

Community Partnership Evaluation

Building Evaluation Capacity, Understanding Collective Impact



Context

- Large, diverse urban school district with 35,000 students and 70+ schools
- New strategic plan focused on 5/8/10 growth increments and schools as unit of change
- District-wide budget cuts
- Culture of accountability
- 122 community organizations have formal contracts to provide services; **many** others work with youth in OST
- Department reorganization aligned to needs identified in strategic plan

Minneapolis Research Evaluation and Assessment

- Program Evaluation
 - Internal Program Evaluation
 - Youth Participation Evaluation
 - Return on Investment

- Assessment
 - Stereotype Threat
 - Data Use
 - Assessment cycle



- Data Literacy
 - Assessments
 - On-Track System
 - Socio-Emotional Measures
 - Dashboards

- Partnerships
 - Community Partnership Evaluation
 - Expanding OST Partnerships
 - Personalized Learning Systems

Collective Impact

Collective Impact Definition (FSG):

“Collective impact occurs when organizations from different sectors agree to solve a specific social problem using a common agenda, aligning their efforts, and using common measures of success.” Local examples:

- LISC
- Northside Achievement Zone/Promise Neighborhoods
- Generation Next
- After School Network (Youth Coordinating Board)

Collective Impact Evaluation

“An approach to performance measurement and evaluation that is as multi-faceted, responsive, and flexible as the initiatives themselves.”

- Key Factors:
 - Recognize context
 - Emphasize continuous learning
 - Change evaluation approach with stages of development

Hallie Preskill (2015):

Landscape Analysis

Type of Partner	Definition	Number
All Community Partners	Any organization that provides programming to MPS students, either in schools or in the community.	Total = 383
Subcategories:		
Contracted Community Partner	An organization that provides programming or interventions to MPS students on school property; the programming or interventions take place during and/or after school. Approved community partners have signed agreements with the External Partnerships department to provide services.	122
Community Education Partner	An organization that provides programming through Minneapolis Public Schools Community Education.	58
Extended Learning Community-Based Organizations (CBO)	Organizations that provide programming on behalf of Extended Learning and receive Alternative Learning Center (ALC) funding from the state to serve students.	11

Beliefs (Assumptions)

1. Out-of-school time programs are valuable partners in increasing student outcomes
2. Partnerships can be mutually beneficial for MPS and youth-serving organizations
3. Evaluation as process builds relationships and facilitates change

CPE Project Overview

- Developed by Research, Evaluation & Assessment Department
- Designed to build evaluation capacity of community partners
- Leveraged external funding
- Extended on partnership model from Saint Paul Public Schools Foundation's Tutoring Partnership (383 total programs)

