



New Orleans, Louisiana
Hilton New Orleans Riverside
Jan. 31 - Feb. 3, 2016



NCCEP/GEAR UP CAPACITY-BUILDING WORKSHOP

EXCEL • PROVE • MOBILIZE

PROVE WORKSHOP:
*Implementing Best Practices in
Program Evaluation*

Implementing Best Practices in Program Evaluation



Facilitators from Education Northwest:

- Christopher Mazzeo, Director of Evidence Use and Policy
- Lauren Bates, Senior Advisor
- Julie Petrokubi, Senior Advisor



GEAR UP Wyoming presenters:

- Jenny Ingram, Grant Manager, University of Wyoming
- Tracy Stibitz, GEAR UP Consultant, Wyoming Department of Education

Learning Objectives



1. Gain an understanding of the components of an effective program evaluation.
2. Learn about four of the Joint Committee's Standards for Educational Evaluation:
 - Negotiated Purposes
 - Attention to Stakeholders
 - Relevant Information
 - Meaningful Processes and Products
3. Learn how a collaborative evaluation can be beneficial to increase student outcomes.

Agenda



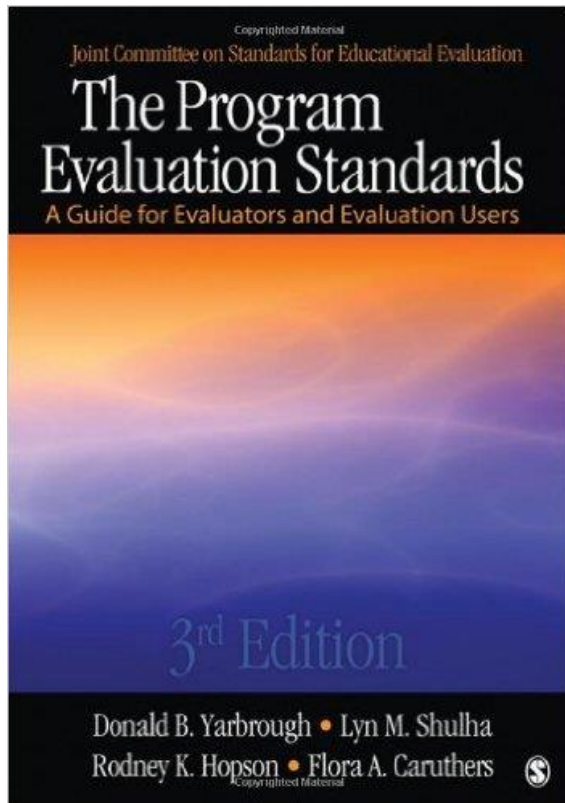
Topic	Time
Introductions	9:30
Key issues in program evaluation, Part I: <ul style="list-style-type: none">▪ Determining your evaluation purposes, goals, and questions▪ Engaging diverse stakeholders in evaluation	9:45
Two-minute stand & stretch	10:55
Key issues in program evaluation, Part II: <ul style="list-style-type: none">▪ Matching data to your evaluation goals and questions▪ Making evaluation results meaningful	10:57
Wrap up	11:55

Table Talk!



- Introduce yourself (name, organization, title)
- In one word, what do you want to leave with today?

JCSEE Standards



The JCSEE standards address evaluation utility, feasibility, propriety, accuracy, and accountability

The utility standards are intended to increase the extent to which program stakeholders find evaluation processes and products valuable in meeting their needs.

Evaluation Purposes, Goals, and Questions



Standard U3: Negotiated Purposes.

Evaluation purposes should be identified and continually negotiated based on the needs of stakeholders.

