

**SOUTHEAST EVALUATION ASSOCIATION  
19<sup>TH</sup> ANNUAL CONFERENCE**

**ETHICS, EVALUATION, AND  
ACCOUNTABILITY**



**JANUARY 18-19, 2007  
TALLAHASSEE-LEON COUNTY CIVIC CENTER  
TALLAHASSEE, FLORIDA**

## **About SEA**

The Southeast Evaluation Association (SEA) is an affiliate of the American Evaluation Association. We represent evaluators and evaluation-related professionals from the state, university, local (including local schools and government) and private sectors. Our members come from a variety of backgrounds, including policy analysis, auditing, teaching, program evaluation, management analysis, and performance measurement.

Our programs cover a variety of topics: technologies, accountability, quality, multicultural evaluation, contracting, performance assessment, skill building, outcome measurement, and more. SEA's annual conference, held in winter, attracts internationally-recognized speakers and participants from the entire southeast region. Many organizations use our programs and conferences, taking advantage of our low-cost training and networking opportunities for their staff.

Programs are open to SEA members and non-members, and are often free for members. Members receive a periodic newsletter, an annual membership directory, customized programs, and reduced conference fees.

If you have questions about SEA, please check our World Wide Web page at: <http://www.southeastevaluation.com> or write us via email at [seacoordinator@southeastevaluation.com](mailto:seacoordinator@southeastevaluation.com), or via U.S. mail:

**SEA**  
**P.O. Box 10125**  
**Tallahassee, FL 32302**

**Federal ID #59-2854523**



January 18, 2007

Welcome!

On behalf of the Southeast Evaluation Association, welcome to our 2007 annual conference entitled *Ethics, Evaluation and Accountability*. This conference addresses issues that have been brought to the forefront of public concern. The effects of this concern are relevant to all our organizations—private, public, as well as not-for-profit. Our goal is to assist you in determining how to best add value to your organizations and gain back public confidence.

Our training sessions are designed for evaluators, researchers, and government accountability professionals. This is a time to share information with your colleagues from around the nation. The next two days will provide a wealth of training and networking opportunities for us to learn from each other, meet old friends, and make new ones.

We hope your participation in the conference and stay in Tallahassee are enjoyable, and we encourage you to participate in the Southeast Evaluation Association's activities throughout the year.

Kaye Kendrick  
SEA President  
Kaye Kendrick Enterprises, LLC

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***Past Presidents of SEA***

Fran Berry 2005	Becky Lyons 1999	Margarida Southard 1993	Garrett Foster 1987
Gary VanLandingham 2004	Barbara Foster 1998	Flora Caruthers 1992	
Carolyn Herrington 2003	Glenn Mitchell 1997	Mary Ellzey 1991	
Yvonne Bigos 2002	Linda Schrader 1996	Meredith Papagiannis-Fossel 1990	
Sahira Abdulla 2001	Carole Massey 1995	Romeo Massey 1989	
John Green 2000	Ora Kromhout 1994	Constance Bergquist 1988	

## SEA Executive Board

### 2006 Officers

President – Kaye Kendrick  
President-elect – Betty Serow  
Secretary – Kathy McGuire  
Treasurer – Ghazwan Lutfi

**Immediate Past President** – Fran Berry

### Committee Chairs

Program Co-Chairs – Christine Johnson  
Mary Kay Falconer  
Essential Skills – Kathy McGuire

### SEA Liaison to the American Evaluation Association (AEA)

Linda Schrader

### 2007 Officers

President – Betty Serow  
Results of elections will be announced at the conference.

### Lifetime Members

Garrett Foster 1999  
F.J. King 2000  
Susan McNamara 2003

### Sector Representatives

Private – Fred Seamon  
State Government – Steven Chapman  
Local Government – Raoul Lavin  
Local Government – Glenda Ostrander  
Non-Profit – Terry Rhodes  
University – Lantry Brockmeier

## 2005 SEA Conference Committee

### Conference Co-Chairs

Betty Serow  
Susan McNamara

SEA Coordinator: Bernadette Howard

### Committee Members

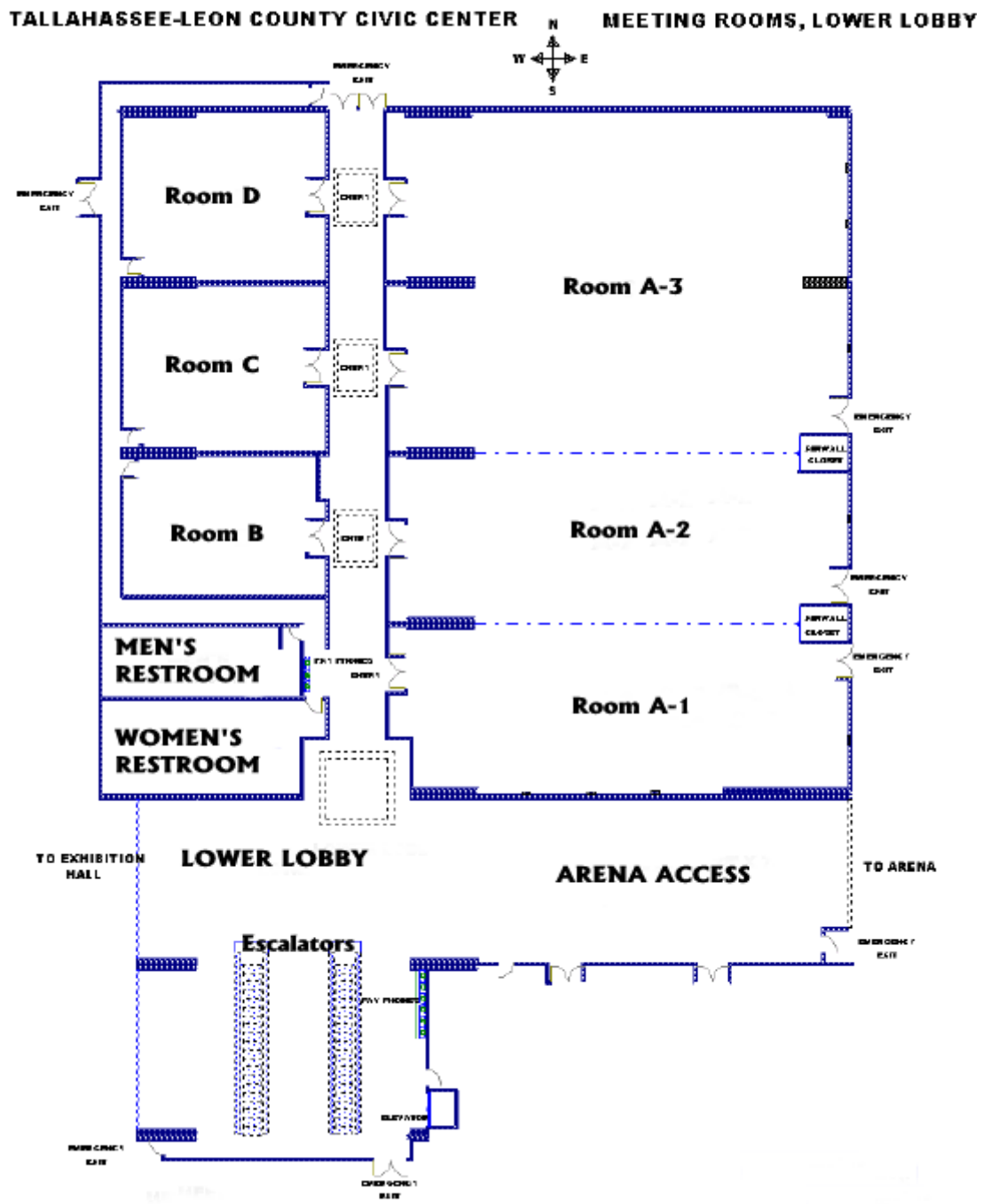
Lantry Brockmeier  
Susan Chen  
Hope Chukes  
Ella Hall  
Meena Harris  
Leticia Hernandez  
Jennifer Johnson  
Raoul Lavin  
Glenda Ostrander  
Terry Rhodes  
Fred Seamon



