WestEd NCSI
national center for systemic improvement

Transforming State Systems
to Improve Outcomes for
Children with Disabilities

National Evaluation Webinar Part 1

1.14.16

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Megan Vinh (ECTA and DaSY)

Objectives of Two-Part Webinar

- Clarify OSEP expectations and requirements for Phase II evaluation planning

- Learn the steps to planning an evaluation

- Review how to develop and use a logic model and draft well-written outcomes for evaluation purposes

- Learn how to select appropriate measures for assessing results of activities (outputs and outcomes) in formative and summative evaluation work

- Share strategies for engaging stakeholders throughout evaluation planning

- Provide opportunities for states to ask questions and learn how to access additional technical support (resources & personnel)

Housekeeping & Logistics

- Two part webinar on Evaluation Planning

  - Please remember to join us again next week on Thursday, January 21st from 4:00-5:00PM ET for Part 2

- Please use the question functionality to enter questions and comments

- This webinar is being recorded and the link will be posted to the NCSI website at http://ncsi.wested.org/

- Follow-up Q&A document

The Phase II SSIP

The Phase II SSIP

- The focus of the Phase II SSIP is to build support for LEAs/EIS programs with the implementation of evidence-based practices that will lead to measurable improvement in the State-Identified Measurable Results (SIMR) for children with disabilities.

- Phase II is due to OSEP on April 1, 2016!

Baldridge, Bryk, Deming, Fixsen & Blase, Fullan, Hall & Hord, Heifetz, Rodgers, Wenger, and others

The three components

- Infrastructure Development
- Support for Local Implementation of Evidence-Based Practices
- Evaluation

What's required in the Evaluation Plan?

- Short and long term objectives to measure SSIP implementation

- Alignment with the Theory of Action

- Description of Stakeholder Involvement

What's required in the Evaluation Plan? (cont.)

- How will evaluation information be shared with stakeholders?

With the Phase II submission, the State must include any <u>updates</u> to Phase I.

- Data analysis

- Infrastructure analysis

- SIMR

- Improvement Strategies

- Theory of Action

What Are We Evaluating?

Two overarching questions:

- **How's it going?**
  - Are we successfully accomplishing our activities?
  - Are we moving along appropriately so that we can achieve our goals?
  - What can we do to fix stuff that's not working?
  - Usually call this *formative evaluation.*

- **What good did it do?**
  - Did we accomplish our goals?
  - Can we show that what we did was responsible for the accomplishments?
  - Do the accomplishments matter?
  - Usually call this *summative evaluation.*

Steps in Planning an SSIP Evaluation

- Understand the evaluation context: Alignment of Phase II evaluation plan to Phase I.

- Build an evaluation team.

- Create a logic model, specifically for the evaluation, that shows important activities that lead to outputs and outcomes.

- Develop evaluation questions.

- Select an evaluation design/identify methods.

- Identify data collection strategies.

- Develop preliminary analysis plans.

- Prepare a timeline.

- Plan to share/disseminate/use evaluation results.

Step 1. Align Phase II evaluation plan to Phase I

- Data analysis

  - Are useful data available?

- Infrastructure analysis

  - What infrastructure is in place—strengths and challenges?

- Theory of action

  - Is the program logic sound?

- Coherent improvement strategies

  - What specific actions must the state take to help teachers/providers/practitioners implement effective practice?

- Available resources

  - What resources does the state have to devote to the evaluation?

  - What TA support do they need?

Step 2. Build an evaluation team

- Who will prepare the evaluation plan?

- Who will oversee the evaluation as SSIP implementation progresses?

- What specific evaluation activities will have to be managed?

  – Who will manage these evaluation activities?

- Who will conduct the evaluation activities?

- What role will stakeholders play in the evaluation?

Step 3. Create a logic model for the evaluation

- A logic model…
  - Portrays a project's overall plan;
  - Clarifies the relationships among a project's goals, activities, outputs, and outcomes; and
  - Displays the connections between those defining features of a project.
  - It is a useful planning tool for implementation and evaluation.
  - It is a bridge between Theory of Action and Evaluation questions.