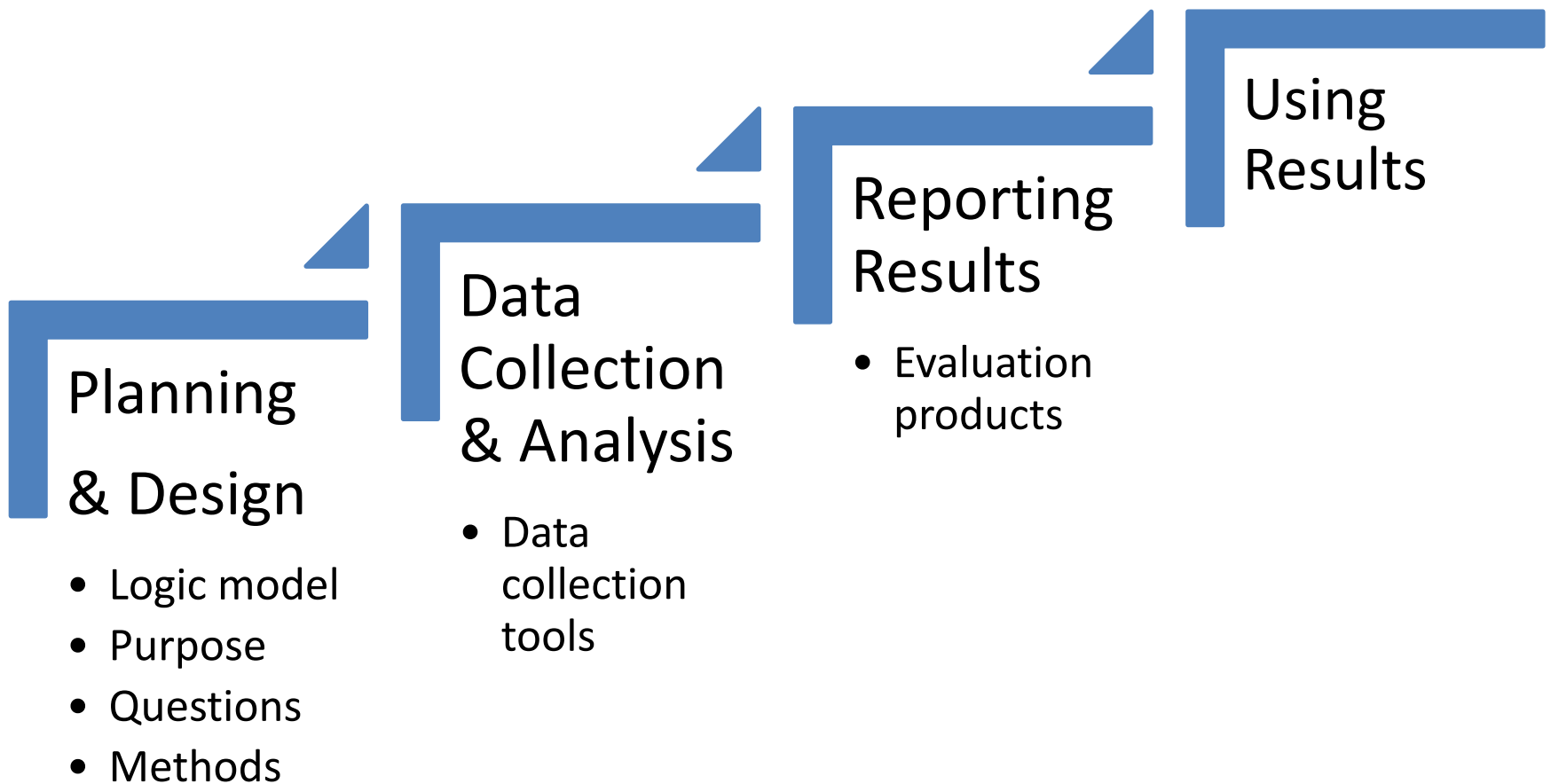
Definition of Evaluation



“[Evaluation is] the systematic collection of information about the activities, characteristics, and results of programs to make judgments about the program, improve or further develop program effectiveness, inform decisions about future program development, and/or increase understanding.”

Michael Quinn Patton (2008)

Evaluation Process



Evaluation Purposes: Focusing the Inquiry



Developmental

- Explore possibilities for new model or approach to address issues in complex conditions.

Formative

- Clarify, improve, or stabilize existing model.

Summative

- Judge overall worth of clearly defined model.

Adapted from Patton, M. Q. (2011) *Developmental Evaluation*.



Case study: GEAR UP Wyoming

Jenny Ingram, University of Wyoming

Tracy Stibitz, Wyoming Department of Education



GEAR UP Wyoming

- Priority model
- Seven colleges plus the University of Wyoming implement
- Different college sites have slightly different models
- Over 2,000 students served in 2014–2015



GEAR UP Wyoming

- Program evaluation goals:
 - Highlight the uniqueness of the GEAR UP Wyoming programs
 - Identify strengths of the programs
 - Share successful strategies
 - Generate conversation about lessons learned and new possibilities
 - Build evidence for the next grant competition



What were we doing before?