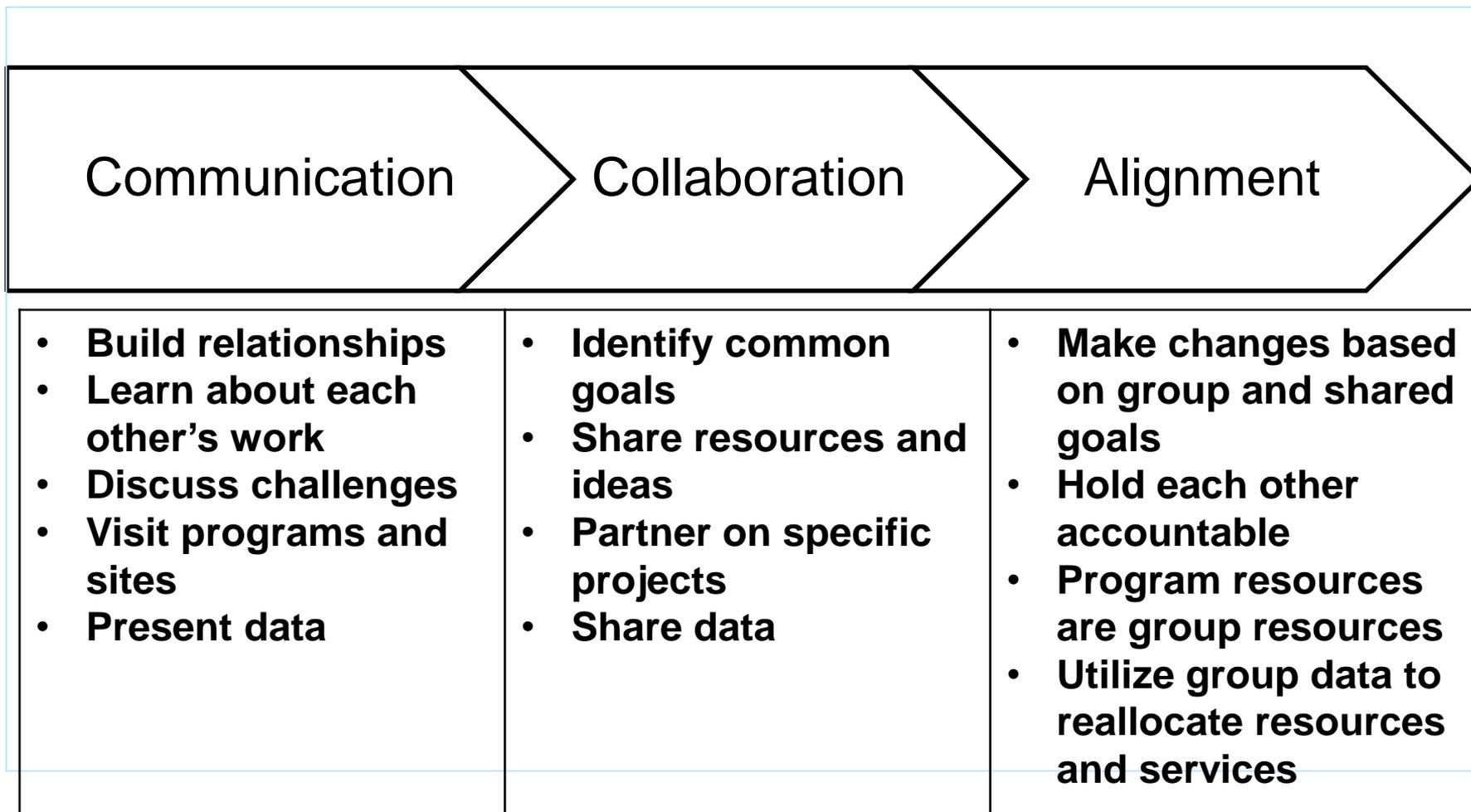
Goals: Community Partnership Evaluation

1. Improve data sharing with MPS community partners
2. Align community partner services with MPS strategic plan
3. Increase the capacity of community partners to utilize evaluation for program improvement

Telling A New Narrative:

- Demonstrate positive interactions with MPS community and staff at the central office
- Provide space for community partners voice to be heard and influence:
 - Authentically ask and listen to their needs
 - Respond to requests and communications
 - Validate the role of out-of-school time in student success
- Consistently demonstrate investment with district staff presence

Communication To Alignment: Process Mapping



Collective Impact Model: Partnership Evaluation

- Roster Collection and Coding
- Evaluation Capacity
 - Monthly Workshops (Socio-Emotional, Logic Model, Theory of Change, Data Collection)
 - Brown Bag Lunches (Youth Evaluations, Survey Design)
 - Coaching and Technical Assistance
- Aggregate Reports
- High Level Evaluations

Starting the Work



Data Sharing

- Community partners submit student rosters twice each year
- Fall:
 - MPS REA uploads participation roster into student database for teachers and families
 - Identifies gaps to better meet student needs
- Spring:
 - MPS REA creates aggregate reports from EOY rosters to provide organizations with data
 - Improves ability to analyze effect of OST programming

2014-2015 Roster Collection

Type of Partner	Rosters Collected	Total Eligible Organizations*	Percent Participation
Community Partners	94	371	25.3%
Contracted Community Partners	63	110	57.3%

*Note that 12 organizations provide health-related services and therefore cannot provide a student roster to MPS REA due to HIPAA protections.

