Evaluating Program Effectiveness

NRS REGIONAL TRAINING
LOSAngenales, California

July 24-26, 2018

NATIONAL REPORTING SYSTEM
for Adult Education
Welcome and Training Overview
Training Objectives

To develop the evaluation system, state teams will:

• Explore purposes and approaches to evaluation.
• Identify state priorities that define effective performance.
• Select data elements and approaches to collecting data for the evaluation.
• Determine how to use evaluation data to improve state performance.
• Develop a plan for a statewide performance evaluation system.
Agenda
Planning Guide

Evaluating Program Effectiveness: Planning Guide
Opening Activity
My Favorite Restaurant

Think about your favorite restaurant.

• What makes it your favorite restaurant?
• Use the handout as a guide and complete each column.
• Share your results with at least two people you don’t know.
Foundations: Essential Elements of a State Evaluation System
Overview: Establishing an Evaluation System

1. Define the purpose and scope of the evaluation.
   – Identify topics and goals: participants, services, and outcomes.
   – Develop questions: what you want to know and why (goal)?

2. Design the evaluation.
   – Develop a logic model.
   – Identify the data you need, data availability, and data quality.

3. Develop a data collection and analysis plan.
   – Include the approach and timeline.

4. Collect and analyze the data.
   – Define effectiveness.
   – Set standards.

5. Use the results and close the loop.

See Planning Guide, p. 1
The Power of Evaluation

• Powerful approach to studying what works and what needs improvement
• Planning helps identify what you need to do to achieve outcomes
• Results provide information on what works and what does not
Preparing for WIOA Evaluation

Evaluation is required by WIOA, Section 116

This training will help you prepare by:

• Identifying a topic of focus
• Teaching the basics of evaluation and how to apply them
• Informing you about evaluation for discussion with partners and evaluation contractors
Definition: Evaluation

Evaluation

• Is a systematic process using objective procedures to understand how processes and activities relate to outcomes.

• Conveys a value to judgment about what is important.

• Is intended to increase understanding on activities that affect outcomes.

• Example evaluation questions:
  • What affect do the contact hours and curriculum we use have on test score gains?
  • Is our Certified Nursing Assistant (CNA) instruction increasing employment for participants who complete the training?
  • Do our outreach methods in Latino communities increase enrollment of low-level Spanish-speaking students?
Definition: Monitoring

Monitoring

• Ongoing assessment of processes and procedures to ensure compliance with established requirements
• Provides oversight to allow for continuous corrections and changes to help ensure outcomes are achieved

• Examples:
  • Tracking progress toward enrollment targets
  • Ensuring posttests are given at appropriate times
  • Tracking whether or not programs are providing sufficient instructional hours
Relationship of Evaluation and Monitoring

Evaluation is future oriented
- Identifies what works
- Identifies the relationship of activities to outcomes

Monitoring is present oriented
- Assesses whether things are going as planned or desired
- Monitoring is often part of evaluation
- Allows corrections and changes as the evaluation goes on
- Informs what is happening—can be part of a formative evaluation or implementation study
Pop Quiz!

1. Provides oversight for continuous improvement
2. Future oriented
3. Systematic process to understand relationship of activities to outcomes
4. Present oriented
5. Assesses if things are going as planned
6. Conveys value judgement

Evaluation

2. Future oriented
3. Systematic process to understand relationship of activities to outcomes
6. Conveys value judgement

Monitoring

1. Provides oversight for continuous improvement
4. Present oriented
5. Assess if things are going as planned
Evaluation Planning Process

- **Design**
  - Topic
  - Goal
  - Logic model

- **Implement**
  - Data collection
  - Evaluation standards
  - Analysis plan

- **Report**
  - Disseminate results to stakeholders
  - Plan for change
Purpose and Scope: What do you want to know?

