National Research Center^{cte}
University of Louisville

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Career and Technical Education (CTE) Accountability and Evaluation:
A Comprehensive Strategy for
Technical Assistance

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Building on the past to improve the future

NRC CTE
National Research Center for
Career and Technical Education

The Center Partners

Partner
Organizations
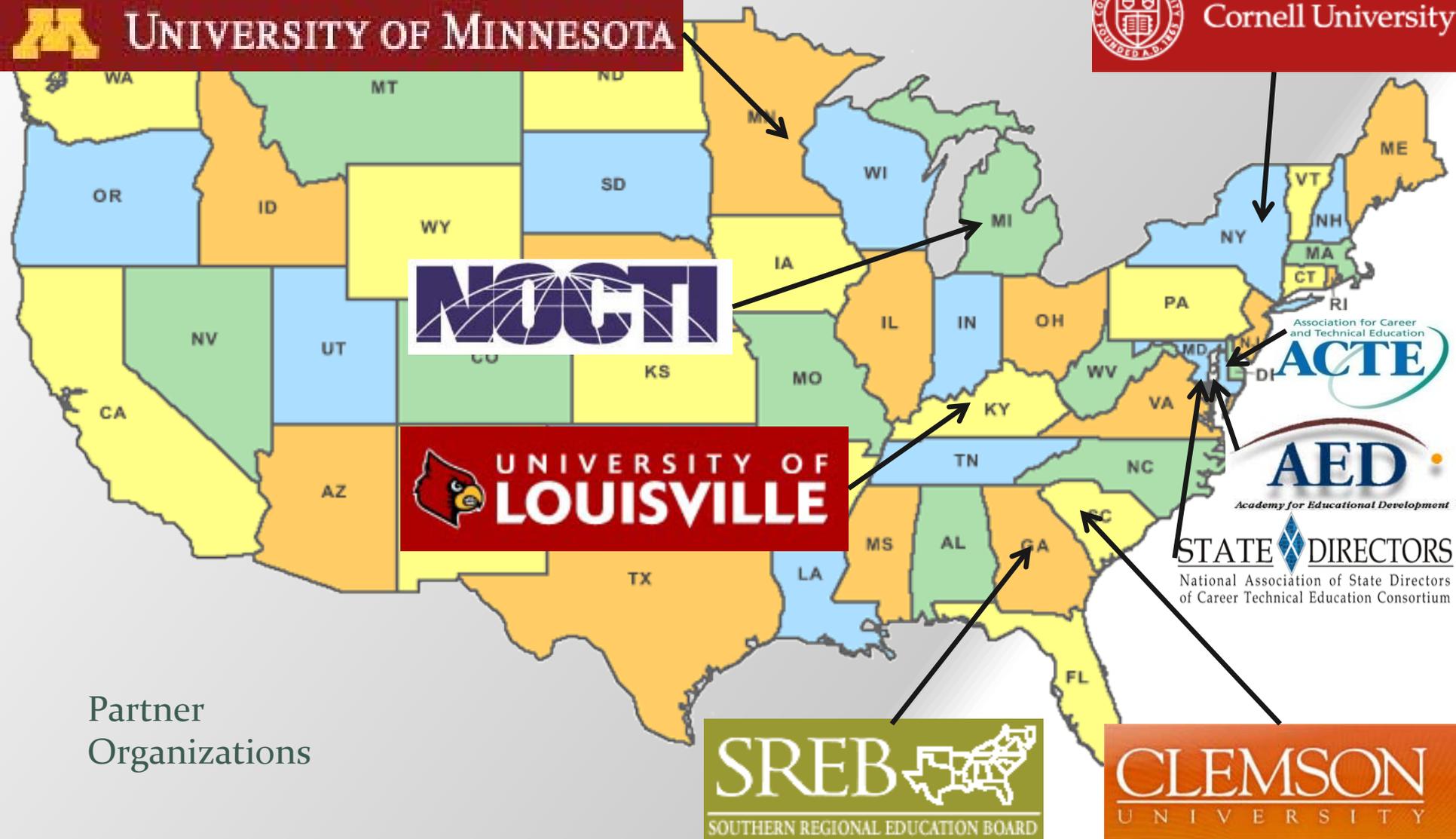
The Center - RFP

Purpose . . . to carry out scientifically-based research and evaluation, and to conduct dissemination and training activities consistent with the purposes of the Act.