*In memoriam:*

Ora Morlier Kromhout - 1925-2007  
Longtime SEA member and President 1994

# The Facility



## Thursday, January 18, 2007

7:30-4:00 pm	<b>Registration</b> (Lower Lobby)
7:30-10:15 am	<b>Breakfast</b> (Arena Access)
8:30-10:00 am	<p><b>Ethics, Evaluation, and Accountability</b>  <b>Michael Morris, Ph.D.</b></p> <p><i>Moderator: Kaye Kendrick, SEA President, Kaye Kendrick Enterprises, LLC</i></p> <p>Dr. Morris has 28 years of experience in organizational consulting, primarily in human services, public sector, and not-for-profit settings. He received his Ph.D. from Boston College, and is a Professor of Psychology at the University of New Haven, Connecticut. Dr. Morris is past Chairperson of the Ethics Committee of the American Evaluation Association, founding editor of the Ethical Challenges section of the American Journal of Evaluation, and is a faculty member of The Evaluator's Institute. Consultation specialties include organizational development, team-building, inter-organizational collaboration, training in evaluation, and facilitation of organizational retreats. He has extensive publications in evaluation and ethics, and is currently writing <b>Doing the Right Thing: Cases and Commentaries in Evaluation Ethics</b>.</p>
<b>KEYNOTE</b> (Exhibition Hall)	
10:00-10:15 am	<b>Break</b>
10:15-11:45 am	<b>(Concurrent Sessions)</b>
<b>MEDICAID REFORM</b> (Room A-1)	<p><b>Challenges in Oversight and Evaluation of Florida's Medicaid Reform</b></p> <p><b>Rae Hendlin</b>, <i>Office of Program Policy Analysis and Government Accountability (OPPAGA)</i></p> <p>Florida is in the early stages of implementing a major Medicaid Reform effort. The legislature has directed OPPAGA to evaluate this initiative by June 2008 and to make recommendations as to whether the state should expand Reform activities beyond the initial pilot sites. However, a phased-in implementation, continuing changes, and limited encounter data present challenges. This presentation will discuss strategies OPPAGA used to ensure that it provides information that the legislature can use to assist it in determining whether it should authorize expansion of Reform.</p> <p><b>Christine Osterlund</b>, <i>Florida Medicaid, Agency for Health Care Administration</i></p> <p>The presentation will focus on the Choice Counseling portion of the Medicaid Reform initiative. Choice Counseling is a free service provided to all Medicaid beneficiaries in Broward and Duval counties. Specially trained Choice Counselors assist the beneficiaries with understanding the different health plans they can choose from and the different benefits these plans provide. The Choice Counselors also have access to each plan's provider network so they can help beneficiaries locate the plan or plans with which their particular doctor works. With the help of a Choice Counselor, the goal is that each Medicaid beneficiary will choose the plan that best meets his/her health care needs. Within the Choice Counseling function, the presentation will focus primarily on working with medically complex beneficiaries and how enrollment into Reform plans is handled for this population. In addition, the presentation will focus on how the Agency evaluates the interaction between the Choice Counselors and the beneficiaries to ensure that beneficiaries are served effectively by the Choice Counselors.</p> <p><b>Allyson Hall</b>, <i>University of Florida</i></p> <p>The University Of Florida (UF) has been contracted by the Agency for Health Care Administration (AHCA), to conduct a five-year study of the state's "Medicaid Reform Initiative." Understandably, Medicaid Reform is one of the more visible public program changes in the state of Florida. Many stakeholders are concerned about the implications of Reform on cost, access, and quality of care for Medicaid beneficiaries. Using the Medicaid Reform Evaluation as a framework, this presentation will discuss the challenges and opportunities of conducting such policy-related research.</p>

**A Tale of Two Quitline Media Campaigns: One Message, Two Divergent Outcomes**

**Christopher Sullivan**, *Image Research*

The Florida Department of Health conducted a smoking cessation media campaign in four counties in Florida during April, May and June 2006. The goal of the media campaign was to motivate smokers in underserved populations to call the Florida Quitline for free smoking cessation counseling. African-American smokers were targeted in English over Black radio stations; Hispanic smokers were addressed in Spanish on Spanish language stations in the same four counties. One goal of the evaluation analysis was to assess whether each radio campaign reached its targeted audiences. A second goal was to determine whether the media campaigns were successful in motivating members of the target populations to call the Florida Quitline. Quitline call rates from African-American smokers were much lower than Hispanic smokers in the campaign. The presentation addresses the different outcomes for the two target populations and attempts to clarify why the responses to the ads were so dissimilar. The presentation closes with recommendations on communication planning for effective targeting of populations in a media campaign.

