ENABLING MORE DATA-BASED DECISION MAKING: USING EVIDENCE-BASED OUTCOMES TO JUSTIFY PUBLIC SECTOR PROGRAMS

Evidence Based Outcomes

MAKING DATA WORK FOR YOU
Overview

EVIDENCE BASED OUTCOMES (EBO) EVALUATION
DATA-DRIVEN DECISION MAKING: A POWERFUL TOOL

Questions To Ask About Evidence Based Decision Making

• Why do it?
• When To Do it!
• What to Do!
• How?

RESISTANCE TO EVALUATION(S) IN PUBLIC SECTOR

- Lack of Profit Motivation
- Role of Politics
- Resource Constraints
- Workplace Culture / Organizational Structure
- The Customer
- The Funder (Federal)
## Funding
- Economic Crisis
- Stagnant Economic growth
- Expanded Federal Spending
- Federal Budget Deficits
- Billions in Budget Cuts
- Political Environment
- Societal Demands

## Programmatic
- Narrow the Gap of Success
- Improve Efficiency / Outcomes
  - Student
  - Staff
- Communicate Outcomes
  - Increase Dialogue with Stakeholders
  - Communicate Data Driven Decisions to Stakeholders
- Best Practices

It’s All About Value! Necessary for Survival!
Federal Government Funds Programs to Improve Participation in Higher Education

TRIO Programs Funded (Direct and/or State Grants)

- Educational Opportunity Centers
- Ronald E. McNair Post baccalaureate Achievement
- Student Support Services
- Talent Search
- Training Program for Federal TRIO Programs Staff
- Upward Bound
- Upward Bound Math-Science
- Veterans Upward Bound

- NECESSARY TO FURTHER PRIORITIZE PROGRAMS?
- HAVE THEY BEGUN TO PRIORITIZE?
THE NEED FOR WHAT YOU DO!
[PROGRAMS / AREAS SUFFER WITHOUT PROPER DATA]

<table>
<thead>
<tr>
<th></th>
<th>LA</th>
<th>US</th>
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<tbody>
<tr>
<td>Per Capita income</td>
<td>$22,266</td>
<td>$27,466</td>
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<tr>
<td>Families Living Below Poverty</td>
<td>21.6%</td>
<td>14.9%</td>
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<td>Children Living Below Poverty</td>
<td>25.2%</td>
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<tr>
<td>Participation in Free Lunch Program</td>
<td>65.8%</td>
<td>42.9%</td>
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<td>Four-year Graduation Rates</td>
<td>65.9%</td>
<td>73.9%</td>
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<tr>
<td>No. of Students Entering Post Secondary Institutions</td>
<td>46.7%</td>
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<td>Education Completion Rates</td>
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<tr>
<td>Bachelor</td>
<td>15.0%</td>
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<td>Graduate</td>
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<tr>
<td>Eligible Students Completing Rigorous Programs of Study</td>
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Unquestionable!
<table>
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<tr>
<th>Trio Program</th>
<th># Submitted</th>
<th># Funded 1st Slate</th>
<th># Funding Band-2nd Slate</th>
<th># 2nd Slate Funded</th>
<th>Score Range of Funding Band</th>
<th># Actually Funded From Funded Band</th>
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<tr>
<td>Veterans Upward Bound</td>
<td>269</td>
<td>37</td>
<td>114.67</td>
<td>~15</td>
<td>114.33-110</td>
<td>4-6</td>
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<td>UBMS</td>
<td>653</td>
<td>109</td>
<td>110.33</td>
<td>68</td>
<td>110-109.33</td>
<td>~50</td>
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<tr>
<td>Upward Bound</td>
<td>~1,300</td>
<td>780</td>
<td>108</td>
<td>~60</td>
<td>107.67-106.67</td>
<td>~32</td>
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<tr>
<td>EOC</td>
<td>340</td>
<td>105</td>
<td>107</td>
<td>42</td>
<td>106.67-101.67</td>
<td>22</td>
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<tr>
<td>Talent Search</td>
<td>968</td>
<td>435</td>
<td>100</td>
<td>53</td>
<td>99.83-99.0</td>
<td>17</td>
</tr>
<tr>
<td>Mcnair</td>
<td>306</td>
<td>134</td>
<td>113+</td>
<td>25</td>
<td>112.67-111</td>
<td>~10</td>
</tr>
<tr>
<td>Gear-Up</td>
<td>n/a</td>
<td>104+</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
ETC Competition, 2011-2016

