

A Conversation On Program Evaluation

How Do You Know if What You Are Doing is Working?

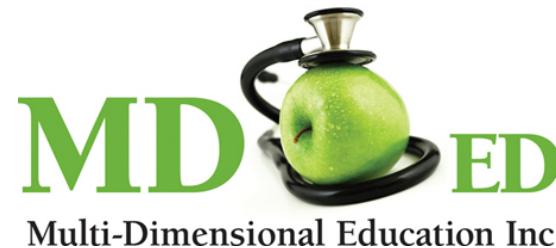


Dr. Michael W. Corrigan

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Corrigan is a well published author, psychologist and associate professor (with most recent appointments at Marshall University and Ohio State University). Mike specializes in at-risk youth, child development, quantitative research and statistical analysis. He has consulted for more than 150 state and local agencies, and child focused organizations, as well as directed the investigative efforts for more than \$19.5 million in federal research projects funded by National Science Foundation, U.S. Department of Education and Department of Juvenile Justice; with additional expertise in K12, child welfare and juvenile justice.

With



www.MDedInc.Com

The MDed team also are the
architects behind the
Oracle-Powered VitalChild
Case Management Solution
(<https://VitalChild.solutions>).



Dr. Doug Grove

*President, Co-Founder
Multi-Dimensional Education Inc.
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Grove currently serves as the Head of School at Concordia International School Shanghai. Grove's areas of research and expertise are in Leadership, Research Design, Methodology, and Online Education. Dr. Grove's broad experience in evaluating youth wellbeing includes the management of numerous state and federal grants with Dr. Corrigan. Doug has worked as a K-12 administrator specializing in at-risk youth, coordinator of a county office assessment unit, Professor, Provost, University Vice President, and school board member.



| Parenting the Love and Logic Way™

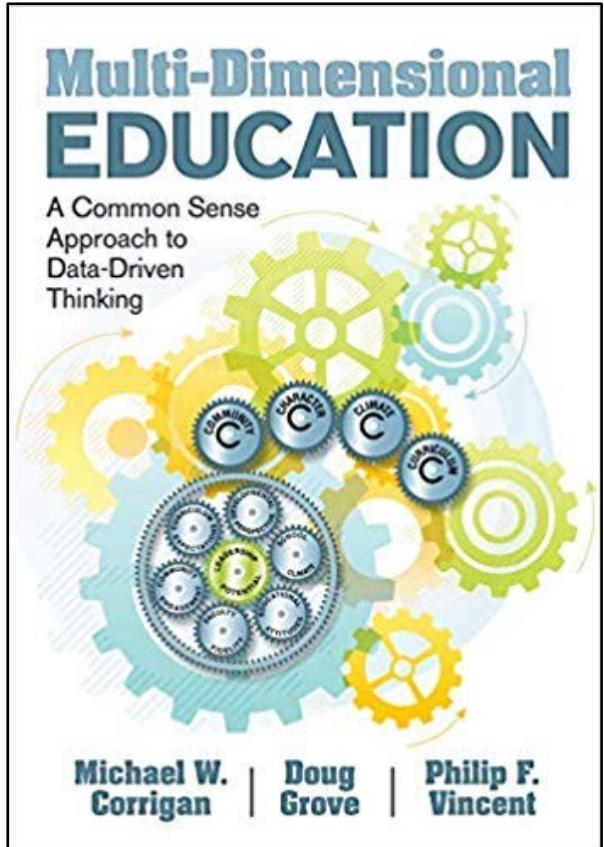


We are a Unique Collection Of Professors, Psychologists & K12 Educators Who Practice What They Teach

