IET Design Camp

Phase 4: Evaluate and Improve

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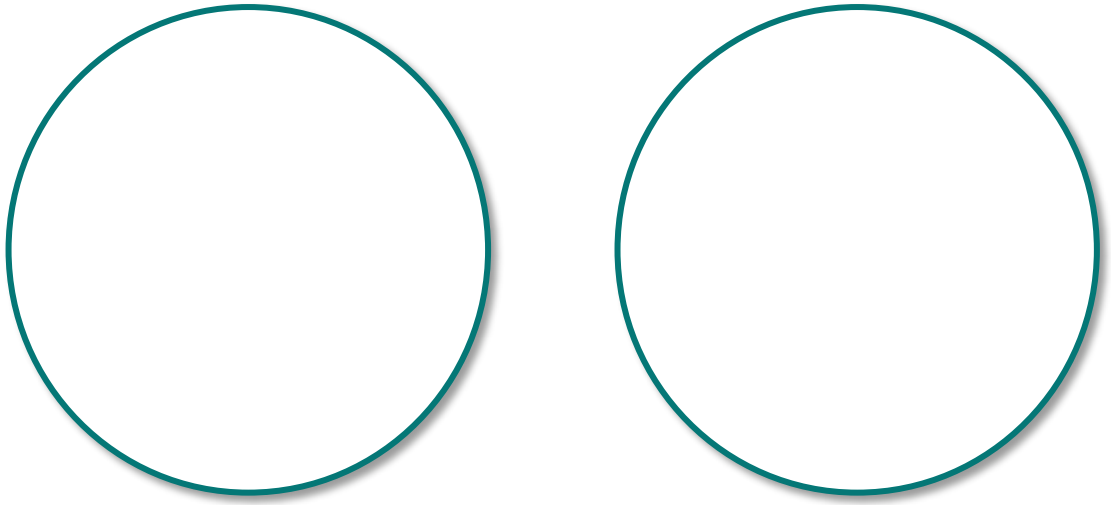
- We recommend using your computer for audio to facilitate participation.
- Please mute your microphone and turn on your camera.
- During the webinar, chat the entire group for questions and comments related to the content.
- If you experience problems during the webinar, message or email _____ at _____.

Remember to take notes in your Participant Guide!

Agenda

1) Session Introduction
2) Continuous Improvement
3) Program Evaluation Basics
4) Data Sources and Evaluation Tools
5) Data Analysis and Improvement Strategies
6) Evaluation Plan Development
7) Session Wrap-Up

Today's Trainers



IET Design Camp

WE ARE HERE

WEEK 1	WEEKS 2 & 3	WEEKS 4 & 5	WEEKS 6 & 7	WEEKS 8 & 9
Orientation	**Phase 1: Research and Assess**	**Phase 2: Design and Plan**	**Phase 3: Develop and Implement**	**Phase 4: Evaluate and Improve**
MONDAY Toolkit reading assignment	**MONDAY** Toolkit reading assignment	**MONDAY** Toolkit reading assignment	**MONDAY** Toolkit reading assignment	**MONDAY** Toolkit reading assignment
TUESDAY Training Webinar	**TUESDAY** Training Webinar	**TUESDAY** Training Webinar	**TUESDAY** Training Webinar	**TUESDAY** Training Webinar
	WED – MON Team Activity	**WED – WED** Team Activity	**WED – WED** Team Activity	**WED – WED** Team Activity
	TUESDAY Cohort Discussion	**THURSDAY** Cohort Discussion	**THURSDAY** Cohort Discussion	**THURSDAY** Closing Session

Review of Phase 3: Develop and Implement

An IET program has a single set of learning objectives that identify the specific adult education content, workforce preparation activities and workforce training competencies to ensure the IET program activities are organized to function cooperatively.

An effective integrated learning objective has three components:

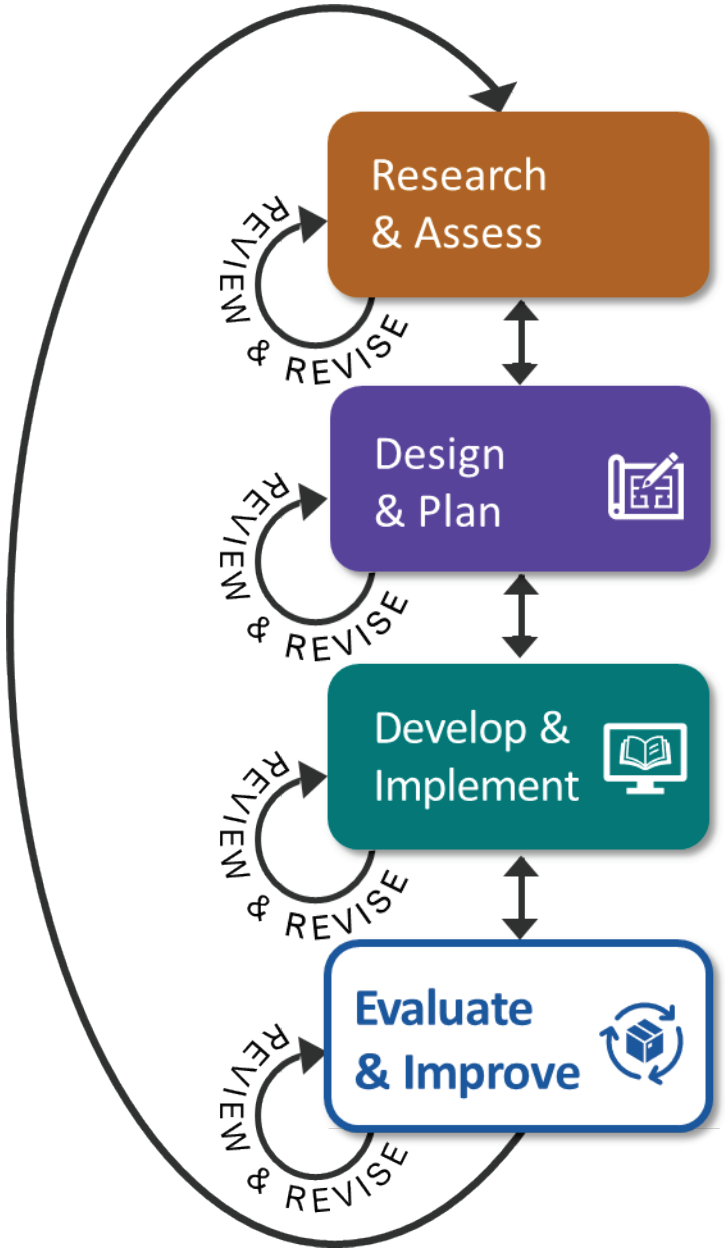
1) **Conditions** under which the learner will demonstrate competency
2) **Behavior** the learner will perform to demonstrate competency (action verbs)
3) **Criteria** by which competency will be measured

Together, the integrated learning objectives across the curricula become the SSLO.

Building out the contextualized units, lessons, activities, and assessments is an iterative process that requires close collaboration.

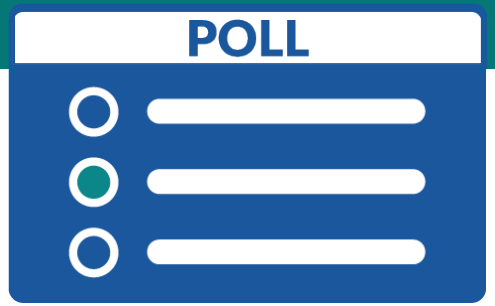
The IET program should first be implemented with fidelity (as it was designed) in order to accurately measure the impact of your planned intervention strategies and inform continuous improvement decisions.

Key Tasks for Evaluate & Improve Phase



- ☑ Analyze collected data
- ☑ Present results to stakeholders
- ☑ Consider options for more rigorous evaluation
- ☑ Take action on improvement strategies

Poll: Current Evaluation and Continuous Improvement Efforts



Which of these statements best describes your current evaluation and continuous improvement efforts?

Choose one:

A. I/We have solid evaluation and continuous improvement processes in place.

B. I/We have started evaluation planning but haven't thought much about continuous improvement. We could use some help.

C. I/We have not begun to think about evaluation or continuous improvement and aren't sure how/where to start.

Integrate Continuous Improvement

Defining Continuous Improvement

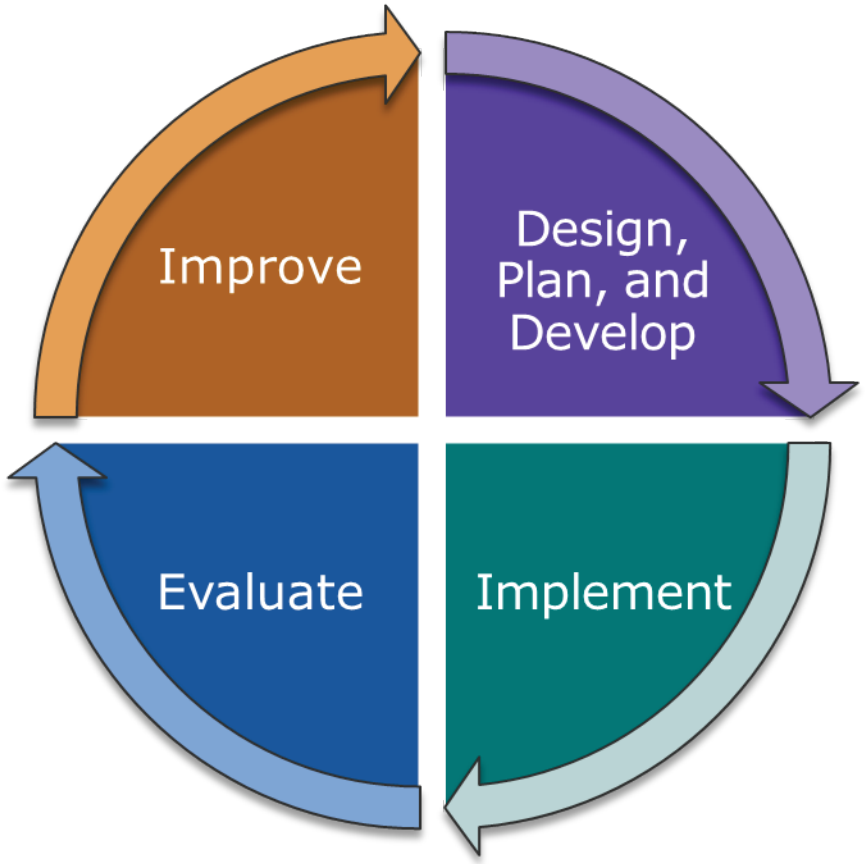
Continuous Improvement in Practice

Benefits of Integrating Continuous Improvement

What is continuous improvement?

In Educational Programs:

Continuous improvement is the ongoing *examination* of program and learner outcomes and the processes that impact them. It also involves *identification* and *implementation* of strategies to improve the outcomes.

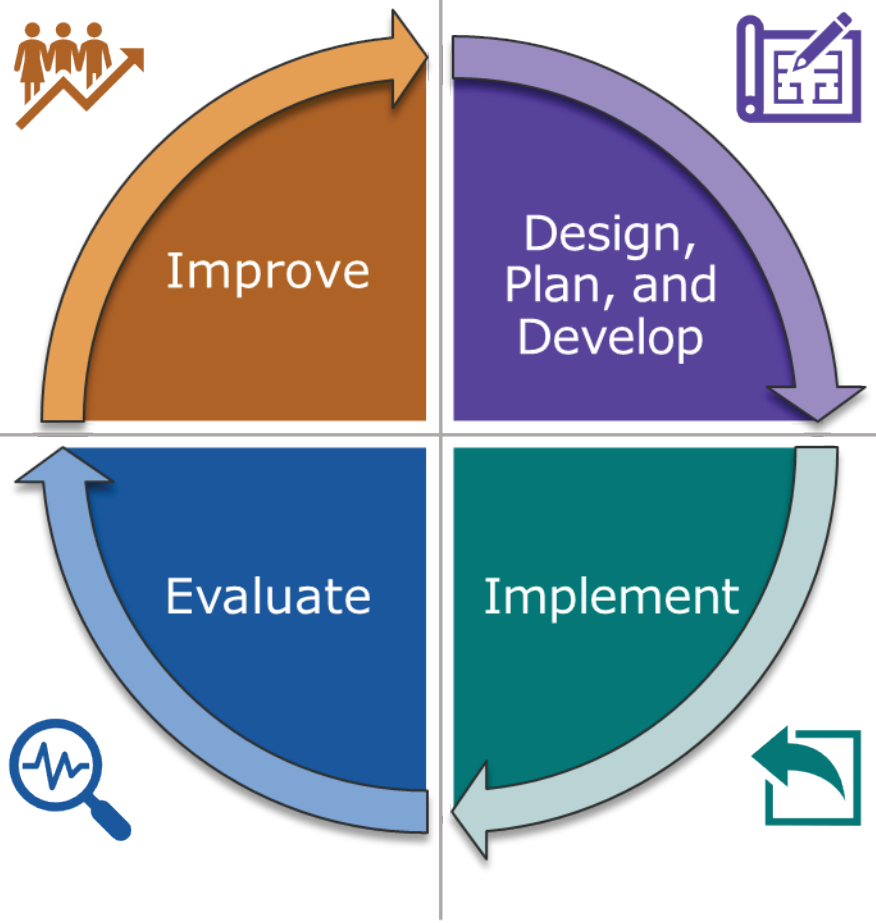


Continuous Improvement Cycle

Continuous Improvement in Practice

Identify and **select** improvement strategies.

