



Writing Your Evaluation Plan



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OBJECTIVES

- Overview of ARC+ POWER Grant
- Components of the Evaluation Plan
- Writing the Evaluation Narrative



ARC POWER+ GRANT PURPOSE

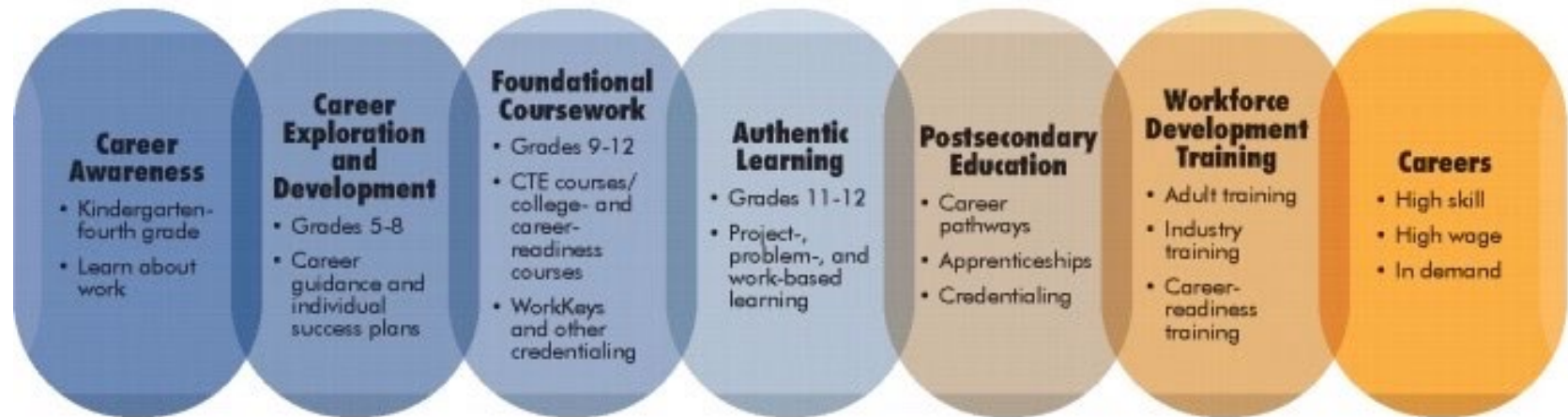
To infuse VR career exploration and job training simulations into the education-to-workforce pipeline.

- Enhance Career and Technical (CTE) education in Appalachian regions of Mississippi.
- Set students on the path to middle-skill jobs that do not require advanced degrees in high-demand and high-growth industries.
- Align with the region's strategies to ensure students receive job readiness skills and job opportunities by establishing key partnerships with local and regional education and business interests.



ARC POWER+ GRANT

EDUCATION-TO-WORK-PIPELINE



ARC POWER+ GRANT PARTNERS



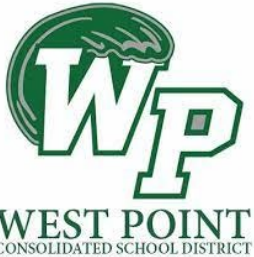
GOLDEN TRIANGLE
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INTERNATIONAL