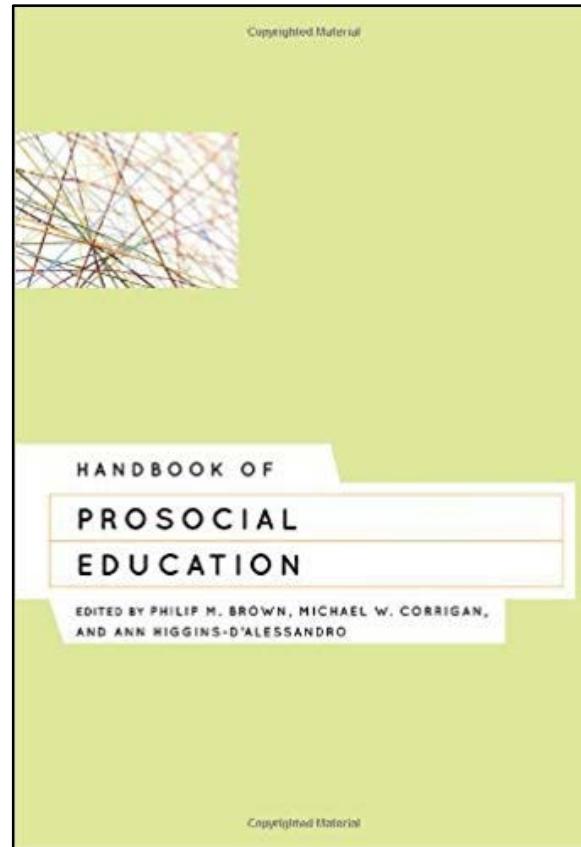
- We have **experience administrating, coaching and teaching in K12 and Juvenile Justice** school settings
- We have **evaluated & managed youth-focused organizations and non-profits.**
- We have **taught future educators, administrators, counselors and clinicians in how to best lead, teach and inspire youth**
- We have **taught child development, education courses, organizational change & leadership, research methods and advanced statistical analysis**
- We led **evaluation and program efforts for more than \$20M in Federally Funded Research**, and **worked with more than 150 state agencies and orgs**
- We **help clients become evidence-driven and evidenced based** in what they do
- We **know how to correctly measure what is being implemented and efforts which impact the variables our clients seek to improve**



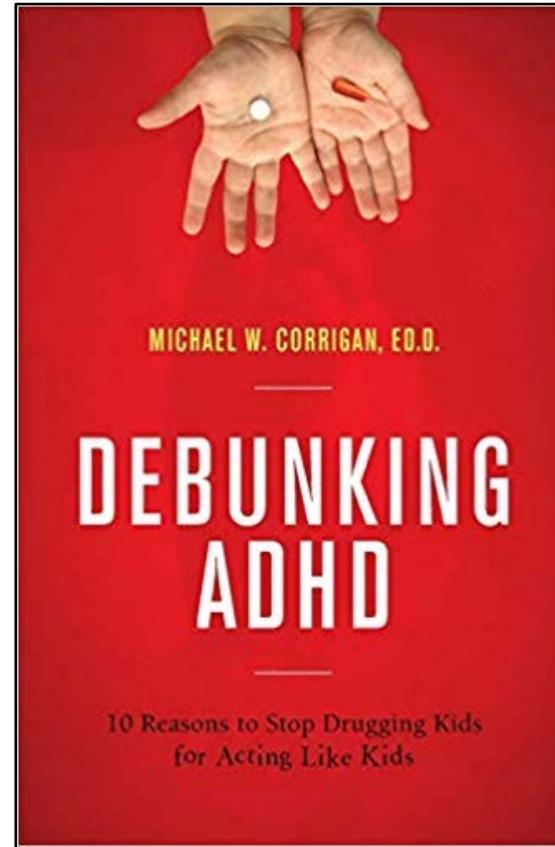
Our Books not *yet* endorsed by... Oprah, the View, Dr. Oz...



