



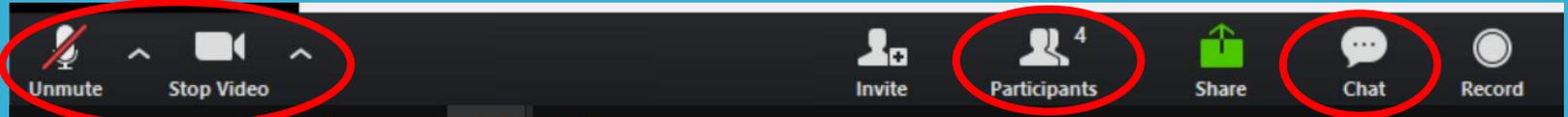
This webinar is being recorded

WHAT MAKES A GOOD AGEPE ALLIANCE EVALUATION?

An AGEPE ECBC Webinar

October 13, 2022

- ### Suggested Webinar Etiquette
1. Make sure your screen name has your name and alliance
 2. Mute yourself unless you are talking
 3. Turn on video when talking
 4. Use the chat to share thoughts, comments, questions at any time
 5. Use side by side mode for easy viewing

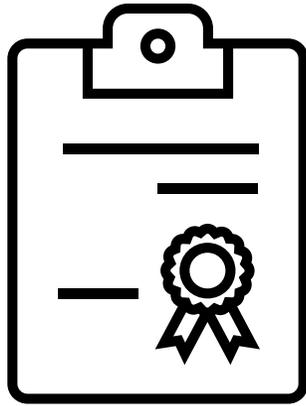


Agenda



- Welcome from Mark Leddy, NSF
- What makes a good evaluation?
 - What criteria inform evaluation quality?
 - What are common elements of quality evaluations?
 - How do aspects of quality connect to AGEP Alliance evaluations?
- Discussion
- Wrap up and next steps

WELCOME AND UPDATES FROM NSF



Part 1:

**What criteria
inform evaluation
quality?**

What are some criteria for considering evaluation quality?

June 2020 Components of the AGEP Alliance Model

Institutions & Teams	Targets/Transitions/Change Agents	Strategies & Interventions	Outcomes
Institutions <ul style="list-style-type: none"> History & Size Type (e.g., Carnegie Classification) Climate & Culture-Based Conditions Policies & Practices Governance Physical location Local economy Alliance Leadership & Participation <ul style="list-style-type: none"> Each institution must have an equal role in the Alliance, making a significant contribution to Alliance management & activities. Each institution, & all personnel, must have well-identified roles & responsibilities. 	Initial Target Groups Participating in Interventions <ul style="list-style-type: none"> URM graduate students (what stage?) and/or URM postdoctoral scholars (what stage?) and/or URM faculty (what stage?) Transition(s) for the Target Groups <ul style="list-style-type: none"> Graduate school into new postdoctoral scholar positions and/or new faculty and/or Postdoctoral scholars into new faculty and/or Faculty into retention and/or tenure & promotion Which Change Agents for Strategies & Interventions <ul style="list-style-type: none"> Institution leaders (Provosts/Deans), department chairs, faculty advisors & mentors, administrators, staff, family members, community, peers, and/or others: _____ 	Strategies <ol style="list-style-type: none"> Collaborations Institutionalization Sustainability Dissertation Parallel & Integrated Research Participant Level Interventions (must be evidence-base) <ol style="list-style-type: none"> Institution Level Interventions (must be evidence-base) <ol style="list-style-type: none"> 	Resulting in: <ul style="list-style-type: none"> PhD Candidate and/or Postdoctoral Research Scholars transition into Faculty positions Faculty promoted & tenured Model is fully developed, implemented, studied, evaluated, disseminated (DIS - ED), institutionalized and/or reproduced Peer reviewed publications about the model & integrated research

The 2018 AEA Evaluator Competencies
Our two-part charge from the AEA Board:

1. Frame an initial draft set of competencies that builds on foundational documents and in the next step in professionalizing
2. Engage AEA members in conversation about what makes evaluators distinct as practicing scholars & researchers, arriving at a set of competencies that serve as a roadmap for guiding evaluator education & training, encourage members to engage in critical self-reflection about strengths & limitations & find appropriate ways to engage & improve their practice & reflects the kinds of services evaluators are called upon to perform in multiple contexts & recognize the interdependence & overlap of the domains & illustrate—as much as evaluation theory—who we are!

NOTE: We're discussing program evaluation only—not policy, product, or personnel.

Four ideas summarizing our intent

Pragmatic

Our intent was to do something useful—to move forward!

We worked to frame the competencies within the context of AEA's core values—including social justice & the public good.

