

# FUNDAMENTALS OF MEASUREMENT AND EVALUATION

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Urban Soccer Collaborative Symposium,

April 4-7, 2011

# The M&E Continuum

1

Core Questions/  
Assumptions about  
my Program (theory  
of change, logic  
model, vision/  
mission) that are  
shared by everyone).

On the spot  
assessments

**NOTES:**

- No documentation
- Q,A and Application natural byproduct of interacting with kids

2

Attendance (QN)

1-on-1 Interviews;  
Focus Groups (QL)

Expressive/Artistic  
Assessments  
(poetry, drawings, sto-  
ries, etc.) (QL)

Interactive  
Assessments (voting  
with your feet, etc.)

Video/audio to  
review

**NOTES:**

- Organized documentation
- Targeted approach
- Planning and preparation
- Report as output
- Can stand alone
- Basic mathematical calculations

3

Satisfaction/Program  
experience survey  
(QN)

Self-reported change  
assessments

MSC+(QL)

Program Eval/Site  
Visit

**NOTES:**

- Can stand alone
- More complex math than Level 2
- Becomes quantitative
- Planning and preparation
- Deeper understanding of goals/ logic model/ theory of change

4

Pre/post 'gauge of  
change' assessment  
(QN)

Skill assessment based  
on time 1-time 2  
comparison

Skill assessment base  
on comparing to  
competency  
standards

**NOTES:**

- Not a stand alone – takes more time
- More complex math from Level 3
- Need to conduct comparison analysis
- Start to look at external validity standards or you are creating your own

5

Behavioral  
observations (QN)  
(live or video)

Independently  
validated survey

Mechanical  
measurements (QN)

Social Return on  
Investment

**NOTES:**

- Math continues
- Deep embedding
- Staff heavy
- Ongoing data collection
- Seeking answers to deep questions of your program
- Answers have a level of objectivity
- More tied to outside standards of validity

# Attendance Data (METROSquash, Chicago, IL)

## Program Attendance:

5<sup>th</sup> and 6<sup>th</sup> Graders: **84.4%**

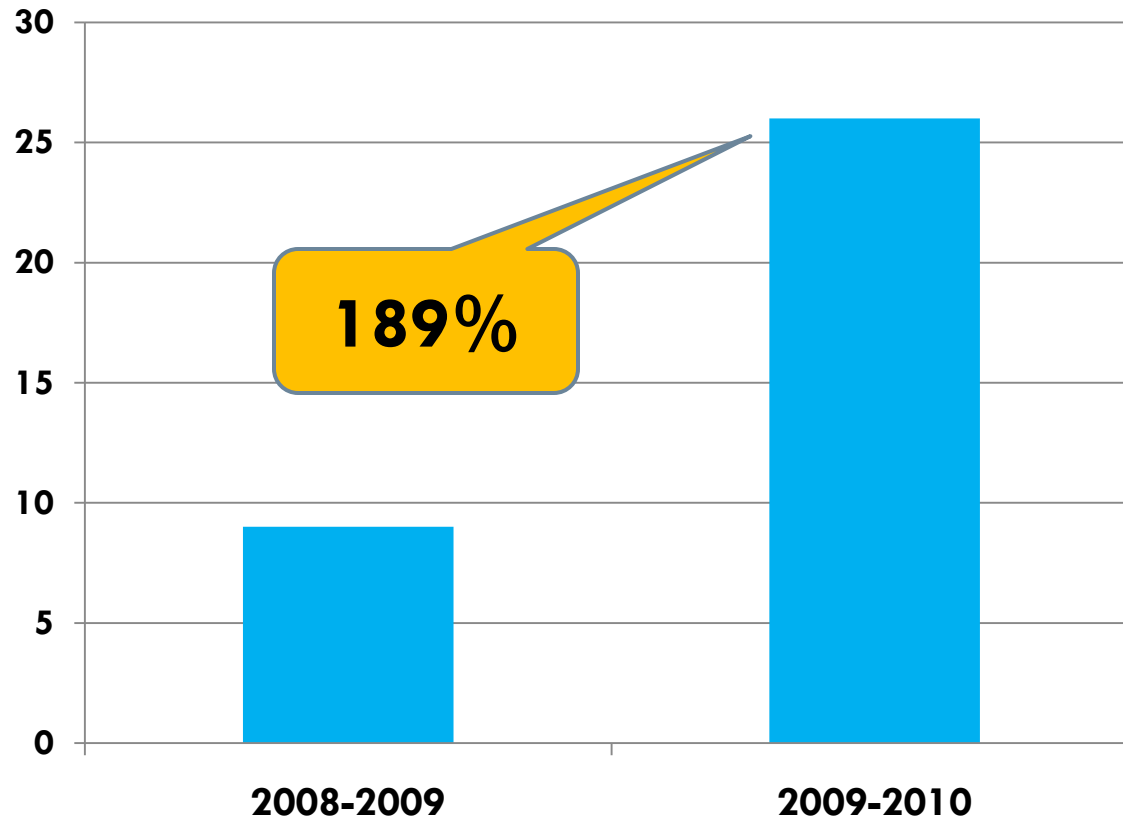
7<sup>th</sup> and 8<sup>th</sup> Graders: **89.8%**

9<sup>th</sup> Graders: **95.3%**

“ Attendance rates remained high in 2010. Students who have been with the program longest had the best results.”

# # of Parent Attended Events

(METROSquash, Chicago, IL)



“Parent involvement is a strong indicator of student commitment and retention.”

# Just Counting Who Shows Up for What

(METROSquash, Chicago, IL)

**6** high school fairs and open houses

**23** high school shadow days

**48** parent meetings

**217** submitted applications

**31** admission exams

**27** interviews

**92**

high school  
acceptances!

# Serious Fun with Focus Group Data

(Eye to the Future, Gaza)



# Getting Started

## **Level I:**

### **Fostering a Culture of Curiosity**

1. What is working?
2. How do we think it happens?
3. Why do we think it works?

## **Level II:**

### **Connecting, Counting and Collecting**

1. Test theories
2. Triangulate answers
3. Ask better questions
4. Have a record of what you learn

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