

Providing Affordable, Quality Childcare while
Promoting Intellectual, Physical and Social Development:
Evaluation of Community Day School Association
2012-2013

Prepared by Elizabeth Zherka M.A., M.P.A and Mary Murray M.A.

MEMconsultants

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p.o. box 18464, seattle, wa 98118 / 206.324.2280 / www.memconsultants.com

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About Community Day School Association

Located on-site at nine Seattle public elementary schools, Community Day School Association (CDSA) provides high quality preschool, before and after school enrichment learning programs as well as day-long summer enrichment learning. CDSA strives to create a nurturing environment and practices a hands-on approach to learning, focusing on promoting each child's intellectual and socioemotional development.

In collaboration with school teachers and parents/guardians, CDSA staff members work to nurture the intellectual, physical and social health of each child. Programs operate weekdays, Monday through Friday, from 7am to 6pm. CDSA offers expansive learning opportunities to over 1,000 children ages 3-12 across Seattle, building foundations for success in school and life.

MISSION

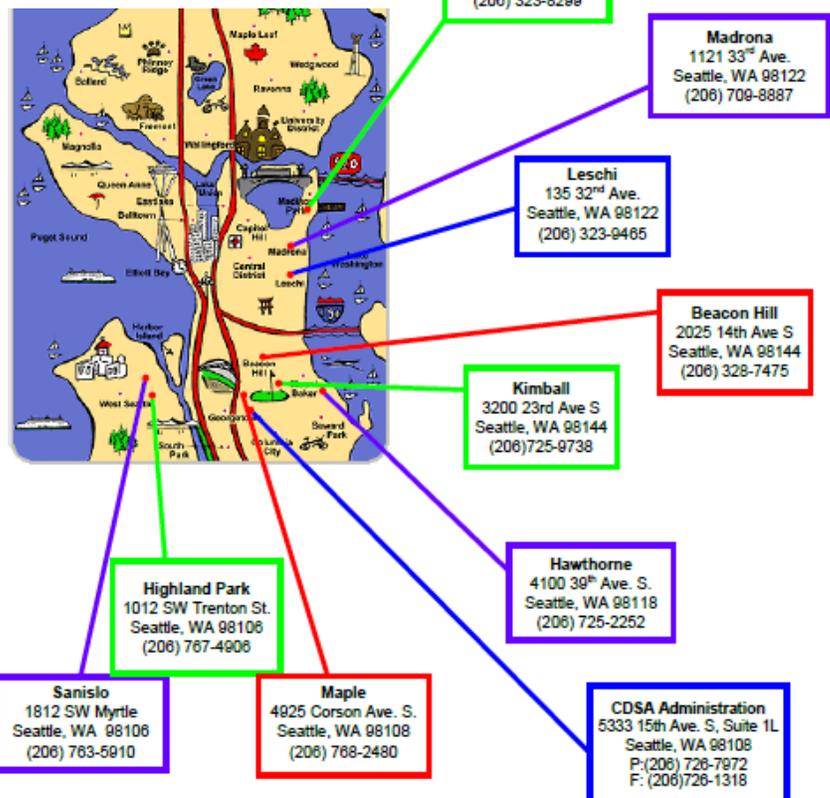
Community Day School Association is dedicated to providing affordable, quality childcare in safe and caring surroundings. We seek to promote each child's intellectual, physical and social development within our diverse community and with an emphasis on respect for self, others and the environment.

CDSA's school-age programs are staffed by well-trained teachers, half of whom hold a degree in education, and whose language abilities reflect the diversity of the students and communities served.

With over three decades of experience in child care, CDSA has come to be a leader in the youth development field, promoting collaboration and sharing best practices with Seattle Public Schools (SPS) and community based organizations (CBOs). Through these and other community partnerships, CDSA continues to be a leader in advocacy and outreach for Seattle families.