These competencies are meant to be changed, revised, adapted.

Inclusive

We spent three years on this process—receiving a great deal of feedback & working hard to respond.

This is not a series of revisions by a small group of insiders, but rather the result of a long & thoughtful process that reached out in many ways.

A proposed NDE volume will provide grounding & grit for next steps.

Intentional

Our systematic, design-driven process—like a modified Delphi—engaged members in a holistic effort with multiple perspectives & multiple forms of feedback.

The survey was the first step in an iterative process, a tool to gather member input & feedback.

Dynamic

There's motion here! The AEA Competencies are called the Program Evaluation Standards or the AEA Guiding Principles. These competencies are a document for engaging members through multiple forms of outreach.

We now have the opportunity to engage in community conversations.

2018 AEA CONFERENCE (CHICAGO) World Café style listening zone (gathered feedback on general competencies domains, presented lists of competencies, & members' comments about AEA processes to members & a set of foundational competencies) & listening zone at Wednesday & Friday evening receptions. 2015 Membership engagement workshop for the Competencies Task Force (2016-2018)

AMERICAN EVALUATION ASSOCIATION

Guiding Principles

The American Evaluation Association's mission is to improve evaluation practices and methods, increase evaluation use, promote evaluation as a profession, and support the contribution of evaluation to the generation of theory and knowledge about effective human action. Evaluation involves assessing the strengths and weaknesses of programs, policies, personnel, products, and organizations.

Joint Committee on Standards for Educational Evaluation

The Program Evaluation Standards

A Guide for Evaluators and Evaluation Users

3rd Edition

Donald B. Yarbrough • Lyn M. Shulha
 Rodney K. Hopson • Flora A. Caruthers

Directorate for Education and Human Resources

Division of Research and Learning in Formal and Informal Settings
 National Science Foundation

The 2010 User-Friendly Handbook for Project Evaluation

Handbook of Practical Program Evaluation, Fourth Edition
 By Kathryn E. Newcomer, Harry P. Hatry and Joseph S. Winkley
 Copyright © 2015 by Kathryn E. Newcomer, Harry P. Hatry and Joseph S. W.

CHAPTER TWELVE

CULTURALLY RESPONSIVE EVALUATION

Theory, Practice, and Future Implications^{*,†}
 Stafford Hood, Rodney K. Hopson, Karen E. Kirkhart

In the last two decades, the evaluation literature reflects increasing attention to culture and cultural contexts in the field. A lion's share of this literature has focused on culturally responsive evaluation (CRE) concepts and frameworks.¹ Much less literature considers the practice, practical application, or ways in which those in the field maximize the use of such frameworks. As this chapter will reveal, most of the current CRE literature discusses either theory or practice; very few, if any, provide discussions of both theoretical and practical applications of CRE.

As the practice of evaluation by non-profits, consultants, academics, and the general public grows, the need to use CRE in evaluation practice has increased because evaluators work in diverse cultural, contextual, and complex communities in the United States and in many other parts of the world. In this fourth edition of the Handbook, this chapter provides a core resource on the history, theory, and application of CRE. This opportunity to bring CRE theory and practice to a wider audience is set within an increasing global demand for monitoring and evaluation of public programs and the requirements by

*Acknowledgments: The authors thank Kathy Newcomer and two anonymous reviewers. Additionally, authors credit Elizabeth Kahl and Kelly D. Lane for their assistance with the technical and graphic design support of Figure 12.2.
 †This chapter reflects a long-term collaboration among these authors, each of whom made unique contributions to the conversation; therefore, the order of authorship is purposely alphabetical.