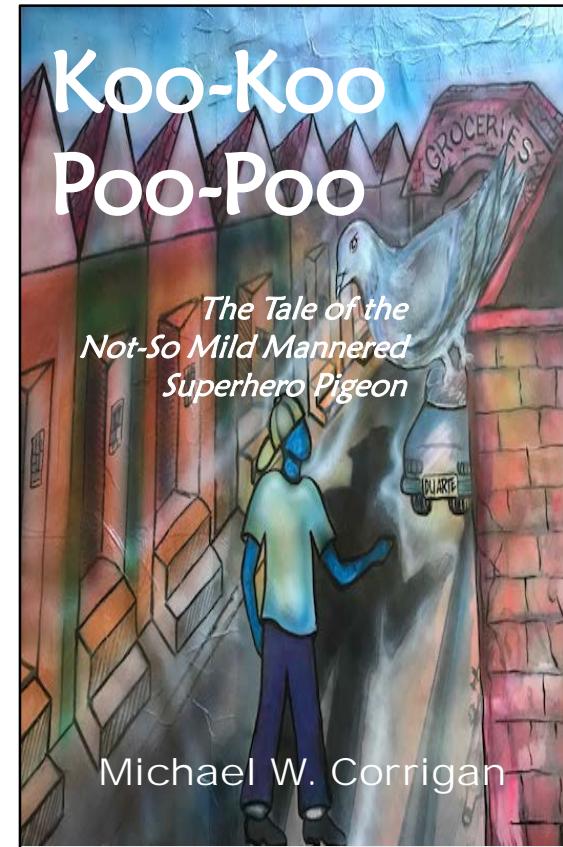
Corwin/Sage



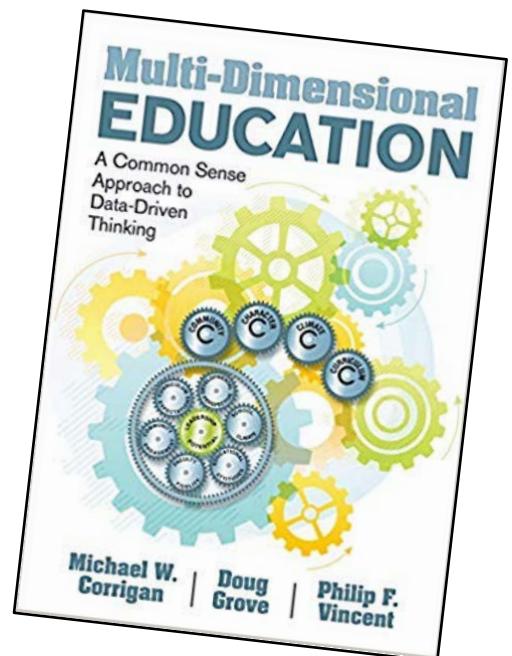
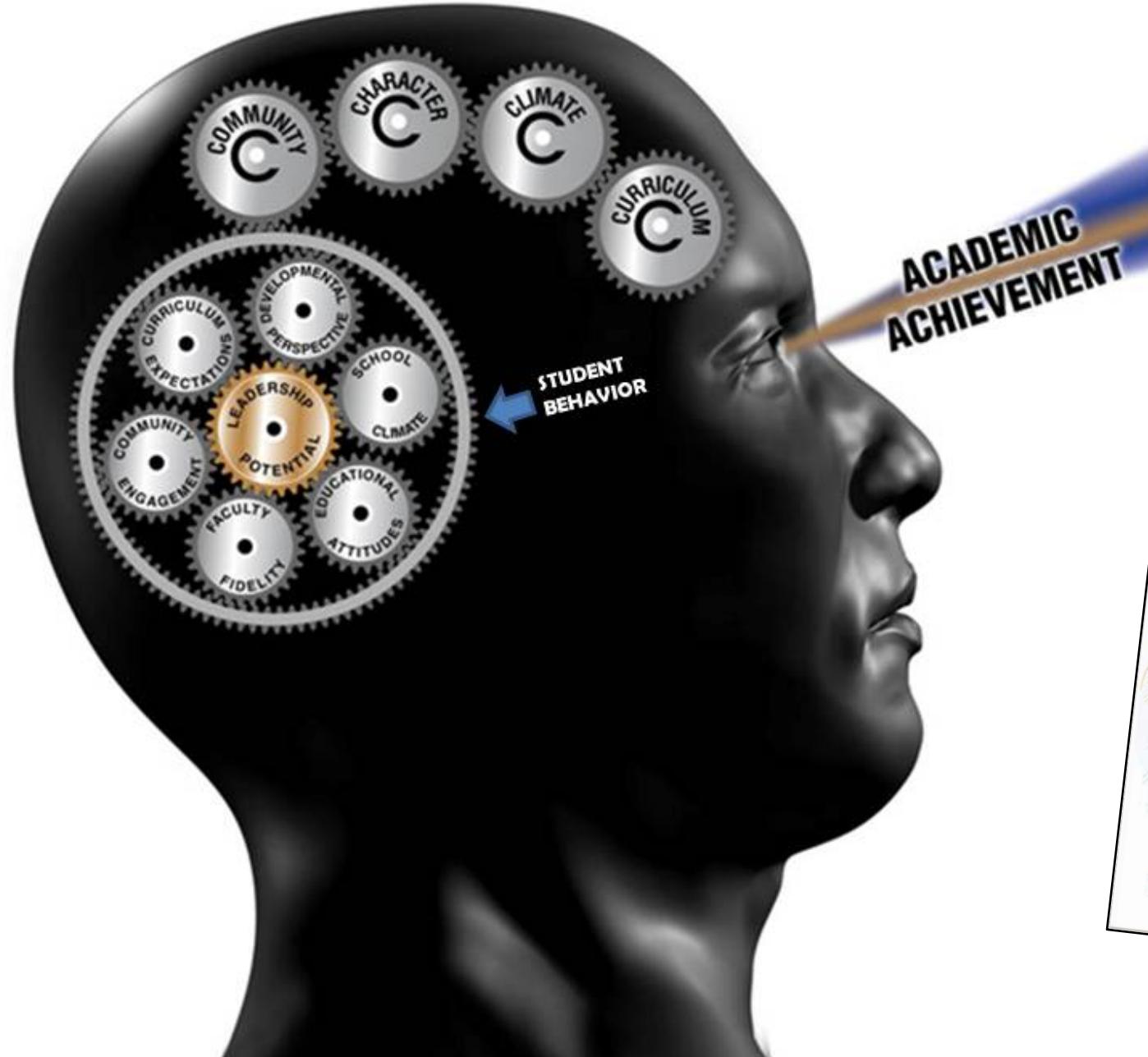
Roman & Littlefield