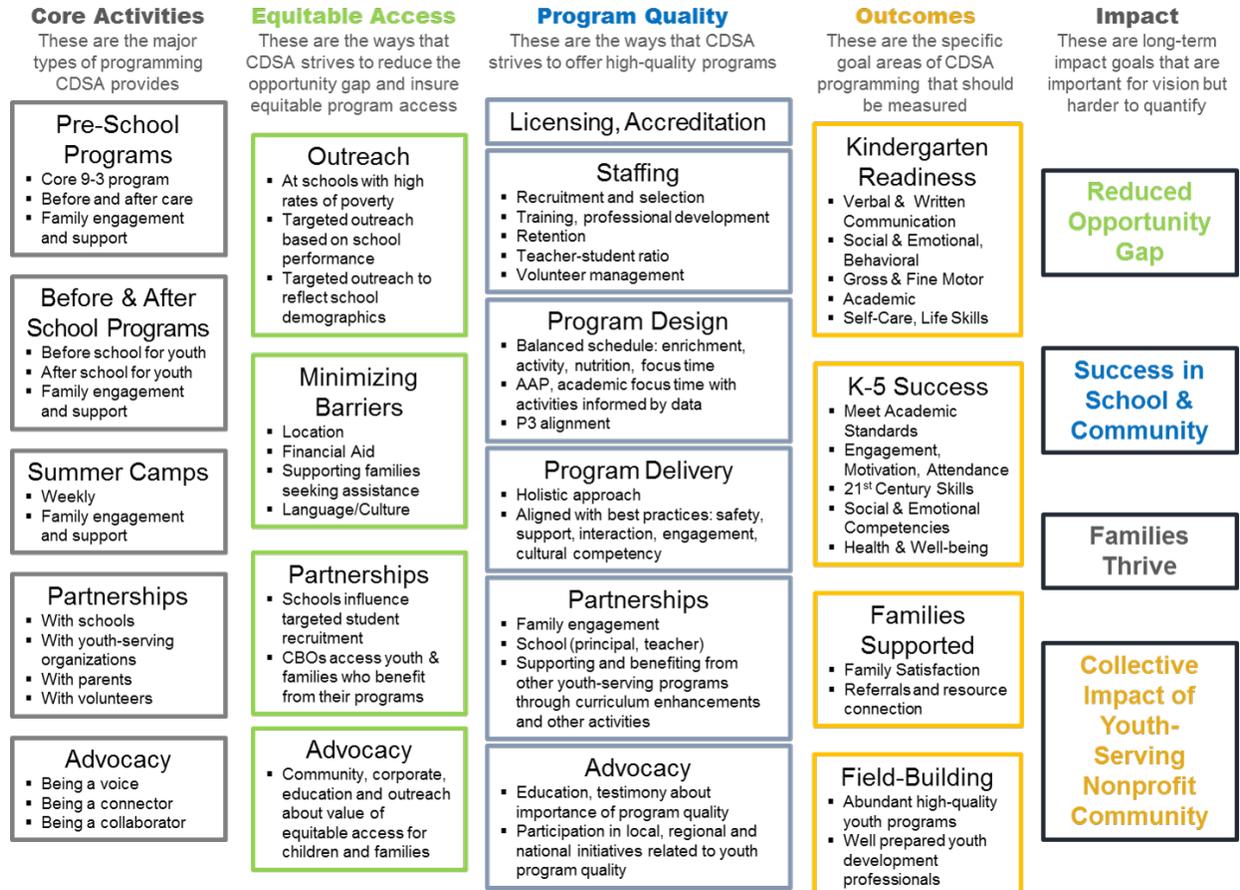
Seattle Neighborhoods

CDSA's sites across Seattle



About the Evaluation

In 2012, CDSA contracted with **MEM**consultants to guide an internal evaluation capacity building process. Organizational leadership gave input to design a logic model, which serves as the basis of the evaluation plan.



The driving questions of the evaluation center on six areas:

- Equitable access**
In what ways does CDSA foster equitable access to its program and other quality youth programs? How can it better foster equitable access to youth programs?
- Program quality**
Are CDSA's programs delivered consistently with high standards and best practices in youth programming? How could they be improved?
- Fostering school success**
What impact does CDSA participation have on kindergarten readiness and K-5 success?
- Family Support**
In what ways are families supported by CDSA? How can CDSA be a better support to families?
- Partnerships**
In what ways are CDSA's partnerships successful? How can they be improved?
- Advocacy for children and families**
What role(s) does CDSA play in advocating for children/families and building the youth development field?

Data Collection Methods

The findings in this report are based on the following sources of information:

- **Program Records** - CDSA recorded student enrollment information, including numbers of students per school and demographic information about students and families. These include data collected from families in response to the United Way of King County survey.
- **Family Surveys** – Surveys were emailed to families at the end of the school year and summer programs.
 - The end of school-year survey was completed by a total of 124 parents/guardians, who represent 159 children (42 preschool-age and 117 school-age) or 12% of the 1,030 children served by CDSA during the 2012-2013 year.
 - The end of summer camp survey was completed by a total of 124 parents/guardians, who represent 137 school-age children or 18% of the 677 children served by CDSA during the 2013 summer camp program.
- **Partner Surveys** – Surveys were emailed to five principals and five organizational partners to gain feedback on partner satisfaction and the effectiveness of CDSA’s partnerships. Four of the five partners responded to the survey, while only one out of five principals completed the survey.
- **Teaching Strategies Gold Assessments** – CDSA uses Teaching Strategies Gold to measure kindergarten readiness. The assessment measures individual and aggregate student-level outcome data. It also complements Washington State’s Department of Early Learning (DEL) recently adopted Early Achievers Quality Rating Improvement Scale (QRIS) which sets standards and measurements for program quality in early learning programs.
- **Center Director Focus Groups** – Two focus groups, at the mid-year and end of year, were conducted with Center Directors. Questions addressed the process and impact of the Youth Program Quality Initiative.
- **Staff Survey** – An online survey was sent to all Center Directors and Teaching staff in September 2013 in order to gather feedback on the first year of the Youth Program Quality Initiative. It was completed by 19 staff representing eight out of nine sites.
- **Seattle Public School District Data** – SPS provided data summarizing student performance on formative reading and math tests (Measures of Academic Progress or MAP) and annual reading and math state tests (Measurement of Student Progress or MSP), as well as student absences for CDSA participants who attended for at least 120 hours.

Findings—Program Impact and Successes

Equitable Access

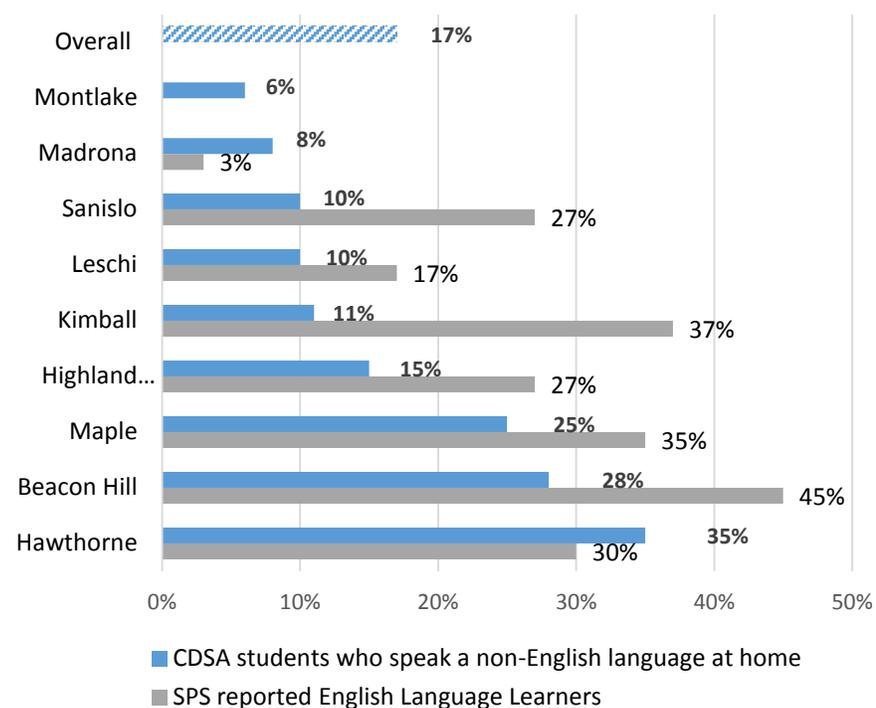
In what ways does CDSA foster equitable access to its program and other quality youth programs? How can it better foster equitable access to youth programs?

