

Guidelines for selecting indicators and how to monitor them in the short, medium and long-term.

WHY CLCs ENGAGE IN MONITORING & EVALUATION

REPORTING



Accountability to funders and stakeholders

OPERATIONAL INSIGHTS



Understand the impact of interventions

LEARNING



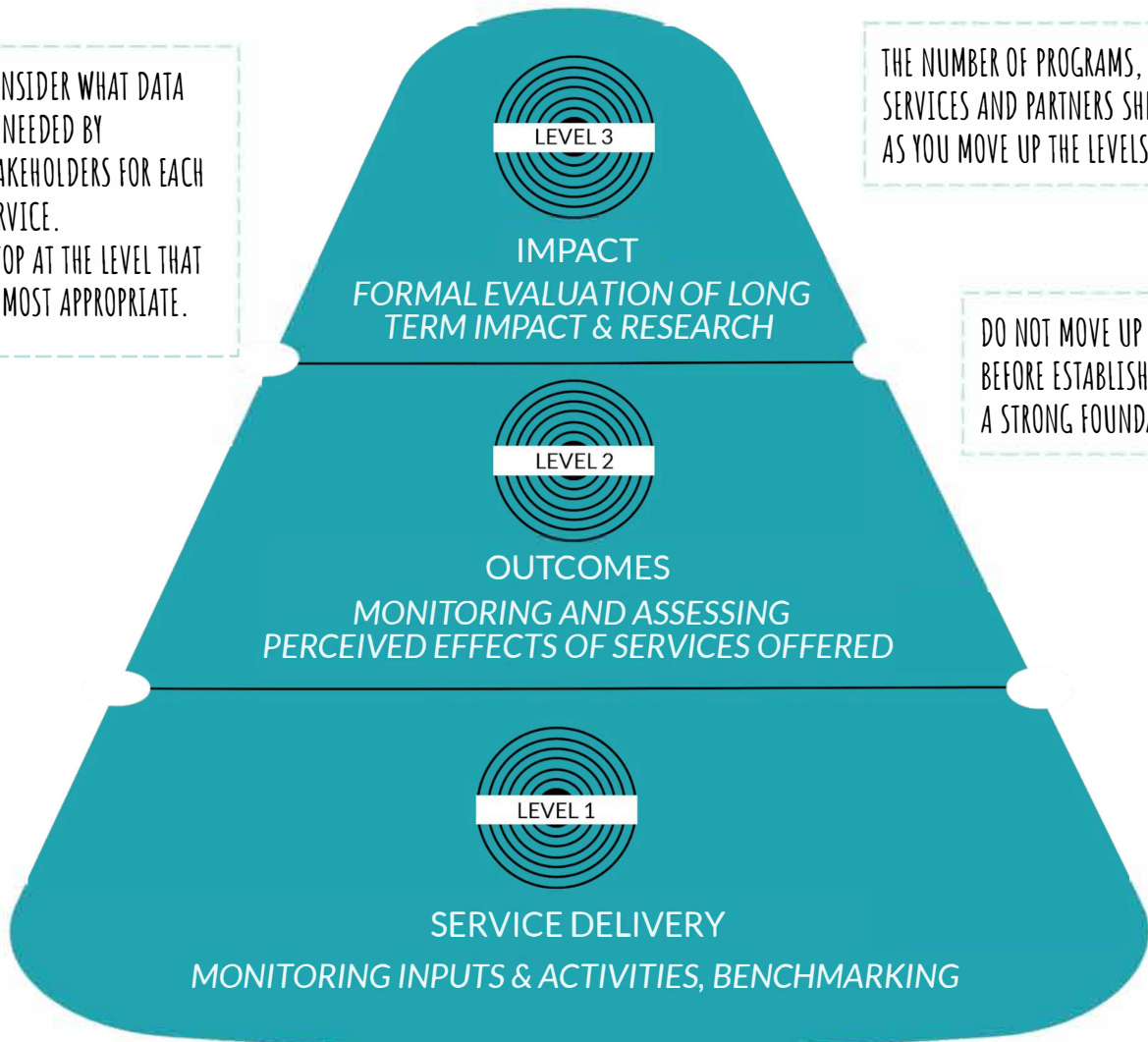
Contribute to the larger body of knowledge

MOVING THROUGH THE LEVELS OF ASSESSMENT

CONSIDER WHAT DATA IS NEEDED BY STAKEHOLDERS FOR EACH SERVICE. STOP AT THE LEVEL THAT IS MOST APPROPRIATE.