Plan how and when you will develop, deliver, and evaluate the program.



Evaluate the data and **analyze** the results.

Activate the plans, monitor implementation, and **collect data**.

Continuous Improvement Cycle

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.

Group Discussion: Continuous Improvement

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?

Please share your experiences and ideas with the group.

Program Evaluation Basics

Starting with a Plan

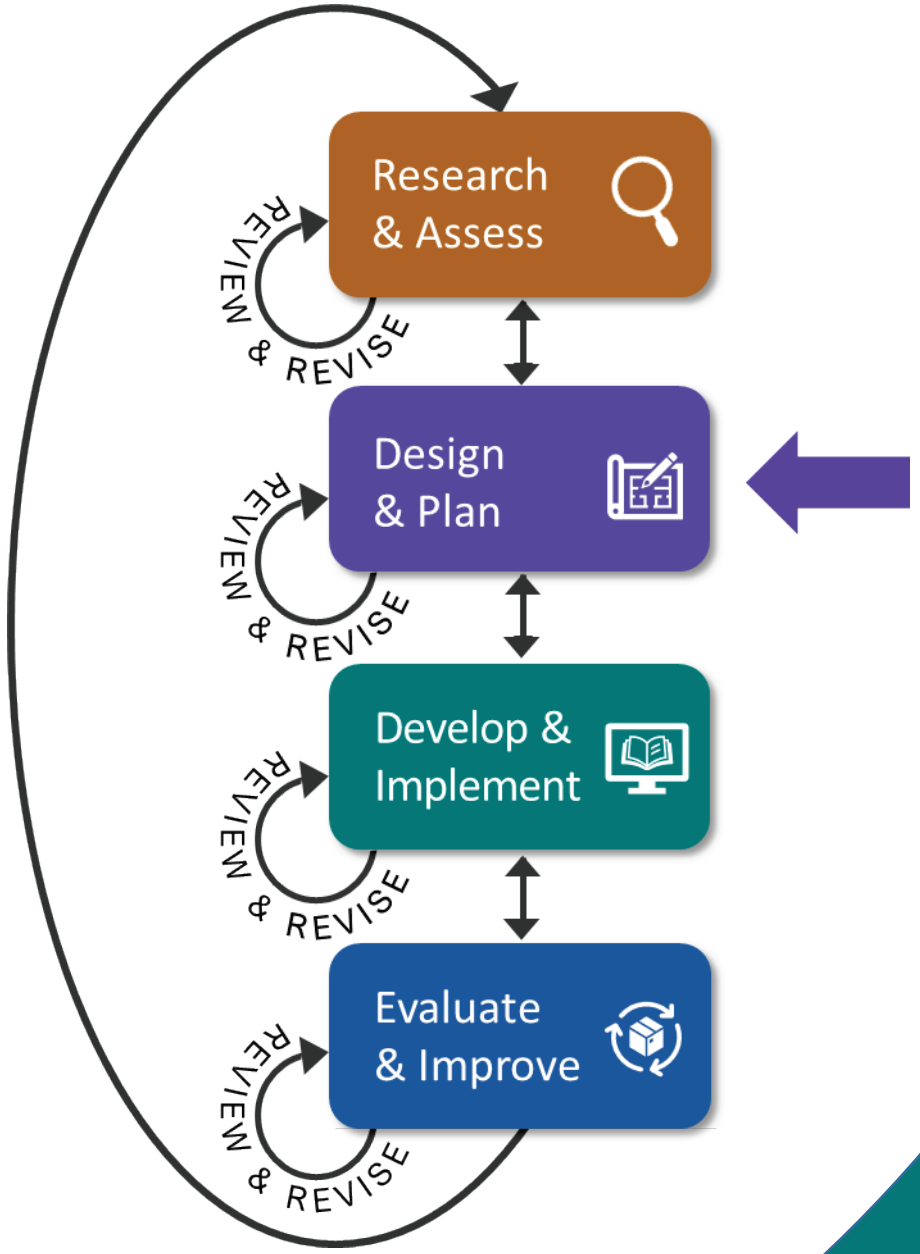
Reviewing the Three Types of IET Goals

Evaluating Processes and Outcomes

Exploring Process and Outcome Questions

Examining Equity

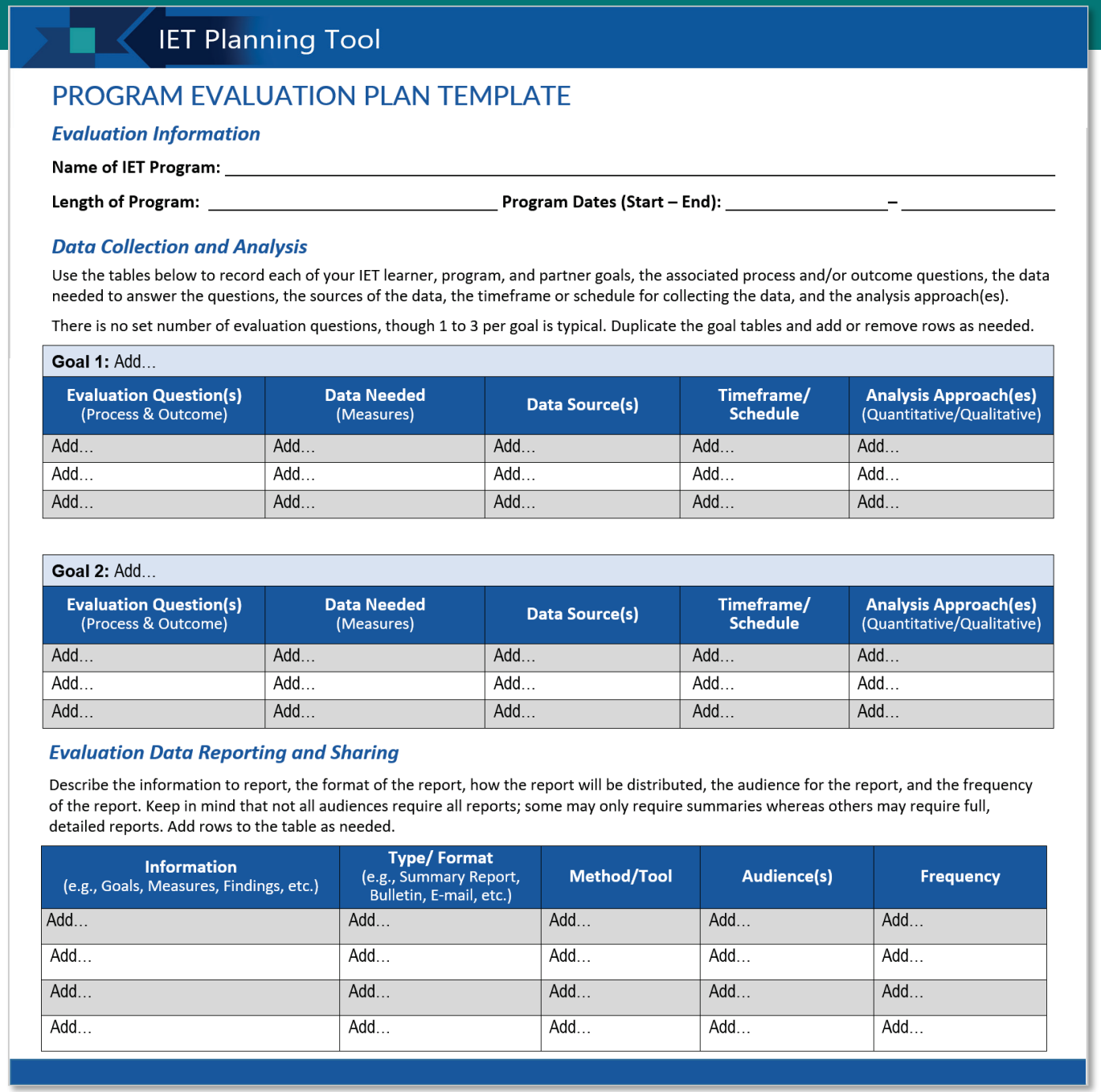
Breakout Group Activity: Practice developing process and outcome questions



Evaluation Starts with Planning

Evaluation plans should outline:

- Intended accomplishments (program goals)
- Questions to answer to evaluate the goals
- Data needed to answer the questions
- Data sources
- Timing of data collection
- Analysis method(s)
- Decision-making process



IET Planning Tool

PROGRAM EVALUATION PLAN TEMPLATE

Evaluation Information

Name of IET Program: _____

Length of Program: _____ **Program Dates (Start – End):** _____ – _____

Data Collection and Analysis

Use the tables below to record each of your IET learner, program, and partner goals, the associated process and/or outcome questions, the data needed to answer the questions, the sources of the data, the timeframe or schedule for collecting the data, and the analysis approach(es).

There is no set number of evaluation questions, though 1 to 3 per goal is typical. Duplicate the goal tables and add or remove rows as needed.

