Facilitator Guide for

PHASE 4: EVALUATE AND IMPROVE

FACILITATOR GUIDE FOR IET DESIGN CAMP
PHASE 4 – EVALUATE AND IMPROVE

Introduction

Welcome to the Facilitator Guide for the virtual or in-person delivery of the IET Design Camp, Phase 4: Evaluate and Improve. This guide outlines everything you need to know to facilitate the training, including session logistics, training materials, learning objectives, timing, and talking points for each slide. Training teams should a) review this guide and the corresponding training materials (see below) and b) make modifications based on who is delivering the training, when s/he will deliver the training, and how s/he will deliver the training.

Logistics

Session Date: [ENTER DATE]

Session Time: [ENTER TIME AND TIME ZONE]

Estimated Run Time: 2 hours [EDIT ESTIMATED TIME AFTER CUSTOMIZING SLIDES]

Technical Assistant: [ENTER TECHNICAL ASSISTANT NAME]

Session Moderator(s): [ENTER MODERATOR NAME(S)]

Trainers/Facilitators: [ENTER TRAINER/FACILITATOR NAME(S)]

Overview

This training session focuses on integrating continuous improvement throughout the four phases of the IET program design process. Continuing the discussion from the Design and Plan training session on designing an evaluation plan, the session begins with a review of some key concepts of continuous improvement and the continuous improvement cycle, followed by an overview of program evaluation, including: the importance of aligning evaluation efforts with IET program goals; outcome versus process evaluation; and how to create questions for each type of evaluation. The session also addresses data sources and evaluation tools, data analysis, and improvement strategies. Finally, participants will take a closer look at the Program Evaluation Plan Template from the IET Toolkit and explore a portion of a sample evaluation plan.

Training Materials

- PowerPoint Deck: 4.A2_Evaluate_Improve_PPT.pptx
- Participant Guide: Participant_Guide.docx
- Breakout Group Activity Files:
  - (In-Person Only)
    - *4.B1_Evaluate_Improve _Breakouts_ 1-2_Participant_Handout_In-Person.docx*
  - (In-Person **and** Virtual)
    - *4.B2_Evaluate_Improve _ Breakouts_ 1-2_Facilitator_Guide.docx*
  - (Virtual Only)
    - *4.B3_Design_Plan_ Breakouts_ 1-2_Facilitator_PPT_ Virtual.pptx*

Toolkit Sections Covered in this Session

- Design and Plan
  - 2.4 Create an IET Program Evaluation Plan

- Evaluate and Improve
  - 4.1 Analysis and Reporting for Program Improvement and Sustainability
- Desk Aids
  - IET Planning Tool – Evaluation Plan Template (excerpt)

Objectives

After completing this session, participants will be able to:

- Explain the four stages of the continuous improvement cycle.

- Distinguish between outcome and process evaluation and identify outcome and process questions to evaluate progress toward or achievement of program goals.

- Identify the qualitative and quantitative data needed and their sources to evaluate IET program goals.

- Identify and select improvement strategies to address evaluation findings that fell below expectations.

- Use the IET Toolkit resources to create an IET program evaluation plan.

4-0 Overview/Introduction

⏱ **Start Time: [ENTER TIME]**

Slide 1: Welcome and Overview of the Training Session

Presenter:　　　[NAME]

Duration:　　　1 min.

Present:

- Welcome participants to the session.

- Introduce yourself and provide a brief overview of the session.

  - Welcome to Phase 4—the last phase in the IET design and development process!

  - This session will build on the key tasks and concepts from Phase 3: Develop and Implement and will outline some basics of program evaluation and the continuous improvement cycle.

  - Program evaluation is a vital part of designing and developing an IET program that meets the needs of the community, the learners, and the employers. Although most of the planning for evaluation will be done during the Design and Plan phase, it's very much an iterative process that will be revisited throughout the IET program design and development processes.

  - The topic of evaluation requires and deserves much more attention than what we can provide in this session. Our goal today is to present some of the key concepts of program evaluation so that you will have a broad understanding of what it is and why it's important. Having this knowledge will help you as you design, develop, and implement your program with continuous improvement in mind.

- *NEXT SLIDE*

Slide 2: Virtual Meeting Recording Notice (OPTIONAL)

Presenter: [NAME]

Duration: .5 min.

 NOTE – IET Design Team:

- This is an optional slide. If you are delivering the training in person or do not need a recording notice, delete this slide from the PowerPoint slide deck and from this Facilitator Guide.
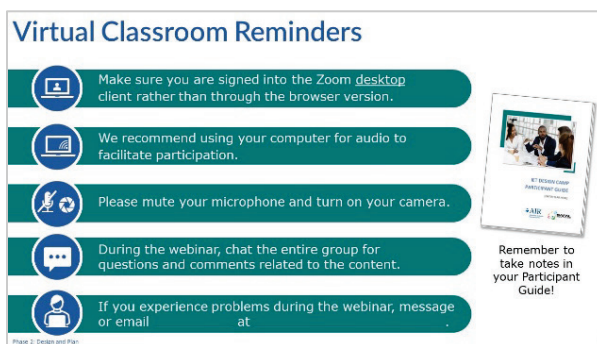
Present:

- Remind participants that this session will be recorded and direct them to the disclosure on the slide.
- *NEXT SLIDE*

Slide 3: Virtual Classroom Reminders (Optional)

Presenter: [NAME]

Time: .5 min.

 NOTE – IET Training Team:

- This is an optional slide. If you are delivering the training in person, delete this slide from the PowerPoint slide deck and from this Facilitator Guide. If you are delivering the training in another platform, edit this slide accordingly.

Present:

- Review virtual classroom reminders.
  - Please take a moment to read through these reminders and make sure you're ready to participate in the session.
  - As always, we encourage you to have your Participant Guide open so you can take notes or refer to any questions you had during your Toolkit reading assignment.
- *NEXT SLIDE*

Slide 4: Agenda

Presenter: [NAME]

Duration: 1 min.

Present:

- Review the agenda
  - We'll start today by briefly reviewing some key tasks and concepts for Phase 3, Develop and Implement and where we are in the Design Camp, as well as the key tasks for the Evaluate and Improve phase.
  - Next, we'll talk discuss key concepts about continuous improvement and the continuous improvement cycle before exploring some program evaluation basics.
  - Then, we'll move into data sources and evaluation tools to measure your program's progress toward or achievement of the goals you developed in the Design and Plan phase.
  - From there, we'll define data analysis and share some guidelines for communicating your evaluation results with program staff and stakeholders and identifying and selecting improvement strategies.
  - Finally, we'll bring it all together by taking a closer look at the Evaluation Plan Template that we introduced in the Design and Plan phase. This is an effective tool that can guide your program evaluation efforts. When implementing continuous improvement, you may want to start with the planning template. But for today, we want to start by defining the components of the plan.
  - As always, we'll wrap up with key takeaways and next steps.
- *NEXT SLIDE*

Slide 5: Today's Trainers

Presenter: [NAME]

Duration: .5 min.
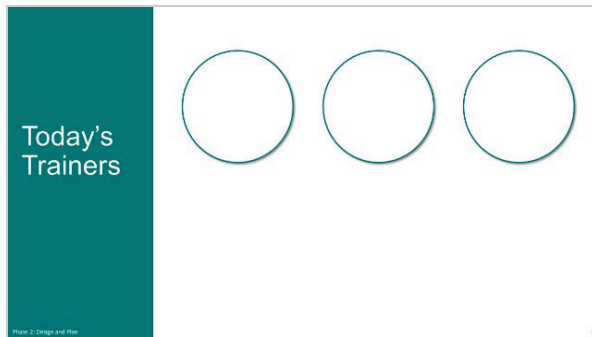
Present:

■   Introduce the trainers or have them introduce themselves.

■   *NEXT SLIDE*

Slide 6: IET Design Camp – We are Here

Presenter: [NAME]

Duration: .5 min.

NOTE – IET Training Team:

■   You should have already developed a table that reflects the structure and organization of your Design Camp for the Orientation session. You may want to copy and paste your table onto this slide and move the "WE ARE HERE" and arrow to the Phase 4 column. You may want to circle the activity you are on (Training Session).

