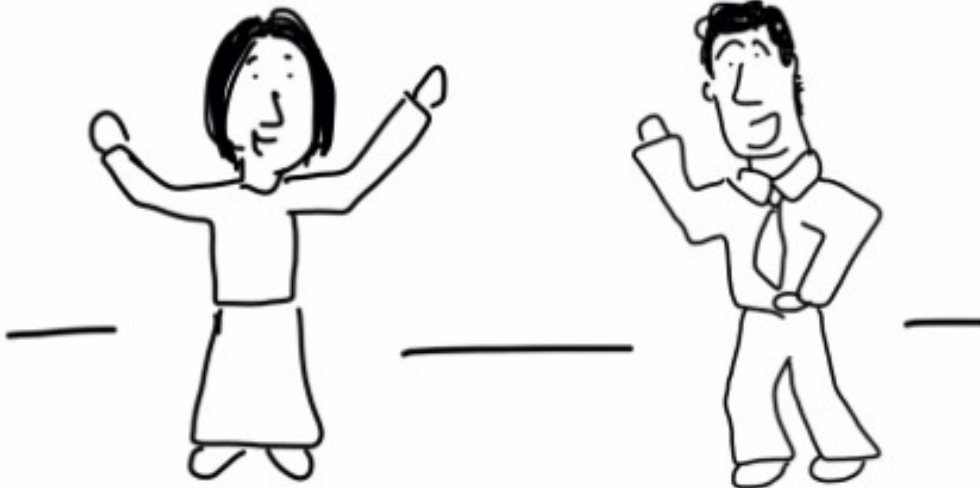


Founding members of the excited evaluators TIG

woohoo eval!

ohhhhh yeahhhh!



freshspectrum.com

EMBEDDING **FUN** TO FACILITATE EVALUATION USE

Wendy Tackett, Ph.D.
wendy@ieval.net



- External evaluation firm, started by **Dr. Wendy Tackett** in 2002
- iEval focuses on helping programs use data in meaningful ways to improve programs and make progress to intended outcomes
- iEval works primarily in the fields of education and health

iEval works with educational, healthcare, and nonprofit clients throughout the United States in Alaska, Florida, Indiana, Louisiana, Michigan, Ohio, Oklahoma, & Washington DC



Paul Tackett



Corey Smith



Dr. Kristin Everett

OBJECTIVES FOR TODAY

- Provide meaningful results to clients at their level of need
- Embed **FUN** into evaluation
- Creatively facilitate the use of evaluation findings