- Data gathering
- Data reporting
- Recruitment
- “Hit the numbers”

“We do it this way
because we’ve always done it this way.”



What are we doing now?

- Validating data
- Reducing data collection
- Creating a single upload
- Centralizing recruitment and eligibility
- Focusing on service given
- Staying involved



New possibilities of data usage

- Define new baseline
- Attrition leaks
- Summary state comparison

Evaluation Purposes, Goals, and Questions



The evaluation team translated Jenny's vision into evaluation questions, including **formative evaluation questions**:

- What are the strengths and successes of each college's GEAR UP program?
- What changes would staff members, participants, and partners make to the program and why?

Evaluation Purposes, Goals, and Questions



The evaluation team has begun working with Tracy and Jenny on new ways to answer **summative evaluation questions**, including:

- How does GEAR UP student performance on ACT tests compare to statewide averages?
- What are the effects of GEAR UP Wyoming on participants' college readiness?



New evaluation goals and questions led to new methods

- Case studies for each of the seven colleges
 - Showing strengths
 - Sharing lessons learned
- New data analyses
 - Determining additional data that can be included in the impact study/summative evaluation
 - Considering other analyses for the next three years

Evaluation Purposes, Goals, and Questions



Activity 1

Find the **Evaluation Purposes Discussion Questions** **on your table.**

Take turns volunteering to read the questions aloud and discuss them at your table.

Discussion Questions



1. What's an example of formative evaluation that you learned from GEAR UP Wyoming?
2. What's an example of summative evaluation from the presentation?
3. How do these two types of evaluation work together for GEAR UP Wyoming?
4. How do these examples relate to your experience with evaluation?



Matching Questions With Purposes

Developmental Questions about an issue or situation.

- *What is the situation?*
- *How does this issue, practice, or initiative relate to larger systems?*

Formative Questions about activities or practices.

- *What are the strengths and weaknesses?*
- *What works, for whom, and under what conditions?*

Summative Questions about outcomes or impact.

- *Does the program work?*
- *Is this a best practice that should be taken to scale?*



Activity 2

Find the **Reflection Tool** in your folder.

Think about the purposes for your evaluation and your goals for it.

Use the reflection tool to document some possible goals for your evaluation.