■   If you are not doing team activities and/or cohorts, modify or remove the second sub-bullet below.

Present:

■ Orient participants to where you are in the Design Camp—Phase 4. Tailor your talking points to reflect the design and schedule of your training (e.g., you may not be doing a cohort meeting.)

– Today we're in Phase 4: Evaluate and Improve. Hopefully you've had a chance to read the Evaluate and Improve section in the IET Toolkit over the last week and explored the various tools and resources.

– There is no cohort meeting for this phase. However, in its place, we'll have a closing session to wrap up the Design Camp. We'll talk more about the closing session in the Wrap-Up.

– Let's get started.

■ *NEXT SLIDE*

Slide 7: Review of Phase 3: Develop and Implement

Presenter: [NAME]

Duration: 1 min.

Present:

■ Provide a quick review of Phase 3: Develop and Implement.

– We explored the concept of a single set of learning objectives, or SSLO. Creating the single set of learning objectives for an IET program is the opportunity to integrate adult education, workforce preparation and workforce training objectives.

– In your breakout groups, you practiced creating an integrated learning objective for a sample IET program that was performance-based and included the conditions under which the learner will demonstrate competency of the objective, the behavior the learner will perform to demonstrate competency, or the acquisition of the knowledge or skill, and the criteria by which competency will be measured.

– Together, the integrated learning objectives you develop become the single set of learning objectives for your IET program. These integrated learning objectives should align with your program goals, and help you contextualize the program's units, lessons, activities, and assessments.

– WIOA doesn't prescribe a specific method for developing IET curricula around an SSLO. This can be approached in different ways; we introduced you to two approaches but there are others.

– We talked about the importance of first implementing your program with fidelity (as planned) so that you can accurately measure the impact of your planned intervention strategies and inform continuous improvement decisions.

■ Ask if anyone has a question about the Develop and Implement phase.

■ Transition to the topic of this training session.

– Today we're going to shift gears a bit to thinking about evaluating your program's implementation to identify opportunities for improvement.

■ *NEXT SLIDE*

Slide 8: Key Tasks for Evaluate and Improve Phase

Presenter: [NAME]

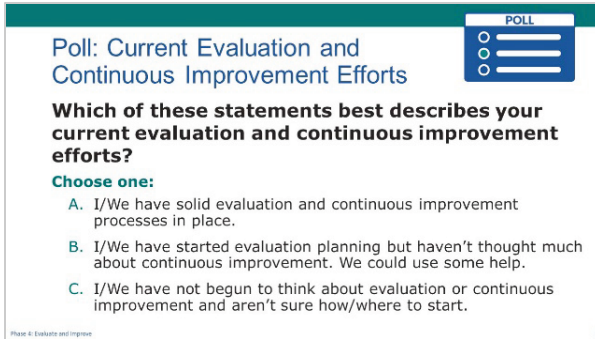Duration: 1 min.
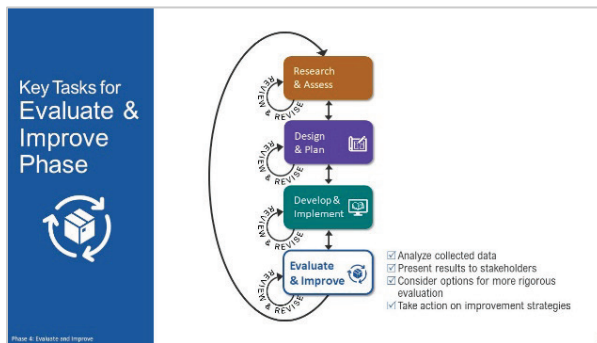
Present:

■ Briefly review the key tasks for the Evaluate and Improve phase:

– Analyze collected data

– Present results to stakeholders

– Consider options for more rigorous evaluation

– Take action on improvement strategies

■ *NEXT SLIDE*

Slide 9: Poll: Current Evaluation and Continuous Improvement Efforts (Optional)

Presenter: [NAME]

Duration: 2 min.

 NOTE – IET Training Team:

■   This is an optional poll designed to engage participants in the content for this session. You can delete or modify it as needed and adjust the time spent on discussion results according to your priorities.

Poll:

■   Introduce the poll question and ask participants to respond.

■   [If In-Person] Read the options and have participants raise their hands.

■   [If Virtual] Ask the technical assistant to launch the poll and give participants a little time to respond, then ask technical assistant to share the results.

■   Discuss responses

■   *NEXT SLIDE*

4-1 Integrate Continuous Improvement

🕑 **Start Time: [ENTER TIME]**

Slide 10:   **Integrate Continuous Improvement – Topic Intro**

Presenter: [NAME]

Duration: 1 min.

Present:

- Introduce the topic and subtopics.

    – We've talked about continuous improvement briefly in previous sessions. Today we're going to take a deeper dive into some of the key concepts of continuous improvement and the continuous improvement cycle and what it looks like in practice.

    – And we'll wrap up this topic by reviewing some of the benefits of integrating continuous improvement into IET.

- *NEXT SLIDE*

Slide 11:   **What is continuous improvement?**

Presenter: [NAME]

Duration: 2 min.
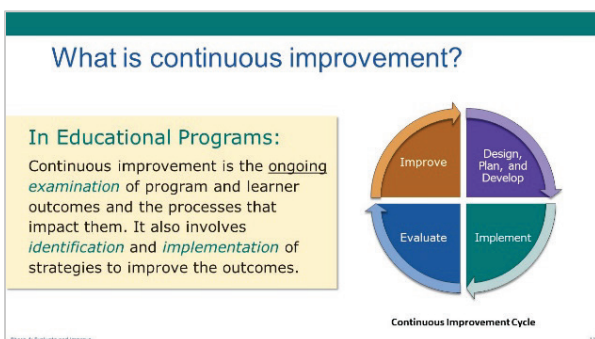
Present:

■ Define continuous improvement in the context of educational programs.

– Continuous improvement in the context of educational programs is the ongoing examination of program and learner outcomes and the processes that impact them. It's also about identifying and implementing strategies with the goal of improving the outcomes.

– Processes in this context includes the design and development processes, policies, learner supports, curricular materials, and instructional delivery. Essentially, any process that has an impact on outcomes.

– Continuous improvement is more than just a philosophy or theory—it requires action in every stage of the cycle. Notice in the definition on the slide the words, "examining, identifying, and implementing." These are actions. Let's look at what continuous improvement looks like in practice.

■ *NEXT SLIDE*

Slide 12: **Continuous Improvement in Practice**

Presenter: [NAME]

Duration: 3 min.
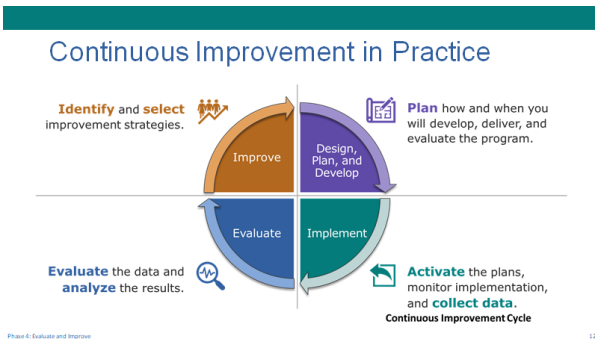
NOTE – Technical Assistant:

■ This slide has three builds (clicks) to display descriptions of the stages one at a time as the facilitator reviews each.

■ The continuous improvement cycle graphic starts out in the same position as the previous slide but slides to the center upon entry of this slide.

Present (1 min):

■ Explain how continuous improvement works in practice by describing what happens in each stage of the continuous improvement cycle.

– As you're designing, planning, and developing your IET program, you'll plan how and when you'll develop, deliver, and evaluate the program. These plans should be thoroughly documented in your evaluation plan so that everyone knows the plan. We'll talk more about the evaluation plan later.