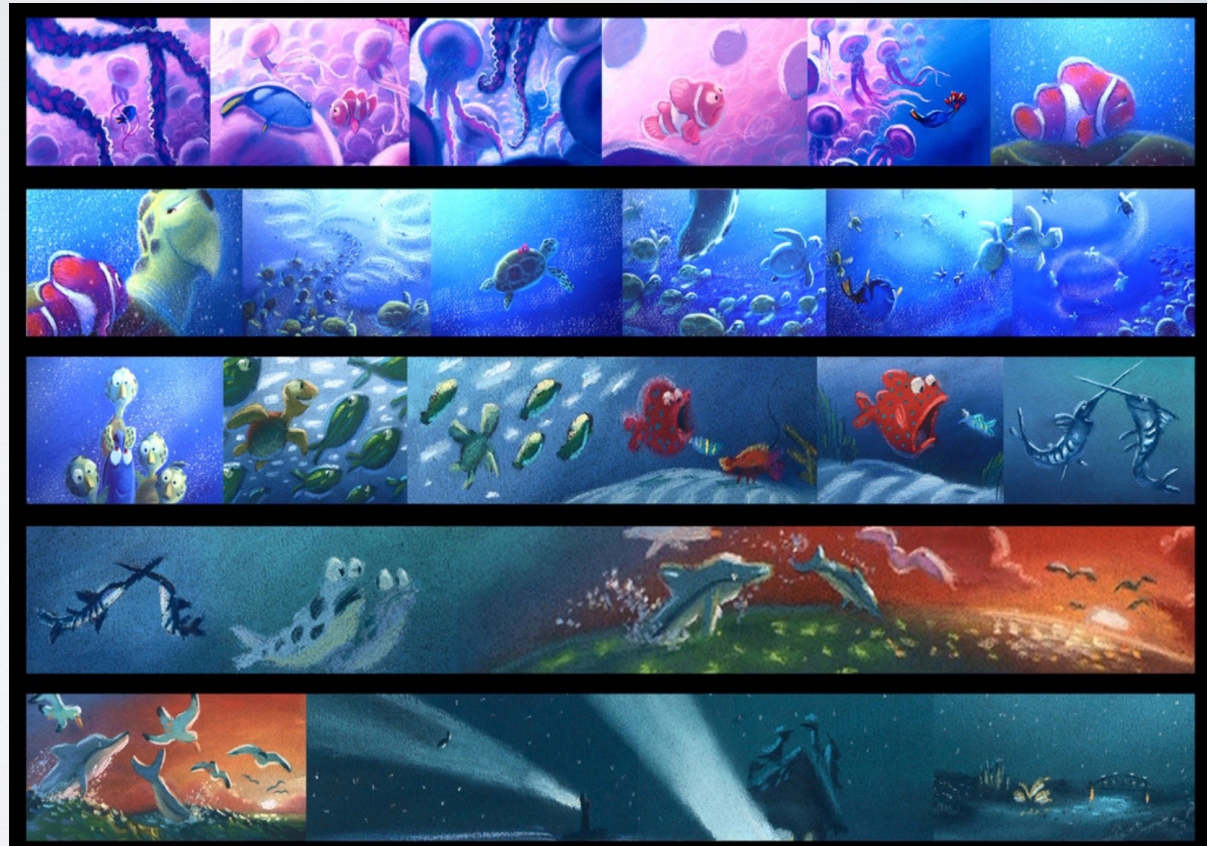
TODAY'S TAKE-AWAYS

- **Color Scripting** - new tool for immediate & long-term use with any presentation or training
- **Camp iEval** - staging your own evaluation camp
- **Bonus (if time): Evaluation Calendar & Paired Comparisons** - two ways that evaluation reports can be parsed into digestible chunks

COLOR SCRIPTING

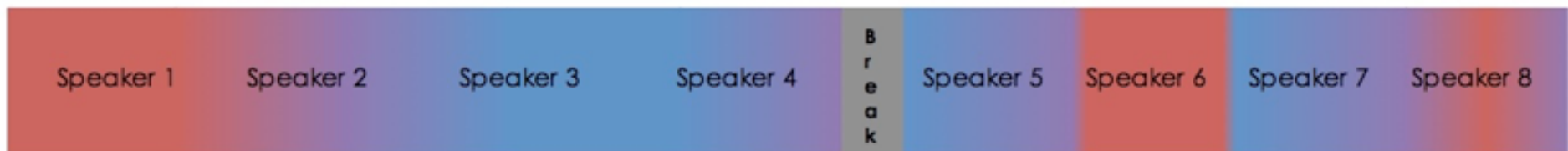


You never know
when evaluation
inspiration may
strike!



A FEW DAYS LATER...

Color Boarding of Energy & Engagement of Large Event



Energy & Engagement, as defined below, were aggregated into one measure of high, medium, or low with high EE illustrated as a warm red, medium EE as purple, and low EE as a cool blue.