Roman & Littlefield
"Debunking ADHD" YouTube Channel



Amazon Kindle
(Middle Grade Fiction)





Our Best Lessons Learned & Clients... Came from Inheriting *Bad* Evaluations.

Many Who Try to Self-Evaluate or Hire Individuals in Need of a Few More Credit Hours, Often do NOT Understand the MUST DO's...

Successful Evaluation Requires:

- Starting Evaluation Design with the End in Mind (e.g., logic models, goals & outcomes). Truly considering why and how behind the reasons an outcome should change....
- Determining How to Best Assess Implementation Fidelity (e.g., measuring training effectiveness, adoption of initiative, dosage, duration, time, exposure)
- Using Reliable (Consistent) and Valid (Accurate) Assessment Tools which allow us to move beyond descriptive stats (e.g., %'s and basic mean scores) to inferential analysis and predictive modeling... which is essential to peer-reviewed publication of findings.
- Casting a Wide Enough Net to Actually Capture What You are Impacting (e.g., test scores, attendance and behavior incidents are never enough)
- Using Sound Research Methods (e.g., Sampling Techniques, Control Groups, Coding Responses, Pretests and Posttests... Process, Formative and Summative Assessment)



What Do all Funding Efforts Wish to See?

- A passion and strong desire to improve something for someone....
- A structured approach to making a difference (i.e. curriculum, services, care, well-being...)
- A positive outcome occurring from the initiative or program...

*A goal that what has been proposed is implemented with fidelity,
utilized by those who it is intended to reach,
and positive lasting change takes place.*



The Best Way to KNOW if this Happened is...

- **Develop Logic Models and Goals** that conceptually explain how your programs get implemented and how that implementation should lead to outcomes
- **Employ External Evaluation** to reduce bias and improve chances of documenting the strengths and challenges essential to Continuous Improvement
- **Develop Sound Scientific Methods** to sampling, data collection and assessing the what, why and how of funded efforts
- **Measure Implementation Fidelity** encompassing training, delivery and support, plus the variables you hope to impact
- **Focus on Process, Formative and Summative Assessments**... aka what is being put in place, how it is working and progressing, and using such data to focus on building off strengths and reducing challenges in order to produce statistically significant positive outcomes

What Does All this Measurement & Stats Jargon Mean...



- Allowing a funded awardee to measure their own efforts and determine how they present their own outcomes, creates a chance for perceived bias and embellishment.
- You need external evaluators to help your awardees adopt ***reliable*** and ***valid*** assessments specific to each initiative's efforts and support mechanisms.
- If we do not correctly measure what we hope to change, we will never know if we made change.
- And if we only measure a few variables we hope to change, and we do not find evidence, it could mean that we just didn't measure what was actually taking place.

Automated Data Collection Eases the Burden of Documenting Efforts and Outcomes

- Today's online surveys make it easy... and most youth and younger staff and parents prefer to take surveys online.
- During our evaluation efforts, we typically try to help clients develop a replicable online measurement system or solution, which they can use for future efforts in different settings.
- For foundations, if you have a measurement system in place that your clients can use, it can help them all collect better data... and btw you have access to.
- Much of these measurement expectations could be designed as requirements into the RFP or award proposal criteria. But such approaches to program evaluation must be implemented before the initiative begins.





