

TATS eUpdate
Program Effectiveness and Evaluation

**The *What, Why and How* of
Program Effectiveness/Quality and Evaluation
Part 3: After Data Collection**
December 2007

Part One and Part Two looked at the “what”, “why”, and “how” of program effectiveness/quality and evaluation. Part Three will address what should happen after data is collected. Program evaluation is only as good as the action steps taken afterwards to assure issues and concerns identified as a result of the evaluation are addressed.

Best Practice

After Collecting the Data

Develop an Action Plan to address practices and processes that are identified as needing attention. Include both long term goals and short term objectives and activities. Make the goals measurable, the plan for attaining them is based on effective practices, and the timeline is established. The Division for Early Childhood (DEC) Recommended Practices guide (2005) devotes a chapter to developing and implementing an action plan. Here are some highlights.

Develop the Action Plan

- Use a team of key stakeholders to develop the action plan. Assure administrative support for the team
- Identify the goal or purpose of the plan
- Describe the specific program and outcomes that will be targeted for improvement
- List activities to address the outcomes and how they will be implemented
- Include long-range and short-range objectives and activities
- Identify resources needed to support the activities
- Use realistic timelines
- Keep it simple – and “do-able”

Implement the Action Plan

Insure procedures are in place to support the implementation of the action plan

- Meet on a regular basis to update action plan
- Keep the plan simple and minimize the need for clerical support
- If objectives are not achieved, the team should identify barriers
- Assure there is administrative support for implementing the action plan

Some Essential Components to Consider

Here are some strategies that will support the process:

- Support from the administration and other key stakeholders
- If possible, align the effort with other similar efforts to avoid duplication
- Create stakeholder teams for making decisions together – ex. Systems change team – policies, procedures, systems change; Direct Services team – assessment, child-focused practices, family-based practices, interdisciplinary models, technology applications.
- Coordinate the work of the direct Services team to overall performance expectations
- Keep teams small and re-visit the make-up of the teams as the plan progresses/changes
- Establish close relationship between both teams
- Obtain local technical support
- Provide a team facilitator

Reflections

1. Think about the connection between effective action planning and on-going progress monitoring.
2. Remember – Program evaluation is a process – not a product.

“Nobody can go back and start a new beginning, but anyone can start today and make a new ending.” - Maria Robinson

References and Resources

Center for Data-Driven Reform in Education

Research center focused on assisting state and local education agencies to organize and use data, provide information on effective programs and evaluate and disseminate findings. Assists in the development of a Data-Driven District (3-D) strategy using continuous student performance data to drive district and school policies and practices.

<http://www.cddrs.org/>

Early Childhood Outcomes (ECO) Center

A 5-year collaborative project funded by OSEP providing research and technical assistance to promote the development and implementation of child and family outcome

measures for infants, toddlers, and preschoolers with disabilities for use in local, state, and national accountability systems. <http://www.fpg.unc.edu/~eco/index.cfm>

Florida Rule 6A-6.03026 Florida Administrative Code (FAC) Special Programs for Prekindergarten Children with Disabilities and 6A-6.03027 (FAC) Special Programs for Children Three Through Five Years Old Who are Developmentally Delayed.

<https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1062846&type=1&file=6A-6.03026.doc>

<https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1062943&type=1&file=6A-6.03027.doc>

Harbin, G., Rous, B., & McLean, M. (2005). Issues in designing state accountability systems. *Journal of Early Intervention*, 27(3), 137-164.

National Association for the Education of Young Children (NAEYC) & National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). (2003). Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8. www.naeyc.org/resources/position_statements/pscape.pdf

National Association for the Education of Young Children (NAEYC)

A national association with a primary focus on the provision of educational and developmental services and resources for all children from birth through age 8. This page provides information about NAEYC and current research and information about early childhood education. <http://www.naeyc.org>

Sandall, S., Hemmeter, M.L., Smith, B.J., & McLean, M.E. (2005). *DEC recommended practices: A comprehensive guide for practical application in early intervention early childhood special education*. Longmont, CO: Sopris West

Smith, B. (2000). *Administrator's essentials: Creating policies and procedures that support recommended practices in early intervention/early childhood special education (EI/ECSE)*. DEC Recommended Practices in Early Intervention/Early Childhood Special Education. Retrieved January, 16, 2007 from the DEC website.

<http://www.dec-sped.org/pdf/recommendedpractices/adminessen.pdf>

Technical Assistance & Training System (TATS)

Statewide project providing technical assistance and training to programs in Florida serving prekindergarten children with disabilities. Website provides information and resources on curriculum and instruction, evaluation and assessment, family involvement, inclusion, program effectiveness/quality, and transition, as well as, linking early childhood partners. www.tats.ucf.edu

U.S. Department of Health and Human Services, Administration for Children and Families, National Child Care Information Center (NCCIC):

Quality Rating Systems: Definition and Statewide Systems (NCCIC)

<http://nccic.acf.hhs.gov/pubs/qrs-defsystems.pdf>

Quality Rating Systems and the Impact on Quality in Early Care and Education Settings (NCCIC). <http://nccic.acf.hhs.gov/poptopics/qrs-impactqualitycc.pdf>

Other topics, including children with disabilities and early childhood educational systems. <http://nccic.acf.hhs.gov/poptopics/index.html#ecsystems>



TATS eUpdates are a service of the Technical Assistance & Training System Communities of Practice. The TATS eUpdates are intended to provide current information related to best practices or trends in the education of young children with special needs in the areas of Transition, Program Effectiveness, Inclusion, Curriculum & Instruction, Evaluation & Assessment, and Family Involvement. For more information about the TATS Communities of Practice and the TATS eUpdates, please log on to www.tats.ucf.edu.