Fierce! More than 50% Not Funded

- Not Funded: 418 (43%)
- Score: < 98.83
- Defunded: 63 (7%)
- Score: 99-98.83
- Funded: 435 (45%)
- Score: 115-100
- Funding Band: 52 (5%)

N = 968 Grant Applications
COMMON CONCERNS ABOUT PROGRAM EVALUATIONS

- **Evaluations Unnecessarily Diverts resources/services away from the Program/Students**
  - Generally Upfront Resources (10-20%) of the Program Budget to Conduct and Process Outcome Evaluation; what is gained will enable streamlining resources and focus on “*what works*”
  - Evaluation should be considered an investment in your program and students.

- **Evaluations will Produce Negative Results**
  - Finding out “*what does not work*” is as important as finding out “*what does work*”

- **Evaluations will be too Complicated**
  - Evaluation can be very easy, especially after a plan is developed

- **Evaluations will be an additional Burden on Staff**
  - To minimize potential burden it can incorporated as Ongoing Program Management Activity

- **Evaluation is Just Another Form of Program Monitoring**
  - Assist in determining compliance /whether expected outcomes are achieved
TRIO Programs Must Justify their Existence

- Federal Guidelines for Grant Applications Recommend Formative and Summative Evaluation Plans
  
  • Formative or Process Analysis
    • Evidence that you are continuously improving your process
  
  • Summative or Impact analysis
    • Evidence that you are meeting your program objectives
  
  • Third party evaluations recommended
    • Objective and unbiased party
    • Catalysts for improvement
  
  • Usual reaction when significant government expansion occurs (red tape!)
Evaluation Benefits At All Levels
[Federal/ Local/Institutional/Individual]

- Produces programmatic understanding & accountability
- Allows you to demonstrate program outcomes to grant providers and other constituents
- Substantiates requests for increased funding by providing evidence of effectiveness
- Identifies and leverages program strengths
- Identifies and modifies ineffective practices
- Provides documentation for performance/funding reports
- Creates a foundation for strategic planning
- Produces credibility and visibility
RATIONAL FOR DOING EBO
U.S. Department of Education Competitive Priorities

Each competitive priority is worth 5 points, an applicant may only receive a maximum of 10 total competitive preference priority points.

**Turning Around Persistently Lowest-Achieving Schools** — Projects that are designed to address providing services to students enrolled in persistently lowest-achieving schools.

**Enabling More Data-Based Decision-Making** — Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements.

**Improving Productivity** — Projects that are designed to significantly increase efficiency in the use of time, staff, money, or other resources while improving student learning or other educational outcomes.
The Question to Answer…
Can You Effectively Argue for the Existence of Your Program/Funding?

**CAN YOU ANSWER THESE QUESTIONS? CAN YOU PROVIDE EVIDENCE OF YOUR ANSWERS?**

- What do you do?
- Why do you do it?
- Have you been effective at doing what you do?
- Do you measure what you do?
- Have you improved what you do?
- What did or did not work?
- What have you changed? Why?
- Are you best practice?
- Who has benefited from what you do? How do you know?
- If you didn’t do what you do, what would be the impact?
<table>
<thead>
<tr>
<th>Activity</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the <strong>Need</strong></td>
<td>Who needs my services and why they need them?</td>
</tr>
<tr>
<td>Establish <strong>Objectives</strong></td>
<td>What are my goals in addressing the need?</td>
</tr>
<tr>
<td>Devise a <strong>Plan of Operations</strong></td>
<td>What processes are employed to accomplish the objectives?</td>
</tr>
<tr>
<td>Create an <strong>Evaluation Plan</strong></td>
<td>What data need to be collected and what are the plans for its use?</td>
</tr>
<tr>
<td>Enlist 3rd Party Evaluators</td>
<td>Are you doing what you say you are doing?</td>
</tr>
<tr>
<td>Implement Data Driven Decision</td>
<td>Are you continuously improving?</td>
</tr>
<tr>
<td>Realize Improvement</td>
<td>Did you standardize your process? (Document and Control)</td>
</tr>
</tbody>
</table>
Traditional Methodology: the Black Box Approach

**Mission**

Retain, Graduate, Enroll in Post-Secondary

**Inputs**

Funding
Personnel
Institutional Support

**Programs**

**Outputs**

Summative
H.S. Graduation
Higher Ed. Admission
Persistence
Baccalaureate Graduation

**NO LONGER GOOD ENOUGH!**

Annual Performance Report (APR)
Data Driven Decision Making

Formative
Implement
Improve

Inputs
Funding
Personnel
Institutional Support

Outputs
Plan

Summative

H.S. Graduation
Higher Ed. Admission
Persistence
Baccalaureate Graduation

QUALITY MANAGEMENT
But there is more to it!