CITRS Character-Integrity-Trust-Relationships-Success

- CITRS was in a state of transition, and with some flexibility they were looking at their initiative's past and existing evaluations. Some foundations felt that CITRS's research had some holes in it.
- A mutual colleague recommended they speak to us (MDed) about possibly helping with evaluation.
- We started out by offering to analyze data they had from the previous first few years of implementation.
- We discovered that the surveys they were using, were not reliable or valid. They also had a great amount of missing data which provided further analysis challenges. And that the surveys basically only measured if the curriculum resources they were using to support the client were being utilized. They were not measuring OUTCOMES; they only had a partial measure of implementation.
- Finding these methodological and measurement issues explained why the only results they had to offer were based on percentages or ratios; lower-level descriptive statistics. The data they had collected previously was not capable of testing for statistical significance or drawing inferences from... aka publishable.
- The data they had collected was not adequately measuring what CITRS stood for, or additional variables that they thought their initiative would impact (e.g., school climate, bullying).
- Their previous evaluator had not collected data from a control group so that CITRS could see if their schools in the district were doing better than schools who were not participating.
- So we dug further into using the district data on absenteeism, discipline referrals, and test scores. Unfortunately, the district had changed several times (over several years) how they reported discipline referrals and attendance. But the test scores were all there for several years for the District CITRS schools as well as the schools not yet participating in the CITRS Initiative.



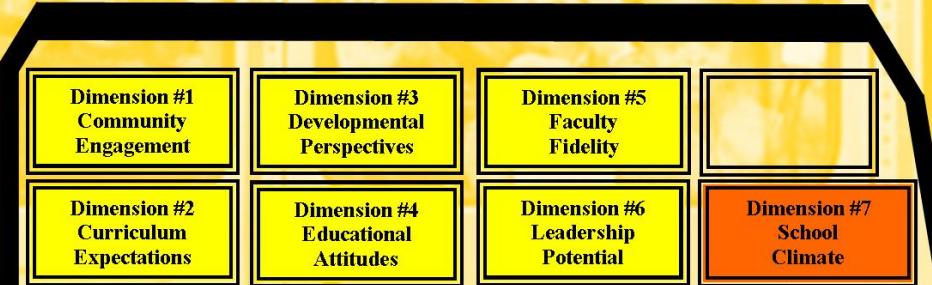
CITRS Character-Integrity-Trust-Relationships-Success

- After a month or so of aggregating, cleaning and coding data, and then looking at test scores, we discovered that:

Schools implementing CITRS/CC! experience statistically significant improvements in helping lower performing students improve in ELA (English Language Arts—reading, writing, listening and speaking).

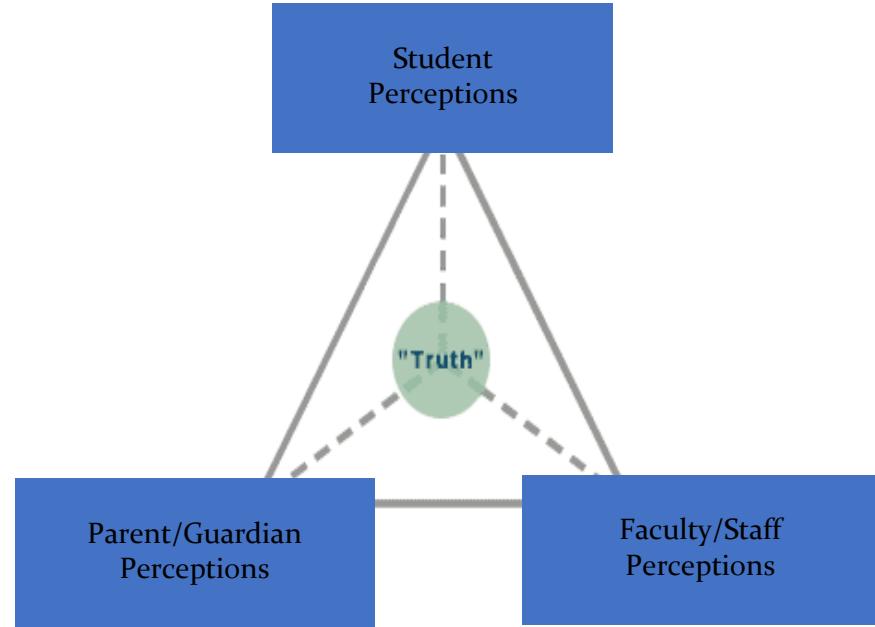
- This work led to us providing CITRS a great amount of guidance on what was needed to improve on evaluation efforts, as well as how to improve their logic model and seeing a more systemic and holistic approach to change.
- They hired us to be their evaluator, and as we always do, we began with the end in mind.
- First, we worked with them to develop a new outcomes measure/survey, with reliable and validated scales, to truly focus on the variables they seek to impact in their work with kids, parents/guardians and educators.
- We helped CITRS develop assessments to measure the level of training and fidelity of implementation.
- We built all of this into an online platform so they could abandon the dated paper survey approach and have a way to collect data from clients across the USA.
- We are now collecting data from an experimental and control group.
- The shortcoming of what we can offer to CITRS is that we cannot go back in time like Bill & Ted, and somehow help them document a baseline. But it is better to collect reliable and valid data and show how their schools are performing compared to others. This is how we can show they are making a measurable difference.