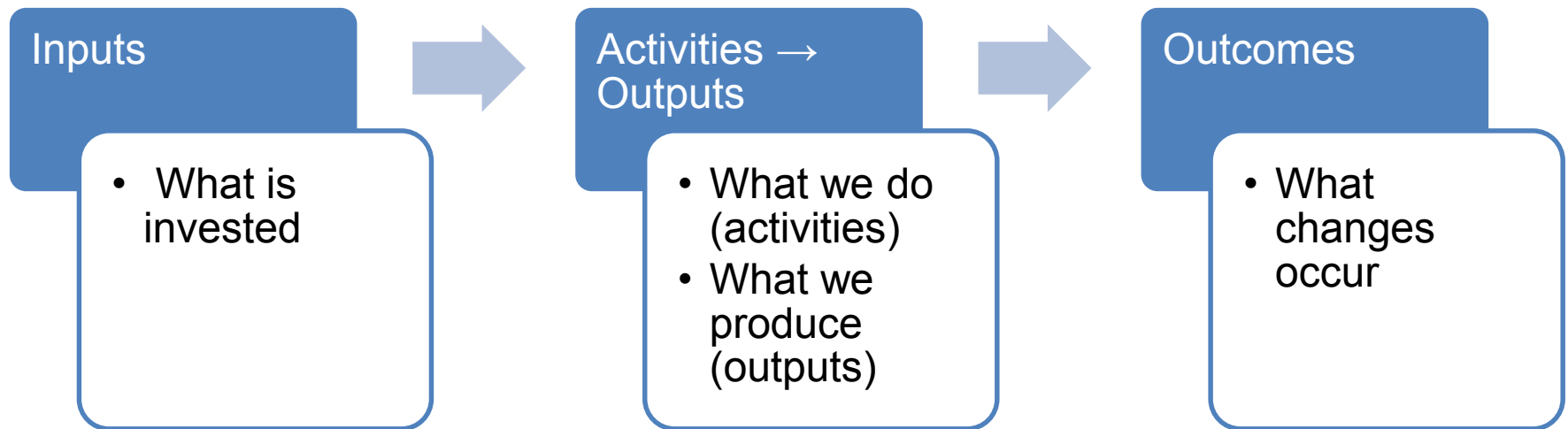# Step 3. Create a logic model for the evaluation—cont.

- Thus, a logic model can be used as a starting point to plan data collection and analysis aimed at measuring project processes (implementation) and performance (outcomes).

- Systematically measuring project processes and performance is evaluation.

- A logic model implies a causal relationship that flows from activities to outcomes.

- Evaluation can be viewed as a test of the logic model's implied hypotheses of this causal relationship.

What Does the Office of Special Education Programs Want You to Consider?

- What are the identified measureable inputs (resources), activities, outputs, and short- and long-term outcomes?

Inputs → Activities → Outputs → Outcomes

Logic Model Components

Inputs		Activities → Outputs		Outcomes
• What is invested	→	• What we do (activities) • What we produce (outputs)	→	• What changes occur

Inputs: Resources available to achieve desired outcomes
Activities and Outputs: Activities that are in place to enact change
Outcomes: Changes that occur as a result of implementation

Outputs

- Outputs can be viewed as…
  - Program accomplishments
  - Direct results of the activities
  - Description and number of products and events
  - Customer contacts with products and events
  - Fidelity of program activities

Outcome Components

- Short-term outcomes can be viewed as…
  - What target audiences learn as a result of outputs
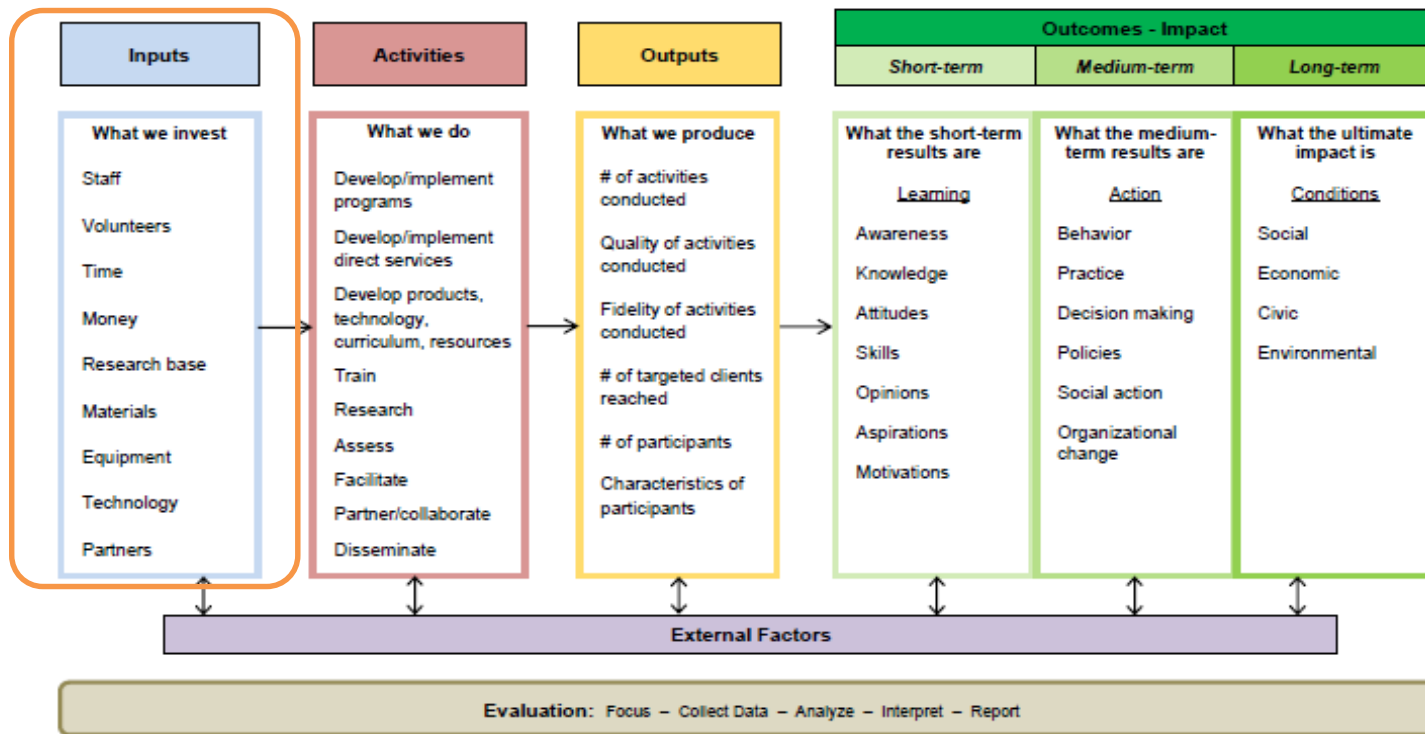 - What awareness, attitudes, or skills they develop

