Strong Evaluation Plans = Stronger Proposals

July 20, 2011

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Introductions

Stephanie Evergreen
Lori Wingate
Mike Lesiecki
Norena Badway
Liz Teles

Teles Consulting, LLC

www.evalu-ate.org
Objectives

1. Meet the evaluation requirement of the proposal
2. Utilize evaluation to help meet the goals and objectives of the proposed project
3. Understand the data management plan - a new ATE proposal requirement
4. Create a stronger proposal
Evaluator Perspective

Norena Badway

Why?

ATE requires it

"the evaluative activities should provide evidence on the extent to which the project goals and objectives are realized"

- 2011 ATE Program Solicitation
Why?

ATE requires it
Mirror
Do you see what I see?

Why?

ATE requires it
Mirror
Legitimacy
Objective view
Strong Evaluation Plans = Stronger Proposals July 20, 2011

Why?

ATE requires it
Mirror
Legitimacy
Connections
Your activities with other perspectives

Why?

ATE requires it
Mirror
Legitimacy
Connections
Learning
Growth and development
**Why?**

ATE requires it
Mirror
Legitimacy
Connections
Learning
Dissemination
Sharing what you’ve learned

**Who?**

Evaluator
- With evaluation experience
- Applies evidence-based/research theoretic framework
- Seeks beyond “body counts”
- Analyzes, rather than audits
- Partners, rather than judges
**What?**

Assists in designing proposal?  
or  
Implements prescribed plan?

---

**When?**

Confer on goals &  
Set data elements  
Propose

Set course correction &  
Confer on logic model  
Get funded

Feedback data analysis  
Applies wide background of  
Submit annual report  
frameworks
Dissemination

Professional Development
Project staff
Partners

Dissemination

Co-present
ATE PI Conference
Tech/Ed conferences
Dissemination

Publish
Promising Practices
Journals

PI Perspective
Mike Lesiecki
Takeaways

1. Methods to engage an evaluator and set expectations
2. Giving the reviewer enough of an evaluation section without impinging on page limits
3. Guidelines and strategies to generate a reasonable cost proposal and strong statement of work for the evaluation effort

Requirements

What are the evaluation requirements according to the solicitation?

And the review criteria?
Criteria

✓ Is the evaluation plan clearly tied to project outcomes?
✓ Does the project provide for effective assessment of student learning?
✓ Is the evaluation likely to provide useful information to the project and others?
✓ Will the evaluation inform others through the communication of results?

What

... realities does the PI face at proposal stage?

Establishing the evaluator relationship
Time
Budget
Time
Where

... does one find those evaluators anyway?
EvaluATE
Start with CV or bio

Work the network
Can be fraught with danger

How

... can an evaluation stand out for a reviewer?
Looking for key words formative and summative
Avoid generic
Looking for direct ties to goals and objectives
Looking for a plan

Utilizing attachments
Money & Getting It Done

Accompanies contract
Defines activities and deliverables
Allows evaluator to invoice
Allows project to pay

Statement of Work
The evaluator will deliver:
1. A data acquisition and evaluation plan with timelines.
2. An interim report twice per year
3. An annual report due by March 19
4. A series of benchmarks for valid impact metrics.
Above deliverables will be contracted for $5,555

Cost Proposal
Start with SOW
Fixed or Hourly?

Site visits & travel?
Number of reports?

Total cost of evaluation
### Budget Example

<table>
<thead>
<tr>
<th>Project budget</th>
<th>Evaluation expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>$900,000</td>
<td>$50,000 fixed fee</td>
</tr>
<tr>
<td>$300,000 per year</td>
<td>+ $9,965 expenses</td>
</tr>
<tr>
<td></td>
<td>$59,965</td>
</tr>
</tbody>
</table>

6.7%

---

It starts with a telephone call...
Helpful Hints & Fatal Flaws

Liz Teles
You have a great idea!

but

you need the money!

First!

A good evaluation plan almost always raises reviewer ratings of your proposal.

- It improves your project.
- It makes it easier to manage.
- It increases quality.
Helpful Hints

1. Identify an evaluator in advance.
2. Match evaluation with goals, objectives, and activities.
3. Design to provide evidence about what is and isn’t working.
4. Remember that while accountability is important, evaluation of impact and effectiveness is vital.
5. Evaluate short and long-term goals, develop indicators to measure progress and include timelines.

Professional Development Example

Accountability
*Did you do it?*
- How many attended?
- Were participants from the schools, colleges, and industries you hoped to serve?
- What was their gender and ethnicity?

Impact & Effectiveness
*Did it make a difference?*
- Did participants learn?
- Did they use the information in their classes or work?
- Was it appropriate for future technicians?
- Did employers value the new skills that graduates have?
Helpful Hints

6. Develop the plan jointly between evaluator and PI.
7. Assign responsibilities for various components.
8. Use the evaluation literature.
9. Keep in mind your evaluation stakeholders.
10. Use at least 1 (up to 2.5) pages.