**The Challenges in Retaining Teachers: Methods Used to Evaluate What Influences Teachers to Leave the Classroom**

**Mark Baird, Brian Underhill, and Gillian Stewart**, *Office of Program Policy Analysis and Government Accountability (OPPAGA)*

OPPAGA had a legislative request to examine the reasons why Florida teachers are leaving the classroom. OPPAGA categorized K-12 public school teachers into two groups based on whether or not they had a February (DOE Survey 3) record for both school years. We then surveyed these two groups to identify the reasons teachers leave or may leave the classroom and to identify the level of satisfaction with various aspects of their teaching experience that may influence their decision to leave. We identified predictors of teacher attrition as well as some items teachers are dissatisfied with (e.g., salary and benefits) but are not predictors of whether a teacher stays in the classroom or leaves. We used a regression model to identify whether an item was a predictor of attrition or just something that was a source of dissatisfaction for both teacher groups.

**Using Markov Models in Human Service Systems: Examining Youth Movement in Out of Home Care Settings in Florida**

**Keren Vergon, Norin Dollard, Stephanie Romney, and Mary Armstrong**, *University of South Florida*

In order to examine how youth move among the children's mental health, justice, and child welfare systems, models were developed using administrative data from calendar year 2004. Interviews with 29 children's mental health professionals were conducted to gain their perspectives and opinions regarding youth moving among these three systems. The modeling provided insight into where youth move, while the interviews supplied information about how and why youth move.

**Evaluation of Comprehensive School Reform: Challenges and Results**

**Dorothy Harnish**, *University of Georgia*

A framework for implementation of Comprehensive School Reform (CSR) was developed and used to evaluate federally funded CSR programs in 68 elementary, middle, and high schools in one state during 2005-06. Evaluation methods included multiple onsite visits to each school by evaluators; implementation rating scales; stakeholder surveys; and student achievement test outcomes. Each method presented unique challenges for the evaluation. Research design, issues, and results of the school reforms will be discussed.

**Assessment Models for Professional Education Units**

**Mark Howse, Mila Ignatz, Ghazwan Lutfi, and Serena Roberts**, *Florida A&M University*

Florida A&M University received a "Teachers for a New Era" grant from the Carnegie Corporation with additional funding from the Annenberg and Ford Foundations. The Evidence Design Team developed a schema that identified key assessment points that currently exist and other points that need to be added. The schema begins at entry into the institution, and continues through general education, through the upper division to graduation.

**QUANTITATIVE  
METHODS  
(Room B)**

**IMPROVING  
SCHOOLS  
(Room C)**

**Thursday, January 18, 2007**

**Impact of a Summer Research Institute on Student Research Competence and Knowledge of Research Ethics**

**Catherine Batsche and Lela Taylor, *University of South Florida***

For the past two years, the USF Florida Mental Health Institute has conducted a Summer Research Institute (SRI) for undergraduate students. The purposes of the SRI are to (1) increase minority student participation in research; (2) increase student knowledge of ethical issues in research; and (3) encourage students to enroll in graduate school and pursue research careers in behavioral health. To date, 26 students have completed the SRI. A multi-method evaluation framework was used to assess the effectiveness and impact of the SRI. The research ethics component was found to have particularly high impact. In addition, students demonstrated significant gains in their knowledge of research ethics and research methodology (literature reviews, sampling techniques, research design, quantitative and qualitative methods, and mixed method designs) and have had their papers accepted for presentations at conferences. The program has National Science Foundation funding through 2008.

**ETHICS IN PRACTICE**  
(Room D)

**Ethical Issues in Multi-Level (Federal-State-Local) Evaluations**

**Michael Rodi, *University of South Carolina***

The ethical work of program evaluators is based on a covenant of honesty and transparency among stakeholders. However, even under the most favorable evaluation conditions, threats to ethical standards exist and muddle that covenant. The evaluation context framed by factors such as budget, stakeholder characteristics, evaluation purpose, and client disposition is well studied. Less understood is the context in which layers of evaluators are responsible for the same program. We will discuss our paper describing the ethical and practical issues that have emerged in our work as local evaluators in several multi-layered evaluation and research projects.

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**Lunch – Soup, Salad, and Sandwich Bar. Help yourself and join new or old friends. Special areas have been set aside for:**

**11:45 am-1:00 pm**  
(Room A-3)

- (1) Orientation of new members;**
- (2) Essential Skills Faculty Get-Together; and**
- (3) Graduate Students Share Research.**

**If you would like to create a group of your own, grab a table tent and a marker and invite others to join you.**

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1:00-2:00 pm (Concurrent Sessions)

**TESTING**  
(Room A-1)

**Evaluations in Education: Winning the Battles but Losing the War**

**Stephanie Hewett and Wendell Rogers, *The Citadel School of Education***

This interactive workshop is designed to give evaluation practitioners an opportunity to look at information that is causing educational dilemmas that plague our failing schools. The dilemma is that our schools rely on standardized test results. Upon further analysis, these results may not accurately depict student academic improvement. This dilemma will be presented and discussed.

**Evaluation of a Florida-Wide Professional Development Initiative**

**Cindy Bigbie, *Evaluations Systems Design, Inc. (ESDI)***

The 2000 Florida Legislature required the Department of Education to design and disseminate methods by which the state and district school boards may evaluate and improve the professional development system. The Department has generated and implemented the Florida Professional Development System Evaluation Protocol and completed the first cycle of reviews for all 67 Florida school districts. This paper presents an overview of the state's evaluation standards and protocol, results of the first cycle, issues related to district evaluation of professional development, and how district evaluators can increase their districts' ratings on the standards for their next review.