[CLICK TO DISPLAY NEXT STAGE]

– As you move into implementation, you'll activate the plans you created and deliver the training using the curricular materials you developed. As you do this, you'll monitor the implementation of the planned strategies and collect data according to your evaluation plan. We've mentioned this before, but it bears repeating—it's important to implement your program with fidelity, the way it was originally planned so that you can accurately measure the impact of your planned intervention strategies and inform continuous improvement decisions.

[CLICK TO DISPLAY NEXT STAGE]

– As you implement your intervention strategies and deliver the training, you'll evaluate the data collected and analyze the results against the established program goals, in accordance with the evaluation plan. You'll also share the results with stakeholders, again in accordance with the evaluation plan.

– We'll talk today about evaluating both program outcomes and the processes that impact them. Something to keep in mind when we talk about continuous improvement is that you want to pay attention to processes—these are the places where you'll see opportunities to improve outcomes that may fall below expectations.

[CLICK TO DISPLAY NEXT STAGE]

– You'll then use the results of your analysis to identify and select improvement strategies and explore short- and long-term investments of resources to make program improvements.

– But remember this is a cycle, so that's not the end. You'll need to design and develop your selected improvement strategies, and then implement and monitor, evaluate and analyze, and the cycle continues.

■ *NEXT SLIDE*

Slide 13:   **Benefits of Integrating Continuous Improvement**

Presenter: [NAME]

Duration: 2 min.

Benefits of Integrating Continuous Improvement

Integrating continuous improvement into IET helps to:
- Enhance learners' and employers' experiences and outcomes.
- Enhance instructors' and partners' experiences.
- Identify solutions to improve the design and delivery of training materials.
- Identify equity gaps.
- Build evidence for the value of the IET program.
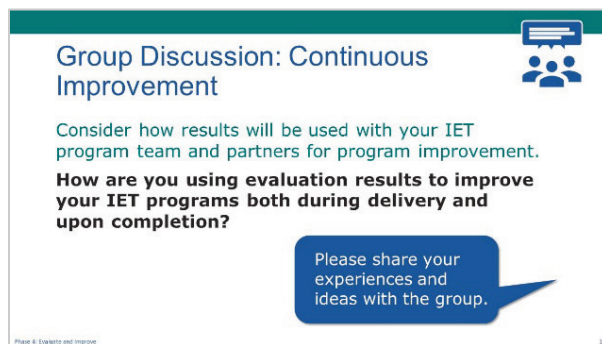
Phase 4: Evaluate and Improve

Present:

■ Review the benefits of continuous improvement listed on the slide.

– The benefits of continuous improvement are numerous. A few are listed on the slide, though this is certainly not an exhaustive list.

- First and foremost, we all want our students to be successful. AND we want to make sure that the IET programs meet employer needs. Continuous improvement can help to enhance the experiences and outcomes of learners as well as employers.

- It helps us design and deliver a better program, by causing us to ask questions at every step. For example, how can we make sure we are enrolling the target student population? How can instructors better integrate the adult education content with the workforce training content?

- Adding continuous improvement thinking into our processes helps us identify equity gaps – we should be conscious of looking at them to ensure equitable access to the training and learner supports, resulting in equitable outcomes. We'll touch on this briefly a bit later, too, but let's keep in mind the importance of considering equity throughout the continuous improvement cycle.

- Integrating continuous improvement into your processes can build evidence that helps us determine whether the program is valuable—to the community, to businesses, to the learners. Are learners getting employment in their field? What adaptations do we need to make? Should we keep the IET program going? Or should we be doing something else?

- Ask if anyone has any other benefits of continuous improvement.

- [Virtual] Have participants share benefits in the chat or unmute their microphone to speak.

- [In-Person] Ask participants to raise their hand or call out benefits.

- *NEXT SLIDE*

Slide 14: **Group Discussion – Continuous Improvement**

Presenter: [NAME]

Duration: 4 min.

Discuss/Chat:

- Facilitate a discussion on continuous improvement practices.

  - Consider how results will be used with your IET program team and partners for program improvement.

  - How are you using evaluation results to improve your IET programs both during delivery and upon completion?

- [Virtual] Have participants share responses in the chat or unmute their microphone to speak.

- [In-Person] Ask participants to raise their hand or call out responses.

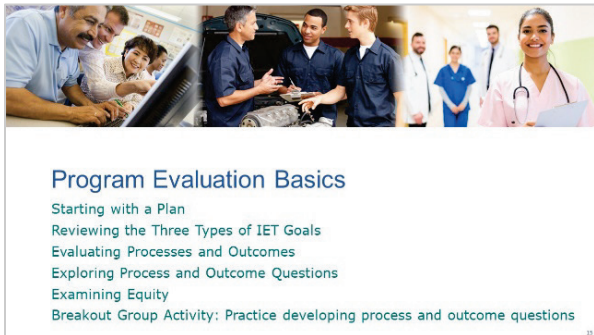- *NEXT SLIDE*

4-2 Program Evaluation Basics

⏱ **Start Time: [ENTER TIME]**

Slide 15:   **Program Evaluation Basics – Topic Intro**

Presenter: [NAME]

Duration: 1 min.

Present:

- Introduce the topic and subtopics.
    - Let's go over some program evaluation basics. In this topic, we'll start by talking about the importance of effective planning, which starts in the Design and Plan phase.
    - Next, we'll review the three types of IET Goals and examples of each.
    - Then we'll examine the difference between outcome and process evaluation and explore some questions to ask for each.
    - We'll briefly explore how equity fits into the evaluation discussion.
    - You'll get a chance to apply what you learn in a breakout group activity.
- *NEXT SLIDE*

Slide 16: **Evaluation Starts with Planning**

Presenter: [NAME]

Duration: 2 min.
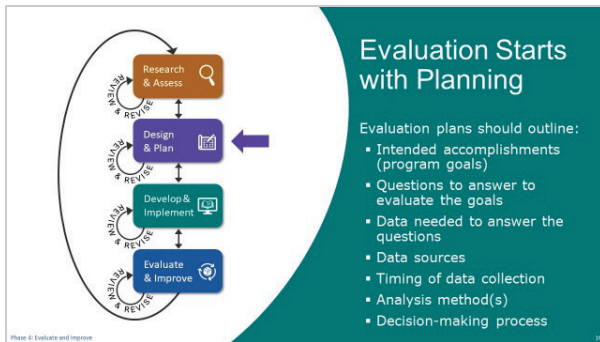
Present:

- ▪ Explain the importance of planning for evaluation and describe the elements of an effective evaluation plan.

  - – Effective evaluations don't just happen—they require careful planning. Evaluation is a dynamic process that starts with planning.

  - – We talked briefly in the Design and Plan session about the importance of developing a comprehensive evaluation plan that clearly outlines:

    - ○ *What you intend to accomplish (your program goals).*

    - ○ *The data or data source you need to determine whether you accomplished the goals.*

    - ○ *When and how you will collect data.*

    - ○ *The evaluation methods you'll use.*

    - ○ *How you'll communicate the results of the evaluation.*

    - ○ *And how you'll make decisions about what to do with the results to improve your program.*

  - – Your evaluation plan will be your guidebook as your team begins implementing your plans.

- ▪ *NEXT SLIDE*

Slide 17:   **Program Evaluation Plan Template**

Presenter: [NAME]

Duration: 1 min.

Present:

- ■ Reintroduce the Program Evaluation Plan Template from the Toolkit.

  - – Here's a quick look at the Program Evaluation Plan Template from the IET Planning Tool in the Toolkit. We'll spend some time working through examples of these together today.

  - – This template was designed with continuous improvement in mind. We want to support the inquiry process here and take a critical look at the IET programs you will be developing.

- ■ *NEXT SLIDE*

Slide 18:   **Three Types of IET Goals – Review**

Presenter: [NAME]

Duration: 1 min.

Present:

- ■ Remind participants of the three types of IET goals.

  - – You'll recall that there are three types of IET goals: learner goals, program goals, and partner goals. These goals are high-level goals that define what you plan to accomplish through the IET program.

  - – These goals should drive your evaluation and improvement efforts, which is why you develop them in the Design and Plan phase.

– Remember these goals should be written in the SMART goal format, so they should be specific, measurable, achievable, relevant, and time-bound. Doing so will make your evaluations more effective.

