Making the Most of Project Data

2013 CEANY Conference

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Agenda

• Introduction to the Professional Development Program (PDP)
• Importance of Evaluation Data
• Kirkpatrick Evaluation Model
• Data collection instruments used at PDP
• Types of data PDP collects and analyzes
• Application of data to inform training/program changes
PDP Overview

• Is one of the largest university-based continuing professional education programs in the United States

• Served more than 114,500 participants through approximately 3,100 instructional activities in 2012-2013

• Supports a wide range of programs geared to the training and development needs of government workers in New York State agencies

• Delivers training programs in a variety of subject areas
Services Provided by PDP

- Technical assistance and consultation
- Curricula design and development
- Instructional design
- Train-the-trainer programs
- E-learning solutions
- Web design and development
- Graphic design
- Conference planning and management
- Project management
<table>
<thead>
<tr>
<th>Subject Areas of PDP Training Programs</th>
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<tbody>
<tr>
<td>• Adolescent development</td>
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<td>• Case management</td>
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<td>• Child development</td>
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<td>• Child support enforcement</td>
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<td>• Child welfare</td>
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<td>• Computer application training</td>
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<td>• Early childhood education</td>
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<td>• Employment transitional supports</td>
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<td>• Health workforce</td>
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<td>• Juvenile justice and rehabilitation</td>
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<td>• Medication administration for children</td>
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<td>• Public administration, service and policy</td>
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<td>• Public health</td>
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<td>• Substance use disorders</td>
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<tr>
<td>• Supplemental Nutrition Assistance Program (SNAP)</td>
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<td>• Youth leadership</td>
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Why is Evaluation Important?

• Helps substantiate the positive influence of training programs and learning activities
• Provides meaningful information from trainees
• Helps determine if training/learning objectives have been achieved
• Helps to identify gaps or areas that may require revision for future trainings/learning activities
• Helps to justify budget costs for needed training or learning activities
Ongoing Training and Evaluation Cycle

On-going program evaluation is central for assessing project effectiveness and making informed decisions. Try to include stakeholders/sponsors in the process.

1. Design training including evaluation measures
2. Conduct/deliver the training
3. Analyze and review evaluation results
4. Recommend action/changes
5. Apply new knowledge to enhance training
Methods Used by PDP to Gather Data

• Self-administered Online or Paper Surveys
• Phone Interviews
• Focus Groups
• Needs Assessments

Note: PDP pilot tests most evaluation instruments before using them.
Data Analyses Programs Used at PDP

• Microsoft Access
• Microsoft Excel
• IBM SPSS (Statistical Package for the Social Sciences)
• NVivo (A Qualitative Data Analysis Software Program)
# Kirkpatrick Evaluation Model

<table>
<thead>
<tr>
<th>Level</th>
<th>Learning Effect</th>
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<tbody>
<tr>
<td>Level 1 – Reaction</td>
<td>Were the trainees satisfied with training?</td>
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<tr>
<td>Level 2 – Learning</td>
<td>What learning knowledge took place?</td>
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<tr>
<td>Level 3 – Behavior</td>
<td>Was learning from the training transferred to the job?</td>
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<tr>
<td>Level 4 – Results</td>
<td>Did the training have the desired impact on the organization?</td>
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Level 1 Surveys for Classroom and On-Line Trainings

Please COMPLETELY DARKEN the circle corresponding to your answer. A dark pen will produce the best results. All information entered on this form is anonymous and confidential.

Shade circles like this: ●

- Trainer(s)/Presenter(s) were knowledgeable about content.
- Trainer(s)/Presenter(s) were prepared and organized.
- Trainer(s)/Presenter(s) taught effectively.
- Trainer(s)/Presenter(s) were responsive to participants.
- Content supported my job duties.
- Materials were useful and available for on-going use.
- Stated objectives were achieved.
- This event helped me improve knowledge, skills or abilities.
- Overall rating for the event.
- My supervisor encourages use of the skills taught.

What features of the event were most helpful?

Enter County Code:

0 1 2 3 4 5 6 7 8 9

What features of the event could be improved?

What other topics would you like to see offered?

Thank You!

What features of the training program were most helpful?

- The content of this training program was relevant to my job duties.
- The learning objectives were clearly stated and achieved.
- The knowledge, skills, and abilities gained from this training program will help me perform my job more effectively.
- The available performance support resources and/or materials will reinforce my understanding of the content.
- The navigation made sense and was easy to use.
- The graphics, images and/or activities enhanced my learning experience.
- The general instructions and Help system were adequate.
- I experienced no technical problems while accessing and viewing this event.
- My overall rating for this training program is excellent.
- My supervisor will support the use of these skills back on the job.

What features of the training program, including any technical issues, could be improved?
Application of Level 1 Survey Data

- Videoconference participants provided open-ended responses to a question about potential future topics on the Level 1 survey.

- PDP conducted a content analysis on a sample of participant’s survey responses regarding future videoconference topics.

- PDP and project’s sponsor reviewed and discussed participant recommendations.

