Designing and Planning Your Program Evaluation

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ESEA Leadership Academy

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What is Program Evaluation?

- Process to Determine if an intended outcome is reached using empirical methods and evidence.
- Process for judging the worth of some intervention, strategy, or service.
Why evaluate local programs?

- Data limitations at the state level
  - Implementation data ~ currently collect little to no implementation data
  - Outcome data ~ only state assessment
- Design can be based on local activities, data, and meet local needs
  - Identify what is working and what can be improved
  - Beneficial to application for funds
Purpose of Program Evaluation: What Should Be Learned from the Results?

- Evaluation plans and designs should be developed considering factors, such as:
  - ROI expectations
  - Needs of targeted recipients
  - Local needs
  - Stakeholder requests or needs
  - Statutory requirements or guidance
  - Federal, state, or local expectations
  - Program Logic Model
Purpose
- Evaluation Question(s)

Data Identification
- Identify goals & measurable objectives of project being evaluated
- Determine if currently available data can be used to address evaluation question; If not, create data collection (collect and store data)

Data Preparation
- Gather & merge data from various sources
  - Clean data

Data Analysis and Interpretation

Reporting

PE process always starts with the question(s)…
Ask the Right Question(s)

- 5 types of Evaluation Questions
  - **Needs Assessment**: questions about the condition that needs to be resolved or improved or the need for this program
  - **Assessment of Program Theory**: questions about the reasonableness, feasibility, or ethicalness, or appropriateness of the program concept or design
  - **Process Evaluation**: questions about program implementation, operation, or delivery of services (fidelity)
  - **Impact or Outcome Evaluation**: questions about reaching the desired outcomes
  - **Efficiency Assessment**: questions about program costs and/or cost-effectiveness
Evaluation Process

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Reporting
Did students who received Supplemental Educational Services (SES) demonstrate an increase in academic/linguistic performance and/or growth?
Activity

What would your primary evaluation question be about a selected program?

What type of question is that?
[Needs Assessment, Assessment of Program Theory, Process Evaluation, Outcome Evaluation, or Efficiency Assessment?]
Begin With the End In Mind…But Wait…Which End?

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Inputs</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What problem is being solved? And do we have the right priorities, situation, and timing to address that problem?</td>
<td>What resources are available to help reach those results?</td>
<td>What activities would help us reach those results? And who would need to participate to reach the desired results?</td>
<td>What results do we hope to achieve?</td>
</tr>
</tbody>
</table>
Logic Model – Sample Structure
Source: http://www.uwex.edu/ces/pdande/images/logicmodel.jpg
Sections of Logic Models

**Inputs** are the resources used by the program.

Examples: program staff, funding, time, external partners, volunteers, materials, equipment, technology

**Activities** are what the program does with its inputs to fulfill its mission.

Examples: events, informational materials, products, workshops, trainings, conferences, exhibits, curricula

**Audience** refers to the participants, clients, or customers reached by the program.

Examples: number of people attending an event, workshop, and/or training; type of participants (grade levels, ages, ethnicities, etc. of participants)

**Satisfaction** refers to participants’ satisfaction with their experience in the program and how it was implemented

**Outcomes** are the results of your program. They are the changes that take place during or after the program for individuals, groups, communities, or organizations. These changes can take place over the short, intermediate, or long-term. Long-term outcomes are sometimes referred to as **Impacts**.

Examples of short/intermediate-term **Outcomes**: knowledge, attitudes, awareness, opinions, skills, behavior

Examples of **Impacts**: educational, environmental quality, or human health improvements

Source: http://meera.snre.umich.edu/sites/all/images/step-2-logic-model-big.png
Activity

Using the Logic Model template, fill-in the inputs, outputs, and outcomes for your program
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PE process always starts with the question(s)...

Data Collection & Storage
Data Identification

- **What data would indicate if the objective was met?**
  - Indicators must make sense given the design, goals, and measurable objectives of the program being evaluated

- **Data available or need to be collected?**
  - If not available, need to incorporate data collection into the evaluation plan
  - **Note:** it is important to know the analyses plan before collecting data to ensure that the data to be collected is appropriate for the analyses. Must also have tested any new collections for reliability and validity of the instrument
Logic Model – Sample Structure

Source: http://www.uwex.edu/ces/pdande/images/logicmodel.jpg
SES Data Used

- **Services received**
  - Program type
  - Format and location
  - Contracted hours completed
  - NEP or LEP (WIDA ACCESS)

- **Assessment data**
  - TCAP proficiency
  - TCAP growth (MGP)
  - DRA-2
  - ACCESS proficiency
  - ACCESS growth (MGP)
Activity

What data should you use for each segment of your Logic Model?

Identify which data are currently available to you and which ones would be a new collection.