- Can you **isolate the effect** of your program?
- How do you **control for the impact of other programs**?
- Can you account for the **interaction of other programs**?
- Is there a **combination of programs that is more effective** than yours alone?
- **How do you compare** to the national best practice?
- Are you a national best practice?
Information & Data Questions

• What data do you collect?

• Do you use the data that you collect to improve your operations?

• Why do you collect data?

• What data should you collect?
Can’t Distinguish Your Impact!

Students participating in college access programs other than yours

University assistance programs

Inputs

Programs

Funding

Personnel

Institutional Support

Outputs

Summative

H.S. Graduation

Higher Ed. Admission

Persistence

Baccalaureate Graduation
Impact Analysis

To Determine the Impact of your Program

• Collect Longitudinal Data

• Track Cohort-Based

• Control for Your Clients

• Determine Interaction among Programs

Requires a Data Plan!

Effects after Higher Education Admission

Effect of Multiple College Access Improvement Programs

Your Students

ULM TRIO EFFECT
Proposed ULM TRIO Program Formative Evaluation Plan Logic Module

College Access Knowledge, Persistence, Graduation, Post Secondary Enrollment,
Annual Content, Operational Assessment & Adjustment Feedback Loops

8th Grade
- Explore Interpretation
- Make High School Count
- Five-Year Plan

9th Grade
- Making the Grade: Study Skills
- Careers & You: Strong Interest Explorer
- Destination Education: Why Go to College

10th Grade
- PLAN Interpretation
- Climbing the College Money Tree
- E-Sources: Touring Educational Websites

11th Grade
- Closing in on Careers & Education
- College Planning Workshop
- Campus Tour
- ACT Preparatory Workshop
- Super Skills for Success

12th Grade
- College 101
- College Bound Countdown
- Show Me the Money
- Financial Literacy for You

Post Secondary Enrollment

Grades 8-12th
- Parental Empowerment Program
- Summer Academic Enrichment Program
- Connections to High Quality Academic Tutoring

Annual Activity Schedule
Advice and assistance in secondary course selection
Assistance in preparing for college entrance exams and completing college admission applications
Guidance and assistance in postsecondary entry
Connections to high quality academic tutoring
Connections to education or counseling service to improve financial literacy (students and parents)
Information on federal student aid; including public and private scholarships
Guidance and assistance in postsecondary entry

90% non-senior participant persistence rate
90% of senior participants graduate with regular diploma
35% of senior participants complete a rigorous secondary school program of study

Indicants:
• Annual student persistence rates
• High school graduation rate
• Student rigorous Program registration

60% of participants that graduate will enroll in an institution of higher learning

Indicants:
• Post-secondary enrollment

52% of participants will complete a program of secondary education within six years

Indicants:
• Post-secondary graduation rates
‘Highlighting participants’ enrollment rates in postsecondary education is an important first step toward demonstrating the effectiveness of programs aimed at removing barriers to higher education for first-generation college students from low-income backgrounds. However, in the current climate of quantitative accountability, TRIO program administrators must push themselves to document all stages of success.

“College enrollment rates are not enough; programs also must verify progress.”

Ernest W. Brewer, The University of Tennessee
Jama McMahan Landers, The University of Tennessee
Data-driven decision making
A powerful tool for program improvement

Evaluation phase

Utilization of Results in Decision Making
Formulation of the Problem

Analysis of Data
Conceptualization of possible alternatives, actions and Strategies

Formulation of Evaluation Questions & Hypothesis
Conceptualization of how to measure the program outcomes, and target population

Planning Phase

Utilization of Results in Decision Making
Formulation of the Problem

Design-Coordinating the components of the Evaluation
Detailing of Alternatives & their Implications

Six Sigma Approach
Continuous Improvement

Formulation of Evaluation Questions & Hypothesis
Conceptualization of how to measure the program outcomes, and target population

Analysis of Data
Conceptualization of possible alternatives, actions and Strategies
1. Define Project Purpose and Scope. Identify high level processes. Determine needs and goals.