- Based on the data analysis and discussion, PDP and our sponsor decided to add new videoconferences to the schedule.
Level 2 Evaluations: Is there any knowledge gain?

Pre/Post Knowledge Tests and Post Knowledge Tests Steps

- Level 2 Pre Test
- Training
- Level 2 Post Test

No Pre Test

Training

Level 2 Post Test*
Level 2 – Pre/Post Test

HRA01 SNAP Institute Training for HRA
Pre Evaluation Test
Test #1491

1. Brandon submitted an electronic SNAP application on Saturday, 11/3. What is his filing date?
   A. Saturday, 11/3
   B. Sunday, 11/4
   C. Monday, 11/5
   D. Tuesday, 11/6

2. Which of the following is NOT a criterion (on page 1 of the form) for expedited application processing?
   A. The household has already received SNAP benefits this month
   B. The household has an urgent need for food
   C. The household’s income and liquid resources are less than their shelter expenses
   D. The household has gross income less than $150 and resources of $100 or less

3. An application for SNAP benefits was filed on December 12th. The applicant was interviewed on December 18th and submitted all required documentation on January 3rd. If determined eligible, benefits will begin to accrue from:
   A. December 1st
   B. January 1st
   C. December 12th
   D. December 18th

4. A family received expedited application processing on January 4th and provided verification of identity and residence. All other verification was pending. The case was closed on January 31st because the household failed to return additional verification. The family refiles on April 10th. Can they receive expedited processing?
   A. No, a case is only entitled to expedited processing once a year
   B. Yes, if the family supplies all missing verification within 10 days
   C. No, January benefits must first be returned to receive expedited processing again
   D. Yes, after a “waiting period” of six months

5. Which of the following household situations may be granted separate SNAP household status (two separate SNAP cases)?
   A. An 18-year-old and her infant living with her parents
   B. A 72-year-old person in good health who has income, he lives and eats with his 90-year-old son
   C. A 19-year-old who works full time at a bank; he lives and eats with his uncle’s family
   D. Two brothers ages 55 and 63 who live together, but buy and eat their food separately

6. A 19-year-old SNAP recipient states that her father is moving in with her. He may be considered a separate SNAP household if:
   A. He is a boarder who pays more than the thrifty food plan
   B. He is living with the family to save on rent but eats and stores his food separately
   C. She has a child of her own in the household
   D. None of the above he must be in the same SNAP household with his daughter
Analyses conducted with Level 2 Pre/Post Tests

• Assess **Point Difference** between Pre Test and Post Test
  Example: (Post) 60% - (Pre) 40% = 20 Point Difference

• Determine **Percentage Change** from Pre to Post Test
  Example: (Post) 60% - (Pre) 40%
  Calculation: (60-40 = 20)/40 = 0.5 x 100 = 50%
  50% Change

• Determine **Percent of Trainees who scored 75% or higher**
  Example: Divide the Number of Trainees with 75% or more by Total Number of Trainees
How to Use Analyses to Assess Trainees’ Knowledge Gain

Number of Trainees = 55
Aggregate Pre Test Score = 32%
Aggregate Post Test Score = 54%

Point Difference: 54 – 32 = 20 points

Percentage Change: \((\frac{54-32}{32}) \times 100 = 69\% \text{ Increase in Knowledge}\)

9 out of 55 trainees (16\%) had scores of 75\% or higher on Post Test

What do these results tell us?
Next Step: Item Analysis

• Provides useful information on the accuracy of your test questions and improve the quality of questions.

• Before conducting an item analysis, make sure your questions reflect the training objectives taught.

• **Item Difficulty**: percent of trainees that correctly answered the item.

• **Item Discrimination**: relationship between how well the trainees answered the test item and their total test score.
Item Analysis Guidelines

• Strive for items that yield a wide range of difficulty levels (Easy to Difficult) with an average difficulty of about 50%-60% correct.

• Examine an item if the overall percent correct falls below 30% on the Post Test.

• Examine items where virtually everyone gets the correct answer on the Pre Test (e.g., more than 85% correct).
PDP continues to:

- Redesign Pre/Post Tests that warrant review so tests more accurately measure trainees’ knowledge gain.

- Revise training curricula when areas requiring additional training focus are identified to better meet the needs of our trainees.

- Report test results to our sponsors to show that trainings are having intended effect.
Level 3: Was the learning transferred to the job?

One Example of Level 3 Evaluation Steps

Training

Level 3
45 Day Participant Follow-up Survey

Level 3
45 Day Supervisor Follow-up Survey
Below is a list of functions that are part of your job responsibilities. Please indicate the extent to which the SNAP Training Institute you attended has helped you perform each of these job functions. If you have not performed a particular function often enough to assess the training, please check the response “Not Performed Enough to Assess.”

