Evaluation for Continuous Improvement

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Statewide Family Engagement Center Network (SFEC) webinar
About Me

Currently

Previously

[Logos of Harvard Graduate School of Education, DataWise, and WestEd]
Introduce yourself in the chat!

Role

Location

What brings you here today?
Objectives

• Participants will be able to:
  • Explain the importance of engaging in evaluation activities that support continuous improvement
  • Describe what a logic model is and why it is useful
  • Consider how their programs can engage stakeholders in evaluating outcomes
## Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>5 minutes</td>
<td>Welcome &amp; Overview</td>
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<tr>
<td>35 minutes</td>
<td>Presentation</td>
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<tr>
<td></td>
<td>• Dr. Candice Bocala</td>
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<td></td>
<td>• Andrea Parker</td>
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<tr>
<td>30 minutes</td>
<td>Panelist Discussion</td>
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<td>• Dr. Jeri Levesque</td>
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<td>• Dr. Soraya Présumé Calixte</td>
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<td>• Dr. Ryan Young</td>
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<td>15 minutes</td>
<td>Questions &amp; Answers</td>
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<tr>
<td>5 minutes</td>
<td>Closing</td>
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What is evaluation?

Evaluation is the systematic investigation about the merit, worth, or significance of a policy or program.

In the chat: What comes to mind when you think about “evaluation” in your role?

Guskey, 2000; Mertens & Wilson, 2012
Evaluative thinking is about understanding — using a systematic process of collecting and analyzing data instead of a set of disorganized, random opinions — and telling the story about your strategy, initiative or program.

Evaluative thinking can be embedded within the regular routines of any program!

Kellogg Foundation, 2017, p. 16

A Model for Continuous Improvement

Kellogg Foundation, 2017, p. 40
Deciding on a Type of Evaluation

The life-cycle of a program

- Needs Assessment
  - Understanding the problem or issue and what is needed to address it

- Formative Evaluation
  - Fine-tuning a model
  - Understanding whether things are going as planned

- Summative Evaluation
  - Judging the model's merit or worth
  - Making decisions about continuation or expansion

Guskey, 2000, Mertens & Wilson, 2012
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Guskey, 2000, Mertens & Wilson, 2012

Formative evaluation can lead to continuous improvement.
A Model for Continuous Improvement

EXHIBIT 4-1: EVALUATION PROCESS THAT REFLECTS EVALUATIVE THINKING

- PREPARE for conducting an evaluation
- DETERMINE stakeholders and how and when to engage them
- IDENTIFY assumptions and determine what will be different (theory of change and logic model)
- DEVELOP evaluation plan (logic model, measurement, framework, etc.)
- COLLECT and analyze data
- COMMUNICATE results and understand what happened (interpret findings and facilitate learning)
- MAKE informed decisions (improve actions and next steps)

Stakeholders

Kellogg Foundation, 2017, p. 40
Identifying Stakeholders

- Who might care about this evaluation and why?
- Who is invested in the program or initiative?
- Who has decision-making authority?

Continuous improvement requires a team of stakeholders who can help make sense of evaluation data and take action as a result.

In the chat: Which stakeholders do you regularly involve in your programming?
Stakeholder Involvement

Outreach & Education
Make an effort to send information to a target group of stakeholders

Coordination
Invite stakeholders to give feedback on the findings or implications

Cooperation
Conduct work jointly with stakeholders and act in partnership to make decisions

Goodman & Sanders Thompson, 2017
A Model for Continuous Improvement

Kellogg Foundation, 2017, p. 40
Carol Weiss & Program Theory

“We have explicit or implicit theories about how and why a program should work.

Evaluation should surface those theories, lay them out in detail, and surface assumptions.”

(Weiss, 1995, p. 66-67)
Why examine program theory?

“To what extent are these theories borne out in these cases? What actually happens?

When things go wrong, where along the train of logic and chronology do they go wrong? Why do they go wrong?

When things go right, what are the conditions associated with going right?”

(Weiss, 1995, p. 84)
Logic Models

• Logic models are another way to make program theory explicit.

• They are a graphical representation of the theory of change.

• They are often considered “living documents,” to inform program planning as well as evaluation.

• They should be created with stakeholder input.
- **Assumptions**—what needs to happen in order for the program to work
- **Context**—surrounding political, social, economic factors
### Context for the Program:
This program exists because...

