

Promising Evidence and Final Project Evaluations for HEP and CAMP

Katrina Ballard, Data and Evaluation Subject Matter Expert, Office of Migrant Education

Amas Aduviri, Principal Investigator, Oregon State University HEP & CAMP

Michael Heim, Washington State University HEP & CAMP

Fabiola Hernandez, Director, West Texas A&M University CAMP

Ernesto Sanchez, Regents of the University of Colorado, UC Boulder - BUENO HEP



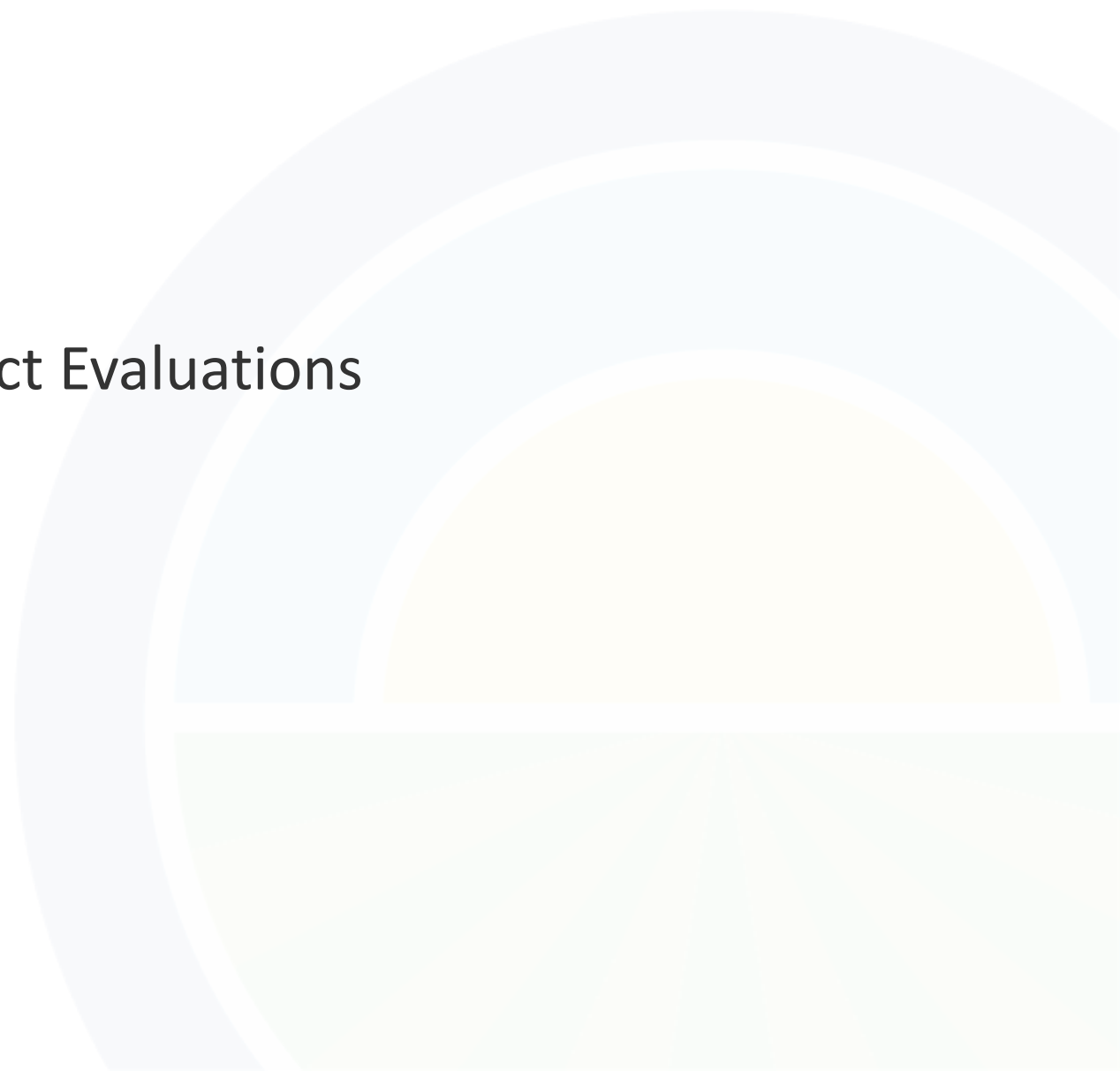
The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.