– We're going to review examples of each type because you'll need to have these goals in mind when thinking about what you will evaluate and work to improve.

■ *NEXT SLIDE*

Slide 19: **Three Types of IET Goals – Learner**

Presenter: [NAME]

Duration: 2 min.

Present:

■ Describe learner goals.

– Learner goals are goals that describe expected, successful workforce and academic outcomes for the IET program's target population.

– These learner goals are overarching goals for all learners who go through the IET program, not the individual learner goals that are developed during intake, which will be specific to individual learners.

■ Review the example learner goal:

Learners will gain the academic and technical skills required to attain Manufacturing Technician Level 1 Certification upon successful completion of the 12-week session.

– Notice that this goal specifies what the learner will do, which is "gain the academic and technical skills;" how it will be measured—they'll attain Manufacturing Technician Level 1 Certification." It's hopefully achievable, relevant to the learner, and has an associated timeline—upon completion of the 12-week session.

■ *NEXT SLIDE*

Slide 20:   **Three Types of IET Goals – Program**

Presenter: [NAME]

Duration: 1 min.

Present:

- Explain program goals.

    – **Program** goals describe the overall desired outcomes of the program.

    – Here's an example of an effective program goal:

    The Manufacturing Technician IET program will prepare learners at NRS levels 4 or 5 to achieve HSE testing readiness, obtain a Manufacturing Technician Level 1 certificate, transferrable postsecondary credits, and secure employment within 6 months of program completion.

- *NEXT SLIDE*

Slide 21:   **Three Types of IET Goals – Partner**

Presenter: [NAME]

Duration: 2 min.

Present:

- Describe partner goals.

    – Partner goals are goals that focus on engagement or outcomes important to partners.

■ Read the example partner goal.

The American Job Center will provide Individual Training Accounts (ITA) to fund the training component and co-enroll learners into Title I. As Title I participants they will also receive individualized career services that prepare learners to apply, interview and obtain employment in the target IET occupation upon completion of the IET.

■ Reference the relevant resources in the Toolkit.

– There are additional resources in the Toolkit. You can capture your goals in the IET Program Summary section of the IET Planning Tool.

– For more information and examples, check out *Desk Aid 6: IET Program Goals and Outcomes.*

■ *NEXT SLIDE*

Slide 22:   **Evaluating Outcomes and Processes**

Presenter: [NAME]

Duration: 3 min.

NOTE – Technical Assistant:

■ This slide has one build (click). Refer to the facilitation notes below for timing.

Present:

■ Explain outcome and process evaluation.

– There are many types of evaluation and many ways to conduct evaluation. Two common methods are outcome and process evaluation.

– Outcome evaluation focuses on "what" was accomplished compared to what you expected to accomplish. In other words, how effective the program is in producing change.

– This type of evaluation measures the results, or outcomes, of a program's intervention strategies and activities against its projections and usually relates to progress toward or achievement of learner, program, and partner goals.

[CLICK TO DISPLAY RIGHT SIDE]

– Process evaluation focuses on "how" the outcome was accomplished—what worked well, what didn't work well, and why. It's in the process evaluations that you'll see opportunities to improve any outcomes that fell below expectations.

– This type of evaluation can examine the experience and perceptions of learners, program partners, and staff regarding the program's design and development efforts and activities (in every phase) to determine their impact on the outcomes. It usually relates to things like, the quality of the program design process, to what extent the program is being implemented with fidelity, and the effectiveness of the IET curricula and instructional delivery.

– Looking at both outcomes *and* processes allows program leaders, instructors, stakeholders, and others to get the whole picture so that improvement decisions can be made based on evidence rather than just a "best guess."

■ *NEXT SLIDE*

Slide 23:   **Outcome and Process Questions**

Presenter: [NAME]

Duration: 4 min.

NOTE – Technical Assistant:

■ This slide has two builds (clicks). Refer to the facilitation notes below for timing.

Present:

■ Review outcome and process question examples.

– Once you decide whether you are evaluating outcomes, processes, or both, you need to further determine which outcomes or parts of processes you want to examine. You do this by defining the questions to which you want answers.

– Some examples of outcome questions you might ask in an outcome evaluation are listed on the screen:

– What are students' learning gains? How do they compare to our projections or goals?

– How many participants successfully complete the program as compared to our expectations?

– You might want to find out if the outcome was better for certain groups of learners than for others, if that's something you're tracking.

– Perhaps you want to know which learners are accessing the learner supports that are available to them.

– Now let's look at some examples of process questions.

[CLICK TO DISPLAY PROCESS QUESTIONS]

- Remember that process evaluation looks at how and why the outcomes are what they are—whether better or worse than your plans or projections.

- One of the first things you want to know is to what extent the program was implemented with fidelity. Where did it stray and why? You may find correlations there with certain outcomes, such as the learning gains.

- Also, with process evaluation, you want to know what kinds of problems were encountered in delivering the program and what were the causes of the problems.

- What is causing lower- or higher-than-expected learning gains?

- Looking at your outcome question about which learners are accessing available supports, you might ask, "Why are certain groups of learners accessing supports and not others?" And perhaps, "What impact is it having on their success in the program?"

- How engaged were employer partners in the program? Did the level of engagement have an impact—negative or positive—on the outcomes?

- Another one not listed here is, "How effective was professional development in educating program staff to design and implement the program?"

[CLICK TO DISPLAY SPEECH BUBBLE]

- Once you have your outcome and process questions, you'll need to think about the data you'll need to answer them and where and how you'll obtain that data. We'll talk more about that in the next section.

- *NEXT SLIDE*

Slide 24:   **Group Discussion – Examining Equity**

Presenter: [NAME]

Duration: 4 min.

Discuss/Chat:

- Facilitate a discussion about equity.

  - Throughout planning your IET program and its evaluation, it's important to remember equity. Both processes and outcomes can impact equity.

  - We want to allocate our resources to ensure that all students are able to access, participate, and succeed in our IET programs, regardless of age, gender, disability status, race, or other factors. Effort should be placed on how we can sustain and expand the success of those who experience the greatest
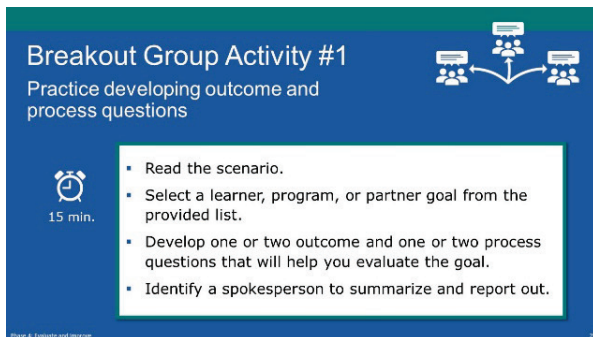
outcomes as well as closing outcomes gaps for those student populations that experience the greatest disparities in outcomes.

– Let's take a minute to think about the types of questions that we might ask to consider and evaluate equity. Facilitate a discussion on the following questions:

○ *What questions should you ask to ensure that you are implementing an equitable program?*
[Look for: What are the demographics of our student population? What are the demographics of our community? How can we improve our recruiting efforts to reflect the demographics of the community more closely? How effective are the learner supports we have in place in reaching and supporting students who come from disadvantaged communities or backgrounds?]

○ *Where do you need to collect and use demographic data to review equity?*
[Look for: demographic data of student population compared to community demographics; student surveys with questions specifically related to accessibility and inclusion, etc.]

■ [Virtual] Have participants share responses in the chat or unmute their microphone to speak.

■ [In-Person] Ask participants to raise their hand or call out responses.

■ *NEXT SLIDE*

Slide 25: **Breakout Group Activity #1: Practice developing outcome and process questions**

Presenter: [NAME]

Duration: 20 min. (total)

NOTE – IET Training Team:

■ You may want to modify this activity to do with the full group and have someone record the questions on a flip chart.

■ [If virtual] Have the technical assistant set up breakout rooms and assign participants and group facilitators to a room (See tech note below).

■ [If in-person] As written, this activity can be conducted with or without group facilitators.