- Focus the evaluation on areas of concern.
  - Participants—characteristics and coverage of target population
  - Services—providing the right services to appropriate participants
  - Outcomes—achieving targets
- Outline the responsiveness to performance and policy issues.
- The focus may cover multiple areas.
  - The specific focus may change over time.
Evaluation Topics

Participants

• Appropriate target population
• Participant coverage from all areas of the state or program regions
• Sufficient demographic and literacy level diversity
• Identify gaps—who is missing?
  – Meet recruitment goals

Services

• Services match participant needs
  – Right services to right participants
• Sufficient intensity and duration
• Gaps in services
  – Types of classes
  – Job training—Integrated Education and Training (IET)
  – Support service needs
Evaluation Topics: WIOA Examples

WIOA requires the evaluation of services and activities related to WIOA.

WIOA Examples:

• Integrated education and training (IET) and workforce outcomes
• Distance learning
• Outcomes of partnerships
• Employer satisfaction
Evaluation of Outcomes

• Meeting targets on indicators
  – Measurable skill gains (MSGs), employment, and credentials

• Types of MSGs achieved
  – Educational functioning levels (EFLs) and secondary credential targets

• Pretest and posttest gains
  – EFL gains
  – Sufficient posttesting
Evaluation Scope: Providers and Services

• Evaluation may focus on all services, participants, and providers, or it may be limited:
  – Depends on specific evaluation area or question

• Services and participants
  – Basic literacy
  – IET
  – Integrated English Literacy and Civics Education (IELCE)
  – Support services

• Type of provider
  – Colleges, schools, job training, etc.
State Topic as a Well-Formed Question

- Defines what the research will address
- Focuses the topic
- Identifies the data you need
- Suggests appropriate designs
- Helps you determine what conclusions can be drawn
# Developing Good Questions

<table>
<thead>
<tr>
<th>Poor Question</th>
<th>Good Question</th>
<th>Better Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is my program effective for all students?</td>
<td>Do different types of students in my program have better program outcomes than others?</td>
<td>How does attaining a GED, entry into employment, and education gain differ by student age and ethnicity?</td>
</tr>
<tr>
<td>How long do students have to be in our program to be helped?</td>
<td>Does longer retention in our classes help our students learn?</td>
<td>What is the average and range of instructional hours attended among students who gained an educational functioning level?</td>
</tr>
<tr>
<td>What is a good teacher?</td>
<td>Does student learning differ by teacher?</td>
<td>Do students in classes taught by teachers who have more education and experience have higher test scores?</td>
</tr>
</tbody>
</table>
Activity: Determining Topic Questions, Goal, and Scope

• Work with your state team to identify one or two topics for your evaluation system.

• Identify by topic:
  – Participants—characteristics, coverage of target population
  – Services—right services to appropriate participants
  – Outcomes—achieving targets

• State the issue or problem and the goal of the evaluation activity for each topic.
  – Develop topic questions

• Establish the scope for the topics:
  – All or a subset of providers services or participants

See Planning Guide, p. 5
Break
Design the Evaluation: Logic Models
Evaluation Logic Models

- Used to plan evaluation and flow of activities.
- Depict in a chart how activities affect outcomes in a logical sequence.
- Logic models consist of:
  - Topic and goals: what you are evaluating and what you want to accomplish
  - Inputs (program resources): what the program has
    - Examples: teachers, staff, funding to address the topic
  - Outputs (activities and audience): what the program does with its inputs and who participates in activities
    - Examples: training, webinars, written resources for administrators, teachers, students
Evaluation Logic Models

• Outcomes (short term, intermediate, and long term): results of activities, changes and impact, immediate and in the future
  – Examples:
    » Short term—skills and learning gains
    » Intermediate—obtain secondary diploma, enter postsecondary education
    » Long-term—obtain employment, credentials

• Assumptions and external factors that affect the outcomes
  – Assumptions of what will needs to occur that affect outcomes
  – External events and conditions that affect outcomes that you cannot control
### Simple Logic Model

**Topic or Problem:**

**Topic or Problem Question:**

**Goal**

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Activities</td>
<td>Participants</td>
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</table>

<table>
<thead>
<tr>
<th>ASSUMPTIONS</th>
<th>EXTERNAL FACTORS</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
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</tbody>
</table>
Logic Models: General Discussion

• How do you currently evaluate program effectiveness?
• Have you used logic models as part of your evaluation activity?
  – If yes, describe use and topics.
• How have you developed them?
• How successful have they been in helping you focus evaluation efforts and making change in your state?
Logic Model Example:
Improving IET Participation and Outcomes

• Topic question: Will increasing class offerings, contact hours and professional development for teachers increase enrollment, contact hours, and employment outcomes for IET participants to meet state’s targets?

