

# HEP-CAMP Evaluation: My Project's Evaluation Needs

Edward Monaghan, OME

Preeti Choudhary, OME

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*The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.*



# WebEx Instructions

- ❑ Today, we're using integrated audio! All of our written and oral communication will occur through our computers.
- ❑ There will short discussion times, two question breaks for participants to ask questions through the chat box, and poll questions.
- ❑ Please complete our evaluation!



# Agenda /Objectives

- ❑ Overview – “My Project’s Evaluation Needs”
- ❑ The key components of a logic model
- ❑ Development of evaluation questions from a logic model
- ❑ Types of evaluations and research methodologies
- ❑ The importance of interpreting evaluation results for programmatic change



# Legal Page

## Program Statute and Regulations

Section 418A of the Higher Education Act of 1965, as amended by Section 408 of the Higher Education Opportunity Act (HEOA) (PL 110-315), (20 U.S.C. 1070d-2).

34 CFR 206.20 (c)(2)(vi.), Subpart C.

## Code of Federal Regulations

34 CFR Part 77.1. (Definitions that Apply to all Department Programs).



# OVERVIEW:

## MY PROJECT'S EVALUATION NEEDS

- Evaluation is aligned with my project application
- Measures the impact of project services upon participants (outcomes)
- Measures fidelity of implementation
- Determines strengths and weaknesses, in order to increase effectiveness and efficiency
- Makes specific recommendations for improvement



# LOGIC MODEL AND ITS KEY COMPONENTS

- ❑ Logic Model = “Theory of Action”
- ❑ ***Key Components*** are critical to achieving ***Relevant Outcomes***
- ❑ Logic Model describes relationships among key components and relevant outcomes