Office of Migrant Education
U.S. Department of Education



Agenda

- Webinar goals
- HEP/CAMP Evaluation Reminders
- Overviews of HEP and CAMP Project Evaluations
- Panel Discussion
- Q & A



Goals of today's webinar

- Provide peer examples of HEP and CAMP evaluation designs to increase understanding of how to apply the promising evidence criteria,
- Support HEP and CAMP grantees in fulfilling the promising evidence requirement as described in their grant applications, and
- Identify additional areas of future technical assistance, as needed.

HEP and CAMP Evaluation Reminders

Why does the Office of Migrant Education (OME) need to collect required evaluations?

Continuous improvement of the HEP and CAMP program overall:

- Better understanding potential factors contributing to national program trends;
- Gaining a better understanding of the elements that support project success to inform technical assistance and peer learning; and
- Identifying grantees' strengths and areas of growth in data and evaluation to provide the most relevant technical assistance for conducting high-quality evaluations.

HEP and CAMP: Block D, Final Performance Report

Final Project Evaluation: For grantees in the final year, attach the final project evaluation that was proposed in the approved grant application.

- Project evaluations are already required as part of the HEP and CAMP Selection Criteria used to evaluate funding applications: **Selection Criteria F**, quality of the project evaluation.
- *(iii) The extent to which the methods of evaluation will, if well implemented, **produce promising evidence** (as defined in this notice) about the project's effectiveness. (Up to 5 points)*

HEP Notice Inviting Applications, [89 FR 70604](#)
CAMP Notice Inviting Applications, [89 FR 70610](#)

Definition of promising evidence

Promising evidence means that there is evidence of the **effectiveness of a key project component** in improving a relevant outcome...

(iii) A single study assessed by the Department, as appropriate, that—

(A) Is an **experimental** study, a **quasi-experimental design** study, or a well-designed and well-implemented **correlational study** with **statistical controls for selection bias** ... and

(B) Includes at least one statistically significant and positive (*i.e.*, favorable) effect on a relevant outcome.

HEP Notice Inviting Applications, [89 FR 70604](#)
CAMP Notice Inviting Applications, [89 FR 70610](#)

What's the difference?

Final Project/Promising Evidence Evaluation	Other evaluations (e.g. performance evaluations)	Final Performance Report
<p><i>What was the effect of a specific intervention?</i></p>	<p><i>How did the project perform overall?</i></p>	<p><i>How did the project perform overall?</i></p>
<ul style="list-style-type: none"> • Aims to produce promising evidence (correlational design with statistical controls for selection bias) • Outlined in original application • “Research” or a “study” • Evaluates the effects of a project component • Helps us understand which strategies “work” • Required in Year 5 	<ul style="list-style-type: none"> • What were the program’s results? • What are the program’s strengths and areas for improvement? • Observations, interviews, surveys, and summaries of descriptive data 	<ul style="list-style-type: none"> • Annual Performance Report data + additional questions + final evaluation attachment • Program data OME uses for various purposes • Doesn’t tell us what might have caused the results • Required in Year 5

Implementation of new requirements

- Reporting period 2023-2024
 - New data elements (instructional mode, final project evaluation for Final Performance Report) are *optional*.
 - **FPR Due Dates:** For grantees that did not request a no-cost extension, the Final Performance Report must be submitted by **Monday, October 28, 2024**.
 - If you received a no-cost time extension from the U.S. Department of Education for the fifth year of this grant, the Final Performance Report is due **120 days** after the revised project period end date.
- Reporting period 2024-2025
 - New data elements will be required.