CDSA takes steps to overcome barriers that youth and families might experience in accessing quality youth programs and after school care. CDSA strategically partners with schools that serve a high portion of low-income families, students of color and students from multilingual households. Additionally, CDSA supports families to access tuition subsidies and offers financial aid. To determine if these strategies are successful in fostering equitable access, this evaluation examines if CDSA serves families that mirror the student populations at school sites and seeks family feedback on barriers to enrollment.

The families supported by CDSA are diverse in terms of racial/ethnic background and socioeconomic status.

Seventeen percent of CDSA students speak a language other than English at home, as reported by families on their CDSA application; however, this number varies by school site. The figure to the right illustrates responses by school site, compared to Seattle Public Schools reported percentage of English Language Learners (ELL) at each school. ELL status is determined by a student's score on the Washington Language Proficiency Test.

Student Language



Almost a third (30%) of CDSA families fall into United Way of King County categories of 'low income' or 'very low income'².

Income Level	%	n
Very low income	17.6 %	148
Low income	11.9 %	100
Moderate income	10.9 %	92
Above moderate income	59.6 %	500
Total	100%	842 ¹

¹ For 129 families, income is unknown.

² UWKC's categories are based on household size and household total pre-tax income (as a percent of the year's established median income which is determined by King County Housing and Community Development).

CDSA families benefit from a variety of tuition assistance programs.

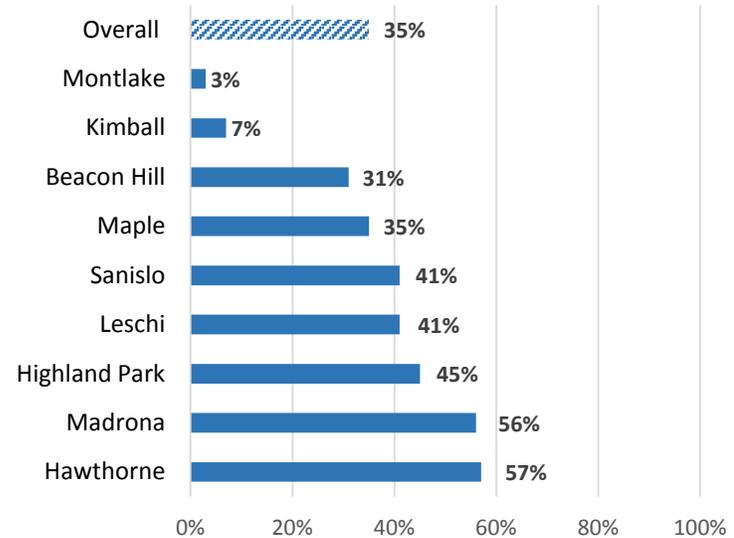
Approximately half of CDSA families surveyed report that tuition is a challenge.

- End of year family surveys revealed that 48% of families report that tuition is a challenge (n=54).
- End of summer camp family surveys revealed that for 54% of families tuition is a challenge (n=58).

CDSA is an approved childcare provider with both Department of Social and Health Services (DSHS) and the City of Seattle; therefore families who qualify to receive state or city childcare subsidies may use them at any of CDSA’s locations. CDSA accepts DSHS subsidies and co-payments as payment in full even though DSHS reimbursement rates are less than the amount CDSA charges for its services.

Overall, a third of CDSA families receive subsidized tuition from DSHS or the City of Seattle. At some sites there are few families who are eligible and receive tuition subsidies, at other sites more than half of the students’ families receive this support.

Percent of Students Receiving DSHS or City Subsidies



In addition to these subsidies, CDSA offers tuition assistance for families in financial need who are ineligible for or on the wait list for a public source of support listed above. The applicant must be employed or enrolled in an educational or training program. In the 2012-2013 school year, CDSA provided \$40,000 of financial aid to families.

Program Quality

Are CDSA's programs delivered consistent with high standards and best practices in youth programming? How could they be improved?

CDSA consistently seeks external review to verify its program quality and identify opportunities for program improvement.

Inclusion in local funding and national accreditation programs indicate the high quality of CDSA's preschool program.

The City of Seattle selected CDSA's preschool program to be one of the twelve organizations that operates with funding from the Families and Education Levy Step Ahead Preschool Initiative. The funding this levy provides enables teachers to spend four hours per week planning together and conducting weekly group staff meetings. During these meetings child development challenges are discussed, curriculum and field trips are planned and classrooms are improved. The funding also makes it possible for a number of children at each CDSA location to attend preschool at little or no cost. All six of CDSA's preschools are accredited by the National Association for the Education of Young Children (NAEYC). Since 1985, the NAEYC has set professional standards for early childhood education programs, helping families to find high-quality programs for their children.

CDSA's preschool program incorporates multiple methods of developing plans for improvement.

As part of Early Achievers and Step Ahead, preschool classrooms are observed and rated using the Early Childhood Environment Rating Scale (ECERS) and the Classroom Assessment Scoring System (CLASS), and receive coaching based on these observations. The Department of Early Learning (DEL) developed Early Achievers to help early learning professionals offer high-quality care that supports each child's learning and development, while Step Ahead funds preschool programs that help children prepare for kindergarten – academically, socially and physically. Participation in these programs helps CDSA develop a Quality Improvement Plan (QIP) and set classroom improvement goals for its teaching team, curriculum, and physical environment.

Each preschool classroom has two co-lead teachers and an assistant teacher with 20 children. The two lead teachers are full time, benefited positions and the assistant teacher has part time benefits. CDSA creates a Professional Development Plan (PD Plan) with each teacher in order to set professional growth goals for the year. The Core Competencies for Early Childhood Professionals are a major source of guidance when setting these goals.

CDSA's after school program engages in the Youth Program Quality Initiative for continuous quality improvement.

