



Back-to-Basics on the Role of Evaluation in Improving Results for Children and Youth With Disabilities

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December 12, 2017



Who's in the room?

- Part C and Part B data managers
- State directors/coordinators
- Data specialists/data team members
- SSIP coordinators
- Implementation coordinators
- Quality improvement/assurance coordinators
- Policy/program managers
- TA providers
- and more!!!



Intended Outcomes

Participants will:

- Have an increased understanding of the basic components of evaluation
- Consider evaluation as a tool for informing early intervention and special education and supporting positive results for children with disabilities and their families in their state

Agenda



Role of evaluation



Power of data



Key components of evaluation



Part B and Part C examples



Your turn



Tips for good measure



Results-driven Accountability and the Role of Evaluation

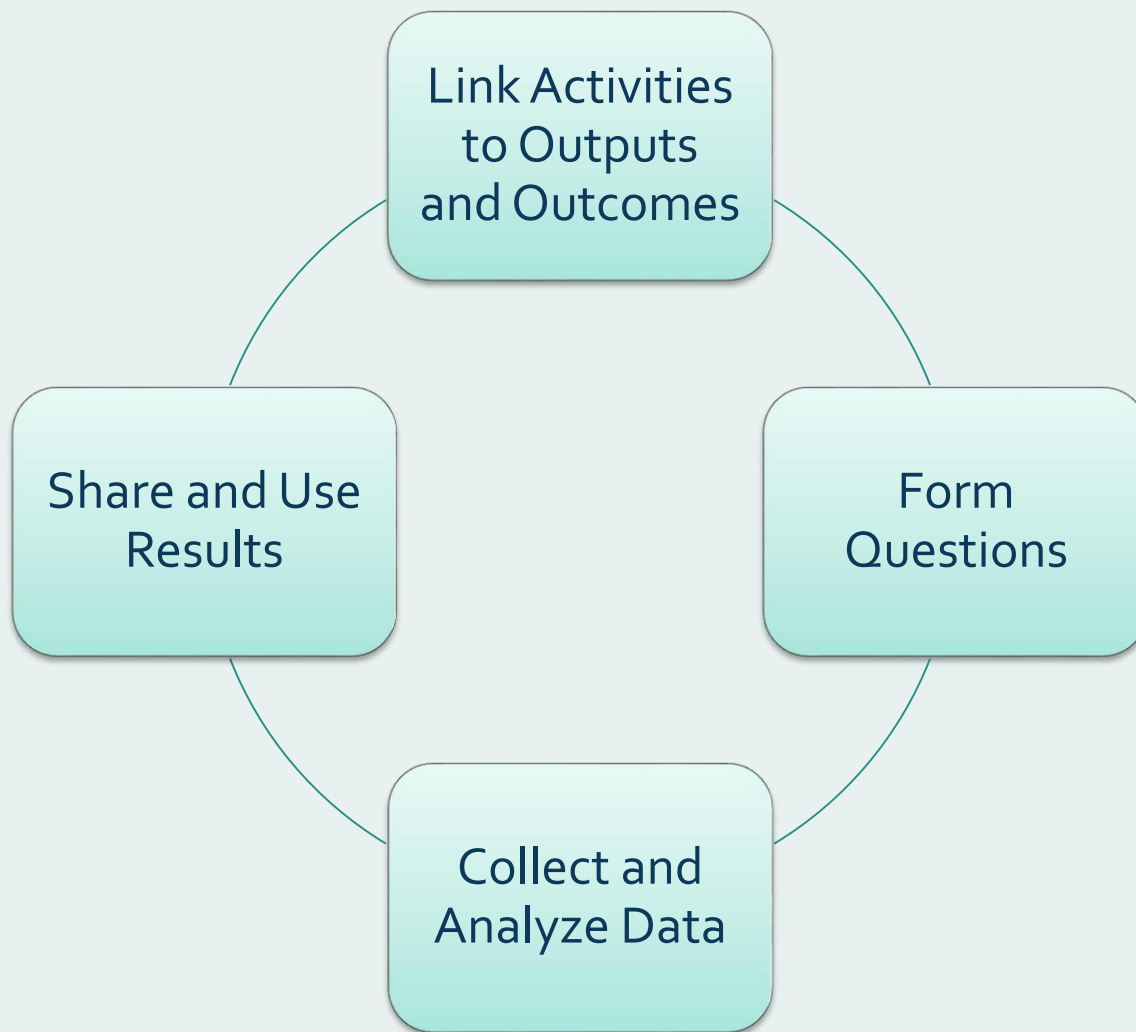
- RDA is about targeting your work and investments to best support results for children with disabilities and their families.
- Evaluation is the systematic collection, analysis, and dissemination of information in order to make decisions.
- Evaluation is a fundamental learning tool within RDA.