Outcome Components

- Intermediate outcomes can be viewed as…
  - Changes in adult actions or behaviors based on knowledge or skills acquired
  - Fidelity of the planned interventions
  - Improved organizational functioning
  - Improved system functioning

Outcome Components

- Long-term outcomes can be viewed as…
  - The broadest program outcomes
  - The results that fulfill the program's goals
  - The impact on children or families
  - Program sustainability, or what ensures or promotes program scale-up and sustainability

Logic Model

Inputs	Activities	Outputs	Outcomes - Impact		
			Short-term	Medium-term	Long-term
What we invest	**What we do**	**What we produce**	**What the short-term results are**	**What the medium-term results are**	**What the ultimate impact is**
Staff	Develop/implement programs	# of activities conducted	Learning	Action	Conditions
Volunteers	Develop/implement direct services	Quality of activities conducted	Awareness	Behavior	Social
Time	Develop products, technology, curriculum, resources	Fidelity of activities conducted	Knowledge	Practice	Economic
Money			Attitudes	Decision making	Civic
Research base	Train	# of targeted clients reached	Skills	Policies	Environmental
Materials	Research		Opinions	Social action	
Equipment	Assess	# of participants	Aspirations	Organizational change	
Technology	Facilitate	Characteristics of participants	Motivations		
Partners	Partner/collaborate				
	Disseminate				

External Factors

Evaluation: Focus – Collect Data – Analyze – Interpret – Report

Adapted from: University of Wisconsin-Extension. (2010). *Program Action-Logic Model*. Available: http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html

Step 4. Develop evaluation questions

The logic model leads to evaluation questions:

→ Relevant goals (not necessarily all)

→ Salient strategies/activities related to those goals

→ Outputs associated with the strategies/activities

→ Outcomes (the most consequential ones)

→ Evaluation questions

Step 4. Develop evaluation questions—cont.

- Evaluation questions should
  - reflect the goals of the evaluation
  - be based on a thorough understanding of the project's overarching objectives and program theory
- Two general types: formative and summative
  - Formative evaluation questions focus on the project's processes and address the extent to which (and how well) the project is being implemented.
  - Summative evaluation questions target the extent to which a project achieves its expected outcomes.

How Will This Help Us?

Evaluation of Implementation: Did we do what we said we would do?

Evaluation of Outcomes: Did it work?

What is working?

How can we improve?

