Sponsored by the U.S. Department of Education in partnership with United Way Worldwide, National PTA, SEDL, & Harvard Family Research Project

U.S. Department of Education

http://twitter.com/usedgov

http://www.facebook.com/ED.gov

http://www.youtube.com/usedgov

United Way Worldwide

http://twitter.com/live_united

http://www.facebook.com/UnitedWay

http://www.youtube.com/user/UnitedWayPSAs

National PTA

http://twitter.com/ptaeditor

http://www.facebook.com/ParentTeacherAssociation

http://www.youtube.com/user/nationalpta

SEDL

http://www.facebook.com/SEDL#!/sedl.org

http://www.youtube.com/user/sedl

Harvard Family Research Project

twitter.com/hfrp

www.facebook.com/HarvardFamilyResearchProject

Webinar 8:
Evaluating Family Engagement Strategies: Addressing Measurement Challenges

Panelists:

- **Moderator: Heather Weiss,** *Founder and Director,* Harvard Family Research Project

- **Rebecca Maynard,** *Commissioner,* National Center for Education Evaluation and Regional Assistance (NCEE), U.S. Department of Education

- **Kate Gill Kressley,** *Senior Research Associate,* RMC Research Corporation

- **Eric Dearing,** *Associate Professor of Applied Developmental Psychology,* Lynch School of Education, Boston College

- **Amy Aparicio Clark**, *Project Director*, Education Development Center, Inc.

- **Kathleen Hoover-Dempsey,** *Associate Professor of Psychology and Education,* Vanderbilt University

August 18, 2011

Today's Moderator

Heather Weiss

Founder and Director

Harvard Family Research Project

Guiding Questions for Webinar:

- Why evaluate?

- What are some promising ways to approach evaluation?

- How can evaluation data be put to good use?

- What are important evaluation resources, and how can I access them?

Why Evaluate?

- What are some of the goals of evaluation?

- What are some of the myths surrounding evaluation?

- How do you make evaluation a win-win situation?

What Are Some Promising Ways to Approach Evaluation?

- Use a logic model to guide evaluation strategy

- Develop indicators that measure progress towards short- and long-term outcomes

Using a Logic Model to Guide Evaluation Strategy

- **What is a logic model?**

    - A graphic that represents what your program hopes to accomplish, what it is doing, and what its impacts are on target participants and the community

- **How can a logic model guide program planning?**

    - Aids strategic program planning and the development of effective communications

Logic Models *(cont'd.)*

- **How can a logic model guide evaluation planning?**

  - Promotes a process of continuous learning and improvement

    - Helps you identify whether there are logical linkages between inputs and desired outcomes

    - Helps you identify indicators of progress towards outcomes

    - Helps you distinguish between measures of effort and measures of effect

Audience Question:

Programs are sometimes confused between assessing the number of people they reach and evaluating the actual impact of the program's services. How can they shift to measuring the latter?

Develop Short- and Long-term Outcomes and Identify Indicators of Progress

- Good evaluation designs measure both short-term (e.g., increased attendance) and long-term (e.g., on-time graduation) student outcomes

- Evaluations should also assess family-level outcomes that represent changes in families' knowledge and/or actions that impact students' ability to achieve their outcomes

- Indicators are specific behaviors or milestones which can be measured to show how fully an outcome is being achieved

Audience Question:

What are some short-term indicators of family engagement that can lead to the long-term goal of student achievement? How do we design an evaluation system that looks at both sets of goals?

Short-term Student Outcomes: Student Learning Attributes

- Students **believe** they can learn

- Students want to learn **because it's important to them** and not driven by external rewards