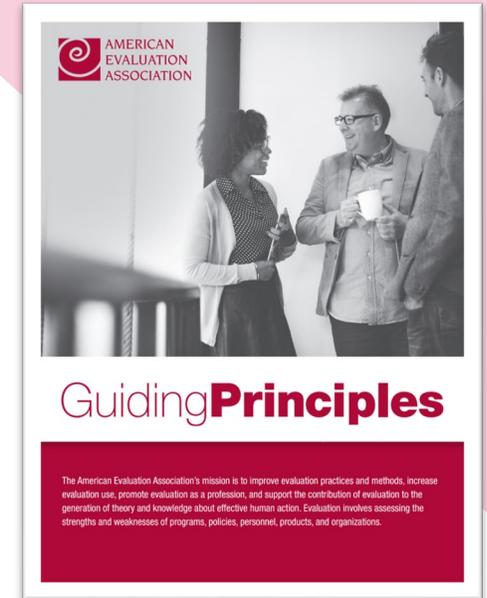
Some Starting Points

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

For Evaluators: Principles

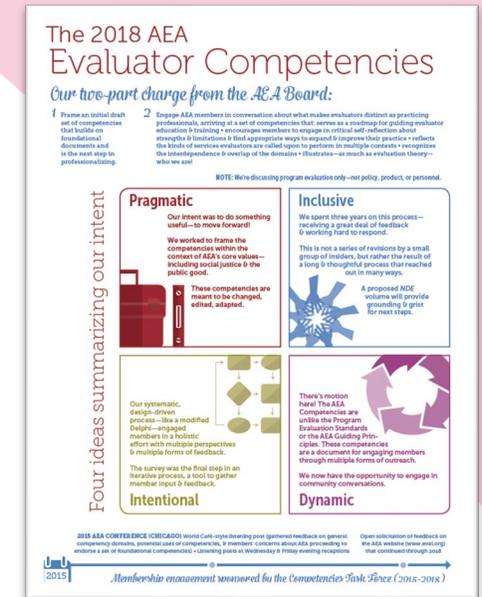
- Reflect AEA's core values
- Guide to professional and ethical conduct
- Interdependent and interconnected
- Cut across all stages of evaluation
- Updated in 2018, periodically revised since 1994
- Used to communicate expectations
- Defines a culturally competent evaluator as:
 - *"[an evaluators who] draws upon a wide range of evaluation theories and methods to design and carry out an evaluation that is optimally matched to the context. In constructing a model or theory of how the evaluation operates, the evaluator reflects the diverse values and perspectives of key stakeholder groups."*

- AEA Public Statement on Cultural Competence in Evaluation, 2011



For Evaluators: Competencies

- Roadmap for guiding evaluator education & training
- Encourages critical self-reflection
- Promotes finding appropriate ways to improve practice
- Reflects services evaluators are called upon to perform
- Recognizes the interdependence & overlap of the domains
- Includes multiple statements about culturally responsive evaluation, including:
 - *"The competent evaluator . . . Acts ethically through evaluation practice that demonstrates integrity and respects people from different cultural backgrounds and indigenous groups."*



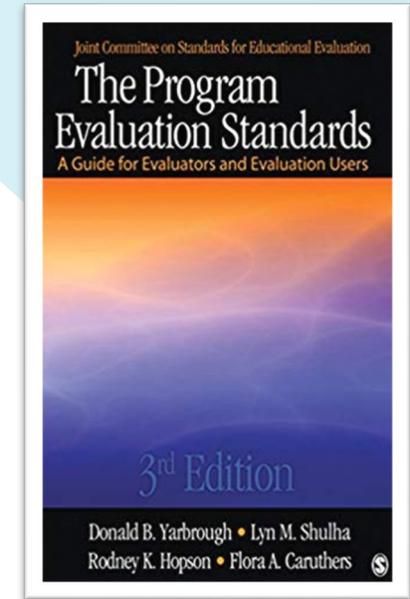
Learn more:



Volume 2020, Issue 168
Special Issue: The American
Evaluation Association's Program
Evaluator Competencies

For Evaluations: Standards

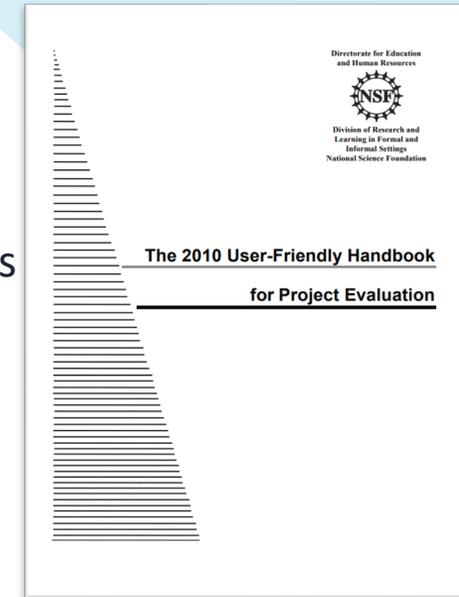
- 3rd edition, published in 2010
- Help clients find evaluation processes and products valuable in meeting their needs
- Increase evaluation effectiveness and efficiency
- Support what is proper, fair, legal, right and just in evaluation
- Increase the dependability and truthfulness of evaluation findings
- Encourage adequate documentation of evaluations



Corresponding checklist available from the [WMU Evaluation Checklists Project](#)

For Evaluations: Handbook

- Includes multiple types of evaluation
 - **Formative** = early stages of project, could be fidelity/implementation or progress focused
 - A formative evaluation assesses ongoing project activities.
 - The purpose of implementation evaluation is to assess whether the project is being conducted as planned.
 - The purpose of a progress evaluation is to assess progress in meeting the goals.
 - **Summative** = later stages of project
 - The purpose of summative evaluation is to assess a mature project's success in reaching its stated goals.
 - Summative evaluation collects information about outcomes and related processes, strategies, and activities that have led to them.
- Describes how to design and conduct evaluation
 - More on this in our next webinar!