Goal 1: Add…

Evaluation Question(s) (Process & Outcome)	**Data Needed** (Measures)	**Data Source(s)**	**Timeframe/ Schedule**	**Analysis Approach(es)** (Quantitative/Qualitative)
Add…	Add…	Add…	Add…	Add…
Add…	Add…	Add…	Add…	Add…
Add…	Add…	Add…	Add…	Add…

Goal 2: Add…

Evaluation Question(s) (Process & Outcome)	**Data Needed** (Measures)	**Data Source(s)**	**Timeframe/ Schedule**	**Analysis Approach(es)** (Quantitative/Qualitative)
Add…	Add…	Add…	Add…	Add…
Add…	Add…	Add…	Add…	Add…
Add…	Add…	Add…	Add…	Add…

Evaluation Data Reporting and Sharing

Describe the information to report, the format of the report, how the report will be distributed, the audience for the report, and the frequency of the report. Keep in mind that not all audiences require all reports; some may only require summaries whereas others may require full, detailed reports. Add rows to the table as needed.

Information (e.g., Goals, Measures, Findings, etc.)	**Type/ Format** (e.g., Summary Report, Bulletin, E-mail, etc.)	**Method/Tool**	**Audience(s)**	**Frequency**
Add…	Add…	Add…	Add…	Add…
Add…	Add…	Add…	Add…	Add…
Add…	Add…	Add…	Add…	Add…
Add…	Add…	Add…	Add…	Add…

Program Evaluation Plan Template

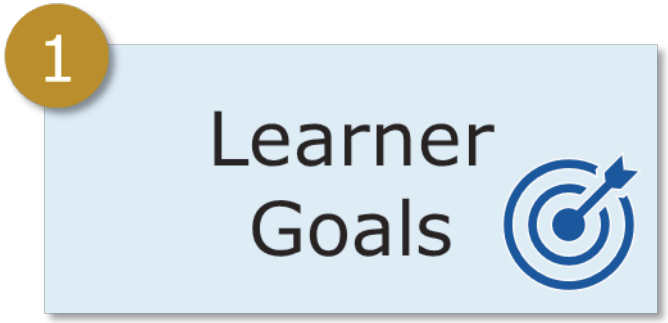
Helps evaluators and IET program designers plan steps to conduct effective evaluations and incorporate continuous improvement into your IET program.

Toolkit Section 2.4 and IET Planning Tool

Three Types of IET Goals – Review

1. Learner Goals
2. Program Goals
3. Partner Goals

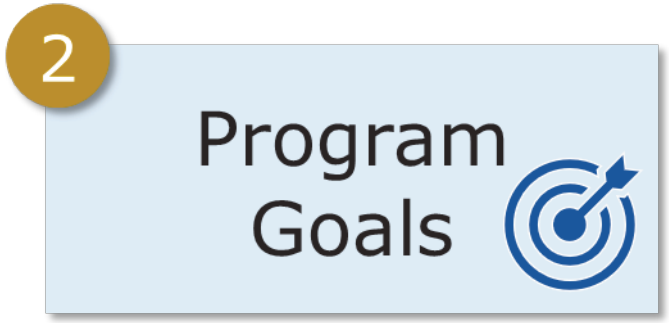
Three Types of IET Goals – Learner



Learner goals describe expected successful workforce and academic outcomes for the target population.

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

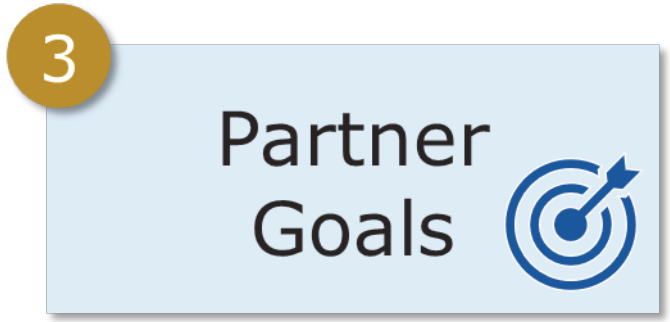
Three Types of IET Goals – Program



Program goals describe the overall desired outcomes of the program.

Example: 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.

Three Types of IET Goals – Partner



Partner goals focus on engagement or outcomes important to partners.

Example: Each term, the American Job Center will provide Individual Training Accounts (ITAs) to fund the training component and co-enroll learners into Title I where they will also receive individualized career services that prepare them to apply, interview, and obtain employment in the target IET occupation upon successful completion of the IET program.

Evaluating Outcomes and Processes

Outcome Evaluation (the "what")

- Measures the results (outcomes) of a program's intervention strategies and activities against its projections.
- Usually relates to:
  - Progress toward learner, program, and partner goals.
  - Achievement of learner, program, and partner goals.