The RFP: Four Plans of Work

Tech Assistance

Scientifically Based Research

Professional Development

Dissemination
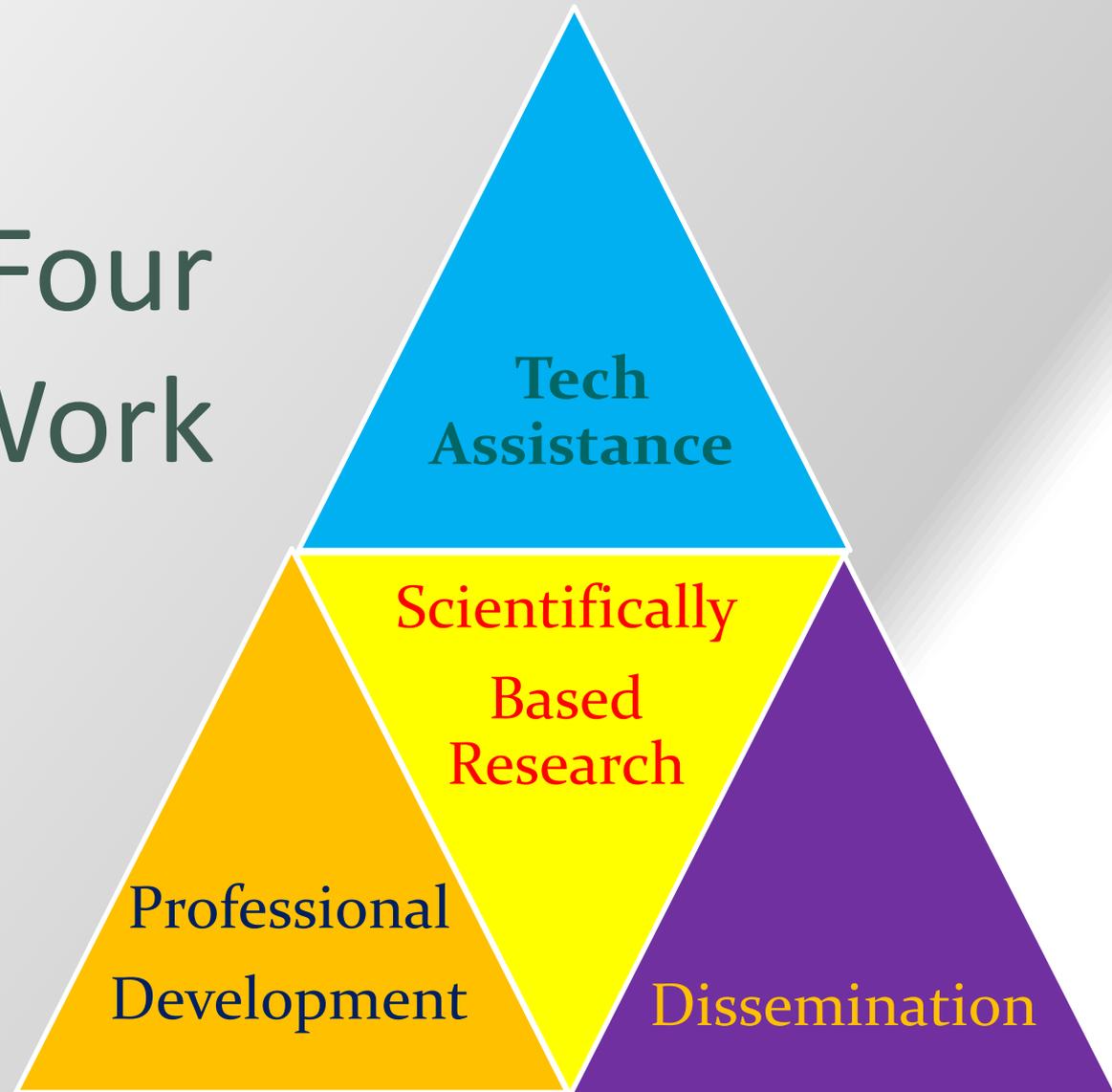
Three strands: The work of the Center