**Effecting Elementary Student Achievement Through Use of the NSDC Professional Development Model**

**Lantry Brockmeier, *Florida A&M University*; Michelle Gayle, *Griffin Middle School***

The data provided evidence that student achievement will increase at a school site when stakeholders implement a School Improvement Plan that consistently includes the NSDC's (2001) professional development model and implement research-based staff development activities based on students' needs. Furthermore, the data indicated that school-based administrators could promote teacher leadership through providing time to collaborate and learn from each other, encouraging teachers to take on leadership roles, attending professional development activities with the faculty, and providing resources for teachers to participate in various professional development activities.

**Preservice Teachers Teaching Preparedness, Sense of Teacher Efficacy, and Attributions for Student Academic Success and Failure**

**Lantry Brockmeier and Willis Walter, *Florida A&M University***

African American preservice teachers were asked about their level of teaching preparedness, sense of teacher efficacy, and attributions for student success and student failure upon completion of student teaching. Data were collected from 111 students over the fall 2005 and spring 2006 semesters.

**PROFESSIONAL  
DEVELOPMENT**  
(Room B)

**EVALUATION  
DESIGN ISSUES**  
(Room C)

**Evaluating an Arts Integration Program: Difficulties and Successes**

**Dawn Coleman, *The Center for Applied Research, Charlotte, North Carolina***

While evaluating an arts integration program at five independent schools, researchers encountered many difficulties with defining the goals of the program, gathering data and assessing outcomes. However, the most difficult challenge faced was how to draw conclusions about a program when the schools varied greatly and when the arts integration projects at each of the schools likewise varied in their design, often to a very great extent.

**Randomized Field Trials: Ethical Approaches That Work**

**Laura Lang, Carol Connor, and Beth Phillips**, *Florida State University*; **Carol Chanter**, *Seminole County Public Schools*

**RANDOMIZED  
FIELD TRIALS  
AND ETHICS**  
(Room D)

The scarcity of randomized field trials in education is often attributed to the unique challenges associated with conducting such studies in school settings. This panel will discuss the challenges that arise and how they have been addressed in randomized field trials conducted by the FSU Learning Systems Institute, including the Florida Center for Reading Research. Panelists representing both researcher and practitioner perspectives will briefly summarize the randomized field trials they are currently conducting in preschools and public schools, then discuss solutions to ethical, logistical and methodological issues, such as teacher, parent, and school district buy-in; random assignment to treatment and control groups; withholding treatment from the control group; treatment implementation; and interpretation/use of findings. Questions from the audience will be welcome.

**2:00-2:15 pm Break**

**2:15-3:30 pm (Concurrent Sessions)**

**“Ask the Experts”: Engagement and Retention from the Perspective of Local Staff in a Home Visiting Program**

**Joanna Arrington and Mary Kay Falconer**, *The Ounce of Prevention Fund of Florida*

This session will review findings from a research project that implemented a modified Delphi technique to learn more about engagement and retention from Healthy Families Florida program staff. More specifically, the research identified barriers to engagement and retention in a home-visiting program and identified successful strategies that can be used in order to confront these barriers. Other techniques that have been used to solicit input from program staff will be reviewed briefly.

**Learning Strategies that Lead to Success in a Web-Based Course: A Qualitative Exploration**

**Haihong Hu**, *Florida State University*

Web-based distance instruction has become a popular approach for education. How are learning strategies helping make the connection between Web-based technologies and educational goals? The purpose of this study is to examine learners' use of self-regulated learning (SRL) strategies in a Web-based course. This presentation may offer insights to instructors and designers of the distance learning environment, and also provide suggestions for future research.

**QUALITATIVE  
METHODS**  
(Room A-1)

**“Framing the Pathways to Detention in South Georgia in a Critical Criminological Context”**

**Courtney Waid**, *Florida State University*; **Fred Knowles and Kate Warner**, *Valdosta State University*; **Joanna Bruni Cannon**

This qualitative study examines the perceptions of juvenile justice personnel and other stakeholders concerning juvenile detention and commitment alternatives in a rural region of southern Georgia. Semi-structured interviews with key persons were used to collect data. Several themes emerged, including concern about the juvenile justice system's emphasis on punishment rather than rehabilitation, the paucity of collaboration between stakeholders, the lack of detention alternatives, and the importance of parental involvement in the provision of services. These themes are evaluated from a critical criminological perspective, and recommendations for policy improvement are suggested. These include forming a collaborative steering committee, information sharing, the appropriate screening of youth, securing funding for alternative programs, and further research.

**Implementation and Evaluation of Florida's IV-E Waiver:  
A Participatory Approach**

**Amy Vargo, Mary Armstrong, Stephanie Romney, Svetlana Yampolskaya, Neil Jordan, Stephen Roggenbaum, and Tara King-Miller, University of South Florida, Florida Mental Health Institute (FMHI)**

**PARTICIPATORY  
EVALUATION**  
(Room A-2)

As of October 2006, Community-Based Care lead agencies across Florida began implementation of a five-year IV-E Waiver demonstration project. The waiver enables federal funds that were previously earmarked for out-of-home care to be spent more flexibly. It is expected that this funding flexibility will lead to development of an expanded array of child welfare services and supports designed to improve permanency and safety outcomes for children in or at risk of entering out-of-home placement. The evaluation team from FMHI is conducting this evaluation using a multi-method approach, including a longitudinal cohort design. This workshop will provide an overview of the IV-E waiver evaluation and present pre-implementation baseline findings. The evaluation team will also highlight ways in which stakeholder feedback has been solicited and meaningfully incorporated into evaluation activities.

**OPPAGA Report: Division of Hotels and Restaurants Improves Operations  
But Not Meeting Inspection Goals**

**Don Wolf, Office of Program Policy Analysis and Government Accountability (OPPAGA)**

In November 2005, OPPAGA issued a report evaluating the Department of Business and Professional Regulation's (DBPR) oversight of Florida's hotel and restaurant industry. Tourism is a significant source of revenue for state government and the business community. Having a well-performing hospitality industry is vital to sustaining tourism in the state. The review revealed that although DBPR's Division of Hotels and Restaurants has improved its operations in recent years, it has not inspected food establishments, public lodging, and apartments as often as required by law for several years. Inspection shortfalls are due mainly to staffing cuts, changes in inspection field procedures, and problems implementing handheld computers. Because inspections gauge compliance with health and safety requirements, this problem increases risks to the public. Options for resolving this situation include increasing fees to fund additional positions, reducing the number of inspections required by administrative rule and law, and streamlining the current sanctioning process. The report received the 2006 Impact Award from the National Legislative Program Evaluation Society of the National Conference of State Legislatures.