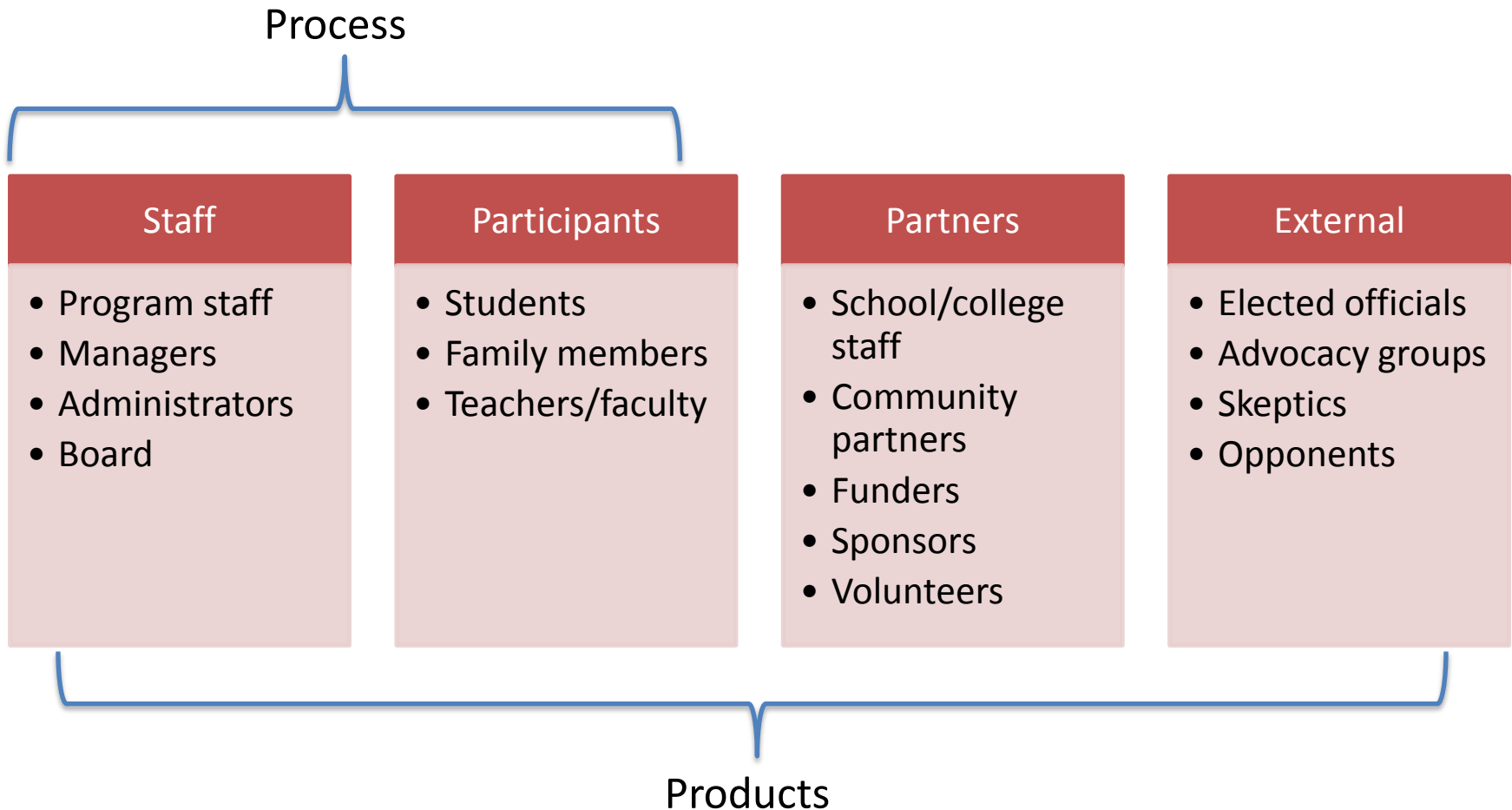
Engaging Diverse Stakeholders



Standard U2: Attention to Stakeholders.

Evaluations should devote attention to the full range of individuals and groups invested in the program and affected by its evaluation.

Evaluation Stakeholders



Engaging Diverse Stakeholders



Activity 3

Find your **Reflection Tool** again.

List your primary stakeholder from each group you work with in your programs (staff, participants, partners, external).

Note whether each stakeholder will be involved in the evaluation process, the product, or both.

Jot down some notes about the interests of each stakeholder.



Stand & Stretch!

Matching Data to Evaluation Goals and Questions



Standard U5: Relevant Information

Evaluation information should serve the identified and emergent needs of stakeholders.

Matching Data to Evaluation Goals and Questions



Types of data

- Qualitative: narrative or open-ended information
 - Often thought of as showing *why or how something happened*
 - Interviews, focus groups, open-ended survey questions
- Quantitative: numeric or close-ended information
 - Often thought of as showing *what happened or the impact of something happening*
 - Test scores, rubric ratings, participation rates, survey questions

Matching Data to Evaluation Goals and Questions



Different data collection tools help answer different evaluation questions:

- Interviews
- Focus groups
- Observations (of instruction, events, meetings)
- Surveys
- Tests (ACT scores, state tests)
- Rubrics or protocols for reviewing documents or artifacts (lesson plans, training materials, student work)
- Extant data (census data, public records)

Matching Data to Evaluation Goals and Questions



Activity 4:

Find your **Reflection Tool** and the **Data Collection Tools Handout** in your folder.

Discuss the evaluation question and prompts on page 3 of the Reflection Tool.

Use the chart paper to:

- Document your choices
- Identify stakeholders who can participate
- Give a rationale for your choices

Matching Data to Evaluation Goals and Questions



Tool	Stakeholder	Rationale

Matching Data to Evaluation Goals and Questions



What were GEAR UP Wyoming's and Education Northwest's choices?

- Focus groups and interviews with students
- Focus groups and interviews with parents
- Student survey

Matching Data to Evaluation Goals and Questions



What was our rationale?