How to submit the final project evaluation

- Please email your final evaluation as a separate attachment in the email to OME with your Final Performance Report.
 - No specific formatting/length requirements.
 - Recommend the evaluation attached as one PDF file, which could include appendices.
 - HEPCAMPAPR@ed.gov

Prior approval requests for a change in scope

Examples of Changes in Scope or Objectives:

- Increase or reduction in the number of students grantees are funded to serve;
- Change to the timing of grant activities;
- Change to the geographic area for student recruitment;
- Change to mode of instructional delivery (online, in-person, and hybrid);
- **Change to evaluation design**; and
- Change to, the addition of, or the deletion of a grant objective or objectives.

Overview of Evaluation Projects



College Assistance Migrant Program at WTAMU

C.A.M.P Evaluation – Prior Evidence

A study from WWC, an Empirical Analysis of Factors that Influence the First Year to Second Year Retention of Students at One Large Hispanic Serving Institution; Wilkeron (2008) conducted a quasi-experimental study of a first year experience course at the University of Texas at San Antonio. Wilkerson (2009) reported, and the WWC confirmed, that there was a positive and statistically significant difference between (first year experience course) participants and comparison participants on retention to the second year.

C.A.M.P Evaluation Design

Quasi-experimental Study:

- First year experience (IDS) course
- The intervention group will consist of C.A.M.P participants enrolled in the C.A.M.P first year experience course and the comparison group will be C.A.M.P participants not enrolled in the course.

C.A.M.P Evaluation

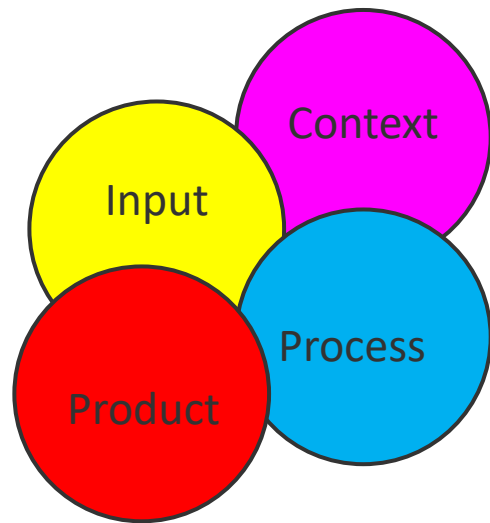
- Will gather data by class attendance, tutoring participation, engagement in mentoring services, GPA, credits earned and second year retention rates.
- Learning communities at WTAMU



BUENO High School Equivalency Program

BUENO HEP Evaluation Design

The program model used for annual program evaluations was based on the CIPP Evaluation Model developed by Daniel Stufflebeam, University of Michigan.



Context: Evaluated the extent to which academic needs were identified in four areas.

Input: Assessed the instructional approaches used by the Coordinator/Instructors in delivering services to students.

Process: Documented and monitored activities carried out by project staff to determine whether the program met its three program goals and seven program objectives.

Product: Assessed the short-term, long-term, intended and unintended outcomes associated with the project to help staff make informed decisions about improving program services for Migrant and Seasonal Farmworkers (MSFW).

Formative Evaluation

- Observations
- Interviews with staff, students, and community partners
- Questionnaires
- Analysis of project documents

Summative Evaluation

Analysis of data gathered during the formative stage of evaluation was used to answer the following questions:

- Were project goals and objectives met?
- Did staff benefit from PD?
- Were students' needs met?