- Develop and improve methods to address education, employment, and training needs

- Increase the effectiveness and improve the implementation of CTE programs that are integrated with coherent and rigorous content that is aligned with challenging academic standards

- Improve the preparation/professional development of faculty and administrators to improve student learning in CTE

CTE Accountability and Evaluation Portfolio

- ***A Tool Kit for Measuring CTE Effectiveness Using Return on Investment and Other Related Techniques***

- *Technical Skills Inventory Project*

- *Crosswalks and Common Data Standards Project*

Additionally,

- *Serve as a neutral intermediary in matters related to accountability and evaluation*

- *Using the National Center for Education Statistics (NCES) longitudinal and survey data sets, to examine more closely the <u>engagement</u>, <u>achievement, and transition </u>of secondary and postsecondary CTE students.*

TERMINOLOGY: What Do They All Mean?
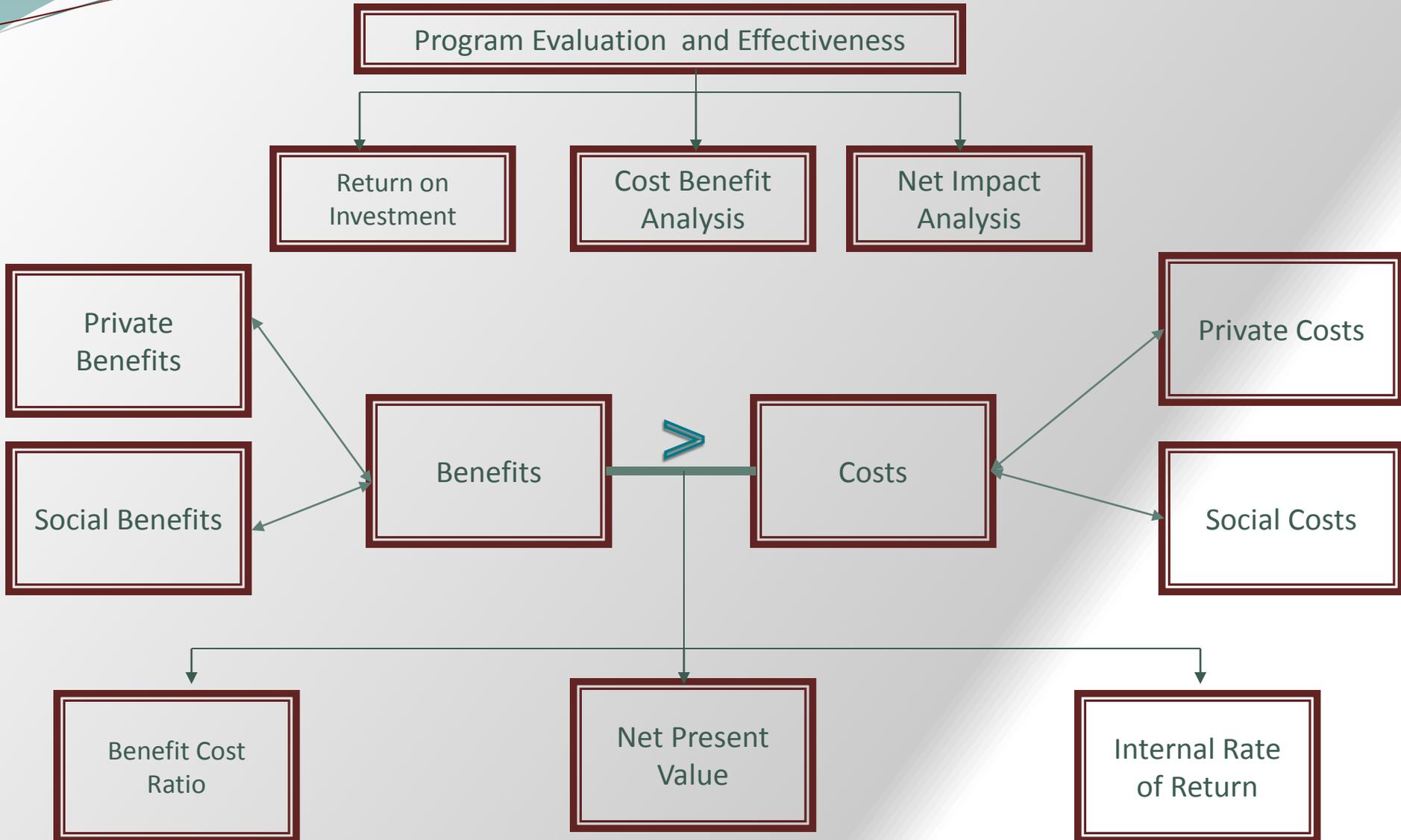
Five Things to Consider When Conducting Program Evaluation and/or Program Effectiveness