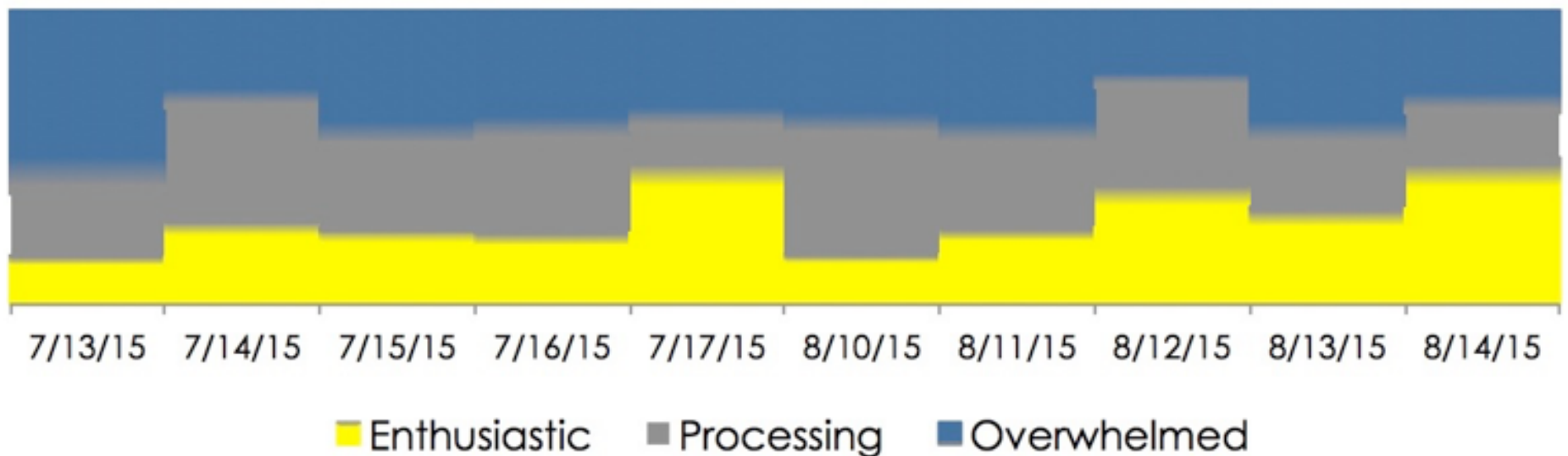
- Energy – the reaction of the crowd to the speaker(s) including laughing, clapping, dancing, etc.
- Engagement – the visual cues of people engaged or not engaged with the presentation such as phone usage, note taking, leaving the auditorium, head nodding, etc.

THE CLIENT LOVED IT!

- Quick to produce
- Visually appealing
- Easy to understand
- Meaningful in follow-up discussions about what types of presentations to have in subsequent years

MULTI-DAY, MULTI-SITE PROFESSIONAL DEVELOPMENT

STEM Cohort 1

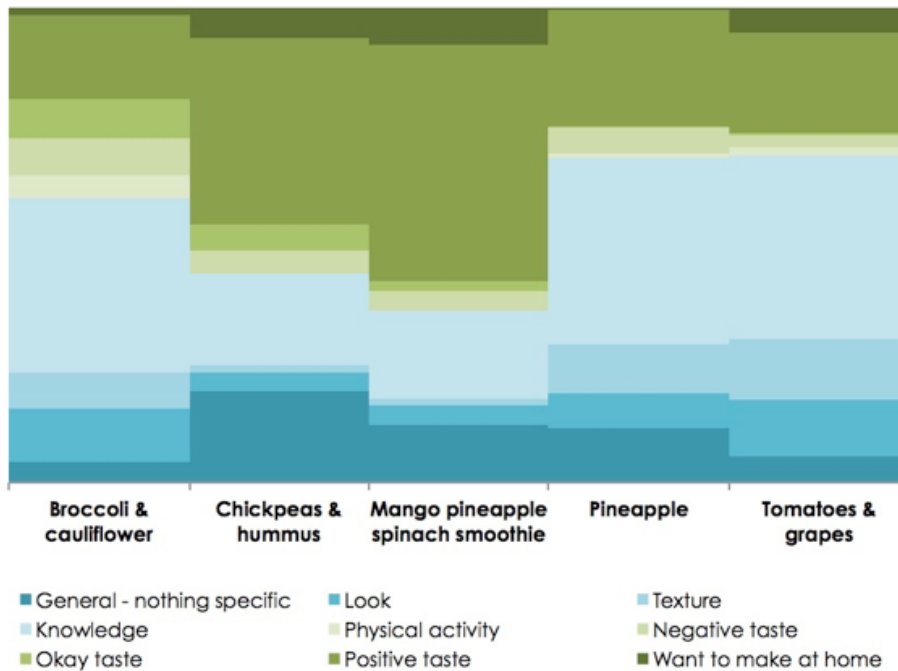


THE CLIENT LOVED IT!