PAPER



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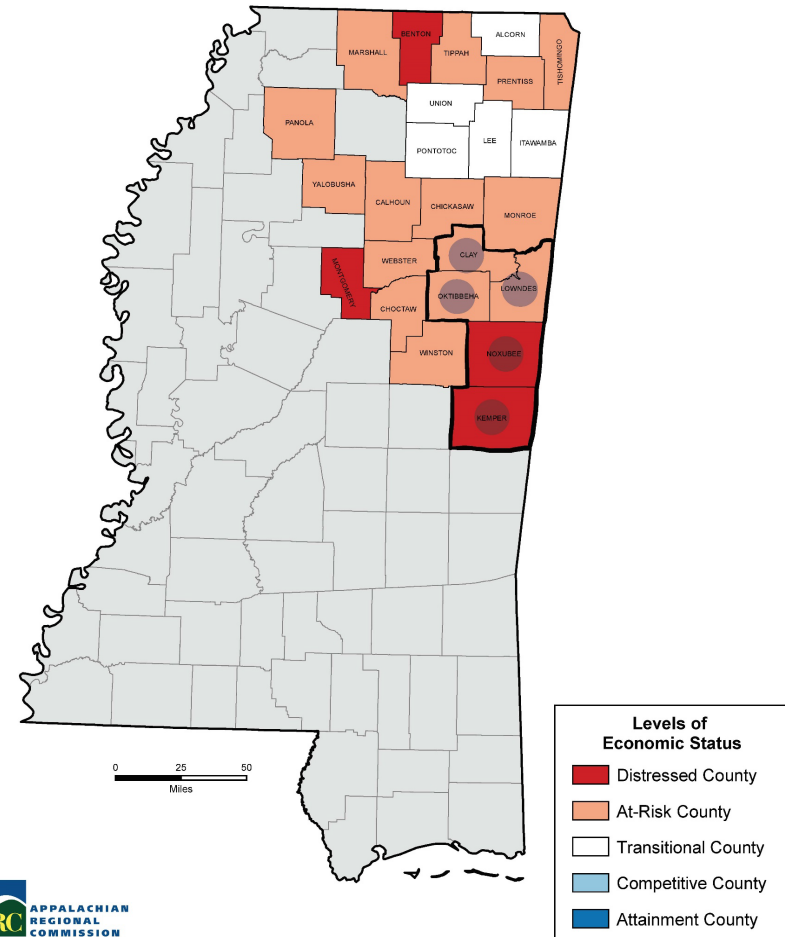
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ARC POWER+ GRANT SERVICE AREA

The project service area is comprised of five counties in the Southeast Appalachian region of Mississippi

- Clay
- Kemper
- Lowndes
- Oktibbeha
- Noxubee

County Economic Status in Appalachian Mississippi, Fiscal Year 2021



ARC POWER+ GRANT PROJECT GOALS

Through the application of simulated hands-on experiences, the project will also result in the following:

- 5% increase in enrollment in secondary CTE courses within the target industries in each program year.
- VR skills training will be infused at East Mississippi Community College (EMCC) in target industries resulting in:
 - 590 job training completers
 - 80% passing industry-recognized credentialing exams
 - 70% receiving/accepting job placement



PROJECT EVALUATION

- Goal is to improve the way a project works, not just prove that it works
- Guides program implementation
- Documents impact, determines effectiveness
- Leads to increased effectiveness
- Generates new knowledge about effective or best practice
- Provides information for communicating to a variety of stakeholders

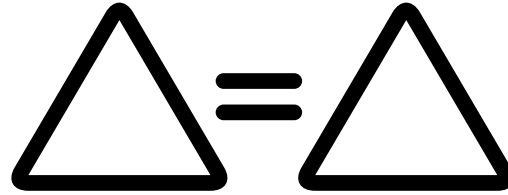


EVALUATION PLAN

Components	Timing
<ol style="list-style-type: none">1. Key project information (e.g., stakeholders, goals, funder guidelines, etc.)2. Measurable outcomes3. A conceptual model (e.g., logic model)4. Measurable evaluation questions5. Method for collecting and analyzing data6. Dissemination plan	<ul style="list-style-type: none">• Ideally occurs during the writing of the proposal after the statement of work has been drafted



ALIGNMENT OF FUNDERS GOALS AND PROJECT PURPOSE



ARC POWER+

- **ARC Goal 1: Economic Opportunities** that invest in entrepreneurial and business development strategies that strengthen Appalachia's economy by growing a skilled workforce to meet current and emerging industry demands in the region.
- **ARC Goal 2: Ready Workforce** to improve the education, knowledge, skills, and health of residents to work and succeed in Appalachia because it will deliver key elements of workforce development such as career exploration, effective job training, credential completion, education, and job placement.

Infusing VR in the Workforce

- Enhance the Career and Technical Education (CTE) infrastructure in Appalachia Mississippi by infusing VR career exploration and job training simulations into its education-to-workforce pipeline in 5 counties (Clay, Kemper, Lowndes, Oktibbeha, and Noxubee), 6 school districts, 16 schools.