➤ Opportunity Cost

➤ Time Horizon

➤ The Discount Rate

➤ Monetizing Non-monetary Benefits and Costs

➤ Positive and Negative Externalities

➤ Rational Decision Making (*Accountability*)

➤ Making Informed Choices (*Improvement, Accountability*)

➤ Validating Strategic Planning (*Accountability, Improvement, Marketing*)

- Accountability:
  - ➤ Program Objectives are Met
  - ➤ Better Decisions of Program Planning
  - ➤ Authorize Fiscal Payments
  - ➤ Meet Grant Obligations
  - ➤ Correctly Allocate Program Resources

Simon Priest**, A program evaluation primer,** *The Journal of Experiential Education;* Spring 2001; 24, 1; pp 34-40

Reasons for Doing Program Evaluation and Effectiveness

- Improvement :

  - Identify Program Strengths and Weaknesses
  - Create Safer Practices
  - Increase Educational Value
  - Enhance Competence
  - Test Innovative and Novel ideas
  - Diminish Planning Problems
  - Decrease Operating Costs
  - Reduce Staff Concerns
  - Establish Quality Benchmarks and Assurance Standards

- Marketing:
  - ➢Advertise Past Program Effectiveness
  - ➢Indicate Successful Programming Track Record
  - ➢Promote Positive Public Relations
  - ➢Advocate and Lobby Social Policy

Simon Priest**, A program evaluation primer,** *The Journal of Experiential Education;* Spring 2001; 24, 1; pp 34-40

Models of Program Evaluation and Effectiveness

The five models of program evaluation and the primary questions they address are:

- Needs Assessment: What are some gaps that the program will fill?

- Feasibility Study: Given the constraints, can the program succeed?

- Process Evaluation: How is the implemented program progressing?

- Outcome Evaluation: Were program goals and objectives achieved?

- Cost Analysis: Was the program financially worthwhile or valuable?

Simon Priest, **A program evaluation primer,** *The Journal of Experiential Education;* Spring 2001; 24, 1; pp 34-40

