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Agenda

Understanding and Communicating Program Results

1. Evaluation 101
2. Interpreting Your Report
3. Communicating Your Results
4. Practice
Evaluation 101
Why evaluate?
It’s not just for funders!

- Reflect on progress
- Engage the community
- Influence policy and funders
- Share what works (and doesn’t)
- Fulfill requirements
- Sustain funding
- Strengthen accountability
The Evaluation Process

Where do you fit in?

1. Develop an evaluation plan
2. Choose evaluation tools/surveys
3. Collect data
4. Analyze data
5. Report and reflect on data
The Evaluation Process
Parent Possible Programs

**Evaluation Tools/Surveys**
- Parent surveys
- Bracken School Readiness Assessment
- PICCOLO observations
- Enrollment data and Visit Tracker

**Collect the Data**
- At enrollment
- During home visits
The Evaluation Process
Parent Possible Programs

Analyze the Data
- Item scores
- Scale scores
- Significance testing

Color Mastery
- Yellow
- Blue
- Purple
- Red
**Statistical Significance**

What are the possible results?

**Criminal Trial**

Innocent until proven guilty

**Significance Test**

Assume no change unless enough evidence to show change

**Not guilty**

Not enough evidence to convict of the crime

**Not significant**

Not enough evidence to say there is change

**Guilty**

Enough evidence to convict the defendant of the crime

**Significant**

Enough evidence to show there is change from pre to post
**Statistical Significance**

**Potential Errors**

<table>
<thead>
<tr>
<th><strong>Criminal Trial</strong></th>
<th><strong>Significance Test</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Innocent until proven guilty</td>
<td>Assume no change unless enough evidence to show change</td>
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<tr>
<td>The jury rules “not guilty” for someone who actually committed a crime</td>
<td>The data show no significant change when there really is a change</td>
</tr>
<tr>
<td>An innocent person is convicted of a crime</td>
<td>A significant change is found even if there wasn’t any change</td>
</tr>
</tbody>
</table>
Factors to consider:

- Sample size matters
- Statistically significant may not equal programmatically meaningful
- Numbers represent real people – that’s what is important!
Interpreting Your Report
Item Scores

One survey question = One report data point

Child Involvement in Reading

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop reading and ask your child to describe the picture</td>
<td>3.17</td>
<td>3.39</td>
</tr>
<tr>
<td>Stop reading and point out letters</td>
<td>2.90</td>
<td>3.30</td>
</tr>
<tr>
<td>Ask your child to read with you</td>
<td>2.95</td>
<td>3.24</td>
</tr>
<tr>
<td>Talk about the story when the book is done</td>
<td>3.30</td>
<td>3.58</td>
</tr>
</tbody>
</table>

Item scores

n=517

* = data statistically significant, p < .05
Scale Scores

Several survey questions = One report data point

Subtest Mastery Levels

Colors
- Pre: 84%
- Post: 93%

Letters
- Pre: 34%
- Post*: 49%

Numbers
- Pre: 33%
- Post*: 47%

Size Comparisons
- Pre: 50%
- Post: 59%

Shapes
- Pre: 49%
- Post*: 59%

n=422
* = data statistically significant, p < .05
**Statistical Significance**

Typically identified with an asterisk

### Subtest Mastery Levels

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<td></td>
<td></td>
</tr>
<tr>
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**Significant change**

n=422

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Communicating Your Results
Dissecting the Data

There are many stories here

Subtest Mastery Levels

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n=422
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What was the status at the beginning of the program?

**Subtest Mastery Levels**

- **Colors**
  - Pre: 84%
  - Post: 93%

- **Letters**
  - Pre: 34%
  - Post*: 49%

- **Numbers**
  - Pre: 33%
  - Post*: 47%

- **Size Comparisons**
  - Pre: 50%
  - Post: 59%

- **Shapes**
  - Pre: 49%
  - Post*: 59%

\( n=422 \)

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Dissecting the Data

Possible Questions of Interest

What is the current status?

Subtest Mastery Levels

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Dissecting the Data

Possible Questions of Interest

What changed over time?

Subtest Mastery Levels

Colors
Pre: 84%, Post: 93%
Letters
Pre: 34%, Post*: 49%
Numbers
Pre: 33%, Post*: 47%
Size Comparisons
Pre: 50%, Post: 59%
Shapes
Pre: 49%, Post*: 59%

n=422
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Which area should we focus more attention on in the future/has the lowest score?

**Subtest Mastery Levels**

- Colors: Pre 84%, Post 93%
- Letters: Pre 34%, Post 49%
- Numbers: Pre 33%, Post 47%
- Size Comparisons: Pre 50%, Post 59%
- Shapes: Pre 49%, Post 59%

n=422
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Which area is the strongest/has the highest score?

Subtest Mastery Levels

- Colors: Pre 84% Post 93%
- Letters: Pre 34% Post 49%
- Numbers: Pre 33% Post 47%
- Size Comparisons: Pre 50% Post 59%
- Shapes: Pre 49% Post 59%

\( n=422 \)

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Dissecting the Data

Possible Questions of Interest

What do we know about [Area X]?

Subtest Mastery Levels

Colors: 84% Pre, 93% Post
Letters: 34% Pre, 49% Post*
Numbers: 33% Pre, 47% Post*
Size Comparisons: 50% Pre, 59% Post
Shapes: 49% Pre, 59% Post*

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Dissecting the Data
Possible Questions of Interest

- What was the status at the beginning of the program?
- What is the current status?
- What changed over time?
- Which area should we focus more attention on in the future/has the lowest score?
- Which area is the strongest/has the highest score?
- What do we know about [Area X]?
Know Your Audience

Consider these Questions

1. Who is your audience?

- Program staff
- Program participant
- Funder/donor
- Other staff at your agency
Know Your Audience
Consider these Questions

2. What will they do with the information?

- Adjust program delivery
- Enroll in services
- Make funding decisions
- Write reports or grants
Dissecting the Data
Possible Questions of Interest

What was the status at the beginning of the program?

What is the current status?

What changed over time?

Which area should we focus more attention on in the future/has the lowest score?

Which area is the strongest/has the highest score?

What do we know about [Area X]?
Let’s Practice!
Practice Communicating Findings
Handout Page 2

1. Who is your audience?

2. What will they do with the information?

3. What evaluation question is the best fit for this audience and purpose?

4. Draft a sentence that shares a finding from the graph and fits the scenario you outlined in questions 1-3.
Average Frequency of Literacy Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pre</th>
<th>Post*</th>
<th>Pre</th>
<th>Post*</th>
<th>Pre</th>
<th>Post*</th>
<th>Pre</th>
<th>Post*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk to your child about books you read together</td>
<td>4.37</td>
<td>4.58</td>
<td>4.28</td>
<td>4.48</td>
<td>4.77</td>
<td>4.88</td>
<td>3.72</td>
<td>4.05</td>
</tr>
<tr>
<td>Tell stories</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sing songs</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Look for letters/words on signs, labels, etc.</td>
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n=912
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Wrap-Up
Use What You Have Learned

Be a smart data consumer

Recognize the value of evaluation

Share findings effectively
Questions?

Thank you!

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