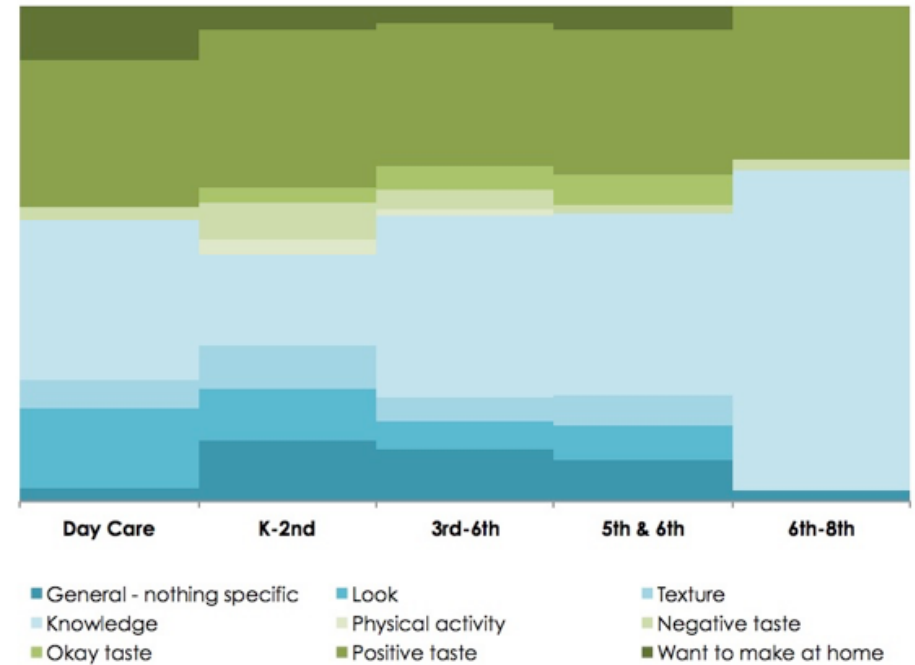
- Took longer to produce - had to recode all of the participants' exit words
- Easy to understand
- Meaningful conversations about how the trainers wanted participants to feel & what needed to change
- Helped identify strengths by trainer, then that trainer could share successful techniques with others

YOUNGER AUDIENCES

Student Responses by Food Tasting



Student Responses by Grade Level



THE CLIENT LOVED IT!

- Took longer to produce - had to recode all of the participants' exit words
- Easy to understand
- Examine differences in impact on knowledge and behavior based on
 - Lesson content
 - Order of lessons delivered
 - Grade level
 - Nutrition facilitator (instructor)

CREATING A CAMP-LIKE ATMOSPHERE FOR EVALUATION TRAINING



WHAT WE DO AT CAMP iEVAL



TYPICAL CAMP AGENDA

1. Introductions
2. Review local student/staff/program data available
3. Share overview findings across programs
4. Teach how to interpret data & work together to add context
5. Share site successes & barriers identified by data
6. Present national best practices based on needs identified through data
7. Networking & Reflection

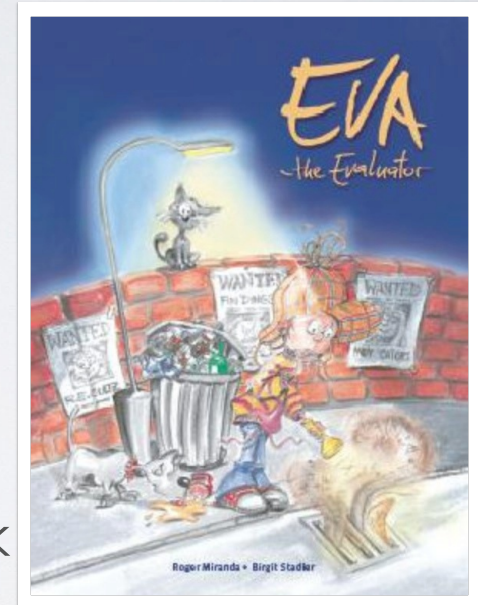
TIPS FOR PREPARING FOR CAMP

- Know & respect your audience
- Pick a casual location
- Be prepared
- Give participants something personal & meaningful
- Use participant feedback
- Keep the energy high!