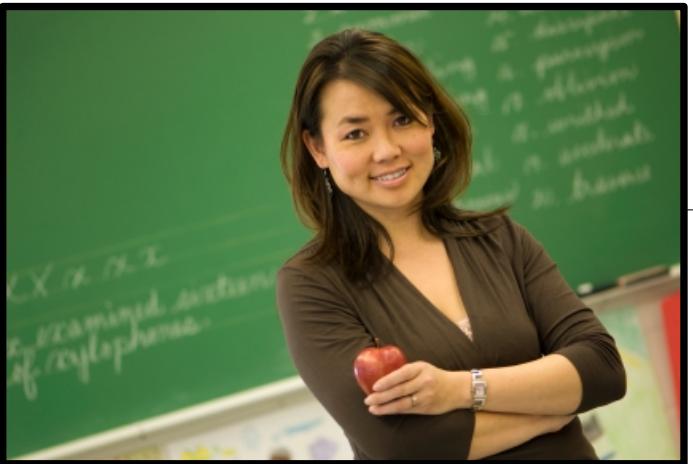
The View From The Bus: Student Perceptions



"All our knowledge has its origins in our perceptions."
Leonardo da Vinci

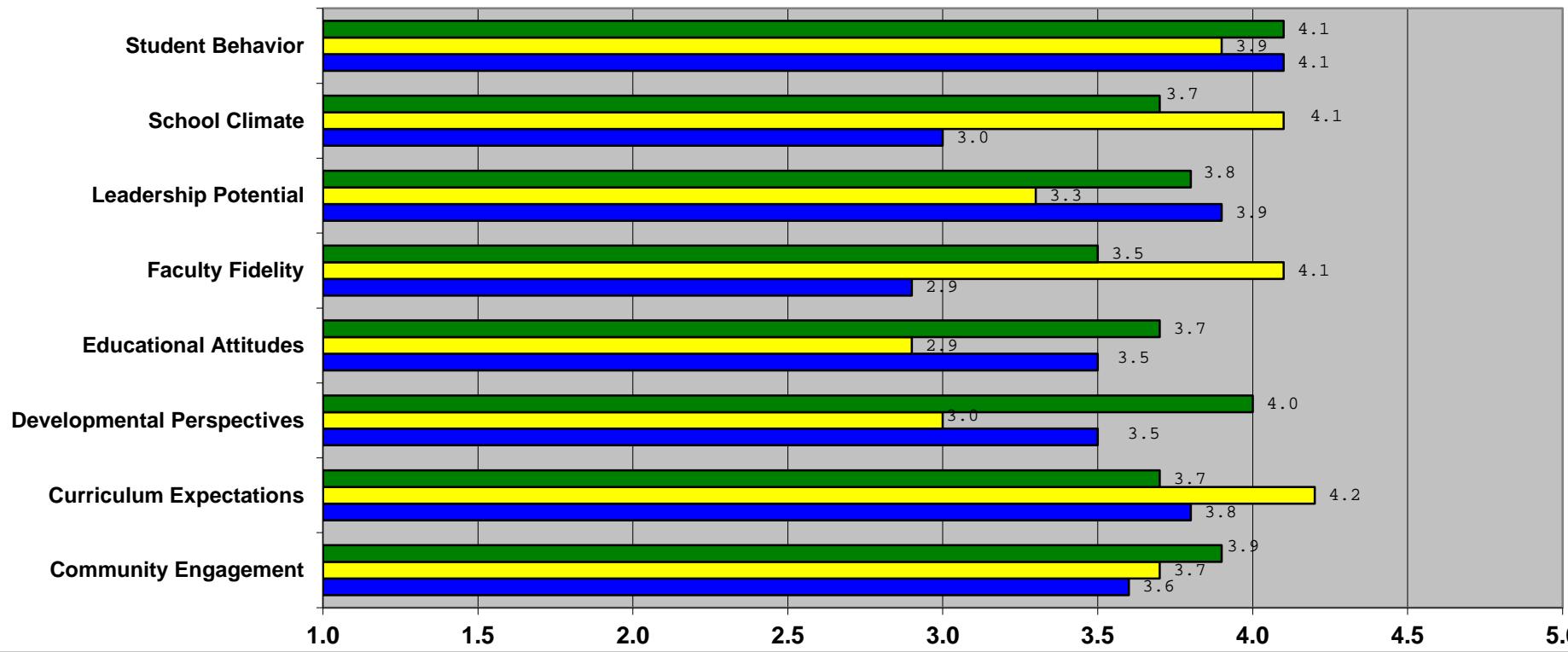
4.5–5.0 Great 3.75–4.4 Good 3.0–3.74 Fair 2.0–2.9 Poor 1.0–1.9 Very Poor