– Print enough copies of 4.B1_Evaluate_Improve_Breakoust_1-2_Participant_Handout_In-Person.docx so that each group will have a copy.

– If facilitated, make sure each group facilitator has a printout of ***4.B2_Evaluate_Improve_Breakouts_1-2_Facilitator_Guide.docx.***

Present: (1 min.)

- Explain the activity.

  – Now you'll have a chance to apply what you learned in this topic by practicing writing your own outcome and process questions.

  – In this activity, you and your group will:

    ○ *Read the scenario in Appendix D, #D1 of your Participant Guide.*

    ○ *Select a goal you want to evaluate from the list of goals provided.*

    ○ *Think about how you would evaluate progress toward or achievement of the goal you selected to evaluate and develop one or two outcome and one or two process questions that will help you evaluate the goal.*

    ○ *Select a spokesperson to share your questions.*

  – You'll have **15 minutes** for this activity.

NOTE – Technical Assistant:

- [If virtual] Assign participants to breakout rooms (add more as needed):

  – Room 1 - [FACILITATOR(S) NAME(S)]

  – Room 2 - [FACILITATOR(S) NAME(S)]

  – Room 3 - [FACILITATOR(S) NAME(S)]

Breakout Group Activity: (15 min.)

BREAKOUT GROUP FACILITATORS:

- Instructions for facilitated activity (In-person or virtual) are in *4.B2_Evaluate_Improve_Breakouts_1-2_Facilitator_Guide.docx*.

  – [If in person] This activity can be conducted with or without group facilitators. Use *4.B2_Evaluate_Improve_Breakouts_1-2_Facilitator_Guide.docx* to capture your group's outcome and process questions.

  – [If virtual] Open the PowerPoint file, *4.B3_Evaluate_Improve_Breakouts_1-2_Facilitator_PPT_Virtual.pptx* and share your screen. Capture your group's questions directly on slide #2.

Activity Debrief (4 min.)

- As time allows, call on a few groups or group facilitators to briefly share their group's selected goal, outcome and process questions, and any insights from the discussion.

- [If virtual] Have facilitators copy and paste their group's selected goal, outcome and process questions, and any insights from the discussion into the chat window once back on the main room.

- *NEXT SLIDE*

4-3 Identify Data Sources and Evaluation Tools

Start Time: [ENTER TIME]

Slide 26:   **Identify Data Sources and Evaluation Tools - Topic Intro**

Presenter: [NAME]

Duration: 1 min.

Present:

■   Introduce the topic and subtopics.

    –   You've designed your IET program, which included designing the evaluation process and creating the evaluation plan, and you've developed your IET curricula. As you implement your plans and deliver the training, you'll be collecting the data you'll need to evaluate the outcomes and processes. You'll also need to determine what tools or instruments are needed to obtain the data.

    –   In this topic we'll explore data sources and some data collection methods or tools that will give you the information you need to answer your questions. This will be part of your evaluation plan.

■   *NEXT SLIDE*

Slide 27:   **Two Types of Data**

Presenter: [NAME]

Duration: 2 min.

NOTE – Technical Assistant:

- This slide has 1 build/click (see facilitation notes below for timing).

Present:

- Explain quantitative and qualitative data.

  – There are two types of data collected for project evaluation: **quantitative** and **qualitative**.

  – *Quantitative* data is numerical data that can be counted, measured, and expressed using numbers. Numerical data can be mathematically analyzed through comparison, averages, increases, etc.

  – For example: The demographics of participants in the IET program are: 80% male and 20% female; 80% white, 15% black, and 5% other race. This is numerical data that can be compared to the demographics of your community's overall adult education population if you're exploring equitable access to the IET program. You can then compare the numbers to your target population based on your needs assessment.

  [CLICK TO DISPLAY QUALITATIVE DATA CONTENT]

  – *Qualitative* data, on the other hand, is non-numerical, but rather descriptive and conceptual. Surveys, focus groups, and interviews often provide qualitative data—especially if the responses are narrative. Qualitative data can be classified or categorized and then analyzed based on traits and characteristics of that data.

  – For example, a survey conducted with employers asks what the IET program could change, add, or improve to better meet their needs. Responses ranged from "improve the workforce preparation skills training" to "more emphasis should be placed on recruiting people with disabilities" to "incorporate company site visits into the occupational training."

  – You might analyze these responses by first categorizing them by theme and then examining the characteristics of the suggestions and what their impact might be on the outcomes.

  – The type of data you choose to collect and evaluate depends on what would provide the best evidence for your project goals. You'll likely find that you'll need both qualitative and quantitative data, as they provide different perspectives.

- *NEXT SLIDE*

Slide 28:   **Exploring Data Sources**

Presenter: [NAME]

Duration: 1 min.

Present:

- Use the PPT slide to discuss exploring data sources.

    – As you review your IET program goals, think about the data you need to evaluate them. It's important to align your data to your IET program goals.

    – Start with the data you already have, and how the data can be used in your evaluation. It may be particularly helpful to think about what data you already use to report program performance.

      Do you know where it's stored and how you'll access it? For example, do you (or the evaluator) have the necessary permission rights to access it?

    – Then identify additional data you'll need to answer your outcome and process questions. How will you collect it? Would you get that data through student surveys? A learning management system? Another department?

    – Section 3.3 of the Toolkit helps you think about development of data collection tools and procedures.

- *NEXT SLIDE*

Slide 29:   **Connecting Measures and Data Sources**

Presenter: [NAME]

Duration: 1 min.

Present:

- Discuss connecting measures and data sources.

  – We're going to take a couple of quick slides to talk about the data sources and collection methods before we turn to the group for discussion on what you do now, and what you might do.

  – There's certainly a lot of information that you have in your course management data, which will provide quantitative data. And there's good potential for the use of student surveys or direct observation for collecting qualitative data.

  – Now lets' talk about how you will collect the data.

- *NEXT SLIDE*

Slide 30:   **Data Collection Methods and Evaluation Tools**

Presenter: [NAME]

Duration: 1 min.

Present:

- Use the table on the slide to discuss data collection methods and evaluation tools.

  – Your evaluation plan will likely include multiple data collection methods, such as those in the left column of this table. You may also want to include the evaluation tool or instrument needed for obtaining the data. These may or may not be in place. If not, someone will need to create them.

  – For example, if you plan to conduct surveys, someone will need to prepare the questions and create the forms, whether electronic or paper versions. If electronic, will you use existing survey tools, such as Survey Monkey or Qualtrics, or will you develop your own?

  – When preparing your evaluation plan, identify the person who will take the lead on preparing the necessary evaluation tools and allow adequate time for doing so.

- *NEXT SLIDE*

Slide 31:   **Group Discussion – Data Collection**

Presenter: [NAME]

Duration: 4 min.

 Discuss/Chat:

- Facilitate a discussion on data collection practices.
    - I'd love to hear about the data you are currently collecting for your IET program or other adult ed program.
    - Reflect on all the types of data collected by your program/Local Education Agency and State Education Agency.
        - *What unique data collection activities have you set up?*
        - *Are you getting student feedback?*
        - *Partner feedback? How?*
- Speak to a few of the responses.
- Discuss key data collection takeaways.
    - Before we move to our next topic, let's highlight a few key takeaways and ideas on data collection.
    - First, remember that program launch provides a unique time to observe and collect data that will be different from program delivery – you only get that "one shot" for program launch.
    - Second, remember that you can make adjustments as you go – if you realize you need data you don't have, is there a way to begin collecting it?
    - Think about opportunities to collect qualitative data—are you regularly convening program staff to review the program's progress, opportunities, and challenges? Are you capturing and distributing the notes from those discussions?
    - Are you able to answer the questions you most want answered about your program?
- [Virtual] Have participants share responses in the chat or unmute their microphone to speak.
- [In-Person] Ask participants to raise their hand or call out responses.
- *NEXT SLIDE*

4-4 Analyze Data, Share Results, and Select Improvement Strategies

⏱ **Start Time: [ENTER TIME]**

Slide 32:   **Analyze Data, Share Results, and Identify Improvement Strategies - Topic Intro**

Presenter: [NAME]

Duration: 1 min.