<table>
<thead>
<tr>
<th>Function</th>
<th>(1) Not Helpful</th>
<th>(2) Slightly Helpful</th>
<th>(3) Moderately Helpful</th>
<th>(4) Very Helpful</th>
<th>Not Performed Enough to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain how to access the SNAP benefit through the use of the EBT card and PIN.</td>
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<tr>
<td>2. Determine eligibility for expedited benefits using the Expedited Screening Checklist.</td>
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<tr>
<td>3. Identify the necessary verification required to determine eligibility for SNAP.</td>
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</table>
Application of Level 3 Survey Results

• Over the past few years, results from Impact Assessment Follow-up Surveys have indicated that training participants have applied their knowledge to the workplace.

• These results provide strong evidence that training activities are producing the desired benefit.
Examples of Other Types of Data Analysis Projects Conducted by PDP
PDP Needs Assessment Project

• Population: Youth Counselors in the Juvenile Justice System

• Objective is to determine the training needs and any knowledge gaps among Youth Counselors

• PDP reviewed the current literature on Youth Counselor’s job responsibilities.

• PDP examined the sponsor’s Youth Counselor Standards and Skills documentation which specifies skills required for the Youth Counselor position.

• PDP is currently holding a series of statewide focus groups with Youth Counselors and Administrators.

• Results will be used by our sponsors to design a comprehensive training program for Youth Counselors and establish a Youth Counselor Institute.
Demographic Survey

2012 Videoconference Training Demographic Information Survey

Question 1
Please enter your ZIP code: __________

Question 2
How many years have you been a child care provider? ________

Question 3
What is your highest level of education completed?
- Grades 1-11
- High School/GED
- Early Childhood Credential or Certificate
- Some college
- Associates Degree
- Bachelor's Degree
- Masters Degree or higher

Question 4
What is your current early childhood job title?
- FDC provider
- GFDC provider
- DCC director
- DCC assistant teacher
- SACC director
- SACC assistant teacher
- FDC assistant
- GFDC assistant
- DCC assistant director
- SACC assistant director
- SACC aide
- FDC substitute
- GFDC substitute
- DCC head or lead teacher
- DCC aide
- SACC head or lead teacher
- Other

Question 5
How many years have you spent in your current position?
- Less than 1 year
- 1-3 years
- 4-5 years
- More than 5 years

Question 6
How long do you plan on staying in the early childhood field?
- Less than 1 year
- 1-3 years
- 4-5 years
- More than 5 years
How does PDP use this demographic data?

- Compiles an annual evaluation report for our sponsor
- Compares data across programs
- Examines interactions between and among variables
- Notes longitudinal changes, if observed
- Conducts further analysis to determine if program changes/additions should be considered
- Notes if program changes reached the intended populations
Child Development Associate (CDA) Credential

• Widely recognized credential in early childhood education

• Providers must meet a number of criteria to qualify, including:
  • Holding a high school diploma or equivalent
  • Having 120 clock hours of child care education
  • Having a field advisor
  • Being observed working in a child care setting
  • Compiling a resource file
Example of how PDP uses demographic data to better serve our trainees

Demographic data → Focus groups

- Looked at interest in the CDA among child care providers with a high school diploma or equivalent
- Compared variations in interest based on type of day care setting and years of experience
- Providers who worked in home-based settings were less likely than those who worked in day care centers to be interested in the CDA.
- Providers with more than 5 years of experience were far less likely to be interested in the CDA than those with fewer years in the field.
Focus Groups of Family and Group Family Day Care Providers

• Purpose: To understand why long-term home-based child care providers are not pursuing their CDA

• Locations of focus groups: Mix of urban, rural and mid-size areas

• Three groups have been held:
  – Glens Falls, NY (mid-size town one hour from Albany)
  – Bath, NY (rural Rochester)
  – Commack, NY (mid-size town in Long Island)

• Plan to host another group or two in Brooklyn (urban) in November.
Survey of Educational Incentive Program (EIP) Scholarship Recipients Pursuing their CDA Credential

• Purpose: to determine trainee progress toward receiving their CDA
• Target population: providers who had received scholarships for CDA training courses but had not applied for funding for the assessment fee (the final step in the process)
• Method: Phone survey
• 460 providers surveyed (51% response rate)
Results of Survey of EIP Recipients Pursuing their CDA

• 75% of the 460 providers surveyed had completed their training.

• Only 14% of those surveyed had completed their training AND received their CDA.

• 42% of those who had completed their training but not received the CDA have also completed the other CDA requirements.

• 58% of those who completed their training but have not received their CDA have **not** completed other requirements.
Application of Data to EIP

• Updated EIP brochure
  – Added an entire section & separate application for CDA
  – Provided comprehensive information about CDA requirements
  – Allowed EIP funding for additional CDA activities (observation and field advisement)
Number of EIP Awards for CDA Assessments, 2009-2012

- 2009: 669
- 2010: 704
- 2011: 857
- 2012: 901
Summary

• The Kirkpatrick Evaluation Model provides a useful framework for evaluating trainings

• PDP conducts a wide range of Kirkpatrick’s Level 1 – 3 evaluations and will be spending more time in the future developing Level 3 evaluations

• Evaluation results and data collected on program participants have been utilized by PDP numerous times to inform and enhance training activities
Questions?
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