

## AEA 9 Program Evaluation Presentation Notes: October 5, 2006

Requirements for program evaluation appear in Question IV of the CSIP; most, if not all, schools/districts have established, at a minimum, at least a timeline for completion.

Note that program evaluation requirements are not new; this aspect has been included in federal (and many state) programs guidelines for years.

**There is no one “approved” method for program evaluation. The components that will be shared today have been compiled from several sources.** The Winter Institute held following the release of CSIP development guidelines focused on program evaluation. The tools shared at that time are still available on the DE website and contain many of the same components (see info regarding Question IV posted at <http://www.state.ia.us/educate/ecese/asis/csi/csipdocs.html>).

Summary of key features for effective program evaluation:

1. Understand the purpose of program evaluation is to provide continuing feedback to inform decisions; not solely to determine success or failure
2. Include formative and summative aspects
3. Clearly define program goals and objectives and establish a baseline for comparison (i.e., What is it that you really want to know?)
4. Include indicators/standards for performance
5. Use multiple data sources that align with the program goals/intended outcomes
6. Strive for triangulation of data (multiple sources of information): Involve multiple stakeholders as data sources and evaluators
7. Identify inputs/resources needed for implementation of the evaluation process (e.g., personnel)
8. Have a reflective summary versus just a presentation of results
9. Include data analysis narrative (who completed the analysis, methods used, findings, etc.)
10. Develop a plan for sharing findings (who, when, how, etc.)
11. Define the reporting format: Keep it simple and user friendly!

Other comments:

-Do not approach program evaluation as the responsibility of just one person! Include those who are the most directly involved in the delivery AND receipt of the services; they would most likely have the best working knowledge of the related data. Keep in mind that the purpose of evaluation is to provide feedback for informing decisions; it makes sense to include those who are implementing the program!

-Using a common format for evaluation each of a school's/district's programs might be helpful (similar to the approach taken with curriculum development: common format helps reduce confusion and builds shared understanding of the evaluation components)

-Don't try to complete a formal, summative evaluation for all programs at the same time—stick to your established cycle; collecting formative data/information can be ongoing.

-Most schools/districts have a lot of data/information available regarding the programs offered; it is just a matter of organizing and analyzing what you already collect