Assign

<table>
<thead>
<tr>
<th>Who?</th>
<th>How?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PI/PD</td>
<td>Direct Contact</td>
<td>Once a month</td>
</tr>
<tr>
<td>Partners</td>
<td>Web Forms</td>
<td>End of semester</td>
</tr>
<tr>
<td>Institutional</td>
<td>Graduation &amp;</td>
<td>Each July</td>
</tr>
<tr>
<td>Research Office</td>
<td>Matriculation</td>
<td></td>
</tr>
<tr>
<td>Evaluator</td>
<td>Focus groups,</td>
<td>Just after end of</td>
</tr>
<tr>
<td></td>
<td>Surveys, Calls to</td>
<td>semester</td>
</tr>
<tr>
<td></td>
<td>industry</td>
<td></td>
</tr>
</tbody>
</table>
**Fatal Flaws**

The evaluation plan
1. Is missing.
2. States “after we get funding, we will develop a plan.”
3. Only evaluates easy things.
4. Has an unreasonable or unrealistic budget.
5. Does not align with priorities of funding program.

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**Evaluation Budgets**

- Be reasonable
- Be realistic
- Match project and evaluation complexity
- Discuss what dollars buy

$800/day × 20 days = $16,000

- 4 - Planning
- 3 - Data collection
- 2 - Analysis
- 5 - Report writing
- 2 - Dissemination
- 4 - Ongoing meetings
Align with program priorities

Liz

Does the project have potential to improve student learning in science and technician engineering programs in community colleges?

Read the program solicitation!!!

Align with program priorities

Liz

Failure to Read Solicitation is Hazardous to Your Proposal!
Fatal Flaws

The evaluation section
6. Was cut and pasted from another proposal without adaptation.
7. States PIs will do all the evaluation.
8. Is too short and lacking in details.
10. Does not explain methods used.

Use Literature

What is it?
Why was it chosen?
Why is it appropriate?
Have instruments been pilot tested? Validated?
Data Management Plan

Lori Wingate

It’s mandatory

“Fastlane will not permit submission of a proposal that is missing a Data Management Plan.”

—NSF Grant Proposal Guide p. iv
It’s policy-in-action

Investigators are expected to share with other researchers ... the primary data, samples, physical collections and other supporting materials related to or gathered in the course of work under NSF grants.

—NSF Award and Administration Guide, Chapter VI

It’s brief

Data Management Plan

1. Types of Data
2. Standards for Data and Metadata Format and Content
3. Policies for Access and Sharing
4. Provisions for privacy, confidentiality, security, intellectual property
5. Policies and Provisions for Re-use, Redistribution, and the Production of Derivatives
6. Plans for Archiving and Preserving Access
It’s not just compliance

Lori

Helps with

• Project management, policies, procedures
• Clarifying evaluation data to be collected
• Disseminating project results

DATA MANAGEMENT PLAN

1. Expected Data. We expect to generate the following data in the course of this project:
   a. Laboratory exercises and descriptions of newly developed activities
   b. Results of student experiments, including written materials and spectroscopic data
   c. Results of project evaluation; data collected by evaluator to include formative and summative assessments

2. Data Format. Data will be largely available in accessible formats such as Word and Excel documents, jpeg and pdf files, and video files. All data will be maintained in a format that is easily accessible to all interested parties. Interested parties will include faculty and students at other institutions and educational and scientific researchers.

3. Access to Data. All laboratory exercises and activity descriptions, and the work product resulting there from, will be open source materials available either on our website or on request from interested parties. Any published data, whether in educational or scientific journals, will be accompanied by the requisite supplementary/supporting materials provided in the format designated by the publishing journal.

4. Data Sharing. We anticipate that the vast majority of the materials produced in this project will be treated as open source and shared freely with interested parties. In the event that a situation arises requiring protection of intellectual property, we will rely on legal counsel for the Maricopa County Community College District, in accordance with any applicable NSF guidelines for the handling of such matters.

5. Policies for Re-Use and Redistribution. Materials will be open source, with the condition that the originating institution be cited in the re-use of the materials. See disclaimer regarding intellectual property in #3 above.