2. Baseline data on current processes. Pinpoint problem locations and occurrences. Identify potential areas for improvement.

3. Identify root causes and validate root causes against captured data. Determine improvements that need to be made.

4. Implement improvements that have been determined to address the root cause of major issues.

Define

Measure

Analyze

Improve

Control

Define the Practical Problem for the Big Y

Define the Practical Problem for the Project Y

Define the Statistical Problem for the Project Y

Define the Statistical Solution for the Project Y

Define the Practical Solution for the Project Y

Six Sigma Overview

DMAIC Concept
**Define**

**Brainstorming**
Goal is to utilize knowledge within your organization to
- Clearly define a problem
- Generate possible solutions

**Pareto Charts**
Problem solving tool to separate the vital few from the other many causes in terms of frequencies and/or cost.

**The Techniques**
- Free writing
- Listing and bulleting
- Breaking topic into levels
- Three perspectives
- Cubing
- Clustering/Mapping/Webbing
- Relationship between parts
- Journalistic questions
- Thinking outside of the box
- Consider purpose and audience

**The Technique(s)**
- Define the purpose of using the tool.
- Identify the most appropriate measurement parameters.
- Collect data for the likely major causes.
- Arrange the data in descending order of value and calculate % frequency and/or cost and cumulative percent.
- Plot the cumulative percent through the top right side of the first bar.
- Carefully scrutinize the results. Has the exercise clarified the situation?
**Data Sources**

- **Secondary Data** if available
  - Administrative data: currently collected
  - State data warehouses
  - National data warehouses

- **Primary Data** when needed
  - Surveys
  - Administrative data: need to be collected
  - Observational studies

**Data Stratification**

The technique separates the data so that patterns can be seen.

- Employ before collecting data.
- When data come from several sources or conditions;
- When data analysis may require separating different sources or conditions
- Analyze the subsets of stratified data separately
A cause and effect diagram is used to represent causality.

**A Primary Cause** is one that could lead directly to the effect.

A **Secondary Cause** is a cause that could lead to a Primary Cause, but does not directly cause the end effect.

- Define the effect.
- Choose categories
- Brainstorm possible causes
- Ask why.
- Investigate
Root Cause Tree

The Technique

Clarify the problem.

Physical Analysis of the problem.

Register each possible action or condition that can be related with the problem.

Evaluate the equipment, the materials and the process.

Plan the investigation.

Investigate the operation failures.

Formulate improvement plans.

A technique developed to promote the complete and systematic elimination of contributors to the problem.

Possible Cause

Possible Cause of Cause

Possible of Cause of Cause of Cause

Root Cause
Root Cause 5-Why

The Technique

By asking the question ‘Why’ you can separate the symptoms from the causes of the problem.

Assemble a team of knowledgeable people—as many as possible.

Write out the description of the problem

Ask team members why the problem occurred

If the answer does not solve the problem, continue until it does

The “therefore” technique will validate the 5-Whys

Used to link a problem to the root cause after high level cause has been proven with data

5-Why Format

Problem

The marble in the Jefferson Memorial is deteriorating due to frequent washing

Why?

Excessive bird droppings

Why?

Abundant food source (spiders)

Why?

Abundant food source (midges)

Why?

Nighttime illumination of the memorial

Root Cause
## Weighted Solution Selection Matrix

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Design New Product</th>
<th>Change Existing Product</th>
<th>Design New Process</th>
<th>Change Existing Process</th>
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<tr>
<td>Weight 1 to 5</td>
<td>Bad = 1</td>
<td>Acceptable = 2</td>
<td>Best = 3</td>
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<tr>
<td>Cost</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Risk</td>
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<td>Resources</td>
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<td>Delivery Speed</td>
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<td>3</td>
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<td>Quality</td>
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<td>3</td>
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<td>2</td>
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<td>Relative Desirability</td>
<td>32</td>
<td>35</td>
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</table>

### STATISTICS
- Measures of Central Tendency
- Measures of Variation
- Tables and Graphs
- Scatterplots
- T-tests
- Linear Regression
- Multivariate Analysis
- Logistic Regression
- Hypothesis testing
  - t-Tests
  - Chi Square
  - ANOVA
University of Louisiana-Monroe
TRIO Program