• Goals: Improve participation in IET and increase employment of IET participants to meet the state target.

• Inputs (resources):
  – Funding for IET programs
  – Teachers trained in IET instruction
  – Providers of IET instruction
  – Relationships with employers
Logic Model Example: Improving IET Participation and Outcomes: Outputs and Outcomes

**Outputs (activities) for participants**
- Number of classes taken
- Contact hours received
- Other training services received

**Outputs (activities) for teachers and staff**
- Professional development on IET instruction, materials use, and program design

**Outcomes**
- Short-term
  - Skill gains
  - Job placement
- Intermediate
  - Job advancement, higher wages
  - Employer satisfaction (e.g., repeat business)
- Long-term
  - Reduced unemployment, higher skilled workforce
Logic Model Example: Improving IET Participation and Outcomes: Assumptions and External Factors

Assumptions

- The instructional approach is effective.
- Jobs are available in targeted occupation.
- Participants have skills to benefit from instruction.

External Factors

- The unemployment rate in the community.
- Employers are available and willing to participate.
Developing Good Logic Models

An ineffective logic model:
• Is overly general.
• Does not identify important resources and activities.
• Has outcomes that are not affected by activities.

A good logic model:
• Is clearly stated.
• Is as simple as possible.
• Is focused and specific.
• Identifies inputs, activities, and resources that are connected and affect outcomes.
Activity: Improving a Logic Model

• Meet with your state team and improve the logic model for evaluating program recruitment.
  – Re-write the topic in the form of a question that includes the outcome and appropriate outputs
  – Assess whether the resources and outputs (activities) are identified.
  – Review assumptions and external factors that might affect the evaluation.
• Consider the outcomes and whether you can improve them.
• Be prepared to discuss your improvements with the whole group.
Building Your Logic Model: Inputs

Inputs are resources that affect your outcomes, such as:

• Teachers and other staff
• Funding
• Equipment
• Technology
• Materials
• Physical environment (e.g., buildings, classroom space)
Example: Inputs for EFL Gains by Testing

• **Goal:** Improve EFL gains by testing.

• What inputs are related to pretesting and posttesting participants?
  – Staff to administer assessments
  – Professional development on assessment
  – Type of assessments
  – State database
  – State assessment policy

• **What else?**
Building Your Logic Model: Outputs

- Outputs are activities that relate to your outcome.
  - Usually the most critical component of the logic model
  - Describe how you will use inputs to achieve outcomes
  - Affect the outcome and measures
  - Guide what to change based on evaluation results

- Examples:
  - Recruitment practices
  - Intake procedures
  - Assessment practices
  - Program scheduling—class arrangements and hours
  - Professional development
Identifying Outputs: Root Cause Analysis

- The root cause is the fundamental reason for the occurrence of a problem.
- Finding the root causes of the issue help you select the appropriate measures.
- Use questioning to deconstruct the problem and uncover the underlying issues:
  - Identify the outputs in the logic model.
  - Suggest where to make changes after the evaluation.

See Planning Guide, p. 11
Identifying Outputs: Root Cause Analysis

The 5 “Whys” approach

Identify the specific problem.

Problem 1: We are not serving the target population

Ask “Why” the problem happens.

- Capture the answer.
- If the answer you just provided doesn’t identify the root cause of the problem, ask “Why” again.
- Repeat until there is in agreement that the problem’s root cause is identified.
Root Cause Analysis

Problem 1: We are not serving the target population.

Questions to Deconstruct the Problem:

• Were staff informed about the target audience for services? What methods were used to inform them or disseminate the information?
• Was the message clear to the different stakeholders (e.g., was appropriate language used for staff, for students, and for the community)?
• How frequently was the information about services shared with potential students?
• Are we doing enough to prepare staff to meet the need? What evidence do we have?
• Does our schedule allow for maximum participation by the target audience?
Program Design and Delivery—Root Cause Analysis

Problem 1: We are not serving the target population.