CONNECTION BETWEEN OUTPUTS AND OUTCOMES

Paired Measures

These paired output measures must be used with corresponding outcomes.

Outputs	Outcomes
Businesses Served	Businesses Improved
Communities Served	Communities Improved
Households Served	Households Improved
Organizations Served	Organizations Improved
Participants Served	Participants Improved
Patients Served	Patients Improved
Students Served	Students Improved
Workers/Trainees Served	Workers/Trainees Improved

Tips for Paired Measures

If the project will result in stakeholders or groups that will be served (i.e. inputs such as: students, businesses, organizations, or patients), then the grantee must also measure the number of stake-holders or groups that will be improved (i.e. outcomes such as students, businesses, organizations, or patients).

For example, if a project results in 100 households served (output), then the project must also estimate how many will be improved (outcome). The improved (outcome) number is always a subset of, or the same as, the served (output) measure.

Source: Guide to ARC Project Performance Measures



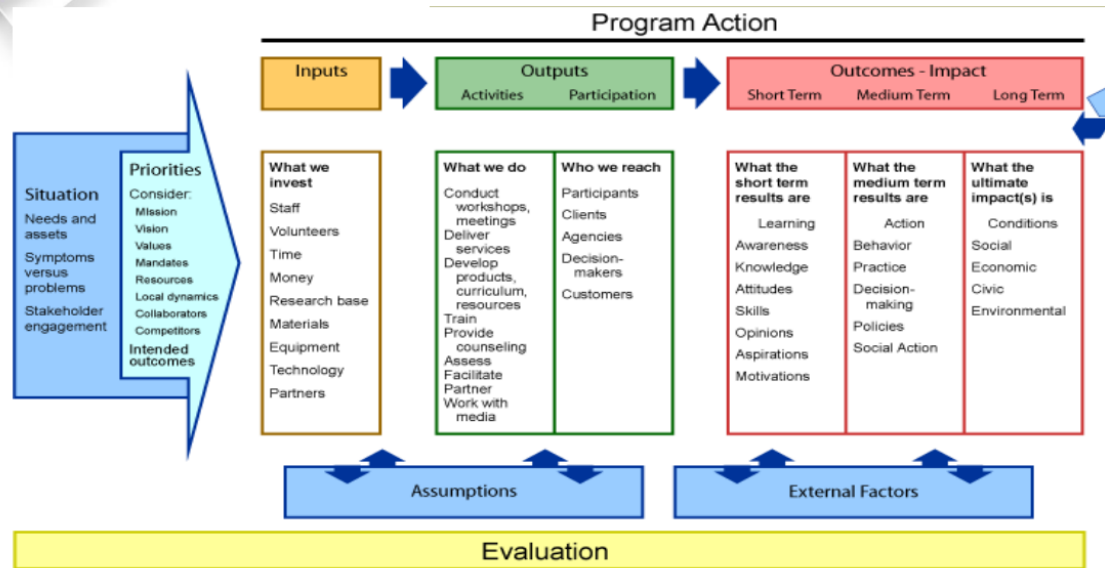
IDENTIFY EXPECTED OUTCOMES

Short-term outcomes 1-2 years	Mid-term outcomes 3-4 years	Long-term outcomes 5 or more years
<ul style="list-style-type: none"> • Involves changes in participants knowledge, attitudes, or skills 	<ul style="list-style-type: none"> • Involves changes in participants behavior or actions 	<ul style="list-style-type: none"> • Involves changes in participants condition or status
<p>EXAMPLES:</p> <ul style="list-style-type: none"> • Increased enrollment in CTE courses in target industries 	<ul style="list-style-type: none"> • Highly trained workforce employed in mid-skill, high-demand jobs 	<ul style="list-style-type: none"> • Mitigate the negative economic effects from the loss of jobs in Southeast Appalachian region of Mississippi



LOGIC MODEL APPROACH

PLANNING: start with the end in mind



What do you want to know?

How will you know it?