Process Evaluation (the "how")

- Examines the experience and perceptions of learners, partners, and staff regarding the program's design and development efforts and activities to determine their impact on the outcomes.
- Usually relates to:
  - Quality of the program design process.
  - Fidelity of program implementation.
  - Effectiveness of IET curricula and instruction.

Outcome and Process Questions

Outcome Question Examples

- What are students' learning gains?
- How many participants successfully complete the program?
- What are the job placement rates for the program?
- Was the outcome better for certain groups of learners than others?
- Which learners are accessing available supports?

Process Question Examples

- To what extent was the program implemented with fidelity?
- What problems were encountered in delivering the program?
- What is causing lower- or higher-than-expected learning gains?
- Why are certain groups of learners accessing supports and not others? What impact is it having on their success in the program?
- How engaged are employer partners in the program?

How will we know?
What evidence do we need?
How will we obtain it?

Group Discussion: Examining Equity

Questions: What questions should you ask to ensure that you are implementing an equitable program?

Data: Where do you need to collect and use demographic data to review equity?

Please share your experiences and ideas with the group.

Breakout Group Activity #1

Practice developing outcome and process questions

15 min.

- Read the scenario.
- Select a learner, program, or partner goal from the provided list.
- Develop one or two outcome and one or two process questions that will help you evaluate the goal.
- Identify a spokesperson to summarize and report out.

Identify Data Sources and Evaluation Tools

Types of Data

Exploring Data Sources

Connecting Measures and Data Sources

Two Types of Data

Quantitative

- Numerical
- Can be analyzed mathematically

EXAMPLE:

Demographics of IET participants:

- 80% male
- 20% female
- 80% white
- 15% black
- 5% other race(s)

Qualitative

- Descriptive/conceptual
- Can be categorized for analysis

EXAMPLE:

Employer-suggested improvements:

- Workforce preparation skills training
- Increase # of people with disabilities
- Company site visits

Exploring Data Sources

- Align your data with your program goals.
- What data do you already have?
  - Where is it stored?
  - How will you access it?
- What data will you need to collect?
  - How will you collect it?
  - How often will you collect it?
  - Where will it be stored?
  - How will you access it?

Toolkit Section 3.3

Connecting Measures and Data Sources

Measures	Data Sources
The quality of collaboration between adult education (AE) and English language learners (ELL) instructors, the occupational skills trainer, and programs is rated at least above average.	▪ Survey responses of learners, adult education instructors and occupational trainers ▪ Direct observation
70% or more program participants make a measurable skill gain of at least 5%.	Course management data
At least 20% of program participants are from underrepresented populations (e.g., minorities, English language learners, etc.) identified during the needs assessment.	▪ Needs assessment documentation ▪ Course management data
80% or more of learners earn an industry-recognized credential.	▪ Program management data ▪ Learner responses on post-completion survey

Data Collection Methods and Evaluation Tools

Collection Methods	Evaluation Tools and Instruments to Prepare
Program data and document review	▪ Performance reporting and course management data collection tools (may already exist) ▪ Lists of systems and documents that align to your program evaluation goals for tracking purposes
Direct observation and classroom visits	▪ Observation protocols ▪ Classroom visitation checklists
Interviews and focus groups	▪ Interview questionnaires and protocols ▪ Focus group questions
Surveys	▪ Items or questions (electronic or paper version) ▪ Response options (e.g., multiple choice, multiple select, open-ended)
Staff and/or leadership meetings	▪ Shared calendar/scheduling system ▪ Meeting minutes

Group Discussion: Data Collection

- What types of data do you collect that have been helpful in your program evaluation efforts?
- What types of data does your state agency or program collect that have been helpful in your program evaluation efforts?
- Have you set up any unique data collection activities?
- How are you getting student or partner feedback?

Please share your experiences and ideas with the group.

Analyze Data, Share Results, and Select Improvement Strategies

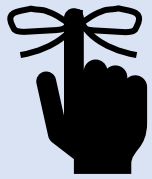
Analyzing the Data
Documenting Findings and Recommendations
Sharing Evaluation Results
Documenting Findings and Recommendations
Identifying and Selecting Improvement Strategies

Analyzing Data

What is data analysis?

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.

*Cleaning: Removing duplicate, erroneous, incorrect data before analyzing it.



TIP:

Looking at the data in different ways from different perspectives can provide insights you did not notice before.

Documenting Findings and Recommendations

Document the evaluation findings and recommendations for addressing any outcomes that fell below expectations.