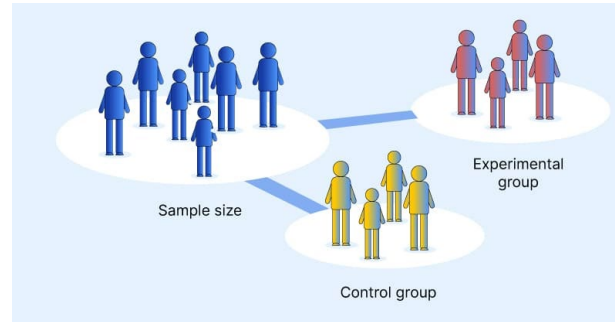
BUENO High School Equivalency Program

Evidence of Promise Study Using Quasi-Experimental Design



Evidence of Promise Study focused on “gaming strategy” and how this technology might help improve students’ skills in mathematics, particularly in Algebra.

Since no gaming programs were found that focused on young adult learning, we populated the Canvas LMS with math lessons and made them accessible to the treatment group.

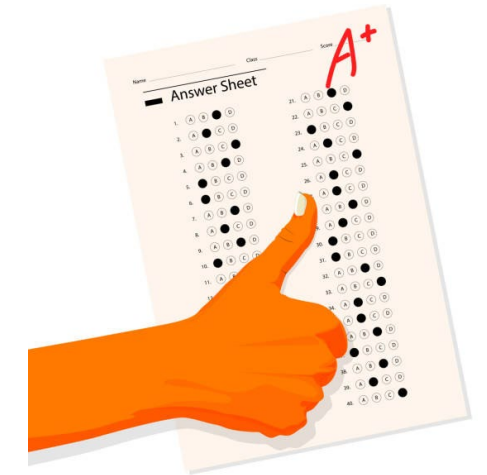


- 24 students were selected for this study. 13 were randomly assigned to the treatment group and 11 were randomly assigned to the control group.
- Spanish-speaking students were selected to participate in the study because they did not have access to Aztec like the English-speaking students did.



Math lessons were uploaded on to the CANVAS LMS system and students from the treatment group were required to log in and complete math lessons throughout the semester.

- Realtime feedback was provided to the treatment group by the instructor.
- Weekly sessions were held to discuss progress and to answer questions.
- Students from both the treatment and control groups participated in the regular class sessions.



Pre-test and post-test scores for the treatment group and the control group were analyzed and compared.



BUENO High School Equivalency Program

Evidence of Promise Study

Key Findings

The study revealed the following:

1. Attendance and engagement in the treatment group were higher than in the control group.
2. The level of improvement between the pre-test and post-test scores for the treatment group was higher than for the control group.
3. Overall GED completion rates for the treatment group were higher than those for the control group.
4. During math class, students who used Canvas LMS showed improved engagement when participating in discussions about solving algebraic problems.

Informing our Practices



In class instruction, coupled with participation in the Canvas Learning Management System, improved:

- students' learning
- enhanced students' class attendance
- contributed to improved math skills

Moving Forward

In our Evidence of Promise study over the next five years, we will introduce a summer bridge program that will consist of a three-week intensive math instruction curriculum utilizing the Canvas LMS.

WSU CAMP

**Washington State University
College Assistance Migrant Program**

**Evidence Based Practices for the Office of Migrant
Education**

**Michael Heim | Director for Migrant Education Student Access & Support (MESAS)
Washington State University**

Context

Background, history, elements of program, and using disaggregated data

- **Time:** WSU CAMP has completed 17 years of continuous service - 2006-2023
- **Data collection:** Diligence in collecting data over time.
- **Record keeping:** Student Service Delivery documentation and capturing
- **Focus on Accuracy:** Accuracy and discrete data points leads to disaggregation.

Initial focus on “Use of Data”

Demonstrating program effectiveness and impact

- **Reviewing historical records:** What has already been captured?
- **Data Inventory:** What was available? What is/was missing and needed? what could be collected? What should be collected?
- **Access to Data:** Who can start the journey and access data? How can we improve collaboration between Institutional and Effectiveness teams?
- **Research possibilities:** Demonstrating effectiveness of interventions/treatments.