- Get information from many students possible via the survey
- Get more in-depth information from a smaller number of students, those participating in GEAR UP activities during the evaluation team's site visit
- Also get in-depth information from a small number of parents

Making Evaluation Results Meaningful



Standard U6: Meaningful Processes and Products

Evaluations should construct activities, descriptions, and judgments in ways that encourage participants to rediscover, reinterpret, or revise their understandings and behaviors.

Making Evaluation Results Meaningful

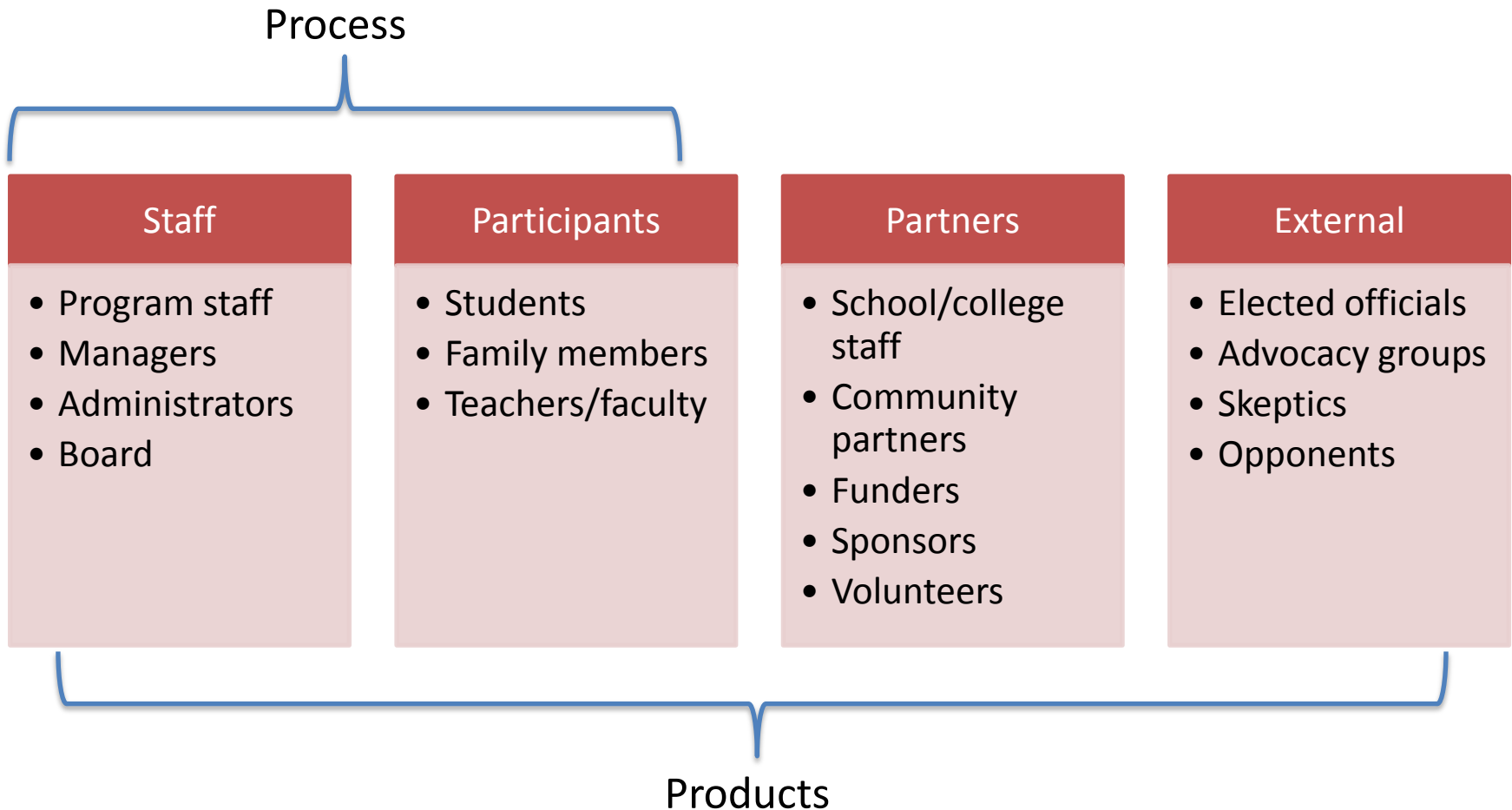


Key questions:

- Meaningful for whom?
- Meaningful for what purposes?

The answers to these questions will suggest how results should be presented.