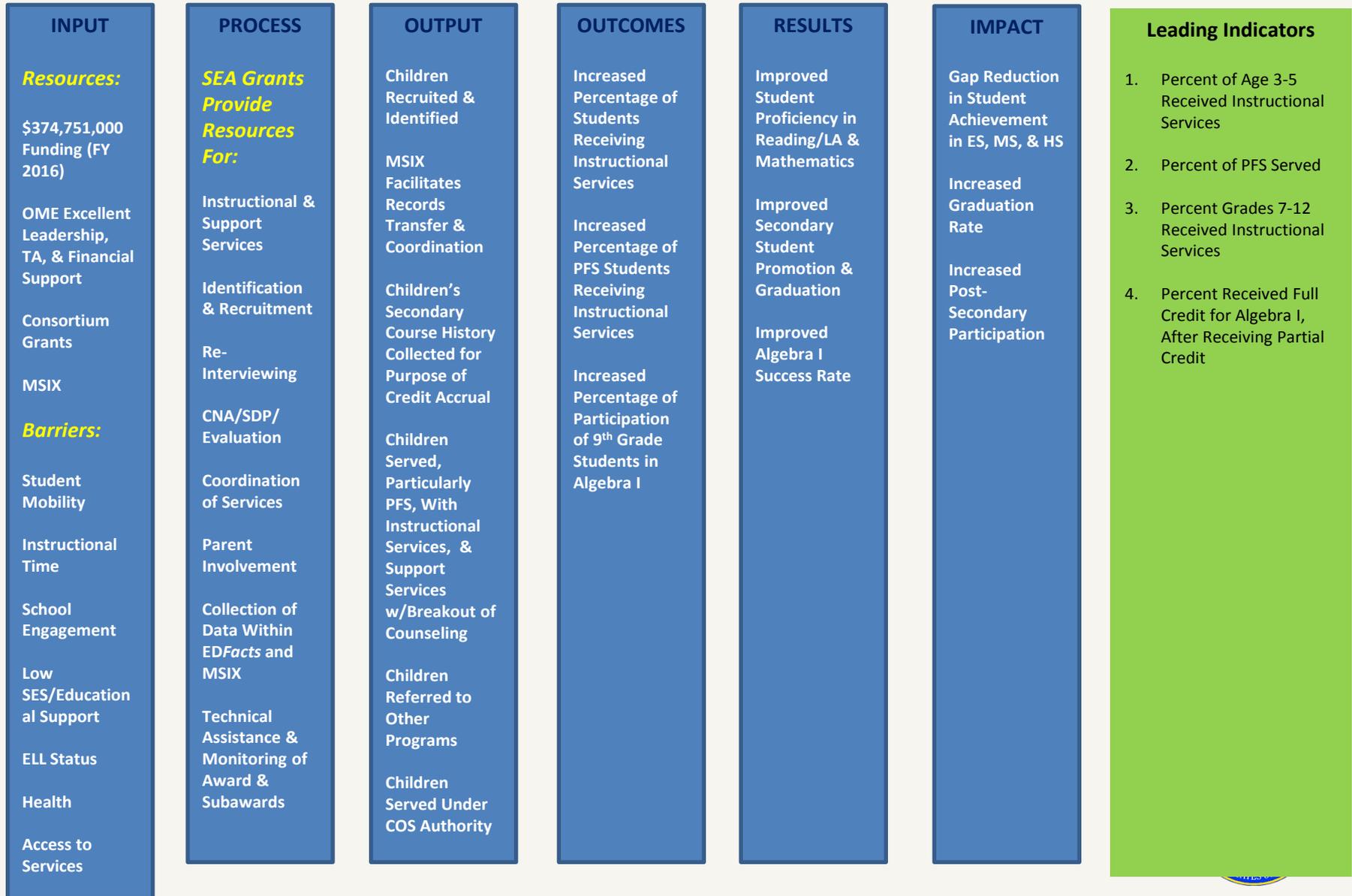


# LOGIC MODEL EXAMPLE: MEP

- ❑ Includes Input, Processes, Outputs, Outcomes, Results, and Impact.
- ❑ Annual Results include both Leading Indicators and GPRAs.



# Migrant Education Program Logic Model



# LOGIC MODEL EXAMPLE: CAMP

- ❑ Includes Inputs, Outputs, Outcomes, and Impact.