The Power of Data

- Behind your data are actual programs, policies, procedures, and practices.
 - At the local level, within the district
 - Across your state organization or lead agency
- Leverage the data you have.
 - Support initiatives.
 - Make decisions about resource allocation.
 - Target areas for program and service improvement .

Key Components of Evaluation Process





Link Activities to Intended Outputs and Outcomes

What are you doing and what results do you expect?

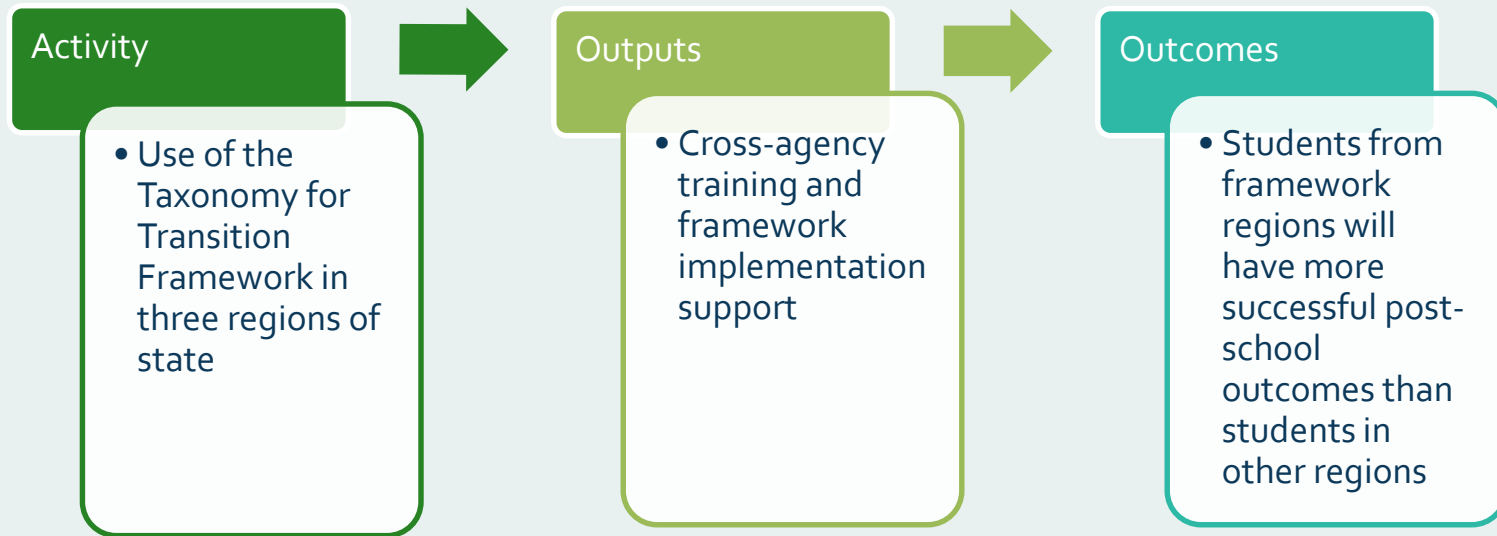
- **Activities**—Initiatives, programs, policies
- **Outputs**—Direct, observable evidence that an activity has been completed as planned
- **Outcomes**—Statements of the benefit or change you expect as a result of the completed activities



Example 1: Secondary Transition Program

- **Activity**—Use of the Taxonomy for Transition Framework in three regions of state
- **Outputs**—Cross-agency training and framework implementation support
- **Intended Outcome**—Students from framework regions will have more successful post-school outcomes than students in other regions .

