impact. Not all four categories of performance measurements listed below will not apply to every project; however, each project should be able to report on at least one of these four performance measures, using Table 1 in Appendix A.

- **Project Reach** (e.g. # of teachers trained, # students in program, # of schools engaged in program)
- **Student Outcomes** (e.g. attendance data, student performance data)
- **Educator Effectiveness** (e.g. educator knowledge, educator performance)
- **Transformation** (e.g., What systems or processes changed? In what way or to what degree?)

Section 5: Overall Impact

- Create a *project narrative* that describes the impact of the project
 - Describe connection between grant project and chosen Quality Performance Measurement
 - Synthesize *quantitative* (e.g., Quality Performance Measurements) and *qualitative* (e.g., feedback from project participants) information in the reflection
 - Connect narrative to relevant OCER funding priorities (Equity, effective use, deep learning and innovation)
- *Make sure to discuss any changes to the original plan (e.g., different project objectives, fund usage, overall budget)*

5. Overall Impact

In completing this section, grantees should:

- *Review the objectives of the grant project and your performance measures;*
- *Consider additional sources of information about the grant project, including qualitative data related to the project (e.g., feedback from project participants);*
- *Consider how projects had broad impact on OCER funding priorities, including Equity, effective use, deep learning and innovation.*

After reviewing and reflecting on these sources of information, provide a project narrative that describes the overall impact of this grant project. In no more than one page each, describe the outcome of each of your grant objectives. In your narrative, address the following questions:

- *What were the major successes and challenges?*
- *Where there changes to your original project plan (e.g., different project objectives, fund usage, overall budget)?*
- *Based on your experience, are there implications for practice or policy at the state level?*
- *If OCER were to administer a program like this again, how could the program be improved?*

Use quantitative data (from the Performance Measurement Category) and qualitative data (if applicable) to support your narrative.

Section 6: Appendix A

- More detailed, specific connection between Grant Objectives and Performance Measurement Category
 - Includes relevant data
- *Be as specific and quantitative as possible in this section*

Appendix A: Objectives and Measures

Grant Objectives	Quality Performance Measures			
	Performance Measurement Category	Measure Description	Pre-Award Data (if applicable and available)	Final Data
List grant objectives from proposal.	e.g. Project Reach, Student Outcomes, Educator Effectiveness, System-Level Changes	Briefly describe nature of the measure that speaks to this performance measure.		

Questions and Feedback

We would love your feedback on the draft Final Report.

- Do the questions and directions make sense?
 - Are we soliciting information you feel that you'll be in a good position to provide?
 - Are there design features that can be improved to make the report more useful to you?
 - Other feedback?
- Please share feedback with Steven.Chilinski@education.ohio.gov

Youth Truth Survey

Dr. Daniel Keenan, Jr.

Executive Director, Martha Holden Jennings Foundation

Jimmy Simpson, Jr.

Manager of Partnerships, YouthTruth

Jen Vorse Wilka

Executive Director, YouthTruth

YouthTruth

— STUDENT SURVEY —

A NATIONAL NONPROFIT

National Nonprofit

1,600,000+ students

38 states

Mission: Feedback data to accelerate improvements

“We now have the information and expertise to better understand our students, catalyze changes, and monitor improvements.”

– John Boyd, Superintendent,
Quincy School District, Washington

“YouthTruth staff is unbelievably responsive.”

– Ben Daley, Chief Academic
Officer, High Tech High, California

“Our district and students are better off because of the student feedback results we have used to inform campus and district level planning.”

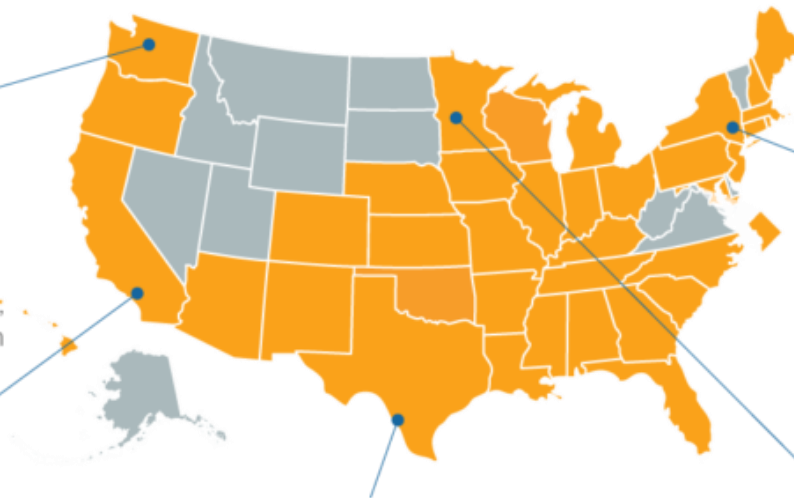
– Dr. Armando Ocaña, Director
Dropout Prevention and School Safety,
Rio Grande Valley, Texas

“YouthTruth is a great tool that gives school administrators important insight into their schools’ performance.”