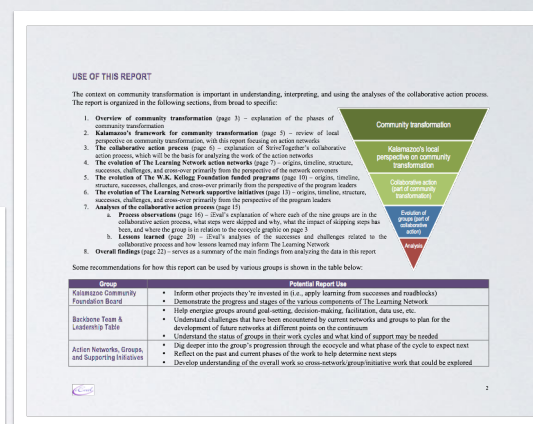
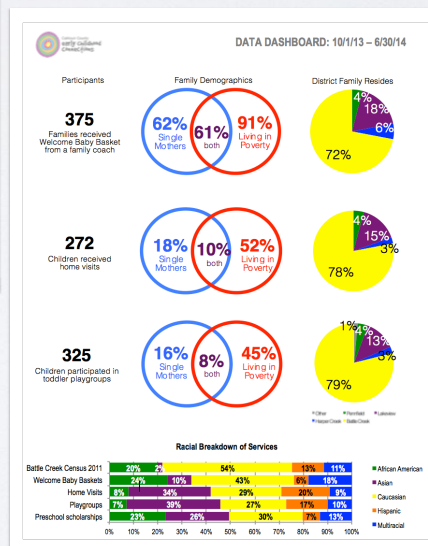
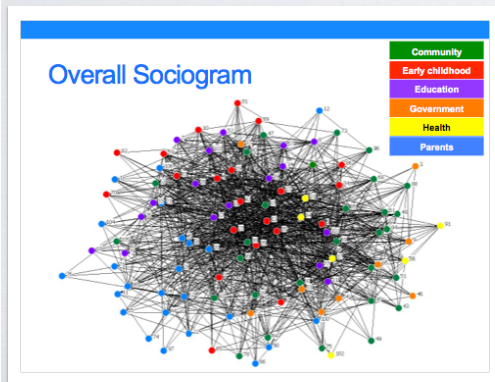
EVA THE EVALUATOR

A children's book, by Roger Miranda, that explains what evaluators do in a **FUN** way!

Video the iEval team made acting out the book found at www.ieval.net (under information)



MAKING REPORTS DIGESTIBLE SO THEY ARE MORE USEFUL



EVALUATION CALENDAR

SEPTEMBER				
Overall Focus & Action Steps	iEval Report	MSU ARF	YPQA	Other
Targeting & Recruitment Who should we be targeting to participate in our program? How can we improve our recruitment process to more accurately target those students?	Pages with targeting data based on demographics (free/reduced lunch, special education, gender, limited English proficiency), risk of academic failure, school attendance & suspension rates List page #s:	Section B1 – enrollment & retention data, especially compared to other sites Section B2 – low-achieving students ¹	Introduce Pyramid of Quality Decide how observations will be conducted (within each site or across sites)	Review past recruitment strategies – what worked & what didn't work Email other programs to get ideas for recruiting students in need of program based on targeting identified Talk to teachers about helping to target students in need of the program
Work with iEval to hold meetings with local school personnel (principals, secretaries, tech staff, curriculum directors, etc.) to identify data to be collected this year, the person responsible for getting data to iEval, and in what format data will be accepted.				

EVALUATION CALENDAR

OCTOBER				
Overall Focus & Action Steps	iEval Report	MSU ARF	YPQA	Other
MEAP Support What are the strengths and weaknesses of our participants in prior years on the MEAP? What can our program do to support MEAP achievement, specifically in reading and mathematics?	Pages with MEAP performance and growth data List page #s:	Not applicable	Identify YPQA trainings to attend during the year Look at Action Plans from last year and continue to work on them (or develop new one if plan was achieved) Conduct any necessary training to be able to implement YPQA observations	Talk to teachers in the buildings to get their recommendations on which GLCEs to reinforce during the afterschool program
Should we plan conference calls every other month with Team iEval to share ideas, ask questions, etc. or do you feel the state monthly calls fulfill that need? Remember – we can only help if you ask!				