EVALUATION: check and verify

Source: Logic Model: Components and Implementation, Maine Rural Health Research Center



INPUTS TO OUTCOMES

Inputs	Activities	Outputs	Outcomes
<ul style="list-style-type: none">• MDE administrators• VR equipment• Curriculum developers• CTE educators• VR experts	<ul style="list-style-type: none">• Incorporate VR career exploration into their Cyber Foundations I and II courses• VR workforce and skills training in high-demand industries for high school CTE students	<ul style="list-style-type: none">• 3,465 high school CTE students trained in the region's high-demand industries	<ul style="list-style-type: none">• Increase in enrollment in postsecondary CTE courses within the high-demand industries

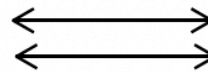


EXAMPLE OF PROJECT TYPE AND PERFORMANCE MEASURES

Education or workforce development project



Students served
Workers/trainees served



Students improved
Workers/trainees improved
Programs implemented

Source: Guide to ARC Project Performance Measures



BENCHMARKING



1. Student enrollment in Mississippi CTE Manufacturing, Hospitality, Healthcare, Construction, and Transportation and Warehouse programs disaggregated by demographics
2. Career exploration opportunities prior to grant implementation (this can probably be gathered from surveys or interviews)
3. Number of high school CTE programs currently using VR
4. Unemployment in target counties
5. Number of community college students receiving credentials



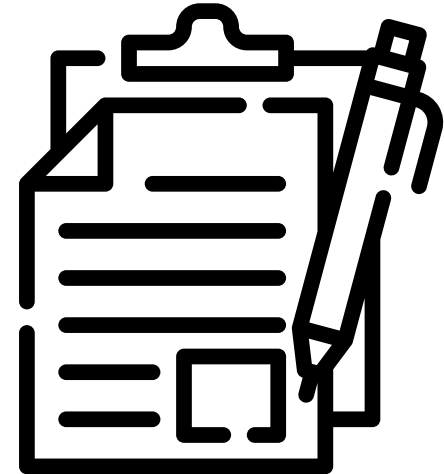
MEASURING IMPACT

1. Number of student participation in target programs, disaggregated by demographics to measure enrollment growth
2. Number of job training completers
3. Number of job training completers receiving/accepting job placement disaggregated by program area, demographics
4. Unemployment rate after implementation
5. Number of community college students receiving credentials



DATA COLLECTION METHODS

1. Data will be collected and aggregated through surveys from industry employers and individual participants to track job offers/placements and programmatic feedback
2. MDES data
3. Census data



EVALUATION QUESTIONS, DATA COLLECTION & ANALYSIS

Examples

Evaluation Questions	Data	Collection\Analysis
<ul style="list-style-type: none"> • What progress has been made toward program implementation? • What progress has been made toward program outcomes? • What are opportunities to improve program results? 	<ul style="list-style-type: none"> • Number of people served or participating • Number of partners or stakeholders involved • Implementation steps completed • Certification and graduation rates • Employment rates 	<p>Quantitative</p> <ul style="list-style-type: none"> • Pre-test/Post-test results • Surveys/Questionnaires/Checklists • Publicly available data (e.g., BLS, MDES, Census) <p>Qualitative</p> <ul style="list-style-type: none"> • Interviews • Focus Groups • Observations

Source: A Guide to Writing a Program Evaluation Plan, National Rural Health Resource Center



DISSEMINATION OF FINDINGS

- How will the procedures or the lessons learned from the evaluation be communicated to relevant audiences in a timely, unbiased, and consistent fashion?
- How will reports be tailored for different audiences?



EVALUATION PLAN NARRATIVE

- Piece the components together to tell the story of how you will evaluate the project.
- Easier to do once the other components are created.
- Align your narrative with the funder's goals, the project's purpose, and the outputs and outcomes.



QUESTIONS TO GUIDE THE WRITING OF THE EVALUATION SECTION

- What is the evaluation's purpose?
- How will you use the findings?
- What will you know after the evaluation that you didn't know before?
- What will you do as a result of the evaluation that you couldn't do before because you lacked the relevant information?
- How will your stakeholders be better because of the program?



Evaluation Resources

Available after the seminar



QUESTIONS AND CONTACT INFORMATION



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