**ECONOMIC  
DEVELOPMENT**  
(Room B)

**Business Enterprise Program Needs to Modify Enterprises and Improve  
Vendor Training, Support, and Monitoring**

**Emily Leventhal, Office of Program Policy Analysis and Government Accountability (OPPAGA)**

The Florida Blind Business Enterprise program provides opportunities for blind persons to be trained as self-employed managers of food service operations in government facilities. OPPAGA reviewed the program to determine whether it was meeting its goals: to improve economic opportunities for the blind and provide opportunities for self-sufficiency. Preliminary results indicate that several of the existing work opportunities for the blind do not always provide chances for self-sufficiency, vendors were not adequately prepared for available prospects, and there was little state or federal oversight of program operations. These issues indicate a need for additional mechanisms to ensure the accountable, efficient use of program funds and the viability of business opportunities for the blind.

**QUALITY  
IMPROVEMENT**  
(Room C)

**CQI University**

**Fotena Anatolia Zirps and Katrina Brewsaugh, Kids Hope United**

This presentation will teach attendees how to develop or improve a coordinated, integrated system of quality improvement and assurance. This will include designing and conducting the basics of human services continuous quality improvement (CQI) such as outcomes management, program evaluation, record review, unusual incident analysis and consumer input. Participants will be able to: develop a plan for CQI, build involvement in the agency, conduct the basic activities of CQI, evaluate the results of both their services and their CQI process, engage stakeholders and funders, and utilize the results to improve practice.

**3:30-3:45 pm Refreshments: "The 7<sup>th</sup> Inning Stretch Break" (Arena Access)**

3:45-5:00 pm (Concurrent Sessions)

**PERFORMANCE  
CONTRACTING**  
(Room A-1)

**Audit and Evaluation in a Performance Contracting Environment**

Walter Sachs, *Florida Department of Children and Families*

In this session, you will learn the unique monitoring, audit, and evaluation principles associated with social services performance contracting. Performance contracting is primarily based on an assessment of results or outcomes as opposed to compliance with process or tasks. This method of contracting can change the focus and techniques used to conduct monitoring, auditing, and evaluation. Learn about developing internal systems to collect and monitor contractor performance to best manage contracts for results. Identify ways to minimize risk to your agency or organization when corrective action is necessary. Learn how to encourage the establishment of an internal performance evaluation capacity to accurately report performance and encourage transparency.

**PROFESSIONAL  
DEVELOPMENT**  
(Room A-2)

**Technology Professional Development for Principals: Impact on the Integration of Technology in Elementary Schools**

Tarek Chebbi and Abbas Tashakkori, *Florida International University*

The purpose of this study was to investigate the effectiveness of a technology professional development program for principals (FloridaLeaders.net) on integrating technology in elementary schools. The study compared a group of schools whose principals have participated in the FloridaLeaders.net program with schools whose principals have not participated in the program. The study focused on investigating the degree to which this project facilitated the integration of technology into the schools.

**Evaluating the Impact of Professional Development in K12 settings**

Chuck Fuller and Jean Fuller, *Central Michigan University*

The training and development of K12 educators has been and continues to be a major financial expenditure for school districts, state departments of education, and the federal government. When coupled with the fact that professional development is a major component of the No Child Left Behind Act, the overall importance of this issue becomes paramount. The degree to which professional development achieves the intended purposes, however, remains a point of contention and debate. This paper examines the impact of professional development when juxtaposed with student academic performance and teacher evaluation.

**The Impacts of Earning the P-5 Mathematics Endorsement on Two Cohorts of Teachers in Northeast Georgia**

Michael Hughes, *Board of Regents, University System of Georgia*; Linda Gilbert, *University of Georgia*

Data from pre- and post-assessments and interviews with course instructors and course takers suggest completion of a four-course sequence of mathematics content and pedagogy courses resulted in (a) increased use of instructional practices that are consistent with the Georgia Performance Standards (GPS) in mathematics and (b) increased mathematics content knowledge.

**ETHICS IN  
PRACTICE**  
(Room B)

**A Multimedia Approach to Ethics Education in Evaluation**

Terry Brumback and Mathew Elam, *University of Alabama*; Donnell Perry, *Lawson State Community College*

Video and other multimedia techniques are used to present and analyze ethical scenarios specifically related to evaluation. Working from a multimedia presentation, participants view each video, lasting approximately three minutes, before being engaged in a discussion on the strengths, weaknesses, and dilemmas surrounding the scenario. The presentation is designed to complement instructor-led material in evaluation ethics for both classrooms and workshops.

**Research Ethics and Program Evaluation Standards: How Prepared Are Doctoral Students? An Empirical Investigation**

Susan Earl, Jeanine Romano, Tina Hohlfeld, Bruce Andryc, Kevin Coughlin, Hesborn Wao, Ha Phan, Ina Helmick, Jeff Kromrey, Miel Iles, and Jecky Misieng, *University of South Florida*

Awareness of and comfort with resolving ethical issues are pivotal for the responsible conduct of educational research and program evaluation. This study examined the extent to which doctoral students in Florida colleges of education perceive that they have been prepared in research ethics. A sample of doctoral students from Colleges of Education in Florida completed a web-based survey with regard to their perception of level of preparation, comfort and facility with various facets of research ethics. Concomitantly, the websites of the selected colleges were reviewed for evidence of preparation

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of doctoral students in research ethics.

**The Florida PERKS Project: Exploring an Early Childhood Teacher Professional Development Model**

**Phyllis Kalifeh, Beverly Esposito, and Saralyn Grass**, *The Children's Forum*; **Lynn Hartle**, *University of Central Florida*; **Rebecca Marcon**, *University of North Florida*; and **Barbara Saunders**, *The Early Coalition of Southwest Florida*

**PROFESSIONAL  
DEVELOPMENT**  
(Room C)

In 2005, early childhood professionals in Florida implemented a constitutionally-mandated, state-funded voluntary pre-kindergarten (VPK) program. In an effort to provide a sustainable system of professional development for VPK teachers and to study its effects, a partnership of early childhood professionals including the Children's Forum, University of North Florida, University of Central Florida, Florida Community College, Early Childhood Educators Network, and a group from Florida's Early Learning Coalition was formed and received a U.S. Department of Education award (Early Childhood Educators Professional Development [ECEPD] grant) to pursue its goals. Florida PERKS provides professional development through college coursework and one-to-one technical assistance to promote the school readiness of children in high-need communities in the participating counties.