Focus on “Use of Data”

Demonstrating program effectiveness and impact

CAMP Student Group					Control Student Group				CAMP	Control	Final CAMP	Final CAMP	Final Control	Final Control	CAMP	Control
Year	GPR 1	Persister (P.)	GPR 2	(P.) GPR 2	GPR 1	Persister (P.)	GPR 2	(P.) GPR 2	2Y Retntn	2Y Retntn	GPR 1	GPR 2	GPR 1	GPR 2		
TRUE	566	250	554	223	510	278	475	222	786	732	795	770	736	691	8	7
FALSE	67		12	27	222		36	56	97	277	84	24	264	45		
Total	633	250	566	250	732	278	511	278	883	1009	879	794	1000	736		
Total	89.42%		97.88%	89.20%	69.67%		92.95%	79.86%	89.01%	72.55%	90.44%	96.98%	73.60%	93.89%		

Variable	M	SD	t	df	p
Performance Measure 1 rates					
WSU CAMP (633)	0.89	0.309	9.078	1363	<.001
WSU Control Group (732)	0.69	0.459			

Variable	M	SD	t	df	p
Performance Measure 2 rates					
WSU CAMP (566)	0.97	0.149	3.75	1075	<.001
WSU Control Group (511)	0.92	0.256			

Tipping Point for Programs

Follow through with the promise(s)

- **Tipping point:**

- USDOE-OME grant applications include an evaluation section.
- OME strongly encourages Evidence of Promise Studies be carried out/Cumulative Grant Cycle Evaluation
- A need to pursue high levels of impact and demonstrate program impact, statistical significance.
- Answer the call to improve what presents a challenge to the status quo.

Service Ready

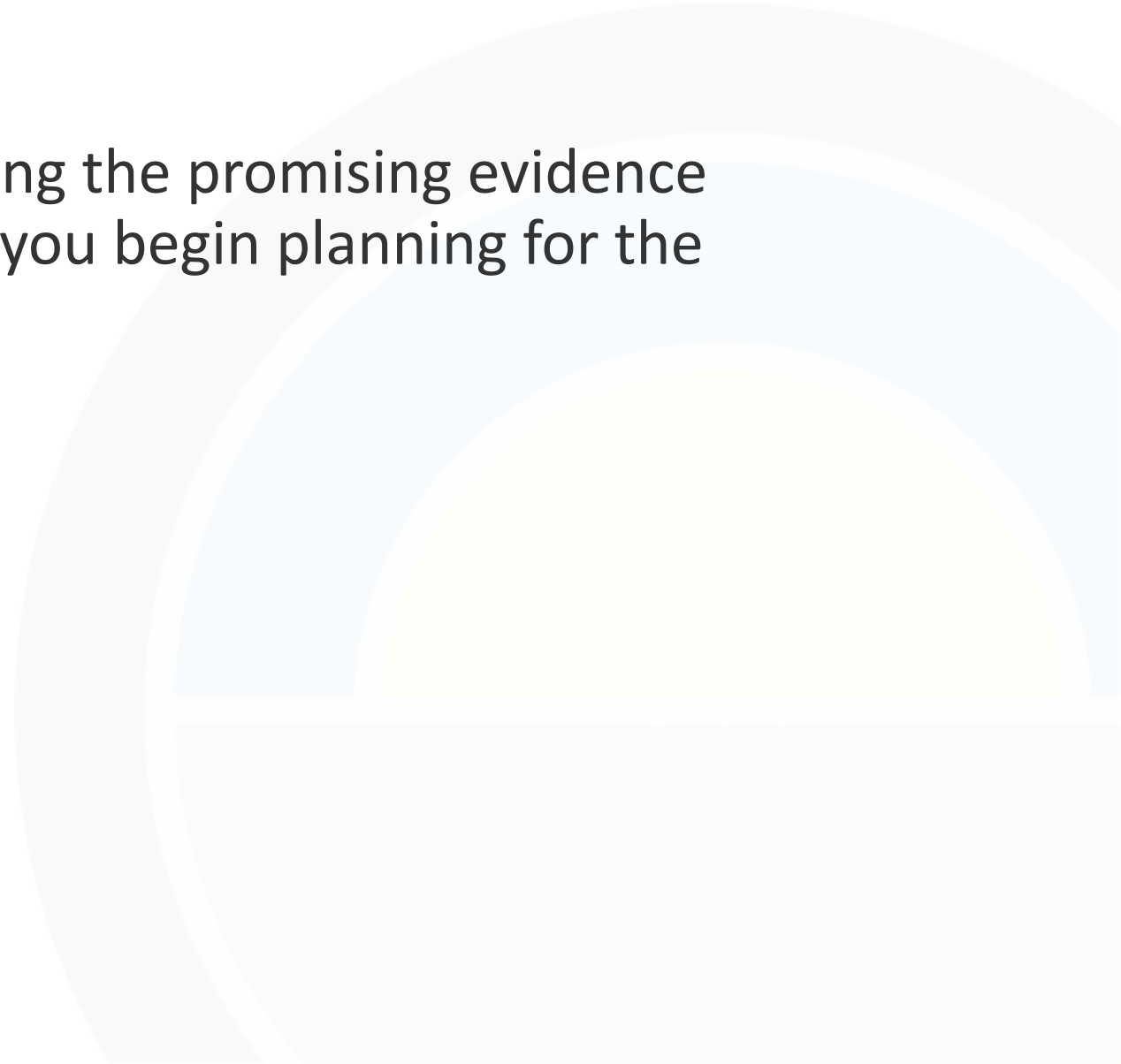
Enhanced commitment to serving Latiné students