Overall Multi-Dimensional Mean Scores

■ Parents ■ Staff ■ Students



Catholic Schools Collaborative (CSC)...

Sustainability of Funding-Core Areas

- Site-Infused Model for Personal Learning Environments (SIMPLE)
- Operational Vitality, Academic Excellence, Social Emotional Supports, and Parent/Family/Community Engagement
- Aligned Evaluation Measurement to Key Areas
- Professional Development and Support Services Target these Key Areas
- Building on a Theory of Change



Other
thoughts...
Questions?



More on how better data leads to better outcomes?

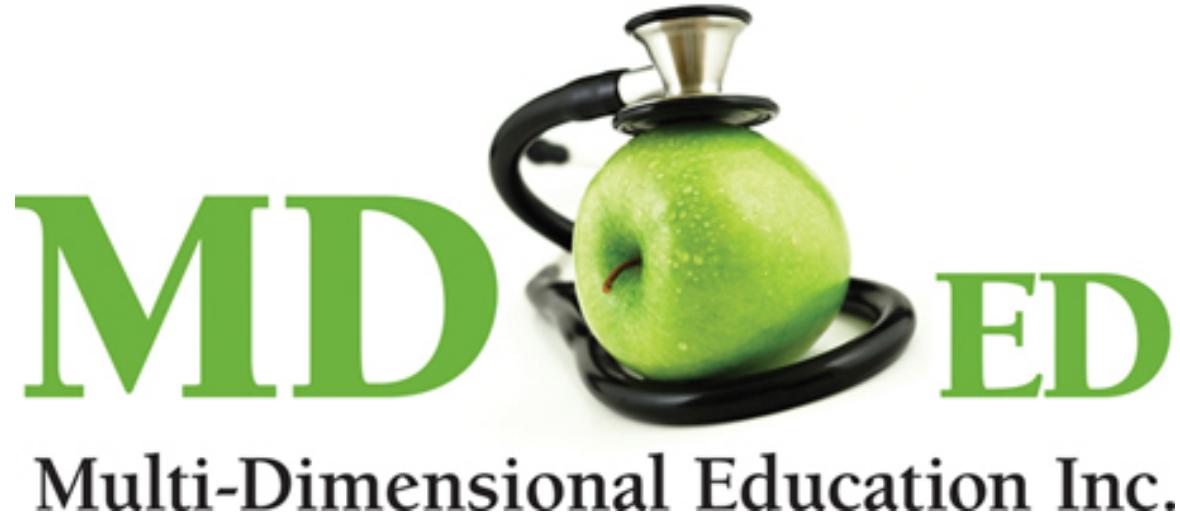
Continuous improvement through being evidence-driven

Things often don't work the first year... data can help

Examples of bad data aka categorical data not connected to kids or a school/classroom ID (unit of analysis) so that it can be aggregated and coded for longitudinal assessment.

Internal Review Board (IRB)

Thank You...



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