Present:

■ Introduce the topic and subtopics.

– You've been collecting data in accordance with your evaluation plan as your program is being implemented. In the Evaluate and Improve phase, you'll analyze the collected data, document findings and recommendations, share the results of the analysis, and identify and select improvement strategies. We aren't doing a training on conducting evaluation but want to use this session to make sure we incorporate planning for it and take steps to make improvements to the programs we design and implement.

– We're going to touch on these general concepts in the context of designing and developing an IET program that meets community needs.

■ *NEXT SLIDE*

Slide 33: **Analyzing Data: What is Data Analysis?**

Presenter: [NAME]

Duration: 2 min.

![NOTE icon] **NOTE – Technical Assistant:**

- This slide has 1 build/click (see facilitation notes below for timing).

![Present icon] **Present:**

- Explain data analysis.

  - Using various tools and techniques, the evaluator or evaluation team analyzes the data to understand, interpret, and derive conclusions. But what is data analysis?

  - It's the process of cleaning, organizing, examining, and interpreting data using one or more analysis tools and techniques to extract relevant information that supports effective decision-making.

  - The decision-making part is about continuous improvement. Once you have a solid understanding of what the data means, you can make decisions for improvement, which may mean revisiting one or more of the plans you made in the Design and Plan phase or changing how you will monitor implementation to ensure the training and other aspects of the program are being implemented with fidelity.

  [CLICK TO BUILD SLIDE]

  - Notice that the definition includes "cleaning" the data. This is an important step in data analysis. Not all the data you collect is useful. Before you start analyzing, remove any duplicate information, errors, white spaces, et cetera. This step will help ensure that the data you are working with is valid and relevant.

  - Part of analyzing data is looking at it in different ways from various perspectives. Sometimes grouping data in different ways will provide insight to issues that you hadn't noticed before.

  - The evaluation plan should specify the evaluation tools and methods that will be used.

  - And the evaluation plan should identify who will conduct the data analyses. Not everyone needs to be an evaluator, but you do need to have someone with the right skills and experience to do this.

- *NEXT SLIDE*

Slide 34:   **Documenting Findings and Recommendations**

Presenter: [NAME]

Duration: 1 min.

Present:

- Recommend creating a form or table to document evaluation findings and recommendations.

  - Either throughout the evaluation or soon after, it's important to document the findings and the evidence that supports the findings, as well as the evaluator's or evaluation team's recommendations for addressing any outcomes that fell below expectations.

  - The findings should be tied to one or more IET goals to ensure relevance to you and your stakeholders.

  - Once your team has decided on the improvement strategies they plan to implement, be sure to document those as well.

  - A form or table like the one on the slide can support your documenting efforts. Be sure your form captures the information you need to make informed decisions.

- *NEXT SLIDE*

Slide 35:   **Sharing Results**

Presenter: [NAME]

Duration: 2 min.

Present:

■ Review some key points about sharing evaluation results.

    – Once the analysis is complete, you'll want to share the results with stakeholders.

    – Make sure you know who your stakeholders are and what their communication needs are regarding evaluation results. Your evaluation plan should describe who should receive which information, when, and how.

    – Keep in mind your team is a stakeholder interested in these results – how will you share findings with program administrators, instructors, students, and other partners?

    – Keep that knowledge in mind as you prepare your evaluation results for sharing with stakeholders. Some stakeholders will need more information, more frequently than others. Some may require detailed presentations with graphs and charts, while others may only require a brief summary report or certain data points.

    – Be sure to clearly link the data to the corresponding program goal or evaluation question and provide relevant documentation as well as descriptions or summaries of analysis and evaluation methods used.

    – As we talked about on the last slide, your evaluator or evaluation team should make recommendations for improvement tailored to the program goals. Include these recommendations when sharing the results with your stakeholders.

    – For more information about how to analyze and share your findings, read section 4.1 of the IET Toolkit.

■ *NEXT SLIDE*

Slide 36:	**Identifying and Selecting Improvement Strategies**
Presenter:	[NAME]
Duration:	3 min.

NOTE – Technical Assistant:

■ This slide has 1 build/click (see facilitation notes below for timing).

Present:

■ Use the slide to provide some guidelines for identifying and selecting improvement strategies.

– Your program evaluation plan was designed to guide continuous improvement and provide the data needed to understand the IET program's successes and challenges. With the evaluation results in hand, as well as the evaluator's recommendations, the next step is to identify and select improvement strategies.

– Be sure to include key stakeholders and project team members in the process of identifying potential improvement strategies. People support what they help create. Involving them in this process will help ensure their support and their active engagement.

– On the screen is a high-level overview of what is involved in this step.

○ *Begin by emphasizing the use of evaluation for learning what worked and what didn't work—for the purpose of program improvement.*

○ *Next review the findings of the evaluation. It's a good practice to first focus on the positive findings before discussing negative findings. This helps set the tone of the meeting as a positive endeavor.*

○ *Review and discuss the evaluator's recommendations for improvement. Do they make sense or are there possibly other solutions that would provide better outcomes? Sometimes a third-party evaluator doesn't have the required in-depth knowledge of all the details involved to fully appreciate the impact of a proposed solution. They are just recommendations, after all.*

○ *Brainstorm additional possible solutions for each issue.*

○ *Generate as many ideas as possible at first, without judgement or criticism.*

○ *Isolate the best ideas and gain consensus on which to implement. You may find that the evaluator's recommendation was the best, or you may select one of the other strategies the team came up with.*

○ *Finally, create an action plan for implementing the changes you and your team have decided upon. Be sure to include specific tasks, a timeline, and a task leader for each task.*

[CLICK TO BUILD SLIDE]

■ Caution participants that program evaluation does not equal automatic sustainability.

– I do want to include a word of caution. Sometimes, things just don't work the way we hope or expect them to. Program evaluation helps you take an objective, critical look at your program. That evaluation should inform your decisions around continuing the program or making changes to it. The outputs from your evaluation may even inform decisions about continued funding.

– It's important to remain open to admitting something didn't work. Doing so is better for you, your program partners, and the learners.

■ *NEXT SLIDE*

4-5 Develop an Evaluation Plan

🕙 **Start Time: [ENTER TIME]**

Slide 37: **Develop an Evaluation Plan - Topic Intro**

Presenter: [NAME]

Duration: 1 min.

Present:

- Introduce the topic and subtopics.
  - Now that we've reviewed some of the basics of evaluation, explored the types of data you'll collect and the sources of those data, discussed what data analysis is and what it involves, and shared some guidelines for sharing evaluation results and identifying strategies for improvement, let's go back to the evaluation plan and bring it all together before wrapping up the session.
  - We'll review a sample IET program and explore an evaluation plan created using the Evaluation Plan Template in the IET Planning Tool.
  - Then you'll have an opportunity to practice filling in portions of the evaluation plan template using the goal you selected in the last activity and your list of outcome and process questions for evaluating the goal.
- *NEXT SLIDE*

Slide 38: **Program Evaluation Plan: Getting Started**

Presenter: [NAME]

Duration: 1 min.
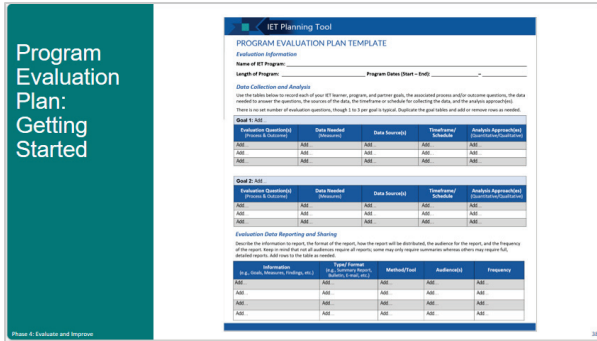
Present:

- Explain the use of the Program Evaluation Plan template in the upcoming activity.

  – In a few minutes, you're going to complete an activity in breakout groups. You'll focus on the goal you selected and the outcome and process questions you created in the previous activity and fill out additional columns in the Evaluation Plan Template.

  – We'll walk through an example first.