SAMPLE EVALUATION FINDINGS AND RECOMMENDATIONS FORM

IET Goal	Findings and Evidence	Evaluator Recommendations	Selected Improvement Strategy/ies

Sharing Results

- Refer to your evaluation plan to understand who your stakeholders are and what their communication needs are regarding evaluation results (i.e., details/timing/frequency).
- Impactful evaluation reports and summaries link results to the IET program's evaluation goals with appropriate documentation and descriptions of analysis and evaluation methods used.
- Include recommendations tailored to the program goals.

See section 4.1 of the IET Toolkit

Identifying and Selecting Improvement Strategies

Include key stakeholders and project team members in the process of identifying potential improvement strategies.

Explain the purpose of evaluation → Review the findings → Review and discuss evaluator's suggestions → Brainstorm and select improvement strategies → Create an action plan

Be open to the fact that your program evaluation may lead to the conclusion that you need to modify, redesign, or even discontinue your program.

Develop an Evaluation Plan

Program Evaluation Plan: Getting Started

Example Program Evaluation Plan for Sample IET Program

Breakout Group Activity

Preparing for Third-Party Evaluations

Program Evaluation Plan: Getting Started

PROGRAM EVALUATION PLAN TEMPLATE

Evaluation Information

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Length of Program: _____ **Program Dates (Start – End):** _____ – _____

Data Collection and Analysis

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Add…	Add…	Add…	Add…	Add…
Add…	Add…	Add…	Add…	Add…

Example IET Program: ABC Adult Education – Auto Technician

(Participant Guide, Appendix D, item D2)

- The program integrates basic skills and workforce preparation skills within an Auto Tech training program that prepares students to test for the ASE Service Consultant Certification and apply for entry-level employment in the automotive service industry.
- Prospective students take an interest inventory and AE math and reading pretests.
- The program is presented as 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.
  - Basic skills instructor provides opportunities to improve English language literacy, reading, writing, math, and soft skills through contextualized instruction.
- Students also develop training goals and job seeking skills.
- Completers may continue in 900 hours (3 courses) of the automotive technology training program to prepare for the A Series ASE-Certified Master Automobile Technician test.

(Adapted from https://www.calpro-online.org/documents/CALPRO2017Brief-IET-508.pdf)

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)
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
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

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)
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
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

Breakout Group Activity #2

Practice creating an evaluation plan

15 min.

- Return to your group handout with your goal and process and outcome questions from breakout activity #1.
- Discuss the data you need to evaluate the goal and answer your questions.
- Determine the data source(s), timing or frequency, and analysis method(s) you'll use to evaluate the goal.
- Complete the remaining columns for each question in the Program Evaluation Plan Template provided.
- Identify a spokesperson to summarize and report out.

Preparing for Third-Party Evaluations

- WIOA emphasizes building evidence.
- Documenting your goals for the program positions you well for internal and external evaluation.
- Planning for and implementing data collection activities positions you well, including working through questions about data access.
- More resources are available—you don't have to go it alone.
  - IET Toolkit Section 4.2
  - Department of Labor's Evaluation and Research Hub on the WorkforceGPS website: https://evalhub.workforcegps.org/

Wrap-Up

Key Takeaways

Reflections/Questions

Next Steps

6 Key Takeaways

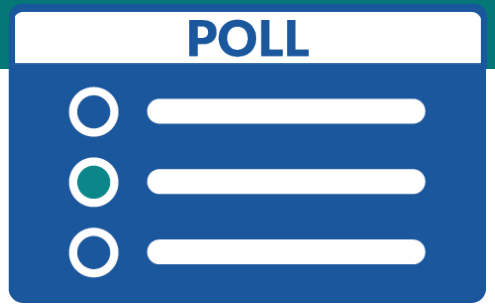
- Continuous improvement is more than just a philosophy or theory—it requires action in every stage of the IET design process.
- *Outcome evaluation* focuses on "what" was accomplished compared to projections, whereas *process evaluation* focuses on "how" the outcome was accomplished.
- There are two 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.
- 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.
- The Evaluation Plan Template can help IET program teams plan for conducting effective evaluations.
- Include key stakeholders and project team members in the process of identifying potential improvement strategies.

Group Discussion

Reflect on today's topics.

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

Poll: Confidence Level



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

Select 1:

A. I am very prepared.

B. I am somewhat prepared.

C. I may need more training/support.

Next Steps

- Design Camp Closing Session: [ENTER DATE/TIME]
  - Focus on Phase 4, with an emphasis on continuous improvement practices and using results with stakeholders
  - Wrap up the Design Camp