<table>
<thead>
<tr>
<th>Questions to Deconstruct the Problem</th>
<th>How or Where to Find Answers</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were staff informed about the target audience for services?</td>
<td>• Survey staff</td>
<td>Survey students</td>
</tr>
<tr>
<td>What methods were used to inform them or disseminate the information?</td>
<td>• Review professional development content</td>
<td>Survey staff</td>
</tr>
<tr>
<td></td>
<td>• Review job descriptions</td>
<td>Review outreach materials</td>
</tr>
<tr>
<td>Was the message clear to the different stakeholders (e.g., was appropriate language used for staff, for students, for the community)?</td>
<td>• Survey students</td>
<td>Observe student orientation</td>
</tr>
<tr>
<td></td>
<td>• Survey staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Review outreach materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Observe student orientation</td>
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</tbody>
</table>
Program Design and Delivery—Root Cause Analysis

Problem 2: We are not engaging the right partners.

<table>
<thead>
<tr>
<th>Questions to Deconstruct the Problem</th>
<th>How or Where to Find Answers</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>What needs (resources, services, expertise, etc.) are not being met by current partner(s)?</td>
<td>Create a logic model</td>
<td></td>
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<tr>
<td>What organizations have the capacity to meet our program needs?</td>
<td>Review organizations’ websites</td>
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<td></td>
<td>Review annual reports</td>
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</tbody>
</table>
Problem 3: We are not meeting our performance targets.

<table>
<thead>
<tr>
<th>Questions to Deconstruct the Problem</th>
<th>How or Where to Find Answers</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are programs collecting the right information at the right time?</td>
<td></td>
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<tr>
<td>Are programs following up with students?</td>
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<tr>
<td>Are programs checking if there are errors in data entry?</td>
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<tr>
<td>Is the IMS functioning properly or are there technical issues?</td>
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</tbody>
</table>
Activity: _________ Problem—Root Cause Analysis

Problem: __________________________________________

• Pick a Program or Process Problem from your state that you want to analyze.
• What are some key questions to ask?
• How and where would you find the answers to these questions?
• What are potential or anticipated outputs?

<table>
<thead>
<tr>
<th>Questions</th>
<th>How or Where to Find Answers</th>
<th>Outputs</th>
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See Planning Guide, p. 12
Lunch
Pop Quiz!

Inputs

• Resources
  - An input is a resource that affects the program area you are evaluating

Output

• Activities
  - An output is a product or activity produced that will lead to short, intermediate, or long-term outcomes

Outcomes

• Results
  - Answers your goal question
  - An outcome is a result, what happened as a direct consequence of the inputs and outputs.
Building Your Logic Model: Outcomes

• Outcomes are what will occur as a result of inputs and outputs.

• Outcomes are:
  – Directly affected by activities.
  – In program’s control.
  – Measurable.
  – Stated as change or improvement (e.g., increase in skills, higher number employed).
Outcomes Over Time

• Short-term: What will happen immediately
• Intermediate: Affected by short-term
• Long-term: What you expect to happen later

• Outcomes should be related to each other.
  – Short-term outcomes should affect later ones.
  – Intermediate and long-term outcomes are less in your control and time may be too long to measure.
Specifying Outcomes in Logic Models

Outcome data

• Should be quantitative and measurable
  – Examples: number of participants served in a skill level, number of outcomes achieved, cost per student served, total hours of program attendance

• Stated as a change
  – Examples: MSG increase by 20%; increase enrollment of low level students by 40%; increase average contact hours to 60 hours

• Be tied directly to outputs (activities)
Tips for Developing Logic Models

State the goal as a question that relates outputs and outcomes
  • If I do these activities, will I get the desired outcomes?

Connect outcomes directly to the goal

Be judicious in selecting outcomes. Are they:
  • In your control; possible to do; relevant to outcomes?

Don’t get stuck on terminology

Develop the logic model with an approach that works for you. For example:
  • Start with outcomes and work backwards; or
  • Start with inputs/outputs and work towards outcomes
Caution! Cuidado! Too Many Goals!