6. Archiving of Data. All materials will be stored digitally in at least two separate locations (severen) as well as in hard copy. Both digital and hard copy materials will be organized in a manner yet to be determined. We anticipate retaining data indefinitely. Physical samples of materials generated by the project will be stored in our stockroom which has adequate protection against fire and water. Any issues relating to data management that are not directly addressed in the foregoing sections will be handled in accordance with NSF policies and procedures along with any other applicable content area policies and all state and federal statutes governing intellectual property matters.
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- Open source via web
- Provided upon request
- Published data will be made available in accordance with journal specifications

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- Open source
- Shared freely
- Consult with legal counsel
- intellectual property
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DMP example from Rachael Bower

ATE Central Data Management Plan

This plan describes how data, materials, and resources created by ATE Central will be managed and shared with the ATE community and other interested parties. Documentation, dissemination, and implementation of this plan helps to ensure that ATE Central benefits not only ATE grantees, but the larger National Science Foundation and the larger public through free and open access to its innovative technical educational programs and materials created by the ATE community.

Data Description

The table below details the types of data and metadata generated by ATE Central.

<table>
<thead>
<tr>
<th>Data Type</th>
<th>Description of Data</th>
<th>Metadata</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metadata</td>
<td>Educational context - Database of processes and practices that are part of the education and training component of the project.</td>
<td>Qualitative data collected and analyzed by ATE Central.</td>
</tr>
<tr>
<td>Materials and Publications</td>
<td>ATE Community (Box) - Deliverables and resources from ATE grantees and centers.</td>
<td>Title, author, and contact information embedded in PDF files, Word, and HTML documents.</td>
</tr>
<tr>
<td>Evaluation Data</td>
<td>Final reports - PDF reports submitted annually to ATE Central.</td>
<td>Title, author, and contact information embedded in PDF files.</td>
</tr>
</tbody>
</table>

Data Standards

The metadata produced by ATE Central will be based on Dublin Core (http://dublincore.org) and an in-house metadata standard called AT-ML (http://openarchive.org). All data created by the project will be stored locally on servers managed by the ATE Central team.

Data Access and Sharing

All metadata produced by ATE Central is freely available. Interested parties can interact with the metadata via DMPOn or contact the project for alternative formats such as spreadsheet or word processing documents. Metadata and metadata files are not to be used as an alternative to the actual materials. Any use of the metadata is for the purpose of classification and dissemination of information. The data is not to be used for any other purpose.

Privacy

While usage statistics are gathered from the ATE Central site, the information is collected in aggregate and processed to understand data trends and will never be passed along to any third party. All information entered into the site for participation is considered confidential.

Intellectual Property

The ATE Central metadata repository retains only descriptive and other metadata that are publicly available online. However, requests from content owners who wish to have metadata leading to their materials removed from ATE Central will be honored. Should a project owner or sponsor request that their materials be removed from the repository for the purpose of preservation, the original owner will retain copyright.

Archiving and Preservation

All metadata and other materials created by ATE Central will be kept for the project’s review and archive after the closure of the project. ATE Central will work with ATE Central Advisory Board, NCS, and the ATE community to ensure additional online preservation efforts, the metadata and other materials created by ATE Central and downloadable data become the ATE community’s own.
There’s help

ATEcentral Handbook
University of Wisconsin

DMPonline
UK Digital Curation Center

ICPSR
University of Michigan

DMP online

Language from NSF policy
Clarifying sub-items

Your plan
DMP online

Export as a TXT file for more control over formatting and length

ICPSR

Guidelines for Effective Data Management Plans

Many federal funding agencies, including NSB and NSB recently NSF, are requiring that grant applications contain data management plans for projects involving data collection. To support researchers in meeting this requirement, ICPSR is providing guidance on creating such plans.

Creating a Data Management Plan

- Understand the need
- Develop a plan for creating a plan
- Information on depositing data

Depositing Data with ICPSR

- Simple plans
- Contact

Resources and Examples

- Data preservation
- Patient privacy policies
- Web site

Questions?

- Contact ICPSR
- Request new Data Plan
- Contact with the ICPSR representative on your campus

Download these guidelines as a single PDF.
Putting it all together

- Project Summary
- Project Description
- References Cited
- Biographical Sketches
- Budget
- Current and Pending Support
- Facilities, Equipment & Other Resources
- Special Information & Supplementary Documentation
- Appendices

Source: National Science Foundation Grant Proposal Guide

Past Attractions

June 9, 2011
Grant Opportunities and Success Strategies

July 21, 2010
Making Evaluation Integral to your ATE Proposal
Coming Attractions

September 21
Ready, Set, Evaluate!

November 16
e-valuation: Assessing Webinars, Social Media, and Website Usage

Register at
www.evalu-ate.org/events

ATE PI Conference

Evaluator Support Funds!
Up to $1,000 for
Lodging
Travel
Registration

Applications due August 15

Get more information at
www.evalu-ate.org/events
Coffee Break Webinar Series
July 28
What’s in the Cultural Competence Toolbox?

Annual Conference
October 31-November 5 in Anaheim

Get more information/join at www.eval.org

www.evalu-ate.org

ATE Evaluation Listserv
Conduit Newsletters
ATE Evaluator Directory
Digital Resource Library
Events
Thank You