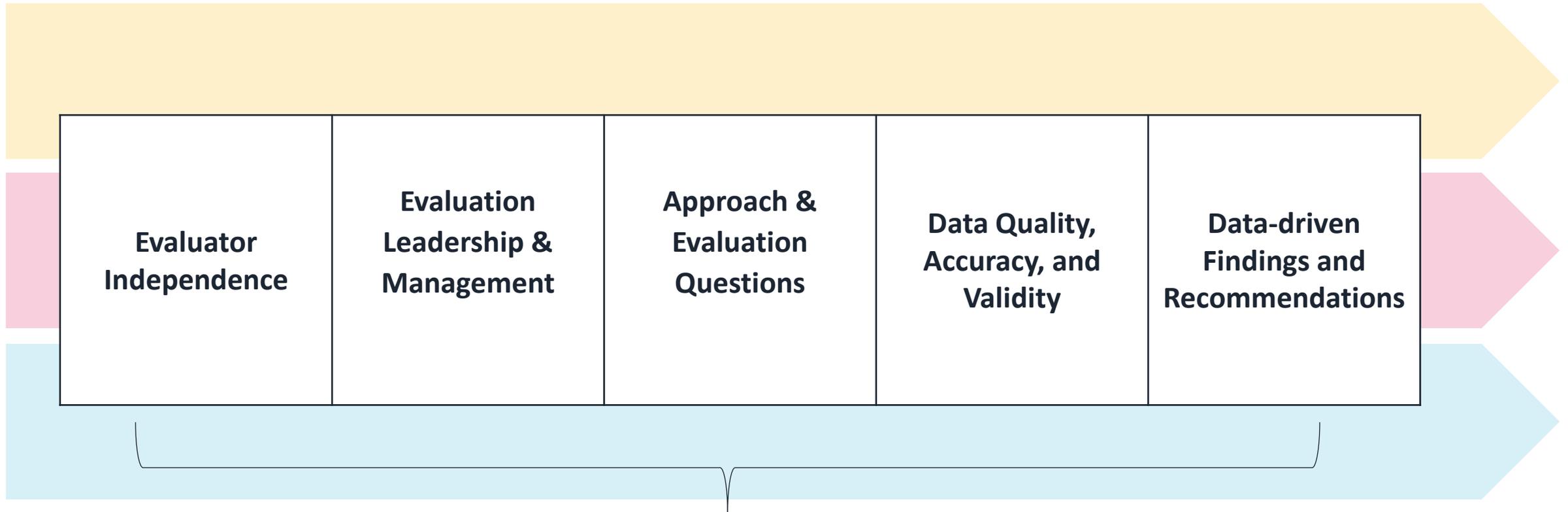
“When the cook tastes the soup, that’s formative; When the guests taste the soup, that’s summative.”
Bob Stake



Part 2:

What are common elements of quality evaluations?

Common Elements Across Resources



Culturally Responsive Evaluation (CRE) Considerations

See corresponding handout | [What Makes a Good AGEP Alliance Evaluation?](#)

Across All Stages of an Evaluation

Handbook of Practical Program Evaluation, Fourth Edition
By Kathryn E. Newcomer, Harry P. Hatry and Joseph S. Wholey
Copyright © 2015 by Kathryn E. Newcomer, Harry P. Hatry and Joseph S. Wh