<table>
<thead>
<tr>
<th>Number of Goals</th>
<th>2-3</th>
<th>4-10</th>
<th>1-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals Achieved with Excellence</td>
<td>2-3</td>
<td>1-2</td>
<td>0</td>
</tr>
</tbody>
</table>

Activity: Develop Your Logic Model

• Meet with your state team and discuss your current evaluation approach.

• Use at least one of the topics and goals you chose for evaluation.

• Develop a logic model for the topic you will focus on, using a root cause analysis:
  – Specify appropriate inputs (resources), outputs (activities), and outcomes.
  – Identify assumptions and external factors that might affect the evaluation.

• Be prepared to present your model to the whole group.
Break
State-to-State Feedback

• Work with another state team.
• Share your logic model with the assigned team.
• Provide feedback.
• Guiding considerations:
  – Does it include the necessary elements?
  – Is it detailed enough to adequately understand what the program is trying to address? Or is it too vague?
  – Will it be understood by the various program stakeholders?
Report Out: Develop Your Logic Model

Pick a team member who will share the following with the whole group:

- Your chosen topic
- One goal you chose for evaluation
- One area of the logic model:
  - Inputs, outputs, outcome, assumptions, OR external factors
- One piece of peer-to-peer feedback that was helpful
Wrap Up, Day 1
Welcome Back and Review
Day 1
Evaluation Data: Data Needs and Data Quality
Overview: Establishing an Evaluation System

1. Define the purpose and scope of the evaluation.
   - Identify topics and goals: participants, services, and outcomes.
   - Develop questions: what do you want to know and why (goal)?

2. **Design the evaluation.**
   - Develop a logic model.
   - **Identify the data you need, data availability, and data quality.**

3. Develop a data collection and analysis plan.
   - Include the approach and timeline

4. Collect and analyze the data.
   - Define effectiveness.
   - Set standards.

5. Use the results and close the loop.

See Planning Guide, p. 1
Matching Data to Evaluation Needs

• Identify data needs from logic model and root cause analysis.

• Obtain measures of outputs (activities) and outcomes.
  – Data on activities will give insight into reasons outcomes are affected.

• Identify gaps and data not collected.
  – Consider other ways of collecting data.
Measuring Outputs and Outcomes

Outcome data
• Should be quantitative and measurable
  – Examples: number of participants served in a skill level, number of outcomes achieved, price per student served, total hours of program attendance

Output data
• Describe how the program is implemented, such as the design, delivery, behaviors of participants and staff, etc.
  – May be quantitative or qualitative
  – Examples: content areas covered, class scheduling, teacher qualifications, learner attitudes
Sources of Data for Evaluation

• States have several sources of data that can be used for evaluation

• Sources from monitoring
  – Desk monitoring
  – Onsite monitoring
  – Program visits

• Reports
  – Dashboard data
  – Reports from data system
  – State reports
Assess Data Coverage: Do you have what you need?

• Coverage—whether you have enough data, data of sufficient depth, or data from enough of your subjects

• Possible coverage issues:
  – No data available
  – Too much missing data
  – Different tests or other measures used
  – Data availability varies across local programs
  – Poor data quality
Assess Data Quality

• Affects validity of analyses and conclusions. Introduces biases.
• Data will not accurately represent the concept being evaluated.
  – The results are only as good as the data.
  – Data quality affects usable variables and analyses.
  – Data quality can vary even within a single data set.
Sources of Data Quality Problems

- Incomplete or inaccurate definitions and codes of measures
- Poor data collection procedures or errors
- Missing and incomplete data
- Technical issues
- Data entry
- Poor error checks in system
Other Data Sources

• Needed when an evaluation model or topic requires data you lack

For examples:

– Poor quality data
– Fill in data that do not exist or are difficult to quantify
– Complement other types of data
– Provide an understanding of what, how, when, and where (e.g., activities, implementation study)
Collecting Other Data

• Add new elements to the data system.
• Develop data collection instruments.
  – Surveys, observation, focus groups, document review guides
• Collect data from existing sources.
  – Census
  – American Community Survey
  – Labor market data
  – Adult education research and surveys
Data Sources Discussion – State Presentation

How have you used data for program evaluation?