**Come and get a resource for publicly available data on CDE Website**

**Come and get a sample plan template**
Designing the Plan: Will Depend on Question, Data Available, & Purpose of the Evaluation

### Evaluation Plan

- Include evaluator as early as possible in the planning process.
- Numerous evaluation methods ~ two commonly used
  - Treatment v. comparison group
  - Pre, mid-, and post-program comparison
  - Sample plan

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Target Outcomes</th>
<th>Steps to Achieve the Outcome</th>
<th>Analysis and Action Plan</th>
<th>Results</th>
<th>Person Responsible</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who attend math professional development will have higher scores on a math content knowledge assessment</td>
<td>Treatment teachers, on average, will have a 5% higher score than the comparison group</td>
<td>Math PD will be provided as planned in the proposal</td>
<td>Compare the average post-test score of attending teachers to non-attending teachers from same school</td>
<td>Compare pre-test score of attending teachers to their post-test scores</td>
<td>Program Coordinator in collaboration with Program Evaluator</td>
<td>Fall the year following the summer professional development</td>
</tr>
</tbody>
</table>
Analyses plans can include various sub-groups and how they performed at each point:

<table>
<thead>
<tr>
<th>Groups of indicators</th>
<th>subgroups</th>
<th>Pre-program</th>
<th>Mid and/or Post-program</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High attendance</td>
<td>Low attendance</td>
<td>High attendance</td>
</tr>
<tr>
<td>Objective 1</td>
<td>With certain history</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Without certain history</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 2</td>
<td>High on some aspect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medium on some aspect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low on some aspect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 3</td>
<td>High on some demographic aspect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low on some demographic aspect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other evaluation question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: http://www.stepstoolkit.org/index.php?option=com_courses&task=ShowModule&Module=8&type=T&CatId=54&Itemid=142&lang=en
### SES Evaluation Components

- **Treatment v. Comparison Group approach**
  - **Treatment group (received SES)**
    - Participated in SES, enrolled in eligible school
    - Two years of assessment data available
    - Completed all tutoring or at least 20 hours
  - **Comparison group**
    - Randomized sample of students who did not participate, same schools
    - Proportional distribution based on grade and proficiency

- Compare the percent of students receiving SES that increased at least one proficiency level to the performance of the comparison students
- Compare the MGP of students receiving SES to the MGP of comparison students
## Program Evaluation Goals and Objectives

**Primary Goals and Objectives:**
- Determine the Impact of Summer School Attendance on Student Academic Performance of participating students to comparison students where possible (some schools provided comparisons; while others we will have to create comparisons by looking at the performance of all remaining students with similar demographics in that school)

**Secondary Goals and Objectives:**
- Determine the most effective programs, dosage, intensity, duration
- Determine how the most effective programs spent their funds [look at PPAs for actual expenditures]
- Determine if “School Continuation”, “Mid-Summer”, or “Early School Year Start” programs have the most effect
- Determine if students attending SS at a non-resident school (a school other than where they are enrolled) makes a difference in performance

### Program: Evaluation Plan Template

<table>
<thead>
<tr>
<th>Program:</th>
<th>Evaluation Period:</th>
<th>Team FTE devoted to this program evaluation:</th>
<th>Report Projected Timeline</th>
<th>Coordinator</th>
<th>Segments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012-2013</td>
<td>NMN</td>
<td>Preliminary Analyses</td>
<td></td>
<td>EY/TN</td>
</tr>
<tr>
<td></td>
<td>2013-2014</td>
<td></td>
<td>Final Analyses and Report</td>
<td>September 15, 2014</td>
<td></td>
</tr>
</tbody>
</table>

**Projected Timeline:**
- Preliminary Analyses: September 15, 2014
- Final Analyses and Report: December 31, 2014
<table>
<thead>
<tr>
<th>Broad Evaluation Question</th>
<th>Steps and/or more specific questions</th>
<th>Data to be used</th>
<th>Analysis Method</th>
<th>Comments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the overall impact of Summer School participation on Student Academic Performance?</td>
<td>1. Identify all SS students and their resident schools. 2. Comparison students: a. If the school/district already identified comparison students, then include those in the analyses. b. If school/district did not include comparison students, create comparison groups i. take SASIDS of all students in the same grades as those students that participated from each resident school; ii. Remove SS students from list; iii. Select a random sample of students who were eligible for participating in SS but did not with similar demographics to those students that did participate</td>
<td>1. Reading  a. CBLA  i. 2010-2011  ii. 2011-2012  b. CSAP PL, SGP  i. 2010-2011  ii. 2011-2012</td>
<td>1. Calculate the percentage of students that moved up in PL from 2010-2011 to 2011-2012 for SS and comparison students 2. Calculate the MGP for SS and comparison students</td>
<td></td>
</tr>
</tbody>
</table>
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Evaluation Process

Data Collection & Storage
Sharing Results

- Federal reporting requirements
- Dissemination
  - Internal
    - To inform program planning and quality
      - Identifying best practices
      - Identifying effective programs/providers
    - To inform funding decisions
    - To maintain approved providers
  - External
    - To inform program planning and quality (identifying best practices)
SES – how we share results

- **Internal**
  - Overall program effectiveness
  - Academic and linguistic performance of treatment groups compared to comparison groups
  - Best practices
    - Location of services
    - Format (group vs. individual; online)
    - Hours of services completed
  - Effective providers/programs

- **External**
  - Effective providers/programs
  - Best practices
Activity

What are your plans for sharing the results?
With whom should the results be shared?
How will the results be used to inform future and other programs?
Questions?
Contact

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- Eric Young
  - Young_e@cde.state.co.us

THANK YOU for your time! Good luck with your plan! Call us with questions or to get technical support!
We appreciate your honest feedback

1. What did you learn that you did not already know?

2. What would have been helpful to include that was not included? What would be helpful in future trainings?

3. What did you like best about this session?

4. What did you like least?