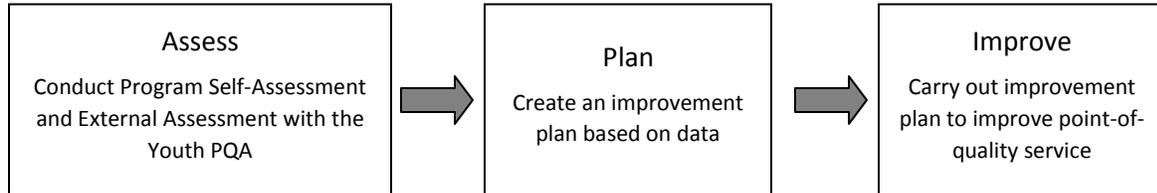
Recent research coming from the youth development field about program quality suggests that out of school time programs with certain key features and qualities show positive effects while programs without these do not.³ There is a growing body of literature on the components of quality and much overlap among various definitions of a quality youth program, specifically in the areas of adult and peer

³ Durlak, J. & Weissberg, R. (2007) The Impact of After-School Programs that Promote Personal and Social Skills. Collaborative for Academic, Social and Emotional Learning.

Lowe Vandell, D., Reisner E. & Pierce, C. (2007). Outcomes Linked to High Quality Afterschool Programs.

relationships, safe and supportive environment, engagement, social/behavioral norms, skill building opportunities and routine/structure.⁴

CDSA participates in the Youth Program Quality Initiative as a means of strengthening its school-age programs. The Youth Program Quality Intervention (YPQI) was developed by the David P. Weikart Center for Youth Program Quality and follows the Assess-Plan-Improve sequence outlined below.⁵



Core to this intervention is the Youth Program Quality Assessment tool (Youth PQA), a tool for observing and recording indicators of program quality in four categories: Safe Environment, Supportive Environment, Interaction, and Engagement.⁶

CDSA initiated the YPQI process in August 2012, beginning with staff training prior to the 2012-2013 school year.

YPQI Elements	CDSA's Efforts
Training to Conduct Self-Assessment, August 2013	All CDSA staff attended a <i>YPQA Basics Training</i> .
Training for External Assessors September 2013	Site Directors completed the <i>YPQA External Assessor Training</i> .
Baseline Assessments Fall 2012	Staff at each site conducted at least one internal assessment and one "mock" external assessment. Schools Out Washington conducted an external assessment at each site.
Action Planning November 2012	All sites sent staff to a <i>Planning with Data Workshop</i> and completed <i>Program Improvement Plans</i> based on assessment data and staff input.
Coaching for Managers or Staff November 2012 – June 2013	CDSA contracted Schools Out Washington to provide a coach, who visited each site at least once and more as necessary.
Youth Work Methods Trainings January – June 2013	Two CDSA staff were trained to deliver <i>Youth Works Methods Trainings</i> , which are interactive courses that provide participants with practical skills geared to improve the quality of interactions with youth and aligned with the YPQA. Each site had access to these trainings as desired and needed.
Post-Initiative Assessment Spring 2013	CDSA contracted Schools Out Washington to conduct an external assessment at each site.

⁴ The Forum for Youth Investment (2008). *Assessing and Improving Youth Program Quality*. Downloaded on August 26, 2010 from www.forumforyouthinvestment.org.

⁵ David P. Weikart Center for Youth Program Quality. (2010, September) *The Youth Program Quality Intervention (YPQI). Technical Assistance Brief #1*. Ypsilanti, MI: Authors.

⁶ High/Scope Education Research Foundation: *The Youth Program Quality Assessment*.

Focus groups and staff surveys revealed the following about the first year of engagement in the YPQI and continuous quality improvement process.

The YPQI is well-received by Center Directors. Overall buy-in is high and Center Directors see the assessment tool as a method to improve program quality. A few also noted the strategic value of CDSA using this tool as peer organizations and funders in the region are also adopting it. As one stated, *“This helps change the perception of us as ‘just a daycare’ into a good quality program; it keeps quality on the agenda. I want to keep doing it because it’s really great! It gives the staff a framework to plan their day.”*

Center Directors have made positive changes at their sites. Most sites have incorporated icebreakers into their routine with youth, begun to share control with youth, creating more opportunities for youth leadership, and become more intentional about program planning. The following focus groups quotes illustrate how sites are working to improve program quality.

- *Dialog and conversation that haven’t happened before are happening. There are so many avenues of guides, assessments, best practice with younger kids.*
- *We had one of the most successful summers. We got kids input, and they planned the entire summer, and it was really easy for us. Mythology and history. Even though the plans were done in advance, we still have kids influencing what we learn and telling us where to go more in depth. They have more comfort taking ownership from staff now, it’s a stronger relationship.*
- *Icebreakers happen often, to teach empathy and respect. We now have smaller groups to build intimacy.*
- *[We are] giving a lot more voice to the kids. We reframe types of activities based on their input.*
- *[Now, we do more] child-led activities - class president elected, suggestion boxes, children lead origami and Lego clubs.*

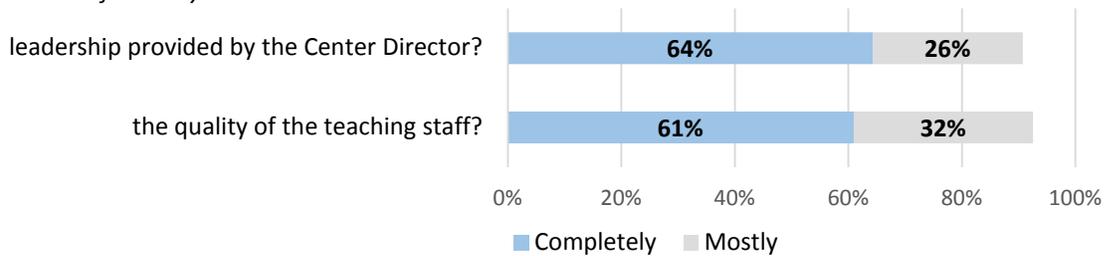
Overall, CDSA is on track to sustain the YPQI process as a means of continuous quality improvement for its school-age programs. In the 2013-2014 school year, CDSA will be part of a cohort of youth-serving organizations supported by the City of Seattle to fully engage in a YPQI cycle of assess-plan-improve. This will provide CDSA structure and support to identify and address existing barriers to improving program quality.

Families are satisfied with the quality of CDSA programming.

Family surveys were completed by parents/guardians at the end of the school year and end of summer camps across the nine CDSA sites. The following results and comments are aggregated from the two surveys.