• What data do you have?
• How do you determine the quality of the data?
• How have you used data for program evaluation?

See Planning Guide, p. 17
Activity: Data Needs and Sources

• Work in your state teams and identify data sources and needs.

• Using your logic model, determine:
  – The data you have for outputs and outcomes.
  – The sources of these data and how you will collect them.
  – Whether these data are of sufficient quality for your evaluation.
  – Whether you need to supplement these data and collect additional data.

See Planning Guide, p. 19
Break
Evaluation Data: Collection and Analysis Plan
Overview: Establishing an Evaluation System

1. Define the purpose and scope of the evaluation.
   - Identify topics and goals: participants, services, and outcomes.
   - Develop questions: what do you want to know and why (goal)?

2. Design the evaluation.
   - Develop a logic model.
   - Identify the data you need, data availability and data quality.

3. **Develop a data collection and analysis plan.**
   - Include the approach and timeline.

4. Collect and analyze the data.
   - Define effectiveness.
   - Set standards.

5. Use the results and close the loop.
Develop a Formal Evaluation Plan for Data Collection

• Match data needs to your logic model.
  – Address the topic.
  – Identify data sources for activities and outcomes.

• Identify programs or services to cover in the plan.
  – Are you considering all programs?
  – Are you considering subsets of programs or participants?

• Determine a timeline for collecting data.

• Assign staff responsibilities.

• Specify analysis and use of findings.

See Planning Guide, p. 23-24
Timeline for Data Collection

• Allow sufficient time for change to be observed.
• Consider when you need the information.
• Collect on an ongoing basis
  – Review monthly, quarterly, etc.
• Review data at the end of the year or after intervention is implemented.
General Guidelines for Planning Procedures

• Use guiding “road map” for the evaluation.
• Work with staff to identify all steps.
• Consider prior activities or work done on the topic for guidance.
• Anticipate problems.
• Be flexible; change according to needs.
Staff Responsibilities

• Identify staff who will:
  – Collect data.
  – Review and analyze data.
  – Monitor problems.
  – Provide feedback to staff.

• Ensure all measures are included (activities and outcomes).
Data Analysis and Use of Findings

• Be clear about how you will use the data.
• Understand who will use it.
  – Focus on audiences identified in logic model.
• Develop a plan for how data will be used for program improvement.
  – The improvement plan should specifically address the issue and topic you wanted to address.
Activity: Develop Your Data Collection and Analysis Plan

Review your data needs identified in the previous section:

• Are there any data gaps in the logic model? Do you need to add or collect measures?

Revise your logic model if needed and then complete the worksheet in the Planning Guide.

- List each data element and/or data collection activity
- Determine when the activity should occur
- Assign staff who will be responsible for completing the activity

Next, consider how you expect to use your finding. Complete the table columns labeled:

- Data element/activity
- Planned use of the findings
- The audience you will communicate with on your findings

See Planning Guide, p. 23-24
Lunch
Defining Effectiveness: Setting the Standards and Incentives
Overview: Establishing an Evaluation System

1. Define the purpose and scope of the evaluation.
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2. Design the evaluation.
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3. Develop a data collection and analysis plan.
   - Include the approach and timeline.
4. Collect and analyze the data.
   - Define effectiveness
   - Set standards.
5. Use the results and close the loop.
Need Clear Criteria for Evaluating Performance

- You cannot evaluate without knowing what is good and bad.
- You need to define what is good and what is not, and what needs improvement.
Things to Consider Before Developing Standards…

• Emphasizing one thing over another tells your programs what the priorities are.

• There may be external influences that will determine the standards for you.