Five-year End of Cycle Evaluation
TALENT SEARCH PARTICIPANTS ATTEND COLLEGE/UNIVERSITY AT HIGHER RATE

- Serves 1,250 students per year from Grades 6-12
- 82% low-income and first-generation; 91% minority

College Entrance

![Bar chart showing college entrance rates from 2004-2005 to 2007-2008, with ULM-ETS Graduates in red and All LA Public School Graduates in yellow. The chart indicates a higher percentage of ULM-ETS Graduates in each year compared to All LA Public School Graduates.]

www.ulm.edu
UNIVERSITY OF LOUISIANA – MONROE
TRIO PROGRAM

- Carroll Junior High
- Carroll High School
- Lee Junior High School
- Neville High School
- MLK Middle School
- Wossman High School
- Richwood Junior High
- Richwood High School
- Madison Junior High
- Madison High School
- Delhi Middle School
- Delhi High School
FTF Comparison of ULM Talent Search Graduates to Louisiana Public High School Graduates, by Percent

- 82% First Generation
- 91% Low Income

Legend:
- ULM-ETS Graduates
- All Public School Graduates
- Linear (ULM-ETS Graduates)
- Linear (All Public School Graduates)
Objective 1:
90% of Non-Seniors Will Be Promoted to Next Grade

\[ y = 0.6486x + 92.247 \]

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Goal</th>
<th>Actual Trend</th>
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<tbody>
<tr>
<td>05-06</td>
<td>90%</td>
<td>93</td>
</tr>
<tr>
<td>06-07</td>
<td></td>
<td>93.2</td>
</tr>
<tr>
<td>07-08</td>
<td></td>
<td>94.8</td>
</tr>
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<td>08-09</td>
<td></td>
<td>94</td>
</tr>
<tr>
<td>09-10</td>
<td></td>
<td>96.2</td>
</tr>
<tr>
<td>10-11</td>
<td></td>
<td>95.9</td>
</tr>
</tbody>
</table>
Objective 2:
92% of Senior (College Ready) Participants Will Graduate Each Year

\[ y = 0.4314x + 95.907 \]
Objective 3:
70% of Senior (College Ready) Participants Will Apply for Financial Aid During the Budget Period

\[ y = 0.8314x + 79.673 \]
Objective 4:
70% of Senior (College Ready) Participants Will Apply for Post-Secondary Admission During the Budget Period

\[ y = -0.3229x + 83.08 \]

Academic Year

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Goal</th>
<th>Actual Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>05-06</td>
<td>70%</td>
<td>74.8</td>
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<td>84.5</td>
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<td>85.7</td>
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<td>91.3</td>
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<td>09-10</td>
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<td>83.2</td>
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<tr>
<td>10-11</td>
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<td>72.2</td>
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</tbody>
</table>
Objective 5:
60% of All Senior (College Ready) Participants Will Enroll in College

\[ y = -1.4943x + 76.613 \]
PARETO
ULM Impact on Federal Mandatory Objectives

Objective 1:
90% of Non-Seniors Will Be Promoted to Next Grade

Objective 2:
92% of Senior (College Ready) Participants Will Graduate Each Year

Objective 3:
70% of Senior (College Ready) Participants Will Apply for Financial Aid During the Budget Period

Objective 4:
70% of Senior (College Ready) Participants Will Apply for Post-Secondary Admission During the Budget Period

Objective 5:
60% of All Senior (College Ready) Participants Will Enroll in College

Identify Greatest Opportunities for Improvement
Percent Contribution of Total Students in Program by High School

N = 1,271 students
Objective 4
Percent Actual to Percent Total Student Contribution
Post-Secondary Application for Admission

Neville: 20.8% (Actual), 25% (Total)
Wossman: 20.8% (Actual), 23.1% (Total)
Richwood: 16.7% (Actual), 17.9% (Total)
Carroll: 14.8% (Actual), 12.2% (Total)
Madison: 13% (Actual), 9% (Total)
Delhi: 8.8% (Actual), 8.3% (Total)
Epps: 5.1% (Actual), 4.5% (Total)
Percent Difference/Percent Total Student Contribution
Post-Secondary Application for Admission

Exceeded Student Contribution

Did Not Meet Contribution
Objective 5
Percent Actual to Percent Total Student Contribution
Post-Secondary Enrollment
Objective 5