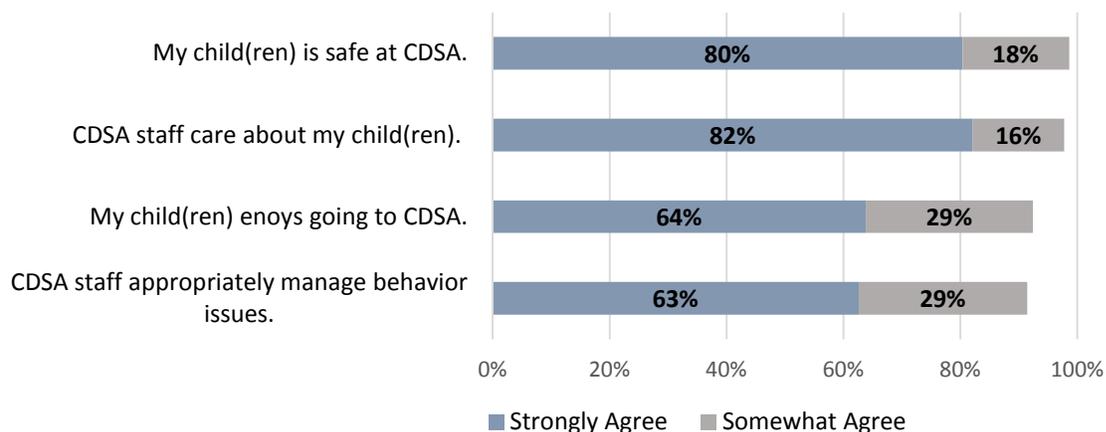
Family Satisfaction with CDSA Staff

How satisfied are you with...



- *Site staff are absolutely wonderful—supportive, responsive, a mix of a great sense of humor, firm boundaries, enormous patience*
- *What a wonderful caring professional group who like our kids so much!*
- *Every interaction I've seen CDSA staff have with children and parents alike has been positive. Teachers and the director are warm, respectful and excellent role models.*
- *The Director and staff are friendly and kind. I can tell they genuinely love the children and CDSA. Every day I am greeted by a smile and a story of my kids' day.*
- *[CDSA Summer Camp has] loving and caring counselors.*
- *I feel comfortable entrusting them with the safety of my children.*
- *I feel my child is in a safe and supportive environment.*
- *I can feel confident my child is well cared for.*
- *I have observed the teaching staff work with the children in a kind, capable manner and I feel like my child is safe and thrives under their care.*

Family Perceptions of Program Quality



Fostering School Success

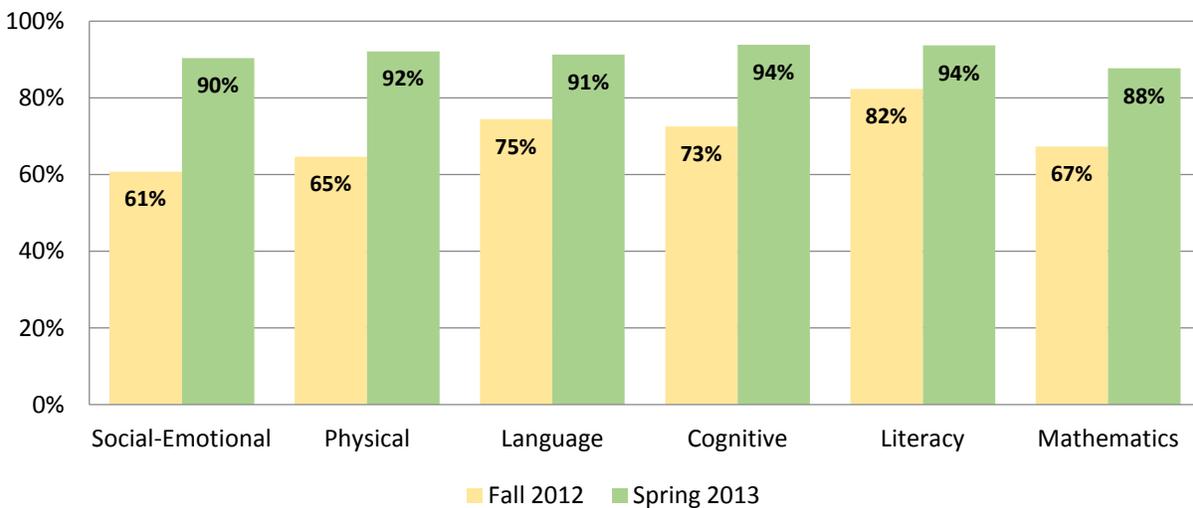
What impact does CDSA participation have on kindergarten readiness and K-5 success?

CDSA strives to impact school success by increasing kindergarten readiness among preschool students and fostering the academic, physical and social and emotional development of school age students.

Nine out of ten preschool students end the year meeting or exceeding most benchmarks for kindergarten readiness.

Preschool students are assessed using Teaching Strategies Gold⁷ in the fall and spring to document changes in kindergarten readiness correlated with CDSA preschool participation. The figure below compares the percentage of CDSA students (out of 124 three and four year-olds) meeting or exceeding benchmarks in Fall 2012 and Spring 2013, and shows that 88% - 94% of preschool students meet kindergarten readiness along specified domains with 84% of four-year old students meeting or exceeding expectations in all six domains by the end of the school year.

Percentage of Preschool Students Meeting or Exceeding Benchmarks



⁷ More information about the assessment is available at www.teachingstrategies.com.

