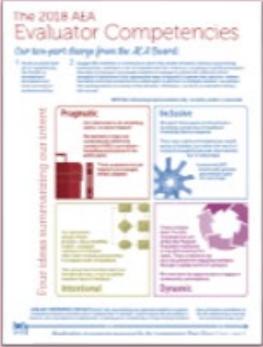
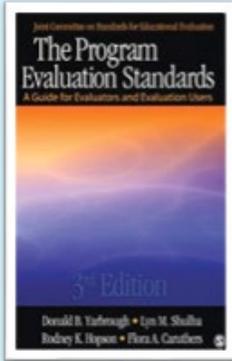


WEBINAR | 10.13.2022

What Makes a Good AGEP Alliance Evaluation?

HANDOUT

Resources for planning an AGEP Alliance Evaluation

Evaluators		Evaluations	
			
<u>AEA Evaluator Competencies</u>	<u>AEA Guiding Principles</u>	<u>JCSEE Program Evaluation Standards</u>	<u>NSF Handbook for Program Evaluation</u>
Focus on the role of being an evaluator		Focus on how to design and conduct an evaluation	
Competencies:	Principles:	Standards:	Topics:
<ul style="list-style-type: none"> Professional Practice Methodology Context Planning & Management Interpersonal 	<ul style="list-style-type: none"> Systemic Inquiry Competence Integrity Respect for People Common Good and Equity 	<ul style="list-style-type: none"> Utility Feasibility Propriety Accuracy Accountability 	<ul style="list-style-type: none"> Formative/ Summative Evaluation Questions Evaluation Design Data Collection Culturally Responsive Evaluation Reporting Findings

Common Elements Across Resources

- ① Evaluator Independence
- ② Evaluation Leadership & Management
- ③ Approach & Evaluation Questions
- ④ Data Quality, Accuracy, and Validity
- ⑤ Data-driven Findings and Recommendations

① Evaluator Independence

	Evaluator Competencies	Guiding Principles	Evaluation Standards	NSF Handbook
<i>Statement</i>	Facilitates shared understanding of the program and its evaluation with stakeholders	Clearly communicate, justify, and address concerns related to procedures or activities that are likely to produce misleading evaluative information or conclusions. Consult colleagues for suggestions on proper ways to proceed if concerns cannot be resolved and decline the evaluation when necessary.	Evaluations should promote responsible and adaptive use while guarding against unintended negative consequences and misuse.	The responsibility that educational evaluators have is to recognize their own personal cultural preferences and to make a conscious effort to minimize any undue influence they might have on the work.
<i>Resource Component</i>	Context	Integrity	Utility	Culturally Responsive Evaluation

② Evaluation Leadership & Management

	Evaluator Competencies	Guiding Principles	Evaluation Standards	NSF Handbook
<i>Statement</i>	Negotiates and manages a feasible evaluation plan, budget, resources, and timeline.	Ensure that the evaluation team possesses the education, abilities, skills, and experiences required to complete the evaluation competently.	Evaluations should use effective project management strategies	Principal investigators and project directors may also find the logic model useful for project management. It provides a framework for monitoring the flow of work and checking whether required activities are being put in place as expected.
<i>Resource Component</i>	Planning & Management	Competence	Feasibility	Conceptual Model

③ Approach & Evaluation Questions

	Evaluator Competencies	Guiding Principles	Evaluation Standards	NSF Handbook
<i>Statement</i>	Selects evaluation approaches and theories appropriately. <hr/> Designs credible and feasible evaluations that address identified purposes and questions.	Explore with primary stakeholders the limitations and strengths of the core evaluation questions and the approaches that might be used for answering those questions.	Evaluations should employ technically adequate designs and analyses that are appropriate for the evaluation purposes.	A logic model identifies these program elements and shows expected connections among them. Logic models are closely linked to approaches to evaluation that stress the importance of having a theory of change that underlies a project (Frechtling, 2007). This theory can be based on empirical research or practical experience. The purpose of the evaluation is to gather data than can test—affirm or reject—the proposed theory of change.
<i>Resource Component</i>	Professional Practice <hr/> Methodology	Systemic Inquiry	Accuracy Standards	The Evaluation Process

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Data Quality, Accuracy, and Validity

	Evaluator Competencies	Guiding Principles	Evaluation Standards	NSF Handbook
Statement	<p>Collects and analyzes data using credible, feasible, and culturally appropriate procedures.</p> <hr/> <p>Manages and safeguards evaluation data.</p>	<p>Accurately and transparently represent evaluation procedures, data, and findings.</p>	<p>The accuracy standards are intended to increase the dependability and truthfulness of evaluation representations, propositions, and findings, especially those that support interpretations and judgments about quality.</p>	<p>Michael Q. Patton (1991) pointed out that evaluation should strive for accuracy, validity, and believability. Patton (2008) further stated that evaluation should assure that the information from it is received by the “right people.” Building on his cogent observation, we would add that the “right people” are not restricted to the funding agency and project or program administration and staff, but should include a wide range of individuals who have an interest or stake in the program or project.</p>
Resource Component	<p>Methodology</p> <hr/> <p>Planning & Management</p>	<p>Integrity</p>	<p>Accuracy Standards</p>	<p>Disseminating and Using the Results</p>

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Data-driven Findings and Recommendations

	Evaluator Competencies	Guiding Principles	Evaluation Standards	NSF Handbook
Statement	<p>Interprets findings/results in context.</p> <hr/> <p>Uses evidence and interpretations to draw conclusions, making judgments and recommendations when appropriate.</p>	<p>Promote transparency and active sharing of data and findings with the goal of equitable access to information in forms that respect people and honor promises of confidentiality.</p>	<p>Evaluation reasoning leading from information and analyses to findings, interpretations, conclusions, and judgments should be clearly and completely documented.</p>	<p>The final task is to present the results of the varied analyses, to integrate the separate analyses into an overall picture, and to develop conclusions regarding what the data show. Sometimes this integration of findings becomes very challenging, as the different data sources do not yield It is very likely that the initial analyses will raise as many questions as they answer.</p>
Resource Component	<p>Methodology</p>	<p>Common Good and Equity</p>	<p>Accuracy Standards</p>	<p>Analyzing the Data</p>