Percent Difference/Percent Total Student Contribution
Post-Secondary Enrollment

Exceeded Student Contribution

Did Not Meet Contribution

<table>
<thead>
<tr>
<th>School</th>
<th>Percenter Difference/Percenter Total Student Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madison</td>
<td>-22.9</td>
</tr>
<tr>
<td>Wossman</td>
<td>-13.7</td>
</tr>
<tr>
<td>Delhi</td>
<td>-10</td>
</tr>
<tr>
<td>Carroll</td>
<td>-7.7</td>
</tr>
<tr>
<td>Epps</td>
<td>-1.1</td>
</tr>
<tr>
<td>Richwood</td>
<td>20.9</td>
</tr>
<tr>
<td>Neville</td>
<td>20.9</td>
</tr>
</tbody>
</table>
Brainstorming: the cause

• Misalignment of program services
• Ineffective student/participant selection criteria
• Less than effective TRIO personnel
• Not enough program resources
• Insufficient parental/family involvement
• Lack of continuous student contact hours
• Constrained school administration cooperation

Rank the Top 3 Causes 1 2 3
Measure
Four-Year Graduation Rates of ULM-ETS Target Schools

National Average = 73.9%
State Average = 65.9%

Source: Louisiana Department of Education, District Composite Reports, revised January 2010
Eligible Students Completing a Rigorous Program of Study, 2009 -2010

State Average = 45.4%

<table>
<thead>
<tr>
<th>School</th>
<th>Target</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Del</td>
<td>14.3</td>
<td></td>
</tr>
<tr>
<td>Mad</td>
<td>16.3</td>
<td></td>
</tr>
<tr>
<td>Wos</td>
<td>17.7</td>
<td></td>
</tr>
<tr>
<td>Car</td>
<td>20.3</td>
<td></td>
</tr>
<tr>
<td>Rich</td>
<td>28.9</td>
<td></td>
</tr>
<tr>
<td>Nev</td>
<td>55.6</td>
<td></td>
</tr>
</tbody>
</table>
Number and Percent of Graduating Students Entering Postsecondary Institutions by High School, Fall 2008

National Average = 68.6%
State Average = 46.7%

Analyze
Root Cause
5-Why Format ULM-ETS Formulated

Problem

Why are measurement variables lower?

School Type

Greater need

Lack of resources

Root Cause

Program resources misaligned
## Cause Evaluation Index

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<th>Rich</th>
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<tr>
<td>Four Year Graduation Rate</td>
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<td>3</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>6</td>
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<tr>
<td>Rigorous Program Completion</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>% Enrollment in Post Secondary</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>6</td>
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<td><strong>Total</strong></td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>14</td>
<td>18</td>
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Scale from 1 to 6. Lowest score presents the greatest improvement potential.
Solution Session: Brainstorm

• **Realign Program Resources**
  – Increase use of electronic media to connect with students beyond school setting
  – Utilize near-peer mentors
  – Provide workshops external to school setting
  – Increase contact time per student via smaller student group size
  – Increase access to students via top-down approach to school administration
  – Provide campus tours for rural schools
  – Increase community based contact—community organizations such as churches, Boys & Girls Clubs, etc.
  – Develop synergies with other external organizations
Solution Brainstorm Ranking

• Realign Program Resources

1. Increase use of electronic media to connect with students beyond school setting (1)
2. Utilize near-peer mentors (2)
3. Provide workshops external to school setting (3)
4. Increase contact time per student via smaller student groups (Not feasible)
5. Increase access to students via top-down approach to school administration (Not feasible)
6. Provide campus tours for rural schools (Not currently feasible)
7. Increase community based contact—community organizations such as churches, Boys & Girls Clubs, etc. (6)
8. Develop synergies with other external organizations (5)
9. Increase pursuit of external resources (4)
Solutions to Be Implemented

• Realign Program Resources
  1. Increase use of electronic media to connect with students beyond school setting
  2. Utilize near-peer mentors
  3. Provide workshops external to school setting
  4. Increase pursuit of external resources
  5. Develop synergies with other external organizations
  6. Increase community based contact—community organizations such as churches, Boys & Girls Clubs, etc.
## Data Collection Plan:
Increase use of electronic media to connect with students beyond school settings