BENEFITS OF EVALUATION CALENDAR

1. Bite-sized chunks of information, which are easier to digest
2. Keeps evaluation and data at the forefront of decision-making - at least on a monthly basis
3. Integrates multiple data sources
4. Connects data & recommendations to professional development & action

21st CCLC iEval Report: Using Data

Site Name:_____

A	Total number of participants ()	A B C D E F G H I J K L
B	Percentage of regular participants ()	B B B B B B B B B B
C	Percentage of regular participants who have risk predictors ()	C C C F G H I J K L
D	Percentage of participants attending 60 days or more ()	D D D D D D D D D D
E	Gender distribution of participants ()	E E E E E E E E E E
F	Free / reduced lunch distribution of participants ()	F F F F F F F F F F
G	Impact on attendance ()	G H I J K L G G G G
H	Impact on behavior ()	H I J K L H H H H
I	Impact on math via assessment ()	I J K L I I I I
J	Impact on reading via assessment ()	J K L J I I J I
K	Impact on language arts via grades ()	K L K L K L K L
L	Impact on math via grades ()	L L L L L L L L L L

Site Totals: Count how many times you circled each letter and enter in the space after each letter below. The letters circled the most times are your site's priorities.

A	B	C	D	E	F
G	H	I	J	K	L

Project Totals: Add together the letter totals from each site and enter in the space after each letter below. The letters circled the most times are the program's overall priorities.

A	B	C	D	E	F
G	H	I	J	K	L

Activity adapted from Facilitator Excellence Instructor's Guide by Fran Rees, 1998.



SNAP-Ed Funded Paired Comparisons: 2015-16

Program Name:

[illegible]

Site Totals: Count how many times you circled each letter and enter in the space after each letter below. The letters circled the most times are your site's priorities.

A	B	C	D	E	F	G
H	I	J	K	L	M	N

Project Totals: Add together the letter totals from each site and enter in the space after each letter below. The letters circled the most times are the program's overall priorities.

A	B	C	D	E	F	G
H	I	J	K	L	M	N



Activity adapted from Facilitator Excellence Instructor's Guide by Fran Rees, 1998

PAIRED COMPARISONS

COMPARING INDIVIDUALLY

SNAP-Ed Funded Paired Comparisons: 2015-16

Program Name: _____

A	Percent of teachers/admin who want to participate next year ()	A	A	A	A	A	A	A	A	A	A	A	A	A
		B	C	D	E	F	G	H	I	J	K	L	M	N
B	Percent of teachers who felt students benefited from the program ()	B	B	B	B	B	B	B	B	B	B	B	B	B
		C	D	E	F	G	H	I	J	K	L	M	N	N
C	Number of teacher surveys completed online ()		C	C	C	C	C	C	C	C	C	C	C	C
			D	E	F	G	H	I	J	K	L	M	N	N
D	Percent of students eating more fruit & percent maintaining at eating fruit ()			D	D	D	D	D	D	D	D	D	D	D
				E	F	G	H	I	J	K	L	M	N	N
E	Percent of students eating more vegetables & percent maintaining at eating vegetables ()				E	E	E	E	E	E	E	E	E	E
					F	G	H	I	J	K	L	M	N	N
F	Percent of students choosing healthier foods/snacks ()					F	F	F	F	F	F	F	F	F
						G	H	I	J	K	L	M	N	N
G	Percent of students doing more						G	G	G	G	G	G	G	G

COMPARING INDIVIDUALLY

M	fruit & veggie screeners for parents	N
	()	
N	Number of parent surveys returned	
	()	

Site Totals: Count how many times you circled each letter and enter in the space after each letter below. The letters circled the most times are your site's priorities.

A	B	C	D	E	F	G
H	I	J	K	L	M	N

Project Totals: Add together the letter totals from each site and enter in the space after each letter below. The letters circled the most times are the program's overall priorities.

A	B	C	D	E	F	G
H	I	J	K	L	M	N

BENEFITS OF PAIRED COMPARISONS

1. Puts data at the center of any prioritization of future work
2. Takes the “gut feelings” or “the way we’ve always done it” out of the equation
3. Results in individual and group priorities

****This is a difficult process! It results in headaches and frustration the first time, but clients love it once it's done!****

Download this presentation:

Go to the Information tab, then click on Presentations

Check out other resources at iEval's web site:

Carpe Diem: Make Your Evaluations Useful (blog on evaluation use)

Eva the Evaluator video

Downloadable presentations on Free Evaluation Tools, Making Evaluation Useful,
Involving Community Members in Research, & others

www.ieval.net