- *NEXT SLIDE*

Slide 39: **Example IET Program**

Presenter: [NAME]

Duration: 2 min.
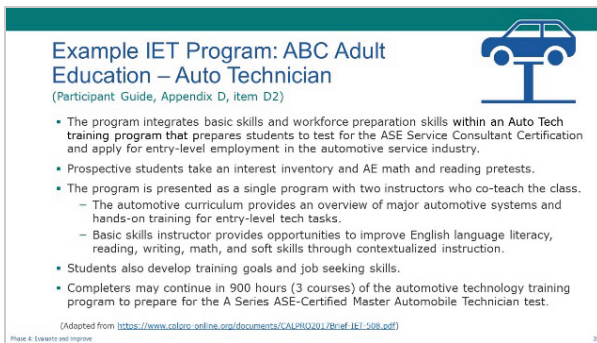
NOTE – Session Facilitator:

- Refer participants to Appendix D, item D2 of their Participant Guide, the Example IET Program handout.

Present:

- Briefly walk through the sample IET Program using the bullets on the slide.

  – The ABC Adult Education Program serves over 2,000 students each year and has established an IET Program for Automotive Service Excellence (ASE) Introduction to Automobile Services (IAS) e-Learning program.

  – Prospective students take an interest inventory and complete AE pre-tests in math and reading, and the IET program screens in students who test at an appropriate level.

  – The courses are presented to students in a single program with two instructors who co-teach the class.

  – The automotive curriculum provides an overview of major automotive systems and hands-on training for entry-level tech tasks, while the basic skills instructor extends those lessons with opportunities to improve English language literacy, reading, writing, math, and soft skills through contextualized instruction. In addition, students develop training goals and job seeking skills.

  – When the IET program concludes, students are prepared to test for the ASE Service Consultant Certification and apply for entry-level employment in the automotive service industry, or they may choose to pursue addition courses to prepare for the A Series ASE-Certified Master Automobile Technician.

- *NEXT SLIDE*

Slide 40:   **Example Program Evaluation Plan**

Presenter: [NAME]

Duration: 3 min.

Example Program Evaluation Plan for ABC Adult Ed. – Auto Technician IET Program

Goal 1: Learners will gain the academic, workplace preparation, and workforce training skills and competencies required to successfully pass the ASE Service Consultant Certification test upon program completion.

Evaluation Question(s) (Process & Outcome)	Data Needed (Measures)	Data Source(s)	Timeframe/ Schedule	Analysis Approach(es) (Quantitative/Qualitative, Outcome/Process)
How many program completers pass the ASE Service Consultant Cert. test within 90 days of completion?	• Program completion dates • # of participants obtaining certification within 90 days	• Student outcomes data • Post-Program Participant Survey	4 months after end of program	Quantitative, Outcome
What is causing lower or higher than expected certification results?	• Participant responses on Participant Post-Program Survey • End-of-term assessment scores • # of participants accessing available learner supports • Program curriculum alignment to certification requirements	• Participant LMS or records database • Learner support logs and advisor notes • Program curriculum • Certification requirements	Within 6 months of end of program	Qualitative, Process

Goal 2: All IET staff involved in research, design, implementation, and evaluation will complete annual professional development training on IET program planning, pass the post-assessment with a score of at least 85%.

Evaluation Question(s) (Process & Outcome)	Data Needed (Measures)	Data Source(s)	Timeframe/ Schedule	Analysis Approach(es) (Quantitative/Qualitative, Outcome/Process)
How many staff members complete the training?	• # of training sessions each participant logged in and out • # of times participants logged in late or logged out early	• Participant Daily log-in/out records	Annually	Quantitative, Outcome
How many staff members pass the post-assessment with a score ≥ 85%?	• Professional Development Post-assessment scores	• Prof. Dev. Learning Management System (LMS)	Annually	Quantitative, Outcome

NOTE – Session Facilitator:

- Refer participants to Appendix D, #D3 of their Participant Guide, the Example Evaluation Plan. Explain that it goes with the ABC Adult Education Auto Technician IET Program example in D2.

Present:

- Walk through the example plan and point out key details (see recommended talking points below).

  – Let's look at an excerpt of an evaluation plan for the ABC Auto Technician IET program. This is also in your Participant Guide, Appendix D, #D3.
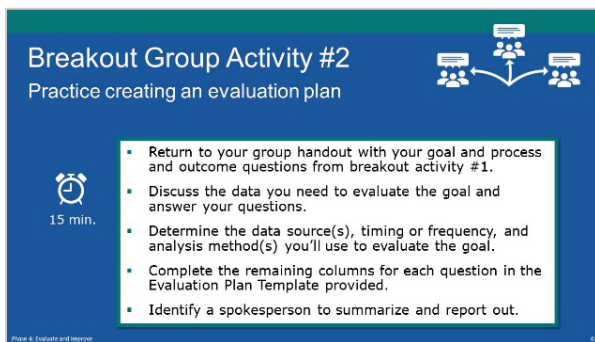
– You can see at the top, the first goal is a learner goal that says, "Learners will gain the academic, workforce preparation, and workforce training skills and competencies required to successfully pass the ASE Service Consultant Certification test upon program completion."

– There are two questions to help evaluate this goal.

– The first question asks, "How many program completers pass the test?"

○ *What kind of evaluation question is that—outcome or process? [Look for: Outcome]*

○ *In the Data needed column, they need the program completion dates and the number of participants obtaining certification within 90 days. Is this quantitative or qualitative data? [Look for: Quantitative]*

○ *And the next column lists the data sources for obtaining the data, followed by the timeframe for the evaluation and the analysis approaches.*

– The second question asks, "What is causing lower- or higher-than expected certification results?" This question will help determine what's working and what's not.

○ *What type of evaluation question is this? [Look for: Process)*

○ *Finding answers to this question can be quite involved. Evaluators will need to put parameters around it so that they don't go down a rabbit hole, chasing every possible answer. Here they listed some data they will use to evaluate the question—participant responses on a survey, end-of-term assessment scores, etc. Notice that they also list number of participants accessing the learner supports available to them. This could have a significant impact on the outcome. Depending on the findings, the evaluators here might want to pursue that avenue further by asking what is preventing students from accessing the learner supports? Are the learner supports effective? If not, why not?*

■ *NEXT SLIDE*

Slide 41: **Breakout Group Activity #2: Practice creating an evaluation plan**

Presenter: [NAME]

Duration: 20 min. (total)

NOTE – IET Training Team:

■ [If virtual] Have the technical assistant set up the same breakout rooms and assign participants and (optional) group facilitators to the same rooms as the previous activity (see tech note below).

■ [If in-person] This activity can be conducted with or without group facilitators. Groups will use the same participant handout they started in Activity #1:

4.B2_Evaluate_Improve_Breakout_2_Participant_Handout.docx. Group facilitators (if applicable) will use the same facilitator guide as for Activity #1: *4.B2_Evaluate_Improve_Breakout_2_Facilitator_Guide.docx.*

Present: (1 min.)

- Explain the activity.

  - Now you'll have a chance to apply what you learned in this session by making some decisions and partially filling out the evaluation plan template.

  - In this activity, you and your group will:

    - *Review the scenario from Activity #1 (in Appendix D, number D1 of your Participant Guide).*

    - *For each outcome and process question you created in the previous activity, complete the remaining four columns of the Data Collection and Analysis table from the Evaluation Plan Template, with the data needed, data sources, timeframe, and the analysis approach (quantitative or qualitative).*

    - *Select a spokesperson to share your plan.*

  - You'll have **15 minutes** for this activity.

NOTE – Technical Assistant:

- [If virtual] Assign participants to the same breakout rooms as the previous activity (add more as needed):

  - Room 1 - [FACILITATOR(S) NAME(S)]

  - Room 2 - [FACILITATOR(S) NAME(S)]

  - Room 3 - [FACILITATOR(S) NAME(S)]

Breakout Group Activity: (15 min.)

This activity can be conducted with or without group facilitators. Instructions for non-facilitated activity are the participant handout.

FACILITATORS:

- Facilitator instructions for this activity are in 4.B2_Evaluate_Improve_Breakouts_1-2_Facilitator_Guide.docx.