## Friday, January 19, 2007

7:30-9:00 am	<b>Continental Breakfast (Arena Access)</b>
<b>PLENARY</b> 9:00-10:15 am (Exhibition Hall)	<p><b>Research/Evaluation Issues Relating to Human Subjects</b></p> <p><b>Robert Hood</b>, <i>Department of Health</i>; <b>Margarida Southard</b>, <i>Leon County School District</i>; <b>Paul Duncan</b>, <i>University of Florida</i>; <b>Roxann Campbell</b>, <i>Governor's Family Literacy Initiative (Volunteer Florida Foundation)</i></p> <p><i>Moderator: Fran Berry</i>, <i>Director &amp; Professor of Askew School of Public Administration and Policy, Florida State University</i></p> <p>The panelists will address ethical issues, particularly issues relating to human subjects, from various points of view: a state agency, a university, a K-12 school system, and the not-for-profit sector.</p>
10:15-10:30 am	<b>Break</b>
10:30 am - 12 noon	<b>(Concurrent Sessions)</b>
<b>EVALUATION DESIGN ISSUES</b> (Room A-1)	<p><b>A Comprehensive Longitudinal Evaluation of 28 Community Technology Centers</b></p> <p><b>Charles Plummer</b>, <i>Simulation Systems Laboratory</i></p> <p>Specifying the evaluation object in complex projects is challenging. The rationale may be confusing, there are many components, and how parts function to achieve the project's purpose may involve mystery. We demonstrate a social architecture systems approach to (1) specify a project's rationale, (2) diagram its components, and (3) analyze how each component's inputs (resources), processes (activities), and outputs (goals/objectives) are intended to function. To demonstrate the application, we present (1) a systems model of a project, (2) social architecture design procedures that simplify the process of specifying the evaluation object in a way that facilitates evaluation, and (3) provide an example of a complex project to which the procedures were applied.</p>
<b>EVALUATION DESIGN ISSUES</b> (Room B)	<p><b>Addressing Challenges in the Evaluation of Land Use Policy: An Application to Protected Areas and Deforestation in Costa Rica</b></p> <p><b>Kwaw Andam and Paul Ferraro</b>, <i>Georgia State University</i>; <b>Alex Pfaff</b> and <b>Juan Robalino</b>, <i>Columbia University</i>; <b>Arturo Sanchez-Azofeifa</b>, <i>University of Alberta</i></p> <p>Land use regulations are frequently applied policy instruments to manage land cover change. However, the evidence for their effectiveness is weak because existing evaluations fail to account for selection bias and spatial complexity. We use a spatial sampling approach in conjunction with matching methods to estimate the effect of protected areas on the amount of deforestation in Costa Rica from 1963 to 1997. Preliminary results indicate that land use regulations reduced deforestation in Costa Rica. We find also that failure to account for selection bias and spatial complexity may have biased previous evaluations of the effectiveness of protected areas.</p> <p><b>Evaluating Brief Intervention Sessions to Reduce Alcohol Consumption Among College Students</b></p> <p><b>Elizabeth Rash</b>, <i>University of Central Florida</i></p> <p>The focus of this presentation is the determination of fidelity of an intervention with its purported definition. A mixed-method qualitative and quantitative content analysis of brief interventions was conducted, purported to be based on motivational interviewing principles to reduce negative alcohol behaviors in college students. Initial results and subsequent efforts to clarify the underpinnings of the intervention and interpret the results will be discussed.</p>

**Evaluation of Child Welfare Privatization in Florida: Longitudinal Outcomes**

**Amy Vargo, Mary Armstrong, Stephanie Romney, Svetlana Yampolskaya, Neil Jordan, and Tara King-Miller, *University of South Florida***

**WELFARE  
PRIVATIZATION  
(Room C)**

This workshop presents longitudinal findings from the statewide evaluation of privatized child welfare services in Florida. This service system and policy reform effort, referred to as Community-Based Care, has now expanded statewide, with child welfare services for 67 counties currently coordinated and managed by 20 lead agencies. Faculty from the Florida Mental Health Institute at the University of South Florida will present child-level outcomes specific to safety and permanency across several fiscal years. In addition, the presentation will include trends in spending across lead agencies, a special focus on family engagement strategies, and a multi-level analysis that answers questions about performance differences by lead agency characteristics (e.g., retention of case management services or contracting out for case management services).

**Proposing and Conducting Research in Leon County Schools**

**Linda M. Dean and Margarida Southard, *Leon County School District***

Researchers who desire to obtain data from students, parents of students, administrators or schools in Leon County School District are provided with guidelines on the proposal approval process, revised forms, types of data available, and suggestions for concluding a smooth study.

**Evaluating Privacy and Security Policies and Practices Related to Electronic Health Information Exchange**

**DATA SECURITY  
(Room D)**

**Lisa Rawlins, *Agency for Health Care Administration*; Carladenise Edwards, *The BAE Company***

The presentation will summarize a statewide evaluation of variations in business practices, policies and laws related to the privacy and security of health information as it is exchanged in paper and electronic formats. The presentation will describe the approach and techniques used to evaluate the differences in business practices, policies, and laws. The results of the evaluation, including recommendations for addressing the variations in business practices related to electronic health information exchange, will be presented. Attendees will learn about the standards for the private and secure exchange of health information; how the application of the standards vary across providers; and about the major issues in electronic health information exchange. Attendees will also learn how to apply the expert opinion focus group techniques employed for this study to other research studies that have a statewide or national focus and how to use empirically based research results to effect change at the local, state, and national level.