– Dan Leibert, Principal,
Tech Valley High School, New York

“Our teachers have valued this information and have asked that we survey our students again this year so they can respond to the data.”

– Tamara Berg-Beniak, Superintendent,
Pine Island Schools, Minnesota

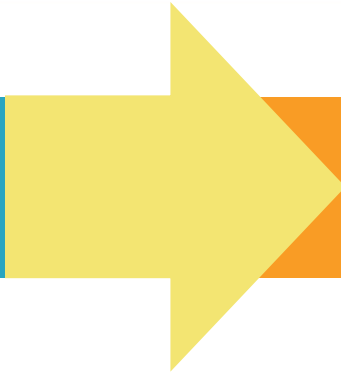


30 School Systems Across Ohio





PERCEPTIONS



OUTCOMES

**Student Perceptions are empirically linked to
academic outcomes**

STUDENT SURVEY

Engagement

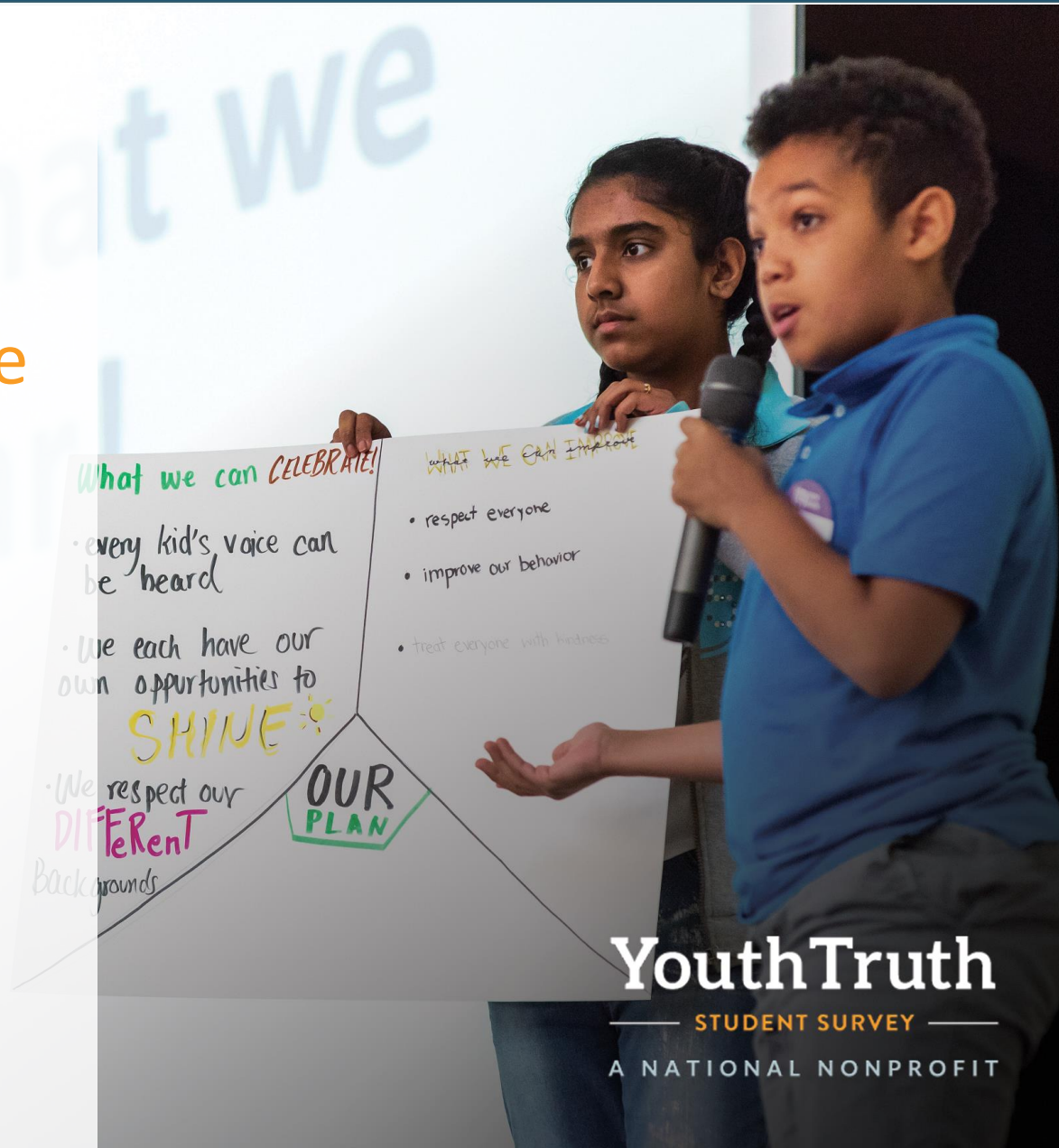
Academic Challenge

Relationships

Belonging & Peer
Collaboration

Culture

College & Career
Readiness





**STUDENT SURVEY:
ADDITIONAL TOPICS**

Distance Learning

Emotional &
Mental Health

FAMILY SURVEY

Culture

School Safety

Engagement

Relationships

Communication
& Feedback

Resources





STAFF SURVEY

Culture

Engagement

Relationships

Professional
Development &
Support

School Safety

How will it work?

~20-minute Online Survey
on desktop, tablet, or mobile