- Students know how to **manage** their own learning

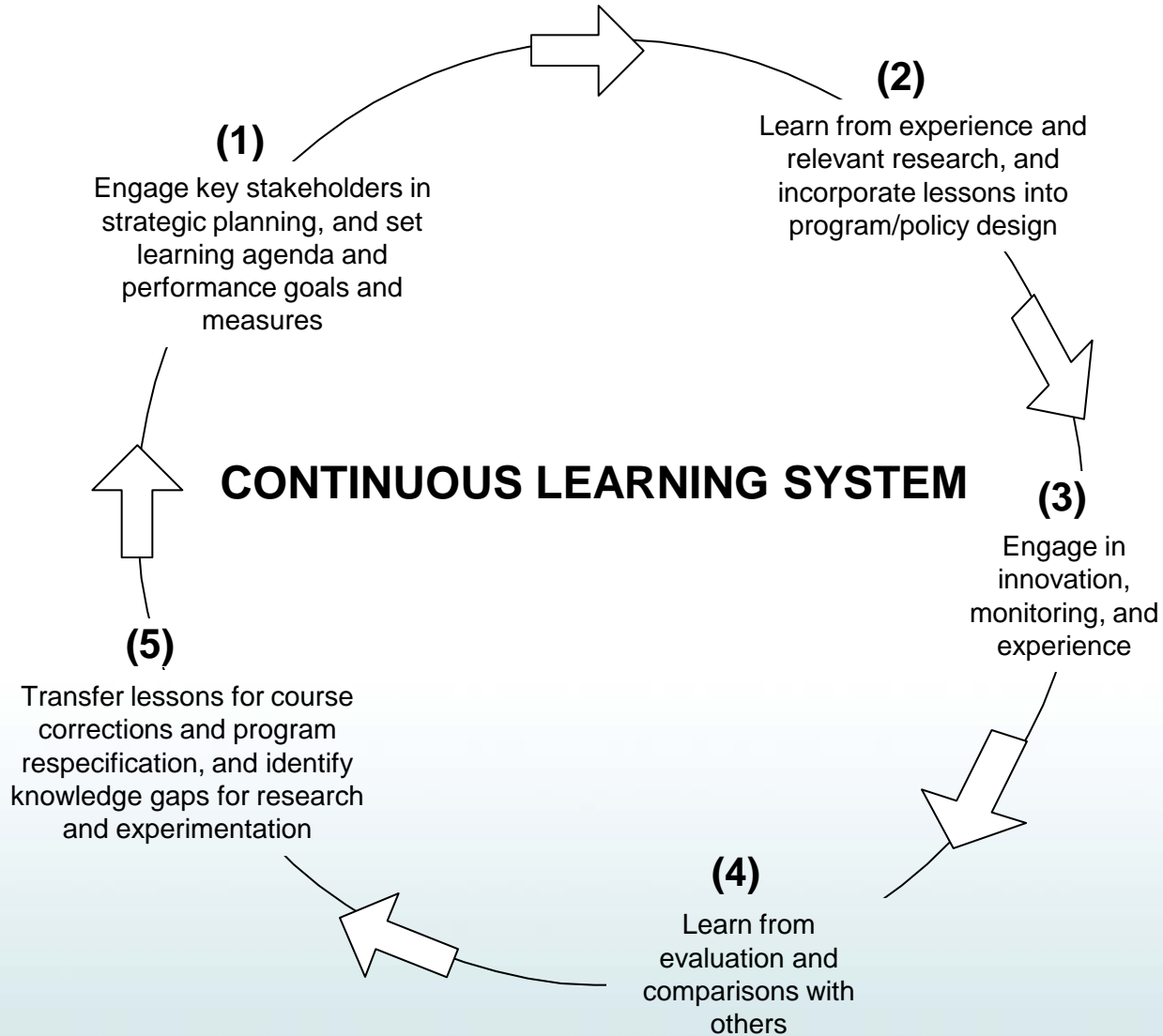- Students know how to **ask for help**, especially from teachers

Presentation by Ron Mirr of RM Consulting and Zena Rudo of SEDL at 2011 Annual PIRC Directors' Conference, drawing on the work of Kathy Hoover-Dempsey at Vanderbilt University.

Audience Question:

How can evaluations be designed to come close to the "gold standard," and what information is lost – or gained – when that does not happen?

How Do We Put Evaluation Data to Good Use?

CONTINUOUS LEARNING SYSTEM

(1)
Engage key stakeholders in strategic planning, and set learning agenda and performance goals and measures

(2)
Learn from experience and relevant research, and incorporate lessons into program/policy design

(3)
Engage in innovation, monitoring, and experience

(4)
Learn from evaluation and comparisons with others

(5)
Transfer lessons for course corrections and program respecification, and identify knowledge gaps for research and experimentation

Other Uses for Evaluation Data:

- Raise awareness of promising practices

- Support programs' improvement efforts

- Enhance programs' sustainability

Value of Combining Data with Stories to Communicate Your Work

Stories can help bring data to life and illustrate *how* and *why* a program achieved its outcomes. Stories can also make a more compelling case for action than data alone.

Goodman, A. (2007, March). Telling Tales to the Data-Driven. *free-range thinking*.

http://www.agoodmanonline.com/pdf/free_range_2007_03.pdf

Audience Question:

How can schools and districts use evaluation data to raise awareness of effective family engagement practices with families and site/district leadership?

What are Important Evaluation Resources, and How Can I Access Them?

- Funding

- Expertise

- Existing data

- Partners for evaluation networks/communities of practice

Resources to Help Guide Your Work:

For more information on how to use evaluation to strengthen your work, including evaluation tools and logic model guides, please visit:

http://www.nationalpirc.org/engagement_webinars/

www.hfrp.org/AchievingExcellence-Webinar8

Questions and Answers