# CHEMEKETA CAMP LOGIC MODEL

## CHEMEKETA

## LOGIC MODEL

## CAMP PROGRAM

Inputs	Outputs	Outcomes	Impact
Investments	CAMP Services	Short-Term/Long-Term Results	Return on Investment
<ul style="list-style-type: none"> <li>■ Higher Ed Support and Knowledge</li> <li>■ Highly Qualified Staff Dedication and Support</li> <li>■ Rigorous Curriculum (STEM)</li> <li>■ Partners' Expertise and Resources</li> <li>■ Qualified Mentors and Tutors</li> <li>■ Higher Ed Resources</li> <li>■ Technology -Database</li> <li>■ In-Kind Funds</li> <li>■ Community -Based Agencies</li> </ul>	<p><b>Academic Preparedness</b></p> <ul style="list-style-type: none"> <li>■ College Inventory Assessments</li> <li>■ Educational Service Plan (ESP)</li> <li>■ Educational Planning</li> <li>■ Course Selection Guidance</li> <li>■ Chemeketa CAMP Courses (8 Credits Per-Year)</li> <li>■ College Advising/Counseling</li> <li>■ Tutoring/Mentoring</li> <li>■ Study Skills Building</li> <li>■ STEM Activities/Workshops</li> <li>■ Non-Cognitive/Cognitive Skills</li> <li>■ Educator Capacity Building</li> </ul> <p><b>Personal/Social Development</b></p> <ul style="list-style-type: none"> <li>■ Mentoring/Peer Support</li> <li>■ Personal Advising</li> <li>■ Survival/Leadership Activities</li> <li>■ Cultural/Education Events</li> <li>■ Health/Dental Support</li> </ul> <p><b>Financial Knowledge</b></p> <ul style="list-style-type: none"> <li>■ Financial Aid/FAFSA completion assistance</li> <li>■ Financial Literacy Course</li> <li>■ Help with Applying to Four - Year College</li> <li>■ Assistance with Scholarships</li> <li>■ Offer Stipends-Tuition, Books, Referrals (internal/external)</li> </ul> <p><b>Follow-up Postsecondary Success</b></p> <ul style="list-style-type: none"> <li>● Academic Supplemental Support</li> <li>● Financial Aid/FAFSA Assistance</li> <li>● Counseling/Guidance Support</li> <li>● Advising/Tutoring/Mentoring</li> <li>● Apply to TRIO SSS/DSS Programs</li> </ul>	<p><b>Objective A: Receive at least 120 applications and recruit 55 at-risk eligible MSFWs who are most in need of academic, personal, and financial support services.</b></p> <ul style="list-style-type: none"> <li>■ 20 High Schools and 15 organizations serving farm workers will be contacted</li> <li>■ 55 students will be enrolled into CAMP</li> </ul> <p><b>Objective B: Provide 55 students with admissions and academic support services to successfully complete their first year of college and continue in postsecondary education.</b></p> <ul style="list-style-type: none"> <li>■ 100% of students will attend &amp; complete a CAMP orientation</li> <li>■ 100% of students will be assessed, registered &amp; enrolled in 12 credits (minimum)</li> <li>■ 100% of students will enroll in First Year Experience &amp; one college success course</li> <li>■ 100% of students will participate in a STEM related workshop</li> <li>■ 100% of students will be assessed &amp; provided supportive services</li> <li>■ 100% of students will have access to tutoring services</li> <li>■ 100% of students will participate in multicultural &amp; leadership activities 1/term</li> </ul> <p><b>Objective C: Provide 55 students with academic, career and personal counseling and advising services to enable them to succeed in their first year of college</b></p> <ul style="list-style-type: none"> <li>■ 100% of students will receive academic advising &amp; counseling services 2/ term</li> <li>■ 100% of students will have an ESP on file that is updated each term</li> <li>■ 100% of students will be assigned a mentor &amp; receive mentoring 1 hour/week</li> </ul> <p><b>Objective D: Provide 55 students with financial aid assistance and access to federal, state, private and institutional resources to support their first year of college</b></p> <ul style="list-style-type: none"> <li>■ 100% of students will complete the FAFSA application</li> <li>■ 100% of students will receive workshops on scholarship opportunities</li> <li>■ 100% of students will be assessed and provided supportive services</li> </ul> <p><b>Objective E: Provide follow-up services to enhance student retention and graduation rates through academic support after completing their first year of college.</b></p> <ul style="list-style-type: none"> <li>■ 100% of students will attend follow-up informational sessions &amp; complete CAMP exit survey</li> <li>■ 85% of students who complete year 1 will enroll into 2<sup>nd</sup> academic year and will be monitored by CAMP</li> <li>■ 100% of eligible students will be provided assistance completing TRIO SSS/DSS applications</li> <li>■ 100% of students who complete 1<sup>st</sup> year will be eligible to apply for a CAMP student leader/employee position (mentor, tutor, study hall leader or office assistant)</li> </ul>	<ul style="list-style-type: none"> <li>■ A robust supportive college and career culture conducive to learning evident at CAMP and among students</li> <li>■ 55 eligible MSFW students highly engaged and learning in CAMP</li> <li>■ 48+ (86%) CAMP students successfully complete their first year of college</li> <li>■ 41+ (85%) CAMP students who complete their first year of college continue to be enrolled in college (2nd year)</li> <li>■ Increasing the number of MSFW students graduating from college, targeting STEM degrees and careers</li> </ul>



# YOUR PROJECT'S LOGIC MODEL – THE QUESTIONS IT MAY GENERATE

- Refer to your project's logic model, or if you don't have one, think about key components of your project.
- A logic model is the perfect place to think about evaluation of your project!
- Take a few minutes to think about two questions that you'd like answered about your project, and jot them down on a piece of paper. Next, write one of them in the chat box.