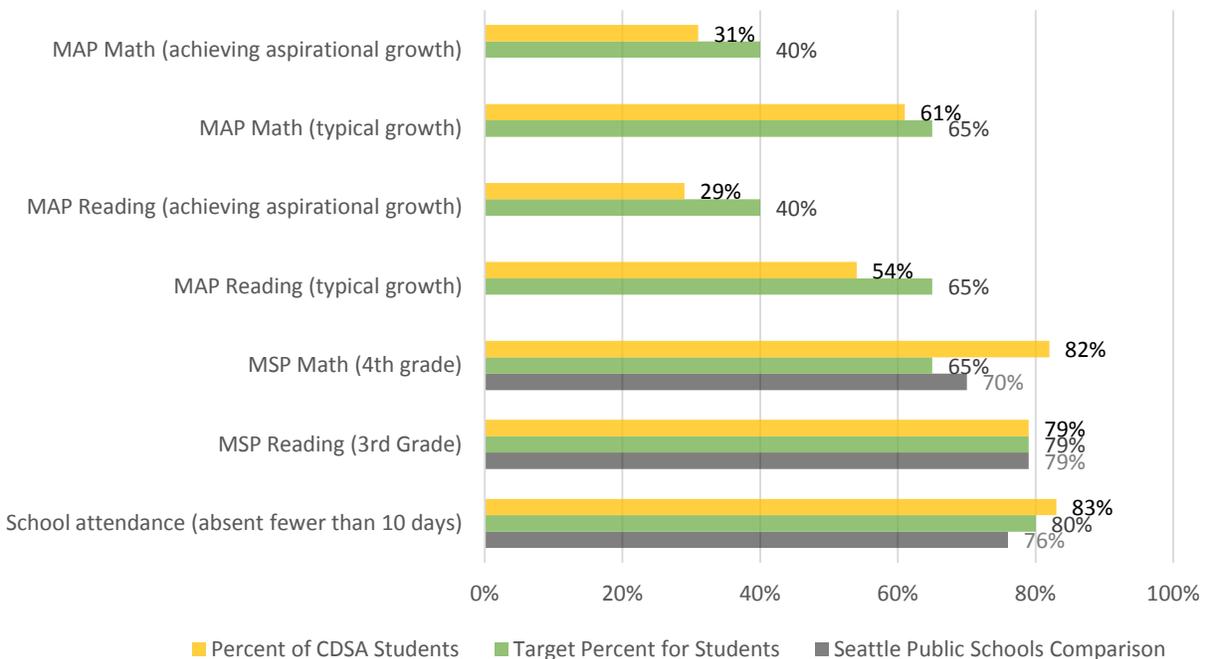
CDSA works to support students to meet regional academic benchmarks.

CDSA accesses school academic data to make informed choices about how to best support the academic development of students who attend its school-age programs. CDSA has identified the following indicators of success as important to track, as they align with the City of Seattle’s Office of Education and the South King County Road Map project’s 2020 targets.

Descriptions	Measures
Measures of Academic Progress (MAP) in math and reading for students K-5	Percent of students achieving aspirational and typical growth.
Measure of Student Progress (MSP) in math for 4 th graders and in reading for 3 rd graders	Percent of students meeting proficiency standards
School attendance for students K-5.	Percent of students absent fewer than 10 days per school year

In 2012-2013, CDSA received permission to access academic data for eight out of nine sites, and was able to access academic data for 277 students who attended the program for over 120 hours. Analysis of these records shows that CDSA students are meeting targets for MSP Math and Reading, as well as school attendance. Equally noteworthy, CDSA participants reach these targets at rates equal to or better than the Seattle Public School district average, even though CDSA participants are disproportionately from Title 1 schools and schools with high rates of poverty and English Language learner. Data also shows that CDSA participants are not meeting MAP targets for aspirational or typical growth (comparison data for the district is not available). CDSA will continue to seek permission to access student data so that they can incorporate methods to support students to meet growth targets into their program planning.

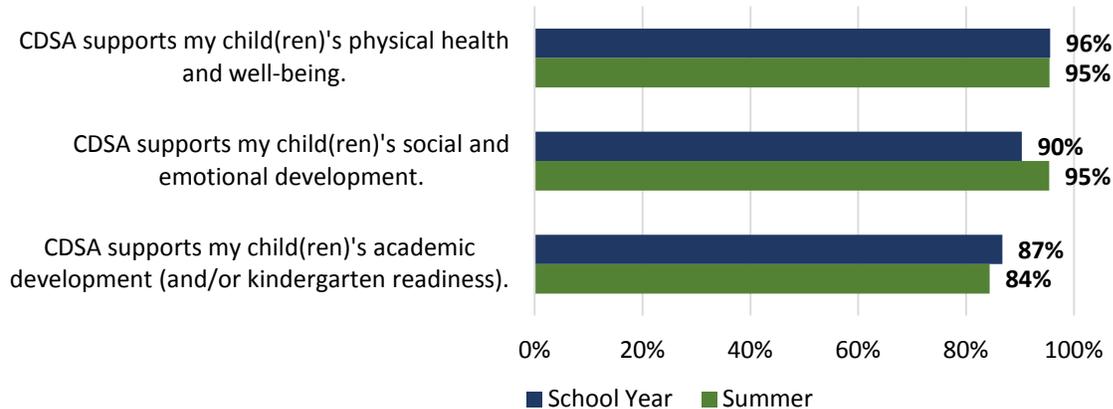
CDSA Student Progress Towards Meeting Regional Academic Benchmarks



Families believe CDSA positively impacts student development.

The field of early childhood education theorizes that a child’s physical health and well-being, social and emotional development, and academic development can impact their kindergarten readiness and/or K-5 success; therefore, CDSA designs programs that support student development in these areas. Family members agree that CDSA supports their student’s development; these results were consistent for families of students in the school year and summer programs.

Family Perceived Impact on Student Development
Percent who agree somewhat or strongly



Family Support

In what ways are families supported by CDSA? How can CDSA be a better support to families?

CDSA supports families by meeting their needs for accessible, high-quality childcare, and doing so in a way that earns high satisfaction ratings.

CDSA supports families in a variety of ways.

This evaluation found evidence that CDSA supports families by operating at sites that are convenient for them, providing tuition assistance and links to other financial resources, offering high quality programs in a safe and supportive environment and supporting student academic success. Almost all (95%) family members surveyed agree that CDSA is a support for their family, as illustrated by the quotes below. . .

- *CDSA has been the best experience to childcare we've had. It's a natural extension of school. There at the right times. CDSA has materially reduced the stress in our lives and added to our overall quality of life.*
- *[CDSA] helps my child feel an extended sense of community at her school that I can't always provide as a mom who can't linger and socialize during pick up and drop off—hard to describe how beneficial and supportive this is for dual career families (I imagine also for single parent families). It 'normalizes' children who don't have a stay at home parent, gives them a strong peer group identity and makes me feel embraced and valued as a working parent.*
- *CDSA has been an amazing support to your full time work schedule. I don't know how working parents without CDSA manage?!*

Partnerships

In what ways are CDSA's partnerships successful? How can they be improved?

CDSA partners with schools and other youth-serving and allied organizations to enhance the curriculum it provides youth, to provide families additional resources, and to further the youth-development sector by allowing other community-based organizations access to the population they aim to serve.