The *Logic Model of Program Evaluation and Effectiveness*
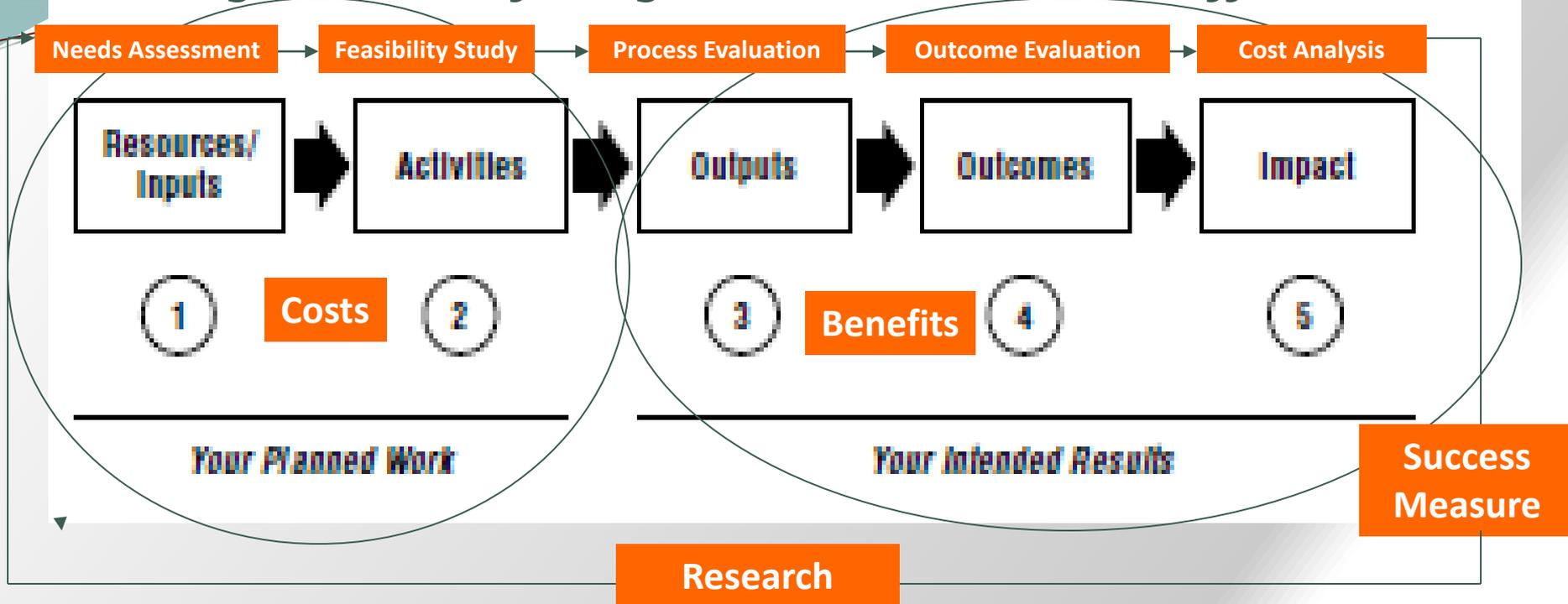
A program logic model is a picture of how your program works – the theory and assumptions underlying the program. …This model provides a road map of your program, highlighting how it is expected to work, what activities need to come before others, and how desired outcomes are achieved (p. 35).

W.K. Kellogg Foundation Evaluation Handbook (1998)

Table 1: Comparison of the Five Kinds of Program Evaluation

|	Needs Assessment	Feasibility Study	Process Evaluation	Outcome Evaluation	Cost Analysis
Sequence position	during diagnosis, but before design	during design, but before delivery	during delivery and/or debriefing	during and/or after disembarkation	after program completion
Measures	gap between what is and what should be	alternate approaches, help/hinder factors	gap between program plan and execution	satisfaction levels, objectives attainment	comparative merit/worth
Questions asked	what are objectives, priorities, and needs?	Which strategies and program procedures?	Are strategies and procedures working?	Are objectives met? Are people satisfied?	Should program be continued?
Get input from	clients, customers, and community	staff, supplier, clients, and customers	staff, supplier, clients, and customers	clients, customers, and community	staff, supplier, and profession
Answers used to	understand context and direct planning	gauge viability and best use of resources	monitor and modify program (midcourse)	improve/justify effectiveness	decide on future offerings
Results used by	staff and supplier	staff, supplier, and customer	staff and supplier	staff, supplier, clients, and customers	staff, supplier, and customer
Conducted by	describing context and comparing actual circumstances with intended change state	inventorying any resources or barriers and by examining all realistic possibilities	comparing arising with anticipated need and content or format with intended design	comparing actual result or product with expected outcome or standard benchmark	comparing cost ($) with benefit, effect, utility, and efficiency
Other Considerations	goals vs. objectives, unused opportunities, underlying problems, and unrealized needs	identify legal, moral, political, and fiscal restrictions, supports, constraints, or limits	identify weaknesses and strengths, remain flexible, and suggest quick adjustments	baseline measures may need to be taken if trying to measure change over time	compare with other programs, repetition ease, subjective value
Related forms of evaluation (A.K.A.)	context eval. objectives eval. demand eval. discrepancy eval.	input eval. planning eval. practicality eval. comparative eval.	formative eval. progress eval. implemented eval. transactional eval.	summative eval. impact eval. product eval. performance eval.	cost–benefit cost–effect cost–utility cost–efficiency

The *Context of Program Evaluation and Effectiveness*

Underlying Models, Learner Segments and Stakeholder Interactions, and, Paths to Employment or Further Education