CHAPTER TWELVE

CULTURALLY RESPONSIVE EVALUATION

Theory, Practice, and Future Implications^{*,†}

Stafford Hood, Rodney K. Hopson, Karen E. Kirkhart

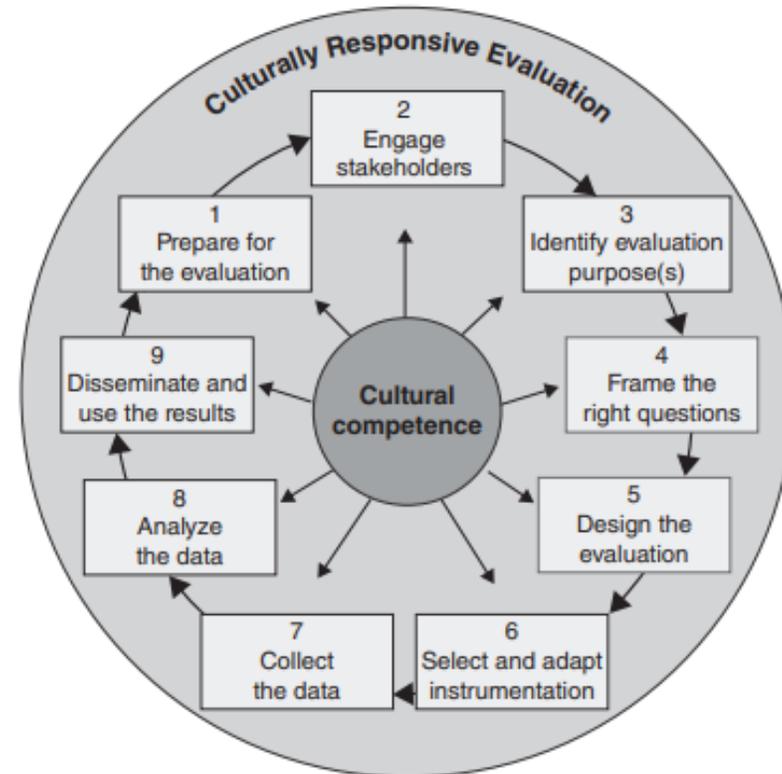
In the last two decades, the evaluation literature reflects increasing attention to culture and cultural contexts in the field. A lion's share of this literature has focused on culturally responsive evaluation (CRE) concepts and frameworks.¹ Much less literature considers the practice, practical application, or ways in which those in the field maximize the use of such frameworks. As this chapter will reveal, most of the current CRE literature discusses either theory or practice; very few, if any, provide discussions of *both* theoretical *and* practical applications of CRE.

As the practice of evaluation by non-profits, consultants, academics, and the general public grows, the need to use CRE in evaluation practice has increased because evaluators work in diverse cultural, contextual, and complex communities in the United States and in many other parts of the world. In this fourth edition of the Handbook, this chapter provides a core resource on the history, theory, and application of CRE. This opportunity to bring CRE theory and practice to a wider audience is set within an increasing global demand for monitoring and evaluation of public programs and the requirements by

^{*}*Acknowledgements:* The authors thank Kathy Newcomer and two anonymous reviewers. Additionally, authors credit Elizabeth Kahl and Kelly D. Lane for their assistance with the technical and graphic design support of Figure 12.2.

[†]This chapter reflects a long-term collaboration among these authors, each of whom made unique contributions to the conversation; therefore, the order of authorship is purposely alphabetical.

FIGURE 12.2. CULTURALLY RESPONSIVE EVALUATION FRAMEWORK.



1 | Evaluator Independence

What do we mean by this?

- Maintaining a separate role/identity from the program
- Acting as data collector to support program accountability
- Interpreting data based on evidence and what you are learning (as opposed to being invested in a particular outcome)
- Being positioned to give difficult feedback when needed

How is this represented across resources?

"Each institution, & all personnel, must have well-identified **roles & responsibilities**." - AGEP (see Alliance Leadership & Participation)

"Facilitates **shared understanding** of the program and its evaluation with stakeholders." - Evaluation Competencies (see Context)

"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." - NSF Handbook (see Culturally Responsive Evaluation)

"Evaluations should promote responsible and adaptive use while **guarding against unintended negative consequences** and misuse." - Evaluation Standards (see Utility)



"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." - Guiding Principles (see Integrity)

What does this look like in practice?



From the field

Charmagne Campbell-Patton on Considerations for Evaluation Use: Internal vs. External Evaluators

- **Hot Tip:** Be aware of how your position affects use. The personal factor is different in different relationships – internal and external.
- **Hot Tip:** External evaluators need to be intentional about seeking opportunities to support evaluative thinking across the organization through more formalized process use
- **Cool Trick:** One way to engage staff is a reflective practice exercise. Bring staff together to reflect on the question: “What are things you know you should be doing but aren’t?” This question gets people thinking about potential personal barriers to using information. That sets the stage for discussing barriers to evaluation use organizationally. Next identify enabling factors that support and enhance use, and ways to overcome barriers to use.

Read Charmagne's [full blog post](#) on AEA365 | August 25, 2015

2 | Evaluation Leadership & Management

What do we mean by this?

- Establishing clear roles and responsibilities
- Processes for managing and monitoring the work
- Establishing timelines and identifying milestones
- Facilitating and managing communication with team and partners

How is this represented across resources?

"Each institution must have an equal **role** in the Alliance, making a significant contribution to Alliance management & activities."

- AGEP model (see Alliance Leadership & Participation)

"Evaluations should use effective **project management strategies**."

- Evaluation Standards (see Feasibility)

"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."