THE NUMBER OF PROGRAMS, SERVICES AND PARTNERS SHRINK AS YOU MOVE UP THE LEVELS.

DO NOT MOVE UP A LEVEL BEFORE ESTABLISHING A STRONG FOUNDATION.



Content adapted from "Tiers: Tool for Intra-agency Evaluation Resource Sharing," Jewish Family & Children's Service (2014).

QUESTIONS & ACTIONS TO TAKE BY LEVEL OF ASSESSMENT

LEVEL 1 (SERVICE DELIVERY)

WHAT TO DO

- ✓ How many partners or service providers have been mobilized? In what ways?
- ✓ How many people are accessing the services offered?
- ✓ What existing knowledge, skills or attitudes do participants have?

Monitor service delivery indicators (OMR)

- Number of active partnerships
- Number and type of services offered
- Participation rates
- Attendance and/or usage rates
- CDA participation rate at *les tables de concertations*
- Financial and in-kind contributions



Benchmark (DIY)

- Capture existing knowledge, skills or attitudes (KSAs) to create a baseline for future comparison
- Capture existing levels of representation at *les tables de concertation*

LEVEL 2 (OUTCOMES)

WHAT TO DO

- ✓ What are the perceived effects of interventions?
- ✓ Have people gained new knowledge, skill(s) or attitude?
- ✓ What interventions seem to be working well? What may need to be dropped or adjusted?

Continue to monitor service delivery indicators (OMR)

- *See above*



Gather feedback on targeted interventions (DIY or partner-led)

- Solicit feedback from participants to assess satisfaction rates, achievement of program goals, shifts in KSAs and any recommended changes to interventions
- Capture referrals - how did people hear about the program?

LEVEL 3 (IMPACT)

WHAT TO DO

- ✓ What long-term changes may have occurred as a result of intervention(s)?
- ✓ Is there any evidence to suggest that interventions could be successfully replicated in other schools and communities?

Isolate relevant service delivery indicators (OMR)

- *See above*

Isolate relevant participant feedback

- *See above*

Assess (DIY*)

- Long-term changes in targeted KSAs
- Efficacy of targeted interventions
- Contributions to community vitality and student success
- Unanticipated impacts



*Consider collaborating with an academic partner or evaluator

Examples of Outcomes and Indicators for use with Annual Plan & Theory of Change

Each goal or outcome can be linked to indicators of success, which help guide the efforts of your interventions.

OUTCOMES AND INDICATORS

OUTCOMES

PRECONDITION

INDICATOR

COMMUNITY VITALITY

- ESC members have access to health and social services in English

- Resources are available in English through local service providers
- ESC members know where to go for information in English
- ESC members needs are known to service providers

- Number of resources available in English
- Number of local service providers offering resources in English
- Number of meetings with local service providers to inform them of the needs of the ESC

SENSE OF BELONGING (COMMUNITY)

- The community experiences a sense of belonging to CLC schools
- Adult members see the English schools as a connection point
- CLC school/center is a "Hub" where students, families and community members value and participate in life-long learning activities

- Community members convene regularly in CLC schools
- Learning opportunities exist for the English Speaking Community
- Families and community members, regularly access life-long learning activities or programs that develop practical and recreational skills

- Frequency of community members convening in CLC schools
- Participation in Lifelong Learning programs
- Number of partnerships that support Lifelong Learning initiatives

SENSE OF BELONGING (STUDENTS)

- Students have positive relationships with teachers
- Students are connected to the school and the community
- Students have positive relations with adults in the community