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### Assumptions:
The success of our program relies on the following assumptions...
Thoughts on a logic model – Andrea Parker, MA SFEC
NCFL Evaluation for Continuous Improvement Webinar Wed. March 17th, 2021

masfec.org @MAFamEngage bit.ly/MASFECVideos
If MASFEC provides high quality, relevant and useful information and resources, training activities, and collaboration with all stakeholders including families, parents, educators, SEAs and LEAs, school personnel and community based organizations, students’ outcomes will be increased and high quality educational opportunities will be available to all families.

What is useful about having a logic model?

How could this logic model be improved to be more useful?

This is where the “Miracle” happens!
<table>
<thead>
<tr>
<th>PROGRAM INVESTMENTS</th>
<th>ACTIVITIES</th>
<th>PARTICIPATION</th>
<th>SHORT TERM</th>
<th>LONG TERM</th>
</tr>
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<tr>
<td>DESE</td>
<td>Provide TA to schools, districts, and parent leaders to support improved student achievement and school performance</td>
<td>Parents/Families</td>
<td>Increased parents’ literacy</td>
<td>State systematic, sustained and integrated supports</td>
</tr>
<tr>
<td>FCSN Staff</td>
<td>Build capacity of SEA, LEAs, PTIs, and CBOs</td>
<td>SEA</td>
<td>Parents are empowered and actively participate in their children’s education</td>
<td>Family-School-Community engagement statewide Policies</td>
</tr>
<tr>
<td>Partner Agencies</td>
<td>Input from Advisory Committee</td>
<td>LEAs</td>
<td>Effective Communication among all stakeholders</td>
<td>Increased educational opportunities access to all students</td>
</tr>
<tr>
<td>Parent Advisory Committee</td>
<td>Assess parental needs</td>
<td>CPLAN</td>
<td>Parent Networking</td>
<td>Improved school performance</td>
</tr>
<tr>
<td>Cultural brokers</td>
<td>Outreach to underserved families</td>
<td>PIQE</td>
<td>Effective outreach to families</td>
<td>Improved students’ outcomes including readiness for postsecondary</td>
</tr>
<tr>
<td>52 Health centers</td>
<td>Collect, analyze data and evaluate Programs</td>
<td>NAFSCE</td>
<td>Usage of technology to maximize students/parents’ learning</td>
<td>Improved quality of life of families/students</td>
</tr>
<tr>
<td>Community leaders</td>
<td>Provide Professional Development and workshops to families</td>
<td>New Bostonian ESOL</td>
<td>Hard to reach parents will get information</td>
<td>High quality school performance</td>
</tr>
<tr>
<td>Evident-based materials</td>
<td>Organize Train the Trainer</td>
<td>WestEd</td>
<td></td>
<td>Evident-based curriculum</td>
</tr>
<tr>
<td>Technology</td>
<td>Disseminate materials</td>
<td>CBOs and faith-based agencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strong Collaboration</td>
<td>Establish searchable Resource Library</td>
<td>School level staff and personnel</td>
<td></td>
<td></td>
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<tr>
<td>Trust and Relationship with families</td>
<td></td>
<td>State agency staff members (EEC, DPH, DMH, MRC, DDS, DCF)</td>
<td></td>
<td></td>
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<tr>
<td>Long history of parent-to-parent established programs</td>
<td></td>
<td>Graduate students</td>
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Next Steps

- Conduct internal workshop, to revise our Theory of Change
- Deconstruct and build out our Theory of Change
- Revise our Logic Model, in particular to include:
  - Partnerships
  - Measurable outcomes
  - Desired/potential impact
  - Contextual Relevance (Pandemic and Post-Pandemic)
  - Culturally Relevant terminology/approach
- Engage partners in review of revised ToC and Logic Model
- Pilot with stakeholders, to test assumptions
- Continue to review, revise, tweak based on needs and context
**Context for the Program:** This program exists because...

*Family engagement service providers must understand families’ cultural beliefs in order to build trusting relationships and equal partnerships.*

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<td>Conduct professional development (PD) to teach participants about culturally relevant family engagement practices</td>
<td># of participants attending the PD</td>
<td>Increased respect for families’ cultural beliefs and traditions</td>
<td>Increased number of families from diverse backgrounds utilizing the program’s services</td>
<td>Young people from diverse cultural backgrounds get access to the services that they need to be successful</td>
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<td></td>
<td></td>
<td>Increased use of written translations and audio interpretations</td>
<td>Increase number of families from diverse backgrounds reporting that they are satisfied with the program’s services</td>
<td></td>
</tr>
<tr>
<td>Participants</td>
<td></td>
<td></td>
<td>Increased number of cultural brokers employed in programs</td>
<td></td>
<td></td>
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<tr>
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**Assumptions:** The success of our program relies on the following assumptions...