Making Evaluation Results Meaningful





Case study: Kaiser Permanente Health Care Career Scholarship Program

- Scholarships for postsecondary education
- Special consideration for first generation college students, financial need, underrepresented groups, and bilingual students
- \$2,000 to qualified high school seniors, renewable during sophomore year in college

Making Evaluation Results Meaningful



Kaiser Permanente Health Care Career Scholarship Program stakeholders:

- Program staff
- Foundation leadership
- Grant recipients
- Peer organizations working with similar students



Case study: Kaiser Permanente Health Care Career Scholarship Program

- Education Northwest surveyed students who received scholarships
- We used K–12 and postsecondary student data from OR and WA state agencies and the National Student Clearinghouse to identify the impact of the program



Case study: Kaiser Permanente Health Care Career Scholarship Program

- For Kaiser Permanente's program staff, we produced a report showing in-depth survey and impact study results
- For Kaiser Permanente's external stakeholders, we produced an infographic highlighting the findings

Making Evaluation Results Meaningful



Activity 5

Pair up with someone at your table.

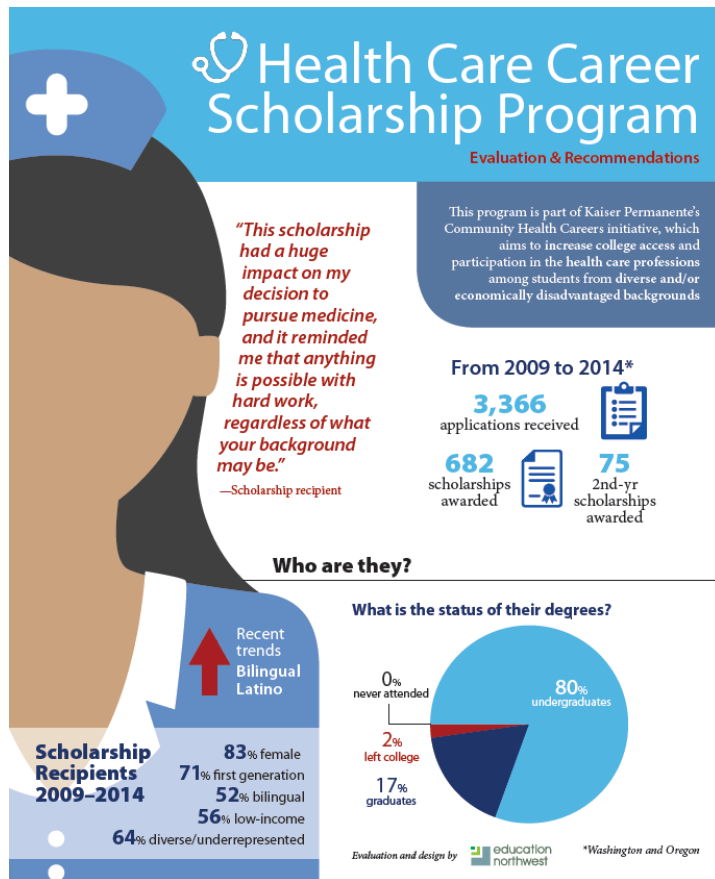
Find the **Kaiser Permanente Health Care Scholarship Program Infographic** **in your folder** and the **Kaiser Permanente Prompts** **on your table**.

As a pair, choose one of the stakeholder groups:

- Program staff
- Foundation leadership
- Grant recipients
- Peer organizations working with similar students

Respond to the prompts while reading through the infographic together.

Making Evaluation Results Meaningful



- As a pair, choose a stakeholder group:
- Program staff
 - Foundation leadership
 - Grant recipients
 - Peer organizations working with similar students
- Respond to the prompts while reading the infographic together.

Making Evaluation Results Meaningful



Share out with your table.

State which stakeholder group you represent, then share highlights from your discussion with your partner.

Making Evaluation Results Meaningful



Activity 6

Find your **Reflection Tool** once again.

Review the four key stakeholders you wrote about earlier.

Record how you think evaluation findings could be helpful to each of these stakeholders.

Brainstorm ways to share the findings with these stakeholders.

Thank You!



For more information, contact:

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Thank You!



Thank you for attending this workshop session.

To download materials used during this session,
please visit

<http://www.edpartnerships.org/materials>