- NSF Handbook (see Conceptual Model)

"Negotiates and **manages a feasible evaluation plan**, budget, resources, and timeline."
- Evaluator Competencies (see Planning & Management)

"Ensure that the evaluation team possesses the **education, abilities, skills, and experiences** required to complete the evaluation competently."
- AEA Guiding Principles (see Competence)



What does this look like in practice?



From the field

- Use project management tools and systems to manage your evaluations. ([*Parallels of Evaluation and Project Management by Robin Taylor, Erin Burr, and Ann Martin*](#))
- Overlay or integrate evaluation timelines (including report due dates) with program implementation timelines. Take care of this at the front end of implementation. ([*Kathryn Hill on Evaluation Management in Nonprofit Settings*](#))
- Build your capacity to manage relationships. ([*Mike Morris on Managing Relationships with Stakeholders*](#))

3 | Approach & Evaluation Questions

What do we mean by this?

- Determining the type of evaluation to conduct: Formative/Summative
- Identifying theories to draw from to design your approach
- Developing evaluation questions
- Creating an evaluation design and plan that addresses goals and questions

How is this represented across resources?

"Explore with primary stakeholders the **limitations and strengths** of the core **evaluation questions** and the approaches that might be used for answering those questions." - Guiding Principles (see Systemic Inquiry)

"Designs **credible and feasible evaluations** that address identified purposes and questions." - Evaluator Competencies (see Methodology)

"Outcomes, including Model is fully developed, implemented, studied, evaluated, disseminated (**DIS-ED**), institutionalized and/or reproduced." - AGEP (see Strategies & evidence-based participant and institutional interventions)

"Selects **evaluation approaches and theories** appropriately." - Evaluator Competencies (see Professional Practice)



"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 that can test—affirm or reject—the proposed theory of change." - NSF Handbook (see The Evaluation Process)

What does this look like in practice?



From the field

- Ask yourself: Who is not yet involved that ought to be present? How might we engage all of whom we are serving? ([*Culturally Responsive Evaluation Practice beyond “Hello” by Sharon Attipoe-Dorcoo & Norma Martínez-Rubin*](#))
- Engage early and engage regularly with clients! Building trust and being seen is essential to good evaluation practice. Even though it is fairly intuitive, do not underestimate the value of relationships and building a strong foundation with clients and other stakeholder groups early on in the evaluation process. ([*Lessons Learned from Developing Program Theory, Applying Culturally Responsive Evaluation, and Integrating Program Evaluation Standards by Rodney Hopson & Aneta Cram*](#))

4 | Data Quality, Accuracy, and Validity

What do we mean by this?

- Collecting data that is credible, reliable and feasible
- Transparently documenting data
- Accurately representing findings
- Ensuring validity of data (collection and analysis)
- Providing quality data to stakeholders for best possible uses

How is this represented across resources?

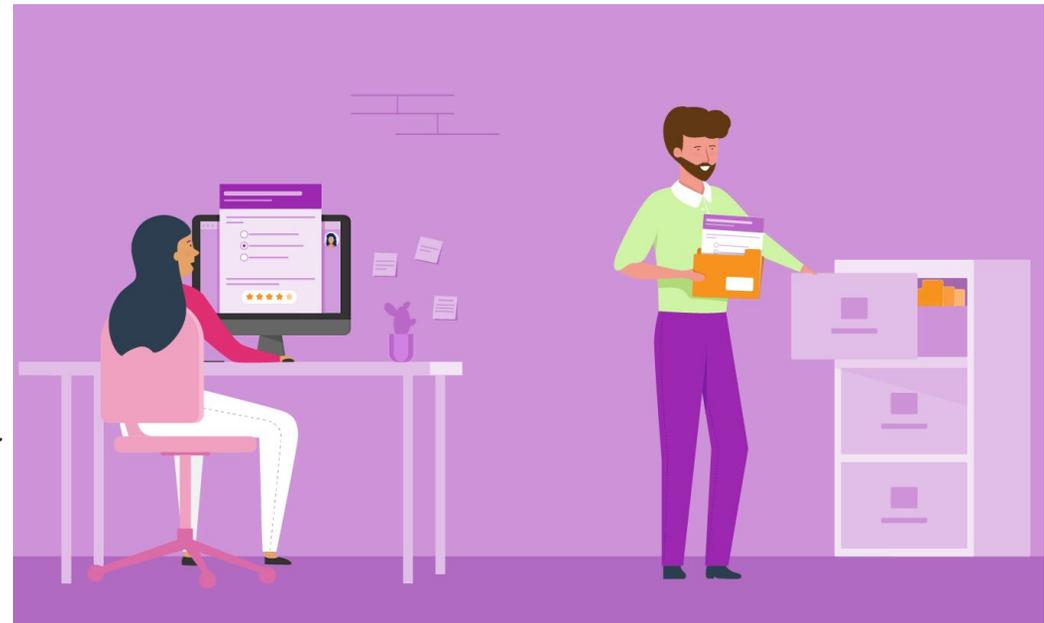
"Accurately and **transparently represent** evaluation procedures, data, and findings." - Guiding Principles (see Integrity)

