



# GEAR UP Evaluation 101: The Basics of GEAR UP Evaluation

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NCCEP/GEAR UP Annual Conference  
July 23, 2014 – Washington D.C.



# GEAR UP Program Evaluation Basics

## Overview

### Importance of Program Evaluation (Why?)

- Ensure effective processes
- Monitor progress toward goals
- Demonstrate impact

### Evaluation Methodology (How?)

- It starts with a logic model
- Data collection
- Evaluation design to examine impact
- Surveys
- ED mandated reports & evaluation emphasis
- Clarifying roles and responsibilities
- Negotiating relationships





# Importance of Program Evaluation



## Ensure Effective Processes

- Accountability: ED compliance
- Evaluation of staffing, operations, service coverage, etc.
- Focus Groups
- Function of Annual Performance Report





# Importance of Program Evaluation



## Monitor Progress Toward Goals (Formative Assessment)

- Identify effective/ineffective elements
- Continuous program improvement
- ED-mandated biennial evaluation



# Importance of Program Evaluation



## **Demonstrate Impact (Summative Assessment)**

- Goal attainment
- Unanticipated effects
- Vital for NCCEP advocacy of GEAR UP



# Importance of Program Evaluation



## Overall GEAR UP Goals





# Evaluation Methodology



## It Starts with a Logic Model

- Provides foundation and framework
- Not just for planning stage
  - update & modify, as needed
- Helps define staff roles, activities, resource allocation, benchmark targets



# Evaluation Methodology



## **Project Logic** (Program/Change Theory)

- Indicators of need (targeted benchmarks)
- Investments
- Interventions
- Outputs
- Outcomes
- Indicators of Change (achievement of benchmarks)







# Evaluation Methodology

## Project Logic (Exercise)

See Handouts

Purpose: to select a single major GEAR UP project priority and map out logic model elements:

- Indicators of need - targeted benchmark(s)
- Investments
- Interventions
- Outputs
- Outcomes
- Indicators of Change (achievement of benchmarks)





# Evaluation Methodology

## Data Collection (minimum)

- Year-round project
- Student-level and course-level
- Service participation data
  - For students, parents, & staff
- Student academic achievement data
- Student and parent surveys





# Evaluation Methodology



## **Data Collection (ED recommended): Non-cognitive Factors**

(Academic behaviors, attitudes, and strategies)



- help-seeking behaviors
- metacognitive strategies
- attitudes about learning
- beliefs about intelligence
- self-control and persistence
- social & academic problem-solving skills
- quality of relationships with peers & adults
- study skills
- attendance
- work habits
- time management



# Evaluation Methodology

## Evaluation Design to Examine Impact

- Quasi-experimental evaluation
- Comparative change model
  - Student and course-level data
  - Baseline data
  - Comparison groups
- Dosage effects
- Multiple outcome measures
- *Evidence of Promise*





# Evaluation Methodology



## Surveys

- Students, parents, & staff
- Mandated APR items...and beyond
- Quantitative and/or qualitative
- Survey processing/data entry
- Interpreting (and using) results





# Evaluation Methodology

## ED mandated reports & evaluation emphasis



### ED-Mandated Evaluation Reports

- The Annual Performance Report (APR)
  - Due April 15<sup>th</sup>
  - Participation, demographic, academic & survey data
- Biennial Evaluation Report
  - Due December, every two years
  - To gauge program goal attainment
  - Organize by APR Sect II, Table 7





# Evaluation Methodology

## ED mandated reports & evaluation emphasis



### Government Performance and Results Act (GPRA) Indicators

- Ten indicators phrased as “The % of GEAR UP students who...”
- Address academic achievement, hs graduation, college enrollment & progress, knowledge of financial aid and college benefits, parent engagement.
- Designed to track progress toward achieving the program’s goals.





# Evaluation Methodology

## ED mandated reports & evaluation emphasis



### 2014 RFP Competitive Preference Priority: Development of Non-Cognitive Skills

- Encourages incorporation of strategies & interventions to strengthen non-cognitive skills, so students are able to pursue a successful path to H.S. graduation & college success.
- Projects that include strategies to improve skills & behaviors such as academic mindset, perseverance, motivation, & mastery of social & emotional skills that improve student success.







# Evaluation Methodology

## ED mandated reports & evaluation emphasis



### 2014 RFP Methods of Evaluation rating factors:

- Thorough, feasible, & appropriate to goals, objectives, & outcomes.
- Include objective performance measures clearly related to the intended outcomes; produce quantitative & qualitative data.
- Provide performance feedback; permit periodic assessment of progress toward outcomes.
- Provide guidance about effective strategies suitable for replication/testing in other settings.
- Produce evidence of promise. (New this year)





# Evaluation Methodology

## ED mandated reports & evaluation emphasis



### Focus on Experimental Studies:

- **RFP 2014:**
  - The strongest evaluation designs are experimental/randomized control studies. Other evaluation designs may be easier to implement but do not provide such rigorous results.
  - New Quality of Evaluation rating criterion: *Evidence of Promise*
- **CBW 2014 Marsha Silverberg session re: Randomized Controlled Trials (RCTs)**





# Evaluation Methodology



## Establishing Clear Roles & Responsibilities (Exercise)



- Define tasks & end products
- Identify data sources
- Determine responsible party
  - evaluator
  - program administrators/staff
  - school/district staff
- Develop data collection timeline
- Document and disseminate the plan



# Evaluation Methodology



## Negotiating Relationships

- Family Educational Rights & Privacy Act
  - FERPA defined
  - Implications for data collection
- Institutional Review Boards
  - IRB Regulations
  - Implications for data collection
- Data confidentiality agreements
- National Student Clearinghouse
  - StudentTracker



# GEAR UP Program Evaluation Basics



Questions?



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