CDSA is an effective partner to schools and community organizations.

All partners report satisfaction, with 80% indicating they are *very satisfied* with their work with CDSA.

- [The best things about the partnership include] *collaboration on common goals around promoting students' social emotional and academic success, CDSA support of family engagement activities, Partnership between CDSA and the school that helped to provide extended school year learning activities for 35 level 1 and 2 students.*
- *I appreciate that we can reach more kids through CDSA.*
- *At my sites there were some educators who were very supportive and participated in the lessons. I think that's incredibly important, since they know the students better than I.*
- *Communication was strong throughout our partnership with CDSA. We were able to target many students who could use our joint services. Running both programs at the same site made it very easy to work with the same population of students.*
- *CDSA was very communicative and provided excellent in class support.*

Findings – Lessons Learned for Program Improvement

Equitable Access

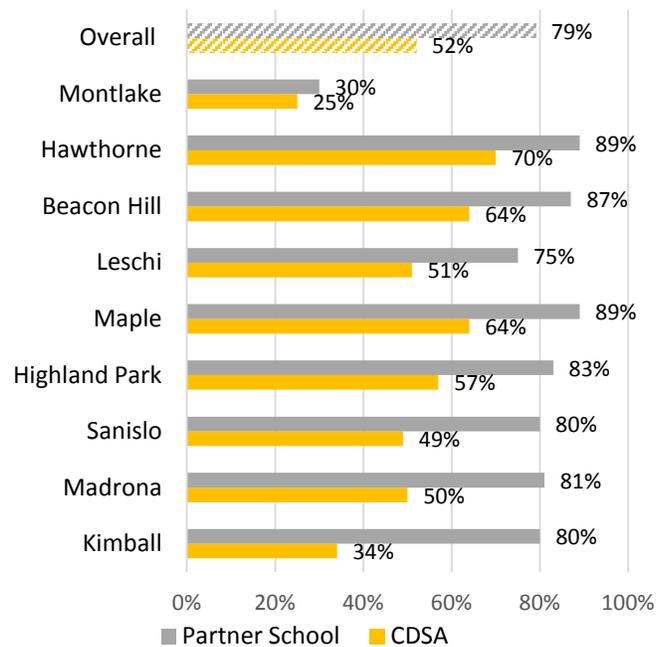
CDSA strives to serve a student population that mirrors the demographics of the school sites, but is less likely to serve students of color or students who qualify for free or reduced lunch.

Overall, almost 80% of students enrolled in the nine elementary school sites CDSA serves are students of color; however just over half (52%) of CDSA’s students are children of color. Montlake is the site that has the closest mirroring of students of color served compared to the school’s overall demographics. At Kimball, 80% are students of color, but only 34% of CDSA’s students are children of color.

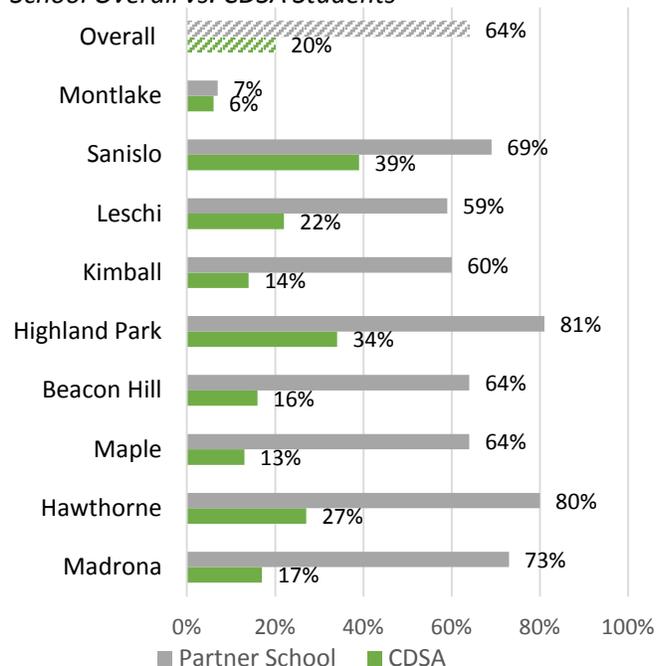
Qualification for Free/Reduced Lunch (FRL) is used as an indicator of a family’s financial need. Overall, 64% of students at the nine elementary schools qualify for free or reduced lunch. Of CDSA’s total students served, 20% qualify for free or reduced lunch. Montlake is the site that has the closest mirroring of students eligible for FRL; while at Madrona, 73% of students are eligible for FRL, but only 17% of CDSA students fall into this category.

CDSA is likely to attract families that need before or after school care because caregivers work or are in school. Consequently, CDSA is likely to enroll and retain students from families with higher incomes than the school average. Yet, CDSA strives to provide high quality programming that can serve the needs of students from all family backgrounds. CDSA should reflect on the gap between school demographics and program demographics, and set its own goals for program enrollment against which it can measure successful student recruitment and enrollment.

Students of Color
School Overall vs. CDSA Students



Free or Reduced Lunch Status
School Overall vs. CDSA Students



Family Support

Families would like more regular, comprehensive, proactive communication from CDSA.

Survey results indicate strongly that parents/guardians feel comfortable expressing their concerns with staff and feel their feedback is heard and acted upon, but a small group of caregivers request more information from CDSA. Eight percent of families who responded to the survey report little or no satisfaction with the communication they receive from CDSA and disagree that the communication they receive meets their needs.

Caregivers would like proactive information from CDSA on the topics of changes in staffing, conflict and emergency plans, nutrition guidelines and menus, and individual student progress.

- *Occasional formal communication with parents about how kids are behaving/learning/relating to others/etc. I know that teachers are open to these discussions, but structured feedback would be great. ~ School Year*
- *More communication about what they are learning. Perhaps a weekly message on the computers when we check in with a quick highlight? ~ School Year*
- *[I recommend] More communication with the parents on daily activities. I would like to have seen more information through email rather than the handouts that weren't always available. Overall just more information on what the parents should do to prepare their children for that particular day or week. ~ Summer Camp*
- *[I have] safety concerns related to the lack of parent/teacher introductions. ~ Summer Camp*
- *I am unclear what academic support is being provided, either as part of the field trips or on other days. If this is occurring, there is a missed opportunity to elaborate on that in newsletters and emails to families. ~ Summer Camp*

Program Quality and Staff Development

CDSA's program quality improvement efforts could be augmented with increased opportunities for staff communication, planning, and professional development, especially among part-time enrichment teachers.