- Opportunities exist for students to connect to adults in the community
- Partnerships exist to promote student service learning in the community
- Students are enrolled in clubs/associations/ extracurricular programs

- Number of activities available for students to connect to adults in the community
- Number of students / reported hours engaged in community service activities
- Participation in lunchtime and/or after-school programs (athletics, music or other performing arts, etc)

STUDENT SUCCESS

- Students are more engaged in their learning
- Students are bilingual and biliterate
- Students are ready for transitions throughout their educational experience
- Students have access to education services and supports inside and outside school

- Students see direct applications in real life to their academic learning
- Students have opportunities to develop biliteracy (exposure, remediation)
- Families develop strategies to support the learning and the transitions of their children

- Number of established partnerships for service learning in the school/ community
- Number of students with summer or out-of-school time employment/volunteer hours
- Number of student visits to the local library

OUTCOMES

- Children are ready to enter school
- Families with young children feel welcome and desired in the school

PRECONDITION

- Families with young children participate in early childhood activities at school & at other CLC events
- Children attend high-quality early childhood programs
- Children who require early intervention are identified
- Children who require early intervention receive appropriate support
- Children have adequate physical well-being
- Children have attained cognitive and early literacy skills
- Children, parents and the school support a smooth transition to kindergarten

INDICATOR

- Number of resources available in for families of children 0-5
- Number of local service providers offering programs for children 0-5
- Enrollment/ participation in formal early childhood programs
- Reported quality of early childhood programs
- Participation in early childhood events/activities

- Students have healthy bodies and healthy minds
- Students have adequate well-being
- Students have access to good nutrition
- Students have access to health and physical education opportunities
- Students have access to quality health care, dental care, and mental health services
- Families have positive attitudes toward healthy eating and active living
- Students and their families are connected to information and support for health and social services

- Students are making healthy choices (sleep, nutrition, exercise)
- Parents are partners in contributing to their child's healthy lifestyle
- Students have positive relationships with adults
- Students have positive relationships with their peers
- Our school supports, promotes and reinforces healthy eating habits and food safety in all food service and special events for students, staff and families
- Our school facilitates student and staff access to health services
- Students encourage their families to adopt healthy eating and living habits
- Information about health and social services are regularly shared with students and their families

- Frequency of community members convening in CLC schools
- Participation in Lifelong Learning programs
- Number of partnerships that support Lifelong Learning initiatives
- Resources available to students and families regarding healthy eating habits
- Participation in healthy eating and active living workshops (parents, students)

- Families are valued members of the school community
- Families support their children's education
- Parents are active participants in the school
- Multiple opportunities for parent engagement exist
- Schools actively engage with families
- Schools promote community resources and services to families
- Schools develop school-community partnerships to support/respond to the needs of students and their families

- Families feel welcome in the school
- Families support students' education at home
- Parents are recognized as leaders in the school
- Families know how to communicate / advocate for their needs
- Schools regularly communicate with and help support families
- Schools are seen as a resource for families in the community
- Parent workshops and other services are offered to families
- Opportunities exist for families to network/break isolation
- At-risk families attend school events and/or programs

- Number of events for parents, and parent attendance at workshops
- Number of family members who attend school-wide events / teacher-parent conferences / other one-to-one opportunities
- Number of opportunities for parents to organize/take initiative as leaders in school events
- Percent of families who report positive interactions with teachers and other school staff
- Number of materials provided to parents in their native language
- Participation in parent workshops and family events
- Number of programs and services to support parents

Additional Resources

- The Whole Child Approach to Education: Wholechildeducation.org
- Measuring Social Return on Investment for Community Schools: www.nccs.org/sites/default/files/resource/NCCS_SROI_Guide.pdf
- Community School Framework for Student Success: www.nccs.org/sites/default/files/resource/NCCS_BuildingCommunitySchools.pdf
- Community School Standards: www.communityschools.org/assets/1/1/Page/Community-School%20Standards-2017.pdf