Project Logic Model





Form Evaluation Questions

What do you want to know?

- **Process**—How's it going? Are we successfully accomplishing our activities? Are we doing what we intended to do?
- **Outcomes**—What good did it do? What are the results? Did we accomplish our goal?



Secondary Transition Program (cont.)

- Evaluation Questions—
 - Do former students from framework regions have higher enrollment in post-secondary education and higher competitive employment rates than those from non-framework regions?
 - Was region fidelity of framework implementation associated with outcomes observed?



Collect and Analyze Data

How will you know it?

- **Collect data**—Information you use to answer key questions
 - Sources of the data
 - Tools or measures to gather the data
- **Analyze**—Explore data to gain meaningful insight to assess, to understand, or to improve

Secondary Transition Program (cont.)



- **Collect data—**
 - Effective provision of the cross-agency professional development
 - Framework implementation fidelity tool
 - Indicator B14 database
 - All disaggregated by region
- **Analyze data—**
 - Determine level of framework implementation, by region
 - Count number of former students from each framework region enrolled in post-secondary education and competitively employed
 - Compare student post-school outcomes between framework and non-framework regions
 - Examine outcomes by implementation fidelity, by region



Sharing and Using Data

What will you do with what you learn?

- Use evaluation findings to improve implementation and assess progress toward achieving intended outcomes.
- Communicate data along the way; complete the feedback loop.

Secondary Transition Program (cont.)



- Share and use data—
 - Use results to inform statewide transition services planning.
 - Inform those that are implementing and not implementing of the association between framework implementation and post-school success.
 - Share results with educational region leadership team, pilot educational regions, special education state advisory panel.
 - Develop user-friendly graphics/charts to include in quarterly newsletter to special education directors.



Example 2: Individualized Family Service Plan (IFSP) Revised Guidance

- **Activity**—Revised IFSP handbook and dissemination of new guidance
- **Outputs**—Provision of guidance to develop IFSPs
- **Outcome**—IFSPs will include increasingly high-quality, functional, family-centered outcomes, activities, and strategies.

IFSP Revised Guidance (cont.)



- Evaluation Questions—
 - To what extent are service providers and service coordinators accessing and using the IFSP guidance?
 - What impact has the guidance had on the quality of IFSP outcomes, activities, and strategies?

IFSP Revised Guidance (cont.)



- **Collect data—**
 - Data on guidance use (website, survey)
 - Sample of IFSPs before and after revised guidance
 - Data from IFSP quality rubric collected from IFSP samples
- **Analyze data—**
 - Determine extent of use via website or survey questions.
 - Compare pre- and post- IFSP quality based on rubric.
 - Examine differences in quality, functionality, and family-centeredness of IFSPs before and after revised guidance.

IFSP Revised Guidance (cont.)



- Share and use data—
 - Results will inform state Part C program guidance development.
 - Results could inform the work of local programs and local interagency coordinating councils.
 - Share results with special education state advisory panel and state and local interagency coordinating councils.
 - Develop user-friendly synopsis to share in the fall family newsletter of the parent training and information center.



Your Turn!!!

Link Activities to Outputs and Outcomes

- 1. What is an activity, policy, or program your state is implementing and what result do you expect it to have?*

Send your idea to “All Participants” in the chat box



Your Turn!!!

Form Questions

- 2. What do you want to know? What is a question that you want to answer about that activity, program, or policy?*



Your Turn!!!

Collect and Analyze Data

3. How will you know it?

- What would you need to collect for your question?
- How would you examine or analyze the data?



Your Turn!!!

Share and Use Results

4. *What could you do with the evaluation findings?*

- How would you use the findings?
- How would you share them?

Tips for Good Measure



Plan it



Identify roles and responsibilities



Create a schedule



Integrate into your program



Be as rigorous as circumstances allow



Tailor to your program, but build on existing knowledge



Select Resources

- [IDC website evaluation resources](#)
 - *Think Like an Evaluator: Backwards, Forwards, and in Circles*
 - *Operationalizing Your SSIP Evaluation: A Self-Assessment Tool*
 - *And more!*

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