Workforce Investment Act/Adult Basic Education

ESEA/Higher Education Act

Perkins IV

TANF
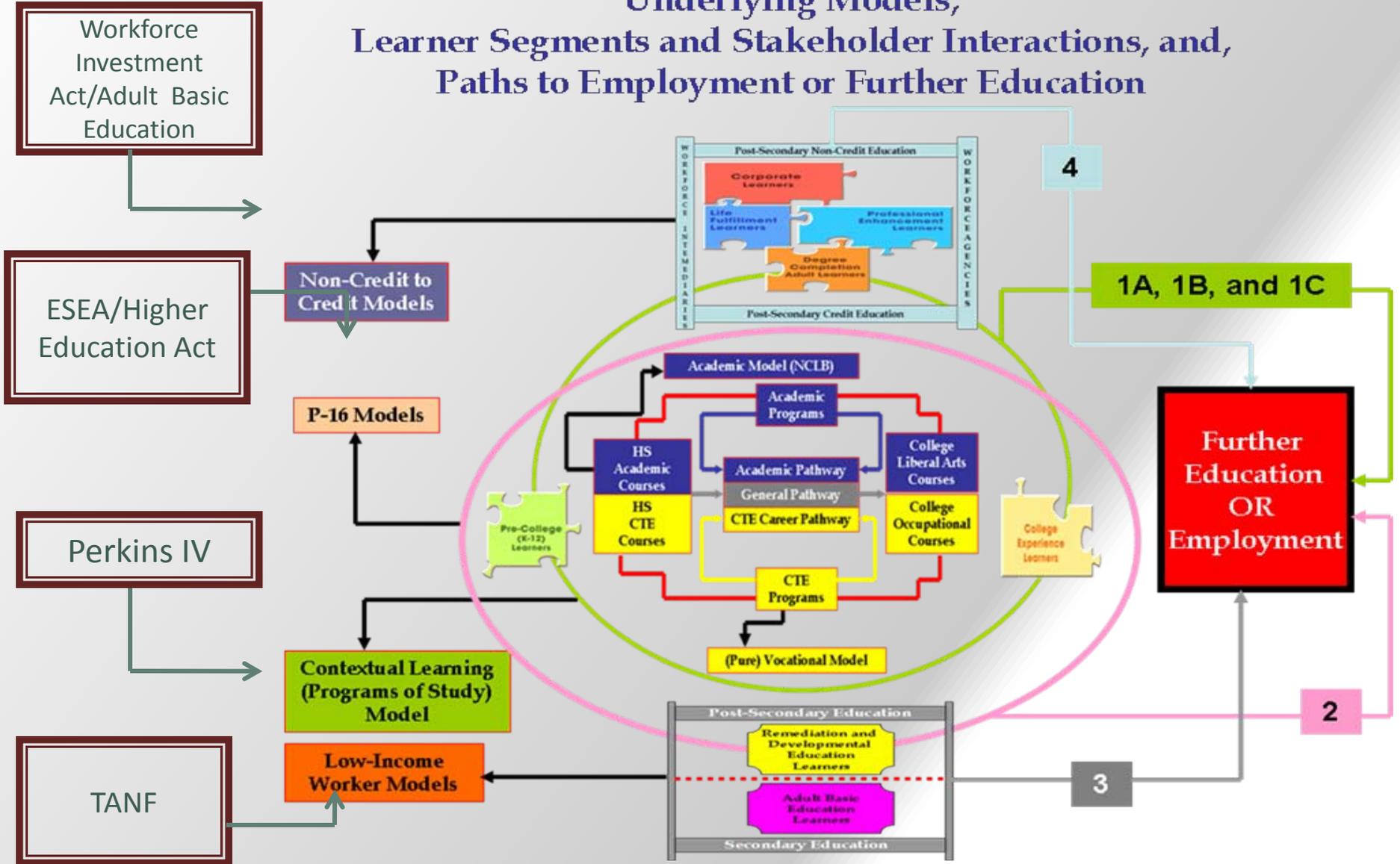
What Must Happen if Program Evaluation and/or Program Effectiveness is to be Done Right