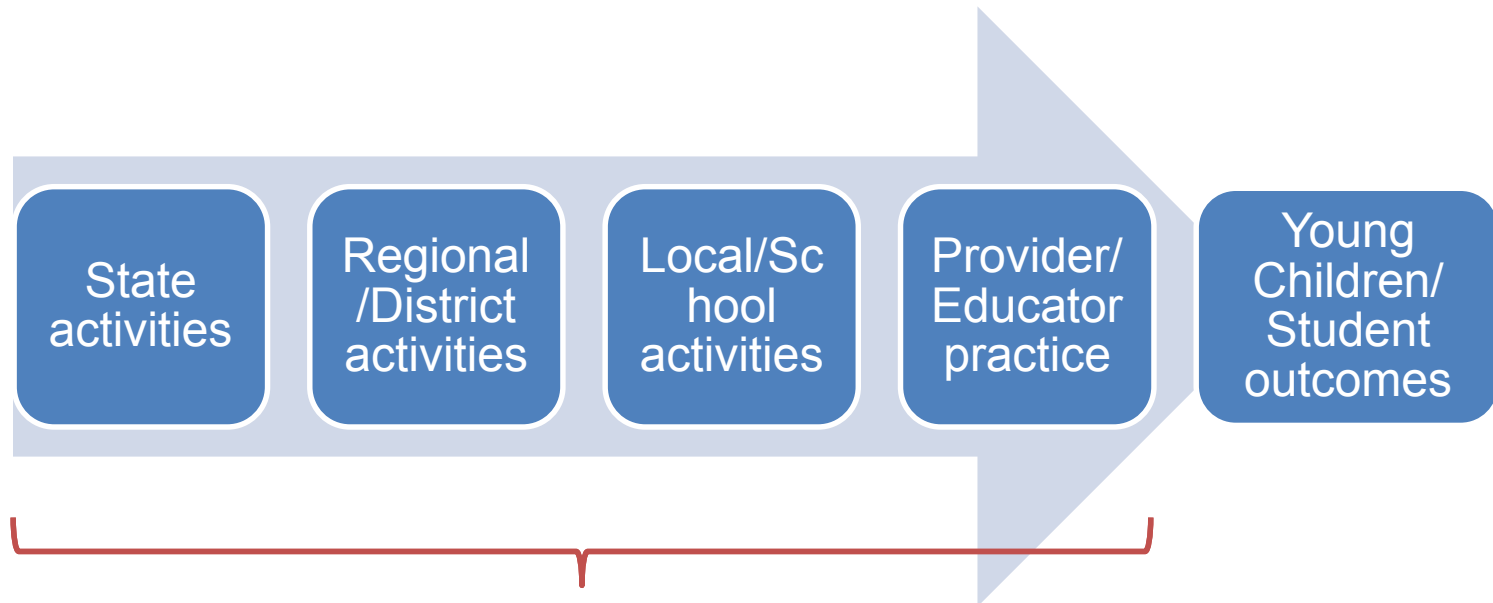Demonstrate the positive impacts of strategies that work

Continuous improvement: Identify ways we can strengthen our plan to better support our students

Importance of Evaluating Implementation

- SSIPs are complex, six-year plans.

- Implementation will be challenging and occur over time.

- Early and ongoing (formative) evaluation of implementation will help to:
  - Document early successes.
  - Identify solutions that foster expected progress toward the State identified Measurable Result (SiMR).
  - Control for staff turnover

Levels of Implementation

- Breakdowns can occur at many levels, with actions at one level depending on previous levels

Levels of Implementation

State activities → Regional /District activities → Local/School activities → Provider/Educator practice → Young Children/Student outcomes

State Activities

- Evaluating Infrastructure Improvements
  - Increasing the quality of one or more components of the <u>state</u> and <u>local</u> system infrastructure
  - Improving the quality of existing aspects of the system

- Should build on earlier work
  - Identified areas that need improvement from your Phase I infrastructure analysis
  - How does your theory of action address state and local systemic improvement?

- How will you measure change over time?

Step 4. Develop evaluation questions—performance indicators

- Identify performance indicators of progress
  - Define
    - Observable measure of the outcome, at the child, family, provider, school, local program, or district level
    - Begins with words such as number of, percent of, ratio of, proportion of, mean of, etc.
  - Examples of Indicators
    - 95 percent of teachers measure student reading progress twice a week using [name the measure]
    - 90 percent of families adopt at least one in-home approach to read to their child

Questions

Evaluation Resources & People to Contact

- NCSI (http://ncsi.wested.org/ask-the-ncsi/)

  - Contact your NCSI TA Facilitator or Cross-state Learning Collaborative Lead

  - Contact Kristin Ruedel (kruedel@air.org), Lead for Data Use & Evaluation

- IDEA Data Center (https://ideadata.org/ssip-evaluation)

  - Contact your IDC State Liaison (https://ideadata.org/technical-assistance) or Tamara Nimkoff (TamaraNimkoff@westat.com)

- ECTA (http://ectacenter.org/topics/ssip/ssip.asp)

  - Contact Megan Vinh (mvinh@email.unc.edu)

- DaSY (http://dasycenter.org/resources/dasy-products/)

  - Contact Abby Winer (abby.winer@sri.com)

Reminders

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Thank You!

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