Alignment

- Collected and mapped participation in community partner programs
- Aligned data collection and partnerships across MPS departments
- Created infrastructure for data-sharing with community partners
- Mapped program alignment with MPS strategic plan

Generating Buy-In

- Consistently reinforced vision for the project and how it impacts students
- Developed mutually beneficial data-sharing with partners
- Started with easy wins, e.g., evaluation workshops, site visits, aggregate reports
 - Provided opportunities for MPS departments to give input External Partnerships
 - Extended Learning
 - Community Education
 - Behavior Standards/Restorative Practices
 - IT
- Shared credit for results

Products



Aggregate Reports

- Program data
- District comparison
- Include:
 - Student Demographics
 - MAP and MCA Achievement and Growth
 - Attendance
 - Behavior



District Aggregate Report

2014-2015 Students

Written By: [MPS Research, Evaluation, and Assessment Department](#)

Report Date: October 6th, 2015

School Year: 2014-2015

Student Demographics

Race & Ethnicity	Number (n)	Percent (%)
African American	13,917	38
American Indian	1,400	4
Asian/Pacific Islander	2,552	7
Hispanic	6,836	19
White	12,334	33

Home Language	Number (n)	Percent (%)
English	24,522	66

High Level Evaluations: Collective Impact

- REA staff as external evaluators
- Examine impact and implementation of youth programs
- Organizations selected on criteria:
 - Program size
 - Evaluation capacity
 - Type of partnership with district

Example: MPS - CAN

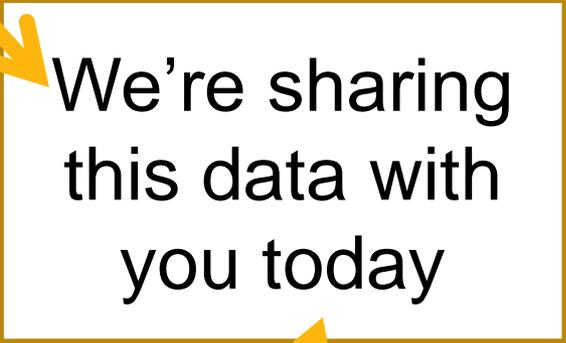
- 18 organizations
- Serving over half of MPS students in grades 6-12 (9,739 of 19,368)
- Group wanted to know about overlap and gaps, but cannot share rosters with one another due to FERPA
- Limitations
 - Small sample sizes
 - Comparison groups have incomplete data about OST participation

Who is included in the analysis?

	Number of middle and high school students served SY15 that could be matched with MPS ID	Number of students on roster provided by organization (may contain duplicates)
AchieveMPLS	545	553
AVID	2,130	2,207
Banyan Community	10	31
Big Brothers Big Sisters	159	412
Breakthrough Twin Cities	3	18
College Possible	333	343
Girl Scouts of MN and Wisconsin River Valleys	-	25
Minds Matter Twin Cities	3	4
Minneapolis Community and Technical College	371	651
Normandale Community College	27	30
Project Success	3,648	4,958
St. Olaf College	338	347
University of Minnesota - CEHD	100	105
University of Minnesota Duluth	77	81
YMCA Multicultural Achievers	79	107
Gear Up	2,712	N/A
Get Ready	1,512	N/A
Check and Connect	1,686	N/A
Total	13,733	9,814
Total Unique Student IDs	9,739	