➢Integrated Policy Frameworks

➢Managerial Oversight and Administrative Knowledge

➢Connected Data Systems and Institutional Research Expertise

Connecting Budgets, Program Plans, and Data: Return on Investment (ROI) as a Tool for CTE Effectiveness
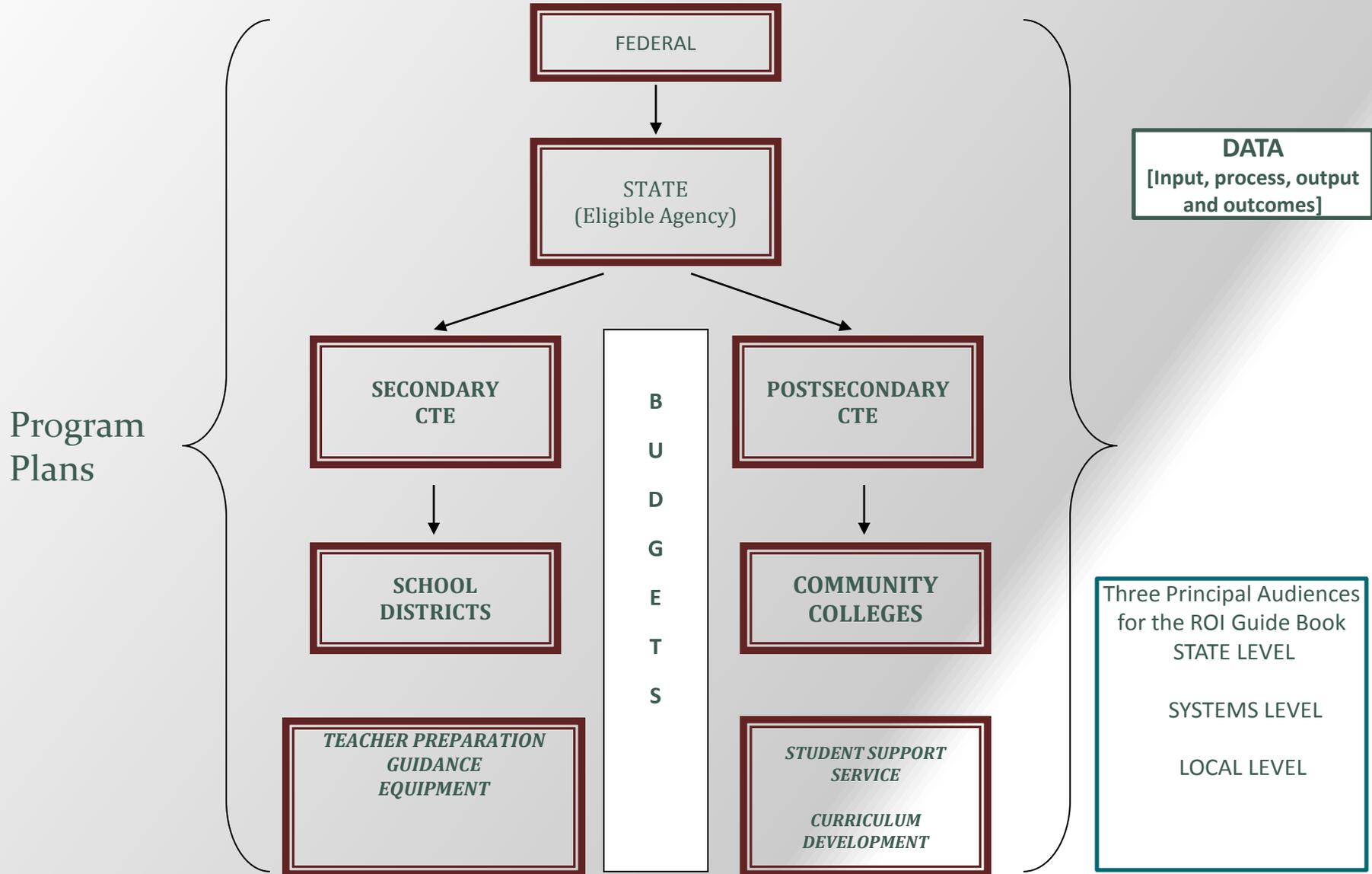
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