All Center Directors discussed the challenge of carving out time for staff reflection and planning, especially those sites with a full-day preschool on site. They stated that including part-time staff in YPQI-related training and planning is particularly challenging, especially while incorporating Early Achievers, NAEYC and other standards for improving quality into their daily schedule. As one Director stated, *"I wish we were better at getting all of our staff the information. Our coach is helpful at this, but giving those staff opportunities to talk with each other are limited. Full time Teachers and Center Directors have had the time, but not part time staff. During summer it is even more difficult to meet. We tried to have summer planning all year long, but there is turnover and those who planned aren't all here."*

Enrichment teachers reiterate this concern, reporting that full engagement in the YPQI process requires more paid hours for reflection and planning than their schedule currently affords. They also report that their concerns about their limited time extend beyond YPQI into the broader categories of professional development teacher success.

- *We need to be given more time to plan and prep for our programs. I do not feel as though I am supported (given an hour a week) in fulfilling our obligation to enrichment and education.*

- *Indeed, part-time staff hours were trimmed in order to save money at the same time staff were being asked to absorb YPQI thinking, which either felt like or actually was more work. The work time was eventually restored, but the cutback was not good for morale.*
- *[There is a] contradiction between increased intentionality and professionalism and amount of time and resources needed to succeed. There is a shortage of the time and resources.*

Behavior management is a topic that staff and parents would like addressed through professional development and other means.

Behavior and misbehavior are areas of concern for parents and teachers alike. The following comments underscore how this is an area for improved staff-parent communication and staff development.

- *[I recommend] more training for teachers and leadership regarding child behavior issues, basic child psychology and age appropriate communications and expectations. ~ Family Survey*
- *Staff members sometimes manage behavior concerns well, but other times they imply that children are 'good' if they cooperate and they rely on rewards (sometimes food) for good behavior. ~ Family Survey*
- *Student discipline has been a challenge this year. We are working as a team to constantly think of ways to make student safety a priority so that their learning experiences at CDSA are strengthened. ~ Staff Survey*

Partnerships

Partnerships goals and activities are not clearly defined.

This evaluation set forth to examine the ways in which CDSA's partnerships are successful, and how they can be improved. Five organizational partners were identified for surveying; this is a small number, given that programming exists at nine sites. No comprehensive list of partners was easily obtained, and the definition of partner seems to vary depending on organizational role. Moving forward, it is important for CDSA to clarify the definition of partner and its goals for partnerships, in order to better examine its success in this area.

Next Steps in Evaluation

The 2012-2013 evaluation activities detailed in the report resulted in lessons learned about how to improve evaluation efforts in future years.

Institutionalize a regular schedule of data collection, reporting, reflection and use.

For years, CDSA has regularly collected data to improve its programs and report to stakeholders. However, evaluation efforts have not always been coordinated across departments. This report is an important attempt to synthesize all data collection efforts into one comprehensive evaluation product. Moving forward, it is important to create an annual, coordinated evaluation calendar to support the institutionalization of regular data collection, review, and use for program improvement.

Merge data collection tools to minimize duplication and “survey fatigue.”

Because different departments have historically collected their own data, there is some duplication in data collection within CDSA’s evaluation efforts. In particular, parents, staff and classroom teachers are asked to completed surveys and other data collection tools at multiple times during the year for different purposes. CDSA should work to combine these surveys when possible, and decrease the data collection demands put on these groups.

Work to increase survey response rates.

The conclusions drawn in this report are limited by the low response rates to a number of surveys. In particular, family survey response rates ranges from 12-18%; thus, the feedback is not likely from a representative sample. In the future, it is important to increase response rates and take other efforts to elicit feedback from the entire range of families, principals and staff. This includes developing ways to collect data from families who may not speak English or have regular computer access to complete an online survey.

Clarify best measures of family socioeconomic status.

CDSA gathers family income data based on criteria established by the United Way, DSHS, City of Seattle and Federal Free and Reduced Lunch guidelines; these criteria are not the same for each entity. Additionally, language spoken at home provides insights into the diversity of families CDSA serves, but does not necessarily indicate which students or families are English Language Learners. CDSA should determine the best indicators of family and financial need for its own program planning purposes, establish enrollment targets based on income levels and/or other indicators of family need, and measure success against those targets.

Clarify indicators and benchmarks of school success.

This report provides a snapshot in time of the school success of the students it served in 2012-2013. Moving forward, CDSA should think deliberately about if and how its programs support school achievement, then determine whether school-administered standardized tests and school attendance can be used as measures of program effectiveness.

Develop data collection tools associated with advocacy goals.

Currently, CDSA does not formally collect data regarding its advocacy goals. If advocacy continues to be an organizational priority, the organization should set associated goals and track data to measure effectiveness towards achievement of those goals.

Increase youth voice in evaluation.

This evaluation does not incorporate feedback from youth, the primary recipients of CDSA programming. Future evaluation cycles should determine a way of incorporating youth voice. CDSA should consider adding student interviews or focus groups, and/or a survey of 5th graders to its evaluation.

Conclusions

CDSA supports pre-school and elementary school age children from a variety of socioeconomic backgrounds to succeed in school while supporting families who need or desire high quality out of school time programming for their children. Nineteen out of twenty families surveys reported they are *completely or mostly satisfied* with their CDSA experience overall.

- *Thanks for providing such a positive and professional program for our child.*
- *Everything is amazing. I love the staff, the programming, activities, energy. It's all great!*
- *The overall experience is positive for both our child and our family.*
- *I am just really happy with our experience at CDSA.*

This evaluation finds evidence that CDSA strives to make its program accessible to families from all socioeconomic backgrounds, works to align with best practices in high quality youth programming, and seeks ways to partner with schools and other organizations to foster better outcomes for students and families. CDSA should continue to engage in continuous quality improvement efforts by regularly collecting and reflect on data to glean lessons for how to better partner and advocate for children and families in Southeast Seattle.