Review of Year 1 Evaluation Questions

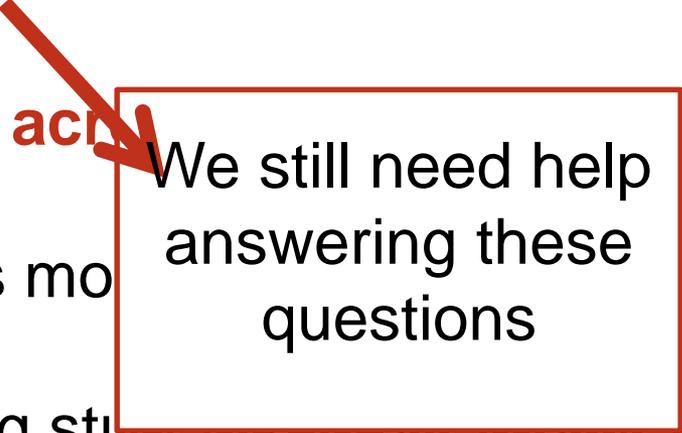
- **Who participates in college access programs?**
- **Does participation vary by subgroup?**
- What types of services do the programs provide to students?
- What are the desired outcomes for students from these programs? Are there common outcomes or categories of outcomes across programs?
- What does participation look like across programs (e.g. frequency, duration, intensity)?
- **What combination(s) of programs is most common?**
What is the most common pathway?
- **To what extent are programs serving students in alternative schools or pathways?**



We're sharing
this data with
you today

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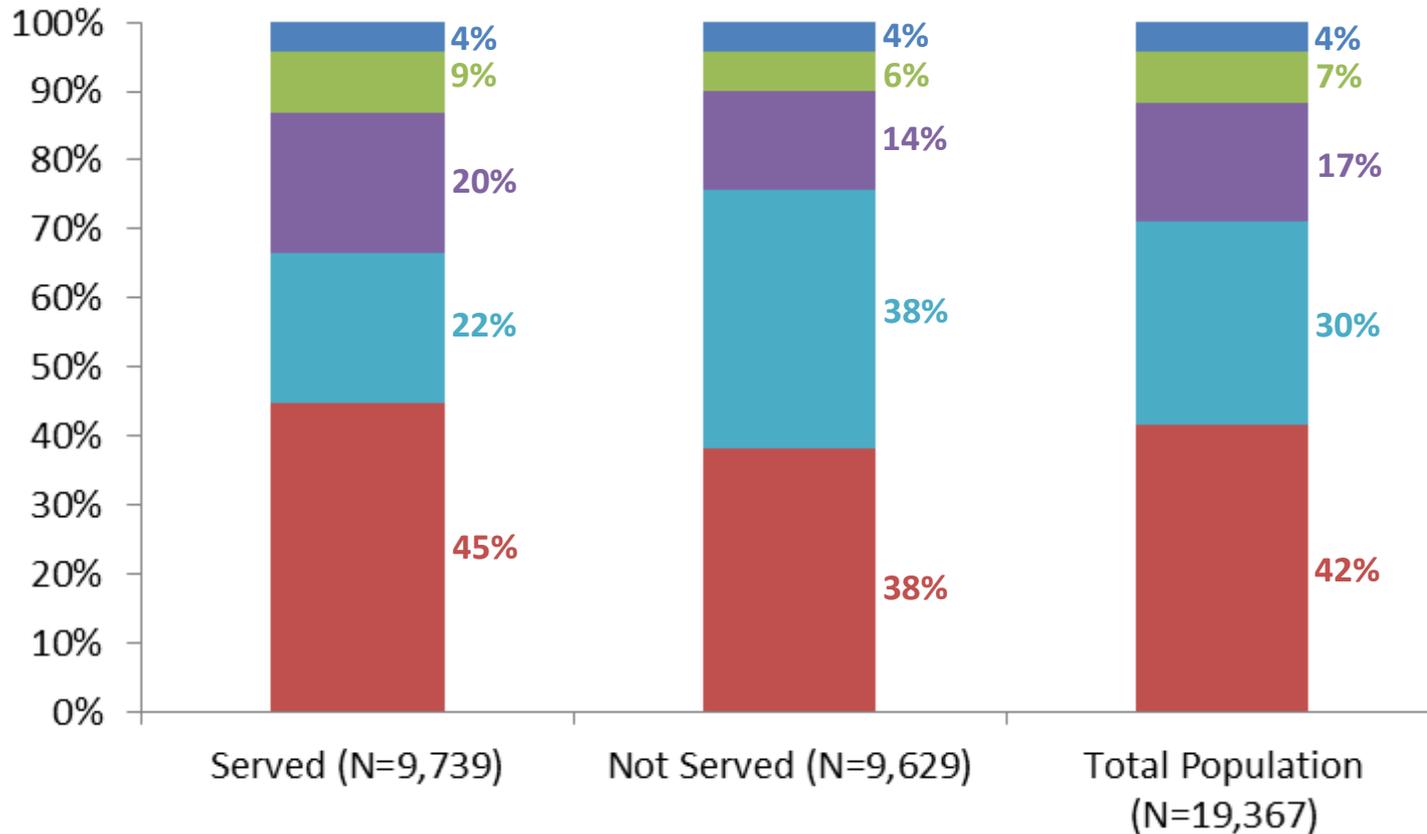