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<th>Input Measure or Segmentation factor (X3)</th>
<th>Input Measure or Segmentation factor (X4)…</th>
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</thead>
<tbody>
<tr>
<td>Use of electronic media to connect with students beyond school setting</td>
<td>Number of unique students contacted</td>
<td>Number of students contacted</td>
<td>Frequency of distribution</td>
<td>Distribution content</td>
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<tr>
<td>Operational Definition</td>
<td>Operational Definition</td>
<td>Operational Definition</td>
<td>Operational Definition</td>
<td>Operational Definition</td>
</tr>
<tr>
<td>Email, social media, website, webinars</td>
<td>Total number of unique students contacted</td>
<td>Total number of student contacts</td>
<td>How often were media used</td>
<td>Category of information distributed</td>
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<td>Continuous/Discrete</td>
<td>Continuous/Discrete</td>
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Data Collection Plan:
Provide workshops external to school setting

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<tr>
<td>External workshops</td>
<td>Number of external workshops</td>
<td>Number of students contacted</td>
<td>Type of workshop</td>
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<td>Operational Definition</td>
<td>Operational Definition</td>
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<td>Operational Definition</td>
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<tr>
<td>Workshops provided for program students outside of school setting</td>
<td>Total number of external workshops conducted or sponsored by Program</td>
<td>Total number of students contacted</td>
<td>Workshop content category</td>
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<tr>
<td>Continuous/Discrete</td>
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## Data Collection Plan:
Increase utilization of near peer mentors

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<tbody>
<tr>
<td>Near-peer mentors</td>
<td>Number of student near-peers</td>
<td>Number of students contacted</td>
<td>Number of contact activities</td>
<td>Type of contact</td>
</tr>
<tr>
<td>Operational Definition</td>
<td>Operational Definition</td>
<td>Operational Definition</td>
<td>Operational Definition</td>
<td>Operational Definition</td>
</tr>
<tr>
<td>Use of college students serve as mentors</td>
<td>Total number of near-peer mentors</td>
<td>Total number of near-peer student contacts</td>
<td>Total of number of near-peer activities</td>
<td>Student contact setting type</td>
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**Data Collection Plan:**
Increase pursuit of external program resources

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<tr>
<td>External program resources</td>
<td>Source Type</td>
<td>Number of contributors</td>
<td>Contribution Type</td>
<td>Monetary value</td>
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<td>Operational Definition</td>
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<tr>
<td>Contributions provided to the program not including money by organizations other than funding organizations</td>
<td>Agency organizational classification</td>
<td>Agencies that provide resources to Program</td>
<td>Material classification of contributions</td>
<td>Estimated dollar value of all contributions</td>
</tr>
<tr>
<td>Continuous/Discrete</td>
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Data Collection Plan:
Develop synergies with other external organizations

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<tr>
<td>External organizations</td>
<td>Organization Type</td>
<td>Collaboration type</td>
<td>Collaborative activities</td>
<td>Number of student contacts</td>
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<tr>
<td>Operational Definition</td>
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<tr>
<td>External organizations operating within site schools that participated in collaborative efforts with Program</td>
<td>Agency organizational classification</td>
<td>Name specific area of collaboration</td>
<td>Number of activities where program partnered with one or more external organizations</td>
<td>Number of students contacted through collaborative activities</td>
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# Data Collection Plan:
Increase community-based contact

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<tbody>
<tr>
<td>Community-based contact</td>
<td>Organization Type</td>
<td>Number of community contacts</td>
<td>Number of activities</td>
<td>Number of individual contacts</td>
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<tr>
<td>Operational Definition</td>
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<td>Operational Definition</td>
</tr>
<tr>
<td>Program activities carried out at community agencies such as community centers, churches and Boys &amp; Girls clubs</td>
<td>Agency organizational classification</td>
<td>Number of agencies interacting with Program staff</td>
<td>Number of activities performed by program staff at community based agency</td>
<td>Number of individuals contacted through community based activities</td>
</tr>
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<td>Continuous/Discrete</td>
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## Data Collection Plan:

Increase utilization of near-peer mentors

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Project Owner: Destiny Jackson
Recommendations

Do not wait until you are being asked for data
- Mandated at Executive Level
- Individual must be trained in Evaluation Studies
- Matter of Necessity in Today’s Climate

Develop your improvement plans
- Ability to Distinguish Your Program from Others

Track your accomplishments
- Summative Evaluations are Just ONE part of the Equation
- Formative → Summative Results

Publish them

Use Professional 3rd Party Evaluators!
Remember the Goal

Define

Control

Measure

Continuous Improvement

Improve

Analyze
# Data Collection Plan:

## Develop synergies with other external organizations

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