Performance Standards to Define Effectiveness

✓ Continuous improvement

![Bar Chart: Number of Participants in IET (2015-2016, 2016-2017, 2017-2018)]

- 2015-2016
- 2016-2017
- 2017-2018

Program A
Performance Standards to Define Effectiveness

✓ Continuous improvement
✓ Relative ranking

![Number of Participants in IET](chart)

Program A
Program B
Program C

#1
#2
#3

- 2015-2016
- 2016-2017
- 2017-2018
Performance Standards to Define Effectiveness

✓ Continuous improvement
✓ Relative ranking
✓ External criteria
Performance Standards to Define Effectiveness

- Continuous improvement
- Relative ranking
- External criteria
- Return on investment (ROI)
Four Models for Setting Standards

- Continuous improvement
- Relative ranking
- External criteria
- Return on investment (ROI)
Four Models for Setting Standards

How do the standard-setting model(s) that states select represent a policy statement?

- **Continuous improvement**
  - Want the program performance to improve for every program

- **Relative ranking**
  - Want a more uniform level of performance across programs

- **External criteria**
  - Want to move programs toward a broad overarching goal

- **Return on investment (ROI)**
  - Want to consider the cost-benefit of what programs are doing

See Planning Guide, p. 25
Standards Are NOT Just for Overall Performance!

Standards about improving effectiveness of procedures and services

- Filling gaps in service—providing existing needed services to participants
- Providing new services that were not available before
- Providing services to those who have not had them before
Reflect With Your State Team

- Which model(s) do you use within your state to set standards for your programs?
- Do you use different models for different programs? Different models for different measures?
- Why did you choose these?
- Which model(s) would be most effective for your topic? Why?
- Spend some time developing your standard(s) for that topic.

Break
What rewards or incentives do you use in your state?
Funding

Reduced funding for not meeting standards

Increased funding for meeting standards
Competition

• Comes from pride in own program
• Makes programs want to be even better than they already are
Recognition

- Helps programs understand how they contributed to the overall state goal
- Builds a sense that they are making a difference so they want to keep going
Reflect With Your State Team

• What rewards or incentives do you use in your state? Are they effective? How do you know?
• Look again at your logic model. Where do rewards or incentives come into play in your logic model? Which ones will you include?
• How do you communicate which rewards or incentives are available?

See Planning Guide, p. 28-29

Large Group Report Out

Share:

• What rewards or incentives do you use in your state? Are they effective? How do you know?
• Based on your logic model, where do rewards or incentives come into play?

See Planning Guide, p. 29
Wrap Up, Day 2
Wrap Up Reflection

At this moment,

I feel _________________________________

about our state’s draft logic model
Welcome Back and Review
Day 2
Overview: Establishing an Evaluation System

1. Define the purpose and scope of the evaluation.
   - Identify topics and goals: participants, services, and outcomes.
   - Develop questions: what do you want to know and why (goal)?

2. Design the evaluation.
   - Develop a logic model.
   - Identify the data you need, data availability, and data quality.

3. Develop a data collection and analysis plan.
   - Include the approach and timeline.

4. Collect and analyze the data.
   - Define effectiveness.
   - Set standards.

5. Use the results and close the loop.

See Planning Guide, p. 1
Reminder: Tips for Developing Logic Models

State the goal as a question that relates outputs and outcomes

• If I do these activities, will I get the desired outcomes?

Connect outcomes directly to the goal

Be judicious in selecting outcomes. Are they:

• In your control; possible to do; relevant to outcomes?

Don’t get stuck on terminology

Develop the logic model with an approach that works for you. For example:

• Start with outcomes and work backwards; or
• Start with inputs/outputs and work towards outcomes
State Planning Time: Review and Refine Your Logic Model

• Reflect on steps 1-4 of the Overview: Establishing an Evaluation System
• Review revise your logic model as a state team
• Transpose your logic model on the blank 11” x 17” handout
• Post it in the gallery
Logic Model Gallery Walk

Walk through the Logic Model Gallery.
Briefly reconvene with your team.

Assign one person from your state team to briefly report out the following:

- Your problem, goal and 1 outcome
- One key factor that will help you get to your outcome
- One takeaway from another state’s logic model
Overview: Establishing an Evaluation System

1. Define the purpose and scope of the evaluation.
   - Identify topics and goals: participants, services, and outcomes.
   - Develop questions: what do you want to know and why (goal)?

2. Design the evaluation.
   - Develop a logic model.
   - Identify the data you need, data availability, and data quality.