We still need help answering these questions

Who is being served?

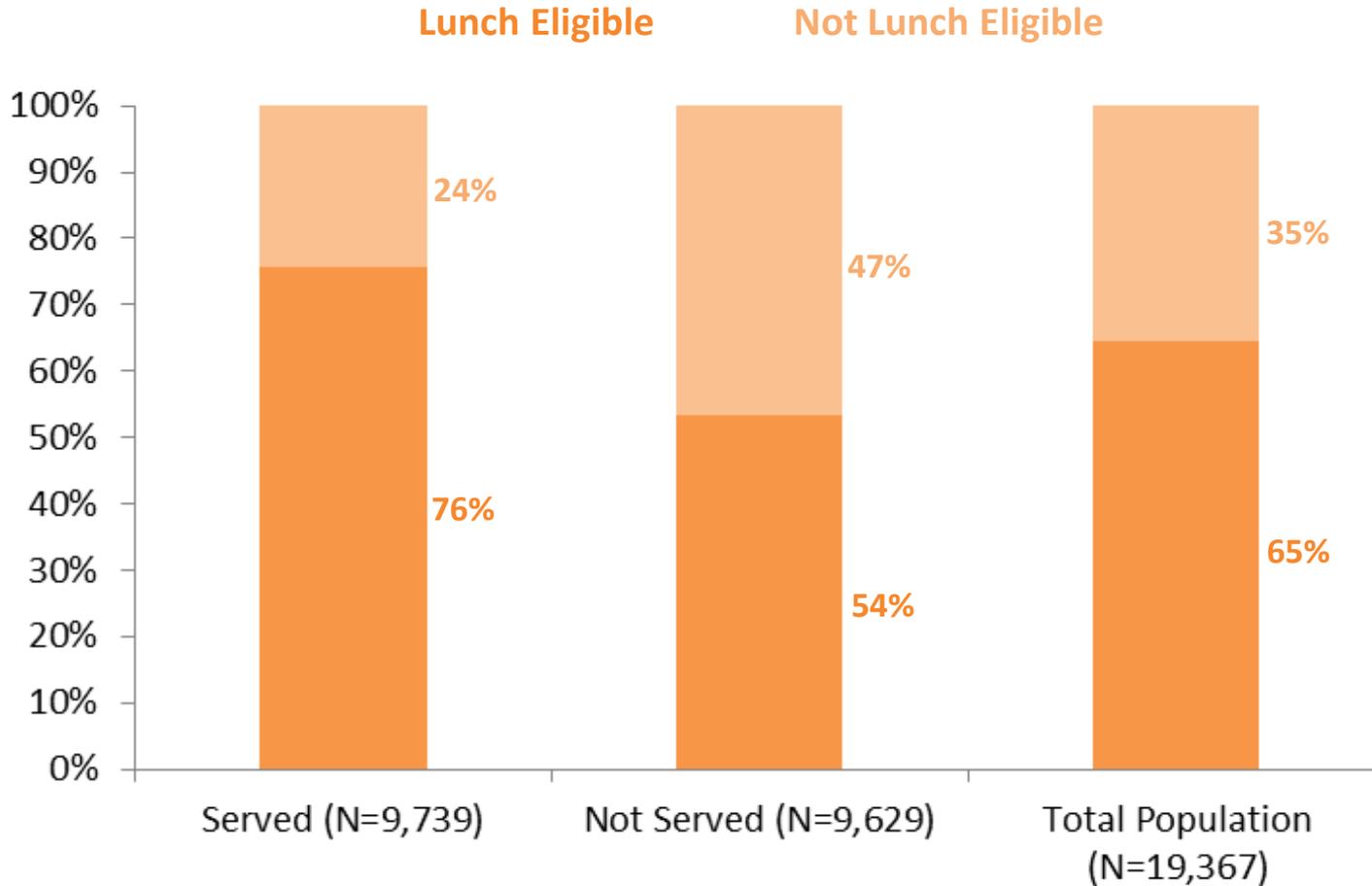
District-wide, grades 6 - 12

African American White Hispanic Asian American Indian



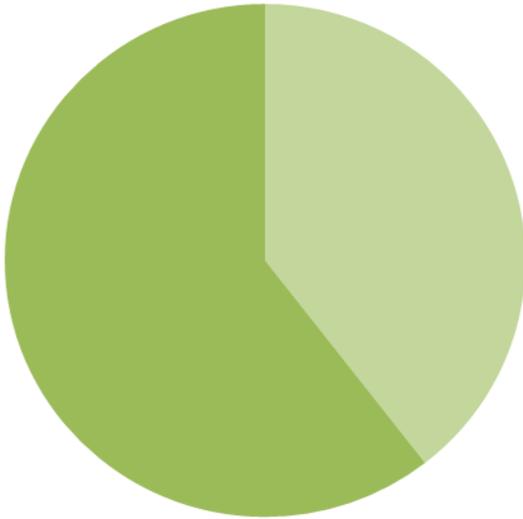
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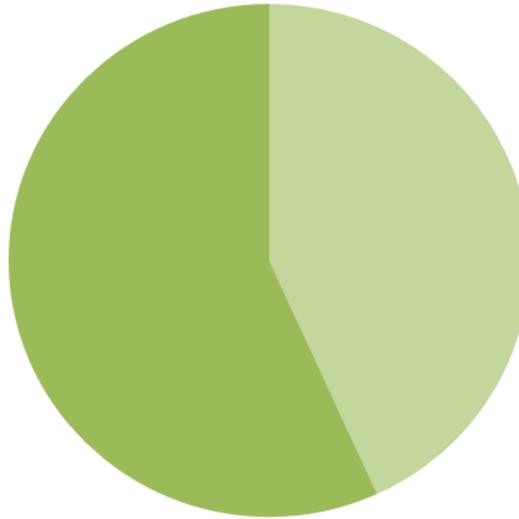


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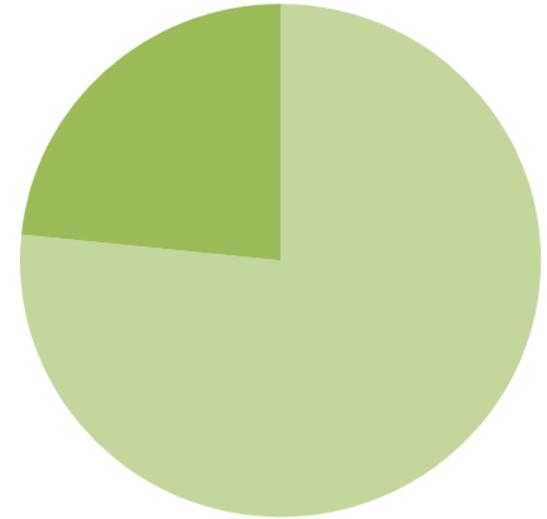
District-wide, grades 6 – 12 and continuously enrolled at the same school



Grades 6 to 8
61% served



Comprehensive High Schools
57% served



**Alternative/
Contract
Alternative**
23% served

Future Considerations: Collective Impact Year 2

- Evaluation for decision-making
 - Cost-effectiveness within context
- Determining collective impact on traditional academic outcomes
 - Aligning programs with district measures
- Continued Funding
- Increase participants in project
- Providing participation data to teachers and schools (Dashboards)
- Integrate community partnership data with personalized learning system