*Cultural brokers receive the resources, professional development, and support they require to be successful.*
**Context for the Program:** This program exists because...

*Family engagement service providers must understand families’ cultural beliefs in order to build trusting relationships and equal partnerships.*

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**Assumptions:** The success of our program relies on the following assumptions...

*Family engagement service providers must understand families’ cultural beliefs in order to build trusting relationships and equal partnerships.*

In the chat: What are some of the outputs and outcomes that you monitor regularly?
A Model for Continuous Improvement

Kellogg Foundation, 2017, p. 40
Develop Evaluation Questions

The life-cycle of a program

- **Needs Assessment**
  - What is the scope of this problem?
  - Who are the audiences who would benefit?

- **Formative Evaluation**
  - Was the program implemented as intended?
  - Are the participants receiving the services?

- **Summative Evaluation**
  - What were the results of the program?
  - What difference did the program make?

Good evaluation questions are directly connected to the logic model.
Data Collection

Qualitative data come from talking to participants directly, written observations or documents, or responses to open-ended questions.

- Interviews or focus groups
- Surveys

Quantitative data are numeric counts, scores, and summaries of information that can be manipulated using statistics.

- Records (e.g., attendance)
- Results on an assessment
- Surveys

In the chat: What data do you collect most frequently? How do you use it?
A Model for Continuous Improvement

Kellogg Foundation, 2017, p. 40
How will stakeholders be involved?

• What decisions, if any, are the evaluation results or findings expected to influence?

• Will stakeholders participate in the data analysis and generating findings?

• Will they be able to discuss the implications of the findings?

• Will they support the application of those findings to next steps for the program?

Patton, 2012
Panel: Thoughts on stakeholder engagement
Panel: Thoughts on stakeholder engagement

• How do you think about communication with stakeholders?

• How do you ensure that your materials and practices are culturally relevant to the stakeholders?

• How do you make data “actionable” and engage stakeholders in making sense of the data?
What Do You Mean By That?

Evaluation Speak Made Easy
We are funded. Therefore, my team believes we are doing good work because we were funded.

*My dearest, Funder,*

I can’t tell you how valuable our study is …

even though I will do an exhaustive systematic investigation to study materials and resources to establish facts, create knowledge and reach new conclusions.

No judgments!

*Wisely yours,*

*Ree Sercher*

---

Greetings, My New Client,

I’ll let you know ASAP if you’re on track for success. Later on we’ll look at what you’ve done to see whether your work worked as well or even better than you think it did.

If your work doesn’t seem good enough- we’ll work with the stuff we’ve gathered together and you can decide how to move forward.

Keep your eye on the prize!

E. Val Uator

PS – Let us know how to help you use your APR!
Adult Participants

- 93% Female
- 88% of 124 adults enrolled
- 109 adults completed
- 52% were 25-34 years old and 36% were 35-44 years old

Child Participants

- 70% enrolled in childcare or preschool
- 30% enrolled in K-12 schools
84% had 2 or more adults living in the home. 3/4 of families had just enough or sometimes not enough money to buy what they need.

Programs achieved a rating of **fully implemented** on 41 out of 44 common indicators of program quality.

- Parent Time: 2.91
- PACT Time: 3
- Component and Program Integration: 2.77
- Recruitment and Retention: 2.9
- Evaluation: 2.91

*fully implemented = 3*
Participation

24 hours
Average Parent Time attended

2,564 hours
Total time parents spent learning with their children through PACT (Parent And Child Together) Time

25 hours
Average PACT Time attended
Outcomes

Nearly 100% of parents indicated it was important to become a better teacher to their child.

More parents gained confidence in making decisions about their child's schooling (14%)

More parents gained confidence in advocating for their child in the school setting (28%)

More parents reported having the skills they need to help their child learn (33%)

More parents reported understanding their child's learning goals (26%)

Increase in the number of children reading with adults on a DAILY basis (24%)

Increase in the number of adults discussing reading with their child on a DAILY basis (26%)
Parental Engagement in Brockton Public Schools (MA)

• Parents’ Academy

• Bilingual Department

• Partnership with Lionbridge: Telephone Interpretation
DATA COLLECTION
Distribute data
DATA DRIVEN PLANNING
Questions?
References