- **Answering questions:** Collect data on how to address the question(s) and understanding the gaps in knowledge/service.
- **Focus for funding initiatives** - external and internal.
- **Discovering the unknown(s)**
- **Data informed decision making:** Knowing where and how you can strengthen services.

Panel Discussion

Question 1

- What was your first step in beginning the promising evidence evaluation? When in the grant did you begin planning for the evaluation?



Question 2

- How and when did you set up data collection with the final project evaluation in mind? Who was responsible for tracking evaluation data? Did you work with any data sources outside data collected within your project, and if so, which ones and how did you get that data?

Question 3

- Who are the key players at your institution or on your staff who are/were involved with the evaluation? When and how did you involve them?

Question 4

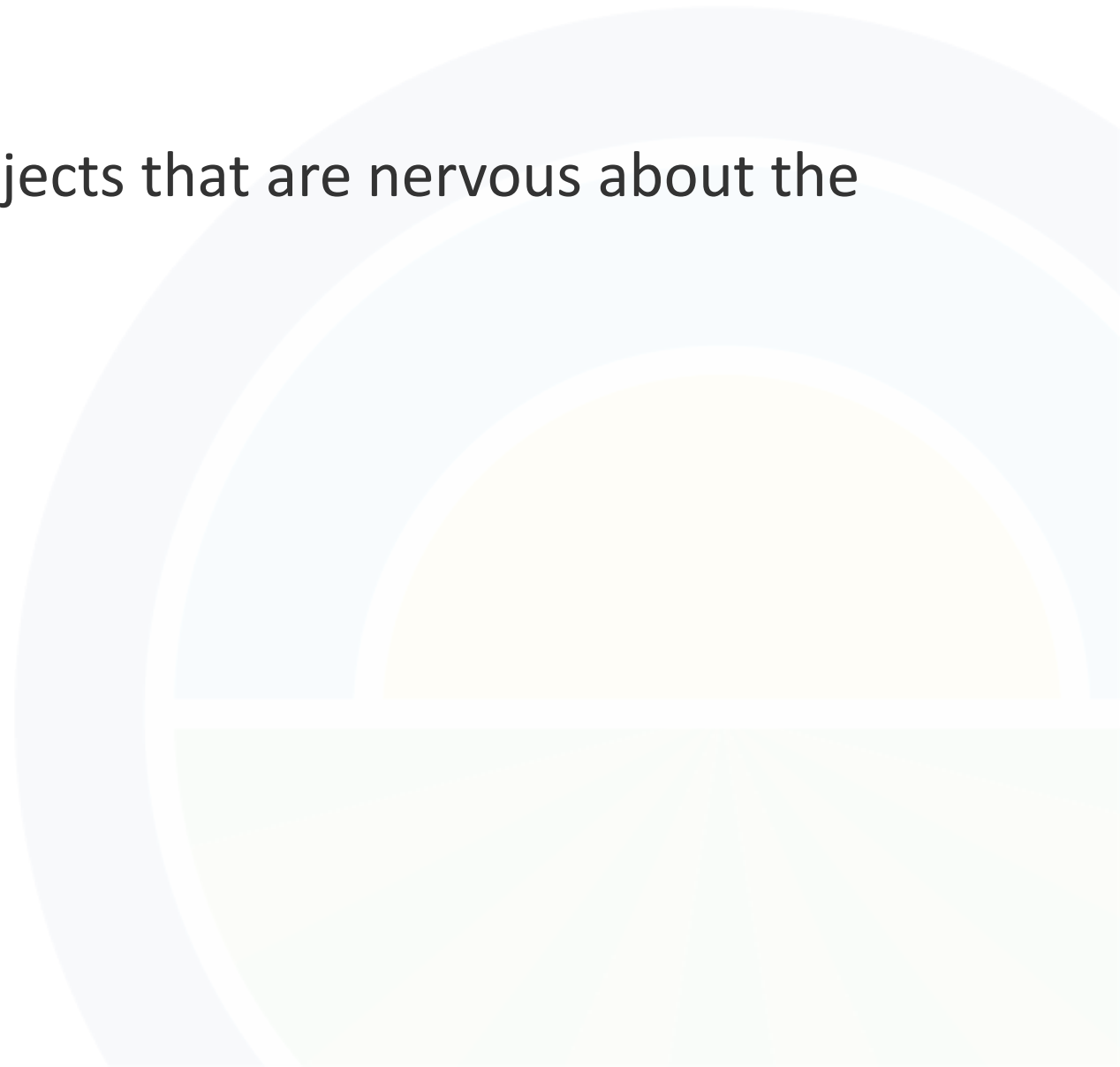
- How did your project identify an appropriate control group? What were your main considerations in choosing a control group?

Question 5

- For those whose institutions require Institutional Review Board (IRB) approval for their evaluation projects, can you please share your experience with that process? What was the timeline for approval? What advice would you give to others who need to secure IRB approval?

Question 6

- What advice would you give to projects that are nervous about the evaluation?



Q & A

Resources

- Evaluation page of [HEP](#) and [CAMP](#) Websites
- [What Works Clearinghouse \(WWC\)](#)
- [Education Resources Information Center \(ERIC\)](#)
- [IES Resources for Evaluating Programs](#)
- [Logic Models for Program Design, Implementation, and Evaluation: Workshop Toolkit](#)

Thank you!

- Katrina Ballard, Data and Evaluation Subject Matter Expert, OME
 - Katrina.Ballard@ed.gov
- Amas Aduviri, Principal Investigator, Oregon State University HEP & CAMP
 - Amas.Aduviri@oregonstate.edu
- Michael Heim, Washington State University HEP & CAMP
 - michael.d.heim@wsu.edu
- Fabiola Hernandez, Director, West Texas A&M University CAMP
 - fhernandez@wtamu.edu
- Ernesto Sanchez, Regents of the University of Colorado, UC Boulder - BUENO HEP
 - ernesto.j.sanchez@colorado.edu