**12:00– 1:30 pm Lunch and Business Meeting (Room A-3)**

**1:30-2:30 pm (Concurrent Sessions)**

**Reducing Florida's Panhandle Teenage Alcohol Abuse – A Rural and Low Income Project**

**COLLABORATIVE  
EVALUATION  
(Room A-1)**

**Steve Brooks and Rick Howell, *Florida State University*; Harriet Brady, *Panhandle Area Education Consortium***

The presentation will provide an update of the collaborative plan between Panhandle Area Education Consortium (PAEC's) Supplemental Programs Unit and the Center for Prevention Research at Florida State University (FSU). The plan introduces the proven scientific based prevention program Too Good for Drugs and Violence and a proven effective Social Norms Media Campaign in 12 Panhandle districts. The presentation will reveal data collected from the first year as well as the first half of the second year of the project.

**Using Risk Assessment to Measure Program Cost-Effectiveness**

**Risk Assessment**  
(Room A-2)

**Horacio Soberon-Ferrer and Laurie Koburger**, *Department of Elder Affairs*

This paper focuses on a method that uses risk assessment and risk mitigation as a means to quantify the benefits of home care services provided to frail individuals as a means to prevent/postpone nursing home institutionalization.

**Designing an Observation Based Instructional Assessment (OBIA) for Effective Teacher Evaluation**

**TESTING**  
(Room B)

**Ganga Persaud and Trevor Turner**, *Clark Atlanta University*

The paper proposes the design of an Observation Based Instructional Assessment (OBIA) for Effective Teacher Evaluation. The National Goals 2000 and No Child Left Behind Act emphasize the need for all students to succeed. Standardized tests tend to include higher order thinking skill items that place lower socioeconomic status (SES) students at a disadvantage because of different verbal ability due to early socialization (Bernstein, Hess and Shipman). If lower SES students are not to be left behind, teachers need to emphasize teaching techniques necessary for enhancing the development of higher order thinking skills in relation to students' different knowledge systems based on their experiences. The Georgia Teacher Observation Instrument did not focus on higher order thinking skills as outcomes. An OBIA for Effective Teacher Evaluation is developed with an input-output system to ensure teacher effectiveness in terms of students' outcomes.

**Critical Evaluation of Florida's Enterprise Zone Program**

**Marcus Mauldin and Kelley Seeger**, *Office of Program Policy Analysis and Government Accountability*

This paper assesses the effectiveness of Florida's Enterprise Zone program as an economic development tool. It combines elements of traditional approaches to economic development program evaluation with a critical theoretical approach. By taking such an approach, this assessment provides and tests alternate program outcomes to enhance the meaning gained from the generally accepted economic development performance measures.

**ECONOMIC DEVELOPMENT**  
(Room C)

**Florida Has Implemented Promising Biotechnology Initiatives, But Faces Challenges**

**Alex Regalado and Larry Novey**, *Office of Program Policy Analysis and Government Accountability*

In recent years, Florida has aggressively pursued developing the state's biotechnology industry. The state's approach has included offering large financial incentives to major biotechnology research institutes such as Scripps Florida, the Burnham Institute, and the Torrey Pines Institute to locate in Florida; promoting the development of existing biotechnology companies through research and commercialization activities at state research universities; and establishing business incubators. Florida's initiatives hold promise and address many of the identified factors that have contributed to successful biotechnology development programs in other states. However, Florida faces some challenges in developing a strong biotechnology industry, including limited early stage capital for new start-up biotechnology companies. It also needs to establish a performance accountability system, including performance measures and standards, to evaluate the progress being made in developing a biotechnology industry and the results of state initiatives.

**ISSUES IN  
TECHNOLOGY  
AND TESTING**  
(Room D)

**Implementing a System of Quality Assurance Checks in a Large Scale Online Course of Professional Development**

**Bonnie Swan and Vickie Zygouris-Coe**, *University of Central Florida*

With the large increase in the development of online methods of professional development, the need for ongoing and well-embedded effective evaluation strategies for these programs is crucial. This study investigated the impact of instituting a well-structured quality-assurance process for monitoring a statewide large-scale online professional development model: Florida Online Reading Professional Development (FOR-PD). FOR-PD is Florida's first large-scale online reading professional development project, and has served almost 25,000 educators since 2003. Findings from the implementation of this "situated model" suggest that, although implementing an effective system of quality assurance checks (QACs) in an online professional development program can be expensive and time consuming, it can be well worth the effort.

**High Stakes Tests' Influence on Principals' Beliefs**

**Warren Hope, Lantry Brockmeier, Ghazwan Lutfi, and Janet Sermon**, *Florida A&M University*

Testing has become an economy in itself as millions of dollars are spent on it each year. Principals, via classroom teachers, are accountable for their students' learning, and each year the stakes seem to reach new levels. Because high stakes testing is accompanied by the threat of consequences, pressure on teachers to perform mounts and teachers are the keys to student growth and learning. For principals, the change process brought on by a high stakes test impacts their philosophy and deep seated beliefs. What influences have high stakes testing had on principals and their pedagogical beliefs and practices? Have principals' beliefs changed because of high stakes testing? Are there emerging trends in principals' behavior as a result of high stakes testing? This research sought to quantify high stakes tests' influence on principals' beliefs in six domains: (a) curriculum, (b) teaching, (c) accountability, (d) work satisfaction, (e) students, and (f) stress.

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**2:30-2:45 pm Break**

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**2:45-3:45 pm (Concurrent Sessions)**

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**AEA UPDATE**  
(Room A-1)

**Upcoming Issues from the American Evaluation Association (AEA)**

**Margarida Southard and Ella Hall**, *Leon County School District*; **Linda Schrader**, *Florida State University*; **Betty Serow**, *Department of Health*

The presenters will share highlights of the American Evaluation Association's annual meeting held in Portland, Oregon, this past November.

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**BUILDING  
EVALUATION  
CAPACITY**  
(Room A-2)

**Responding to Assessment Needs for Program Improvement**

**Aisha Gilliam and Winifred King**, *Centers for Disease Control (CDC)*

The CDC has funded its grantees to carry out certain HIV prevention activities, including evidence-based behavioral interventions disseminated by the CDC. Grantees are required to conduct evaluation activities to assess their progress in implementing these interventions and to obtain and utilize data to improve planning, implementation and outcomes. It is necessary to assess the needs of grantees and then to provide technical assistance and technology transfer to help them to enhance and sustain their capacity to monitor and evaluate these effective behavioral interventions (EBIs).