# LOGIC MODEL QUESTIONS

Needs Assessment

Process Evaluation

Outcome  
Evaluation

Impact Evaluation



# QUESTION BREAK: LOGIC MODEL QUESTIONS!



# *EVALUATION TYPES* **AND RESEARCH METHODOLOGIES**

- Needs Assessment
- Process Evaluation
- Outcome Evaluation
- Impact Evaluation

Or...a combination of the above in a comprehensive evaluation plan.



# EVALUATION TYPES AND *RESEARCH METHODOLOGIES*

❑ Some projects have written in their application to the criterion, “the extent to which the methods of evaluation will, if well-implemented, produce promising evidence (as defined in 34 CFR 77.1(c).”

...”Promising Evidence” or “Evidence of Promise?”



# Promising Evidence vs. Evidence of Promise

- ❑ Change from “Evidence of Promise” to “Promising Evidence.” (82 FR 35450, July 31, 2017)
- ❑ OME will provide an update to Evidence terms in 34 CFR Part 77.1(c) shortly, and delineate the differences in the terms.



# RESEARCH METHODOLOGIES AND EVIDENCE

- Strong Evidence
- Moderate Evidence
- Promising Evidence



# STRONG EVIDENCE

- ❑ Experimental (randomized control trial).
- ❑ Statistically significant and positive (favorable) effect of the intervention on a relevant outcome.
- ❑ Have a large sample (350+) and multi-site sample.
- ❑ Have a sample that overlaps with the populations (i.e., types of students served AND settings (e.g., rural, urban) proposed to receive the intervention.



# MODERATE EVIDENCE

- ❑ Quasi-experimental (comparison group similar to the treatment group in important respects).
- ❑ Statistically significant and positive (favorable) effect of the intervention on a relevant outcome.
- ❑ Have a large sample (350+) and multi-site sample.
- ❑ Have a sample that overlaps with the populations (i.e., types of students served AND settings (e.g., rural, urban) proposed to receive the intervention).



# PROMISING EVIDENCE

- ❑ Correlational study with statistical controls for selection bias.
- ❑ Statistically significant and positive (favorable) effect of the intervention on a relevant outcome.



# EVIDENCE

- ❑ Is your project interested in joining a pilot group of projects that are studying effects of interventions and may produce promising evidence?

Then join us at the HEP-CAMP ADM on July 23-26, where we will have a break-out session about the evaluation pilot, so that we may plan our networking events for next year!



# QUESTION BREAK: EVIDENCE QUESTIONS!



# INTERPRETING RESULTS FOR PROGRAMMATIC CHANGE

A comprehensive program evaluation strategy includes both formative (what improvements are needed) and summative data (the results and changes that should be made as a result).



# INTERPRETING RESULTS: THE JOURNEY

As we continue our journey, we'd like to leave with a few quotes that we hope inspire the work you are doing to improve and demonstrate success in your programs...



# EVALUATION QUOTE: PETER DRUCKER

“The most serious mistakes are not being made as a result of wrong answers. The truly dangerous thing is asking the wrong question.”

Peter Drucker



# EVALUATION QUOTE: MILTON FRIEDMAN

“One of the great mistakes is to judge policies and programs by their intentions rather than their results.”

Milton Friedman



# EVALUATION QUOTE: US DEPARTMENT OF EDUCATION

“Reform is always a work in progress. Since the world is a dynamic place and conditions within schools and communities change over time, there is no guarantee that a strategy that works today will work equally well tomorrow...Evaluation can help schools determine how to adjust the reform process to meet selected objectives.”

*Fitting the Pieces: Education Reform That Works*  
US Department of Education, October, 1996



# Thank You!!!

We hope you enjoyed this webinar. Please take a moment to fill out a short poll about your experience.

**For additional assistance, contact the OME Data-Evaluation Team:**

**Edward Monaghan: [edward.monaghan@ed.gov](mailto:edward.monaghan@ed.gov)**

**Preeti Choudhary: [preeti.choudhary@ed.gov](mailto:preeti.choudhary@ed.gov)**

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# Thank you for completing the survey!

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