3. Develop a data collection and analysis plan.
   - Include the approach and timeline.

4. Collect and analyze the data.
   - Define effectiveness.
   - Set standards.

5. Use the results and close the loop.

See Planning Guide, p. 1
State Presentation
Break
Using the Results: Close the Loop
Where do you go from here?

✓ **Review your logic model.**
  ✓ Assess success toward your goal.
  ✓ Review inputs and outputs.
  ✓ Review assumptions and external factors.

✓ **Review your process.**
  ✓ Identify how it will inform your program in the future.
  ✓ Communicate with your stakeholders.

See Planning Guide, p. 31
Next Steps: Close the Loop

- Review your logic model.
  - Assess success toward your goal.

Steps and guiding questions:

- Determine whether you met your goal.
- What worked and what did not work toward achieving the goal?
- Did your success toward your goal address the problem?
- How do you know?
Next Steps: Close the Loop

✓ Review your logic model.
✓ Review inputs and outputs.

Steps and guiding questions:

• Develop evaluation questions to:
  – Help measure the success of your efforts.
  – Assess whether your inputs and outputs contributed to success or need improvement to help you reach your goal and outcomes.
  – Identify what actually made this happen or prevented it from happening.

• Identify the resources and stakeholders involved.
Next Steps: Close the Loop

✓ **Review your logic model.**

  ✓ Review assumptions and external impacts.

**Steps and guiding questions:**

- Were your assumptions accurate?
- What, if any, external impacts occurred?
  - Where they in your control or not?
  - Did they impact your goal and desired outcomes? If so, how?
Next Steps: Close the Loop

✓ **Review your process.**

**Steps and guiding questions:**

- What strategies did you use to support your inputs and outputs?

- This might include reviewing:
  - How you collected your data.
  - How you acquired needed resources.
  - How you implemented and monitored activities.
  - How you involved various stakeholders.
Next Steps: Close the Loop

✓ Review your process.
  ✓ Identify how it will inform your program in the future.

Steps and guiding questions:

• Leverage strengths and address areas for improvements.
• Explore new opportunities.
• Change or maintain existing infrastructure or systems.
Next Steps: Close the Loop

✅ Review your process.
✅ Communicate with your stakeholders.

Steps and guiding questions:

- Leverage your logic model as a communication tool:
  - Identify what you want to communicate and why.
  - What might your stakeholders be interested in knowing?
  - How will you collect their feedback, and what role will it have in your next steps?
Activity: Close the Loop

In state teams, review your logic model. Then use the worksheet in the Planning Guide to provide responses to the following:

- Provide one or two questions you would ask to assess success toward the goal.
- Select one input or output and one outcome.
  - Develop one potential evaluation question for each of your selections.
- Pick one of the stakeholders listed in the handout, and identify one or two items to share with this stakeholder and why.
- Pick a reporter to report out.

See Planning Guide, p. 32-33
Lunch
State Report Out: Close the Loop

Pick a reporter for your state team and share the following:

• One question you would ask to assess success toward the goal
• One potential evaluation question
State Planning Time: Review and Refine Your Logic Model

• In your state teams, use responses and work to review, discuss, and if applicable, revise:
  – The content of your logic model.
  – Data needs and sources.
  – Standards and incentives.

• With the large group, share one item you focused on in your discussion, and explain why.
Wrap Up

• Final discussion and questions
• Thank you for participating
  – Larry Condelli
  – NRS team

Safe travels home!
SAVE THE DATE

WIOA Comm 2.0
WIOA Communication Planning for Adult Education Administrators

Learn how to effectively and strategically partner with WIOA stakeholders using communication planning and your NRS data!

Online and in Washington, D.C.
Begins October 2018

State teams will develop a strategic communication plan to communicate with partners and leverage their NRS data.

Look for more details in Summer 2018.
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THANK YOU
Resources for Developing Evaluation Plans and Conducting New Data Collection


• Web page with guidance on when to select types of data collection, qualitative: https://www.cleverism.com/qualitative-and-quantitative-data-collection-methods/


• Basic Guide to Program Evaluation: https://managementhelp.org/evaluation/program-evaluation-guide.htm