"Collects and analyzes data using credible, feasible, and **culturally appropriate procedures.**" - Evaluator Competencies (see Methodology)

"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." - Evaluation Standards (see Accuracy Standards)

"Manages and **safeguards evaluation data.**" - Evaluator Competencies (see Planning & Management)

"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." - NSF Handbook (see Disseminating and Using the Results)





What does this look like in practice?

From the field

Paul Collier on practicing great data and evaluation habits

- **Lesson Learned.** Keep a [data collection] calendar: Organizations are often required to submit detailed program participant and activity uploads... I created a comprehensive calendar of when to submit these uploads and who needed to review the data before it uploaded.
- **Lesson Learned.** Have a data analysis process: Stakeholders across our organization came to me with many good questions to explore in our data which I just didn't have time to answer. I created a master tracker of these questions and set aside several weeks each year to explore those that were most critical. This "Annual Data Analysis" process set expectations and created a process to focus our limited analysis time.

Read Paul's [full blog post](#) on AEA365 | August 26, 2016

5 | Data-driven Findings and Recommendations

What do we mean by this?

- Evidence-based findings
- Findings shared within context
- Equitable access to findings
- Interpretations or judgements are made explicit

How is this represented across resources?

"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." - Guiding Principles (see Common Good and Equity)

"Interprets findings/results **in context.**" - Evaluator Competencies (see Methodology)

"Evaluation reasoning leading from information and analyses to findings, interpretations, conclusions, and judgments should be **clearly and completely documented.**" - Evaluation Standards (see Accuracy Standards)

"**Uses evidence** and interpretations to draw conclusions, making judgments and recommendations when appropriate." - Evaluator Competencies (see Methodology)

"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 completely consistent findings. While it is preferable to be able to produce a report that reconciles differences and explains the apparent contradictions, sometimes the findings must simply be allowed to stand as they are, unresolved and, it is hoped, thought provoking." - NSF Handbook (see Analyzing the Data)



What does this look like in practice?



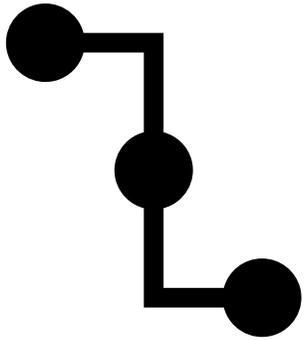
From the field

Sandy Horn on Decliché-ing Data-Driven Decision-Making in Education

Hot Tips:

- Know your audience and adapt to its needs. One size does not fit all. Language and content appropriate for statisticians is of little use to a principal attempting to improve the progress of students in Biology or the district-wide planning committee charged with addressing the needs of failing schools.
- Know the difference between data and policy. Ensure your audience knows it, too, should policy issues be broached in a discussion about data.
- Regardless of your audience, what they want to know is: Is this fair and reliable? What does it mean? How can I use it to accomplish my goals? How can I teach and encourage others to use it?
- Support is vital, if data is to make a difference. People need a person to ask. Provide your contact information. Be responsive.

Read Sandy's [full blog post](#) on AEA365 | May 28, 2013



Part 3:

**How do aspects of
quality relate to AGEP
Alliance evaluations?**

The AGEP Program as context for your evaluation

Consider each component of the model:

Institutions & Teams

- Institutions
- Alliance Leadership & Participation

Targets/Transitions/ Change Agents

- Initial Target Groups Participating in the Interventions
- Transition(s) for the Target Groups
- Which Change Agents for Strategies and Interventions

Strategies & Interventions

- Strategies
- Participant Level Interventions
- Institution Level Interventions

Outcomes

- Including *Model is fully developed, implemented, studied, evaluated, disseminated (DIS-ED), institutionalized and/or reproduced*