  - [If in person] Use this document to capture your group's decisions.

  - [If virtual] Open the PowerPoint file, *4.B3_Evaluate_Improve_ Breakouts_1-2_Facilitator_PPT_Virtual.pptx* and share your screen. Copy and paste your group's selected goal and outcome and process questions from slide #2 into the Evaluation Plan Template on slide #3. Capture your group's decisions for the remaining columns directly on slide #3.

Activity Debrief (4 min.)

■ As time allows, call on a few groups or group facilitators to briefly share their group's plan.

■ [If virtual] Have facilitators copy and paste their group's decisions, and any insights from the discussion into the chat window once back on the main room. Select a few to discuss (ask questions, provide feedback, etc.).

■ *NEXT SLIDE*

Slide 42:   **Preparing for Third-Party Evaluations**

Presenter: [NAME]

Duration: 1 min.

Present:

■ Use the PPT slide to discuss third-party evaluations.

– We've talked a lot today about program evaluation with an emphasis on the type of program evaluation you do with your team to improve your programs.

– Of course, your team or state administrator may decide to conduct third-party evaluations, and federal funding (especially WIOA) is increasingly emphasizing the investment in evidence building.

– If you work with the institutional research office at your local community college/university or a third-party firm, going through the documentation of your program goals and setting up strong data collection will serve you well. For smaller programs, you may want to work with your state contact to explore options for evaluating your program.

– There are many resources on selecting an external evaluator or conducting rigorous evaluation. You don't have to "go it alone." Section 4.2 of the IET Toolkit provides information on more rigorous evaluations, but there are additional resources outside of this TA effort. One example is the Department of Labor's Evaluation and Research Hub on the Workforce GPS website, which provides support to workforce development professionals using evaluations to improve services and strategies. The URL is on the slide.

■ *NEXT SLIDE*

4-6 Wrap-Up

Start Time: [ENTER TIME]

Slide 43:   **Wrap-Up - Topic Intro**

Presenter: [NAME]

Duration: 1 min.
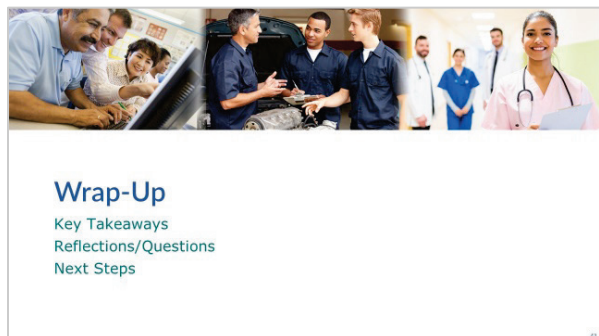
Present:

- Explain that we will wrap up the session by:
  - Reviewing some key takeaways from this session.
  - Reflecting on what you learned, what stood out to you, and what questions you may have.
  - Conducting a quick poll.
  - Going over next steps.
- *NEXT SLIDE*

Slide 44:   **6 Key Takeaways**

Presenter: [NAME]

Duration: 2 min.

NOTE – Technical Assistant:

■ This slide has 3 builds/clicks to display the key takeaways one a time as the facilitator discusses each (see below).

Present:

■ Review key takeaways.

 – We covered a lot of ground in this session. Let's review a few key takeaways.

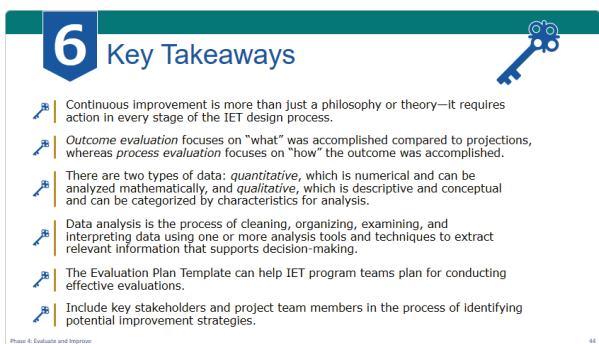 ○ *We started by talking about continuous improvement and the continuous improvement cycle. Continuous improvement is more than just a philosophy or theory—it requires action in every stage of the cycle. The continuous improvement cycle represents the iterative nature of the continuous improvement process.*

 ○ *We discussed two types of evaluation: outcome and process evaluation. Remember that outcome evaluation focuses on "what" was accomplished compared to what you expected to accomplish. In other words, how effective the program is in producing change, whereas process evaluation focuses on "how" the outcome was accomplished—what worked well, what didn't work well, and why? Remember that it's in the process evaluations that you'll see opportunities to improve any outcomes that fell below expectations.*

 ○ *As we moved into the topic of identifying data and data sources, we talked about two types of data: quantitative, which is numerical and can be analyzed mathematically, and qualitative, which is descriptive and conceptual and can be categorized by characteristics for analysis. Once you have your outcome and process questions, you'll want to identify the data you need to answer the questions and where you will obtain those data.*

 ○ *Moving into the Evaluate and Improve phase, your evaluator or evaluation team will analyze the data collected as you implement your program. Data analysis is a primary task in this phase. Data analysis is the process of cleaning, organizing, examining, and interpreting data using one or more analysis tools and techniques to extract relevant information that supports decision-making.*

 ○ *It's important to include key stakeholders and project team members in the process of identifying potential improvement strategies. Remember, people support what they help create. Your evaluation plan should describe how your team will make decisions about improvement.*

 ○ *And finally, the Evaluation Plan Template provided in the IET Planning Tool of the IET Toolkit helps IET program teams plan steps for conducting effective evaluations, whether in-house or third-party evaluations.*

■ *NEXT SLIDE*

Slide 45:   **Group Discussion: Reflection (Optional)**

Presenter: [NAME]

Duration: 8 min.

 NOTE – IET Training Team:

- This is an optional discussion that can be conducted with the whole group of participants, or you may choose to conduct it in breakout groups and then ask groups to share one or two things they discussed.

 Discuss:

- Lead a group discussion reflecting on what was covered in this phase.
  Possible question:

  – How might what you learned today inform the way you evaluate your IET program to support continuous improvement?

- As time allows, ask if there are any questions about what was covered in this session.

- *NEXT SLIDE*

Slide 46:   **Poll: Confidence Level (Optional)**

Presenter: [NAME]

Duration: 2 min.

NOTE – IET Training Team:

- This is an optional poll. You can choose to delete or modify it as needed. Remember to do the same in the slide deck.

Poll:

- Introduce the poll question and ask participants to respond.

  - How prepared do you feel to incorporate the continuous improvement and evaluation concepts you learned in this session into your processes

    A. I feel very prepared.

    B. I feel somewhat prepared.

    C. I may need more training/support first.

- If in-person, read the options and have participants raise their hands ("Raise your hand if you feel very prepared." "Who feels somewhat prepared?" "Raise your hand if you feel you may need more training or support first?").

- If virtual, ask technical assistant to launch poll and give participants a little time to respond, then share the results.

- *NEXT SLIDE*

Slide 47:   **Next Steps**

Presenter: [NAME]

Duration: 2 min.

NOTE – IET Training Team:

- Modify this slide and the next to fit your structure and schedule. For example, add dates and times where indicated.

Present:

- Use the PPT slide to discuss the date and time of the Design Camp closing session (if applicable).

- Encourage them to attend the closing session, which will wrap up Phase 4 and the IET Design Camp.

    - We'll spend time in the Closing session in discussion on Phase 4, with an emphasis on sharing continuous improvement practices and ideas for using results with your program stakeholders.

    - We'll also use the time to wrap up the Design Camp and share learning and next steps.

- Thank everyone for their participation and end the session.

AFTER THE SESSION

Follow-Up Recommendations

- Send an email to check in with participants before the Closing session.

- Remind them to come prepared to:
  - Discuss Phase 4: Evaluate and Improve.
  - Share how they are thinking about continuous improvement planning for your IET programs and/or other programs, along with how they are sharing results with program stakeholders.
  - Share their key takeaways from the Design Camp and next steps that they are planning as the IET Design Camp concludes.