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**Evaluation of a School Laptop Project: Teacher Training, and Teacher and Student Effects**

Lantry Brockmeier and Ghazwan Lutfi, *Florida A&M University*

The evaluation of teacher training and teacher and student effects of a laptop computer project in four elementary school and three middle schools in a medium-sized Florida school district are reported. A total of 35 third and fourth grade teachers and 25 sixth grade and seventh grade teachers participated in the evaluation, along with approximately 1,100 students across the four grades.

**ISSUES IN TECHNOLOGY**  
(Room B)

**Adult Learners in Distance Education**

Ingrid Thompson-Sellers, *Georgia Perimeter College*

Since 1995, there has been an increase in the use of the Internet to deliver instructions at a distance (Lewis, Snow, Farris, Levin, & Greene, 1999). As the demand for distance education programs grows, so does the recognition that to be effective such programs cannot be replicas of the instructions delivered in the classroom (Institute for Higher Education Policy, 2000). Prior to designing such educational programs, thorough analysis of each component should be completed. This includes conducting an analysis of the learners and the context in which the instruction will be delivered. The results of this analysis should guide program planning and development.

**ROUNDTABLES WORKS IN PROGRESS**  
(Room C)

This session is designed to offer attendees an opportunity to discuss works in progress and explore new ideas. Tables have been reserved for:

- (1) **"Issues in Qualitative Research"** led by **Michelle Chandrasekhar**, Florida State University.
- (2) **"Public Policy Making, Evaluation, and Unintended Consequences"** led by **Cathy Oakley**, Florida State University.
- (3) **"Emerging Issues in Outsourcing Human Services"** led by **Drucilla Carpenter** and **LeNee Carroll**, Office of Program Policy Analysis and Government Accountability.
- (4) **"Emerging Issues in Education"** led by **Martha Wellman** and **David Summers**, Office of Program Policy Analysis and Government Accountability.

**SURVEY RESEARCH**  
(Room D)

**Survey Research**

Justin Leal and Melissa Murray, *Department of Health*; Mary Stutzman, *Florida State University*

From large healthcare companies conducting extensive health history questionnaires, to single-question user polls on the local newspaper's home page, surveys have become a part of our daily existence. Simultaneously, refusals have increased, leading to fewer, and perhaps less-representative, responses. The presenters will discuss various threats to collecting representative data and address new tactics currently being incorporated into surveys of all kinds, including increasing use of the World Wide Web.

**3:45 -4:00 pm Refreshments: Cookie Jar Break (Arena Access)**

**Closing Plenary**  
**4:00-5:00 pm**  
(Exhibition Hall)

**Translating Theory to Practice**

Roxann Campbell, *Governor's Family Literacy Initiative (Volunteer Florida Foundation)*; Martha Wellman, *Office of Program Policy Analysis and Government Accountability*; Linda Schrader, *Florida State University*; Jerry Ciesla, *MGT*

*Moderator: Steve Harkreader, Office of Program Policy Analysis and Government Accountability*

**5:00 pm**  
(Exhibition Hall)

**Come help make 2007 the best year yet! Immediately following the conclusion of the conference, all are welcome to meet and brainstorm on possible SEA programs, events, and next year's 20<sup>th</sup> Annual Conference.**

# NOTES

**SEA 2007 CONFERENCE OVERVIEW – DAY ONE**

**Thursday, January 18, 2007**

**7:30 Continental Breakfast in Arena Access; Registration**

**8:30 – 10:00 a.m. (Exhibition Hall)  
Welcome and Keynote Address – Dr. Michael Morris**

<b>Break (beverages)</b>						
<b>Time</b>	<b>Room A3</b>	<b>Room A2</b>	<b>Room A1</b>	<b>Room B</b>	<b>Room C</b>	<b>Room D</b>
10:00-10:15						
10:15-11:45 <i>90 minutes</i>	(not available)	(not available)	Medicaid Reform	Quantitative Methods	Improving Schools	Ethics in Practice
11:45-1:00	<b>Lunch – Soup, Salad, &amp; Sandwich Bar (Room A-3)</b>					
1:00-2:00 <i>60 minutes</i>	(not available)	(not available)	Testing	Professional Development	Evaluation Design Issues	Randomized Field Trials and Ethics
2:00 – 2:15	<b>Break (beverages)</b>					
2:15-3:30 <i>75 minutes</i>	(not available)	Participatory Evaluation	Qualitative Methods	Economic Development	Quality Improvement	
3:30 - 3:45	<b>Break – Seventh Inning Stretch (Arena Access)</b>					
3:45 – 5:00 <i>75 minutes</i>	(not available)	Professional Development	Performance Contracting	Ethics in Practice	Professional Development	

*See Day Two, January 19, on reverse side*

**SEA 2007 CONFERENCE OVERVIEW – DAY TWO**

**Friday, January 19, 2007**

**7:30 Continental Breakfast in Arena Access**

**9:00 – 10:15 (Exhibition Hall)  
Plenary Session: Research/Evaluation Issues Relating to Human Subjects**

10:15-10:30	<b>Break (beverages)</b>					
Time	<b>Room A3</b>	<b>Room A2</b>	<b>Room A1</b>	<b>Room B</b>	<b>Room C</b>	<b>Room D</b>
10:30-12:00 90 minutes	(not available)	(not available)	Evaluation Design Issues	Evaluation Design Issues	Welfare Privatization	Data Security
12:00-1:30	<b>Luncheon and Business Meeting (Room A-3)</b>					
1:30-2:30 60 minutes	(not available)	Risk Assessment	Collaborative Evaluation	Testing	Economic Development	Issues in Technology and Testing
2:30 – 2:45	<b>Break (beverages)</b>					
2:45-3:45 60 minutes	(not available)	Building Evaluation Capacity	American Evaluation Association Update	Issues in Technology	Roundtables – Works in Progress	Survey Research
3:45 – 4:00	<b>Break – Cookie Jar (Arena Access)</b>					
4:00 – 5:00	<b>Closing Plenary: Translating Theory to Practice (Exhibition Hall)</b>					
5:00 – 6:00	<b>Help make 2007 SEA’s Best Year Ever! (Exhibition Hall)</b>					

*See Day One, January 18, on reverse side*