toggle between
multiple languages



Month-Long Survey Window
(exact dates being finalized)



Kick-off webinar,
dedicated project
management + support



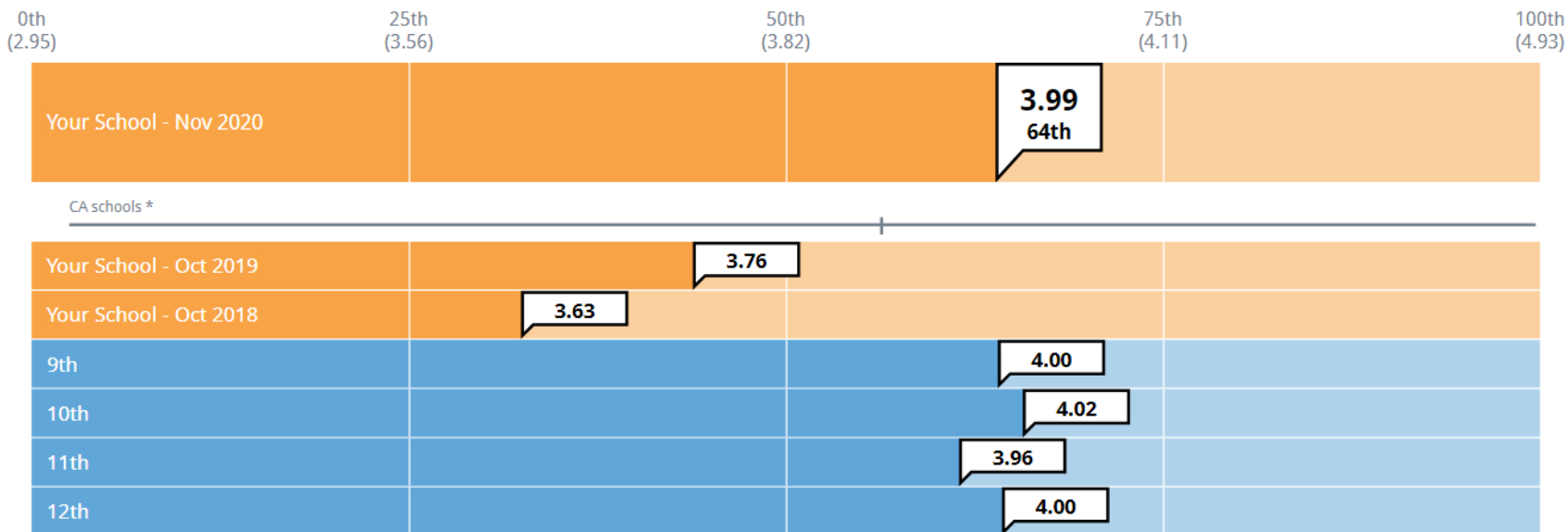
Follow-up support to help
deepen understanding and
kick start action plan



YouthTruth's Custom Reports

How many of your teachers are willing to give extra help on school work if you need it?

1 = None 3 = Some 5 = All



Cohort: CA Schools * ▼

Past results: On Off

Subgroup: Grade Level ▼

The YouthTruth Resource Backpack

Use the resources in the YouthTruth Backpack to launch a Data Action Cycle

What do you want to do?



Understand
Your Reports



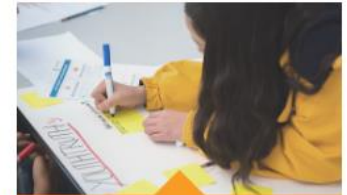
Make Meaning
of Results



Set Goals



Plan for
Improvement



Close the
Feedback Loop

What questions, ideas, reactions do you have?

Thank you!

YouthTruth Student Survey

A National Nonprofit of the Center for Effective Philanthropy

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