June 2020 Components of the AGEP Alliance Model

Institutions & Teams	Targets/Transitions/Change Agents	Strategies & Interventions	Outcomes
Institutions <ul style="list-style-type: none"> o History & Size o Type (e.g., Carnegie Classification) o Climate & Culture-Based Conditions o Policies & Practices o Governance o Physical location o Local economy Alliance Leadership & Participation <ul style="list-style-type: none"> o Each institution must have an equal role in the Alliance, making a significant contribution to Alliance management & activities. o Each institution, & all personnel, must have well-identified roles & responsibilities. 	Initial Target Groups Participating in Interventions <ul style="list-style-type: none"> URM graduate students (what stage?) and/or URM postdoctoral scholars (what stage?) and/or URM faculty (what stage?) Transition(s) for the Target Groups <ul style="list-style-type: none"> Graduate school into new postdoctoral scholar positions and/or new faculty and/or Postdoctoral scholars into new faculty and/or Faculty into retention and/or tenure & promotion Which Change Agents for Strategies & Interventions <ul style="list-style-type: none"> Institution leaders (Provosts/Deans), department chairs, faculty advisors & mentors, administrators staff, family members, community, peers, and/or others: _____ 	Strategies <ol style="list-style-type: none"> 1. Collaborations 2. Institutionalization 3. Sustainability 4. Dissemination 5. Parallel & Integrated Research Participant Level Interventions (must be evidence-base) <ol style="list-style-type: none"> 1. ... 2. ... 3. ... 4. ... Institution Level Interventions (must be evidence-base) <ol style="list-style-type: none"> 1. ... 2. ... 3. ... 4. ... 	Resulting in: <ul style="list-style-type: none"> • PhD Candidate and/or Postdoctoral Research Scholars transition into Faculty positions • Faculty promoted & tenured • <u>Model is fully developed, implemented, studied, evaluated, disseminated (DIS-ED), institutionalized and/or reproduced</u> • Peer reviewed publications about the model & integrated research

AGEP Evaluation Expectations

2016

"The purpose of a **formative evaluation** is to provide information for project improvement. The purpose of a summative evaluation is to assess the quality, outcomes, and impact of the project."

"A **summative evaluation** collects information about accomplishments, outcomes, and impacts of the project, and about the related processes, strategies, and activities that have led to them." - **2016 AGEP RFP**

2021

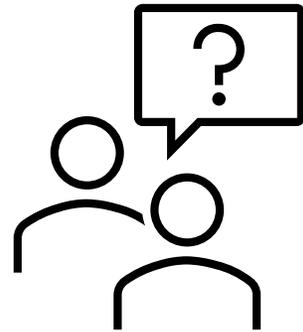
"It is required that an AGEP Alliance proposal include a **formative and summative evaluation plan**, with the formative component constituting the AGEP Alliance self-study and testing component. It is recommended that proposers include, as part of the Project Description, an evaluation plan that does not exceed two pages.

Explicit **formative and summative project evaluation questions** should be stated with a detailed description of the methods that will be used to conduct the evaluation and address the questions." - **2021 AGEP RFP**

Elements of a quality evaluation

Element	AGEP Alliance Evaluation Considerations
Evaluator Independence	How do you differentiate the roles of internal evaluator and external evaluators?
Evaluation Leadership & Management	How do you manage the formative and summative evaluation components? How do you communicate with AGEP PIs?
Approach & Evaluation Questions	Do your evaluation questions address the Alliance model and AGEP program requirements?
Data Quality, Accuracy, and Validity	Do your data collection methods address your evaluation questions? Are they culturally responsive?
Data-driven Findings and Recommendations	How do you share what you learn to tell the story of your AGEP Alliance?

Questions or Observations?

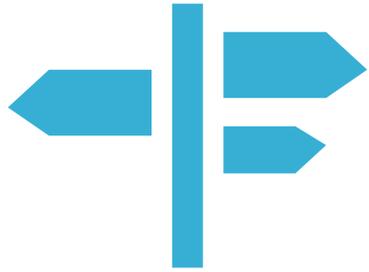


Small group discussion questions

- As you think about your own evaluation, what does the presentation bring up for you?
- When considering evaluation quality, what do you see as your areas of strengths and areas to grow?
- What feedback have you gotten on your evaluation?

Preview: Next Webinar

- **Webinar 2 - Design and Align:** Evaluation plans and methods, Friday, October 21 from 12:00pm-1:30pm ET
 - Developing your scope of work (SOW)
 - Connecting the SOW to your evaluation plan
 - Selecting an evaluation approach
 - Writing evaluation questions



Wrap-up and next steps

- **AGEP Research Conference In-person Sessions:** (1) Evaluator Role; (2) Managing your evaluation; and (3) Collaboration time, November 3-4, 2022
- To help us better meet your needs and tailor ECBC activities to your work, we ask that you share the following to AGEP_ECBC@edc.org:
 - Your most recent alliance evaluation report
 - Your current evaluation plan, including your evaluation logic model
 - Anything that you have published based on your Alliance work
- This webinar recording and materials will be available on <https://agep-ecbc.edc.org/> next week.



THANK YOU

Contact the AGEP ECBC team any time.

AGEP_ECBC@edc.org