

**SOUTHEAST EVALUATION ASSOCIATION
20TH ANNUAL CONFERENCE**

**EVALUATION AND ACCOUNTABILITY:
A FORMULA FOR SUCCESS**



AN AFFILIATE OF THE AMERICAN EVALUATION ASSOCIATION

**FEBRUARY 28-29, 2008
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, or via U.S. mail:

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Federal ID #59-2854523



AN AFFILIATE OF THE AMERICAN EVALUATION ASSOCIATION

February 28, 2008

Welcome!

On behalf of the entire Board of the Southeast Evaluation Association, I am thrilled to welcome you to our 20th annual conference, **EVALUATION & ACCOUNTABILITY: A FORMULA FOR SUCCESS**.

Accountability is a subject increasingly addressed in policy and budget discussions, and those of us that work in the evaluation field need to share our collective experience for the betterment of programs in both public and private sectors. Our conference has always been a wonderful venue for this kind of sharing, as well as a place to network with others dealing with the same issues.

The annual conference and the many workshops we have sponsored during the year are the ways we as a Board meet our goal of helping you determine how best to add value to your own organization. Use the next two days to share information with your colleagues from around the nation, to meet old friends, and to make new ones.

This year we are particularly honored to have Dr. Dan Stufflebeam as our keynote speaker and Workshop presenter. I hope you will take advantage of this opportunity to interact with a true legend in the evaluation field, and to gain insights that will help you improve your own practice.

Don't miss our special celebration of how far we have come since a small group of people dreamed of SEA twenty-plus years ago in the living room of Dr. Gary Foster. It will be held during Friday's luncheon.

I hope you will enjoy the conference and your stay in Tallahassee, and that you will want to be part of making next year even more exciting. Check your packet to sign up for our many volunteer opportunities.

Again, welcome!

Betty Serow
SEA President

Florida Department of Health, Office of Planning, Evaluation and Data Analysis

Past Presidents of SEA

Kaye Kendrick 2006
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Gary VanLandingham 2004
Carolyn Herrington 2003
Yvonne Bigos 2002
Sahira Abdulla 2001

John Green 2000
Becky Lyons 1999
Barbara Foster 1998
Glenn Mitchell 1997
Linda Schrader 1996
Carole Massey 1995

Ora Kromhout 1994
Margarida Southard 1993
Flora Caruthers 1992
Mary Ellzey 1991
Meredith Papagiannis-Fossel 1990
Romeo Massey 1989

Constance Bergquist 1988
Garrett Foster 1987

In Memoriam: Martha Wellman (1947-2007)



Martha was the first legislative program auditor in Florida, and had recently completed 30 years with the Florida Legislature. Over her career, she had coordinated the Office of Program Policy Analysis and Government Accountability's assessments of agency performance measurement systems and had served as a Chief Legislative Analyst in their education policy area. She was a person with a remarkable knowledge of Florida government, excellent research skills, and a passion for 'speaking truth to power' and serving the Legislature. She was a long-time SEA member and supporter. She was a familiar face at our conferences, sharing her expertise and humor generously. We will all miss her tremendously.

SEA Executive Board

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Linda Schrader

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Results of elections will be announced at the conference.

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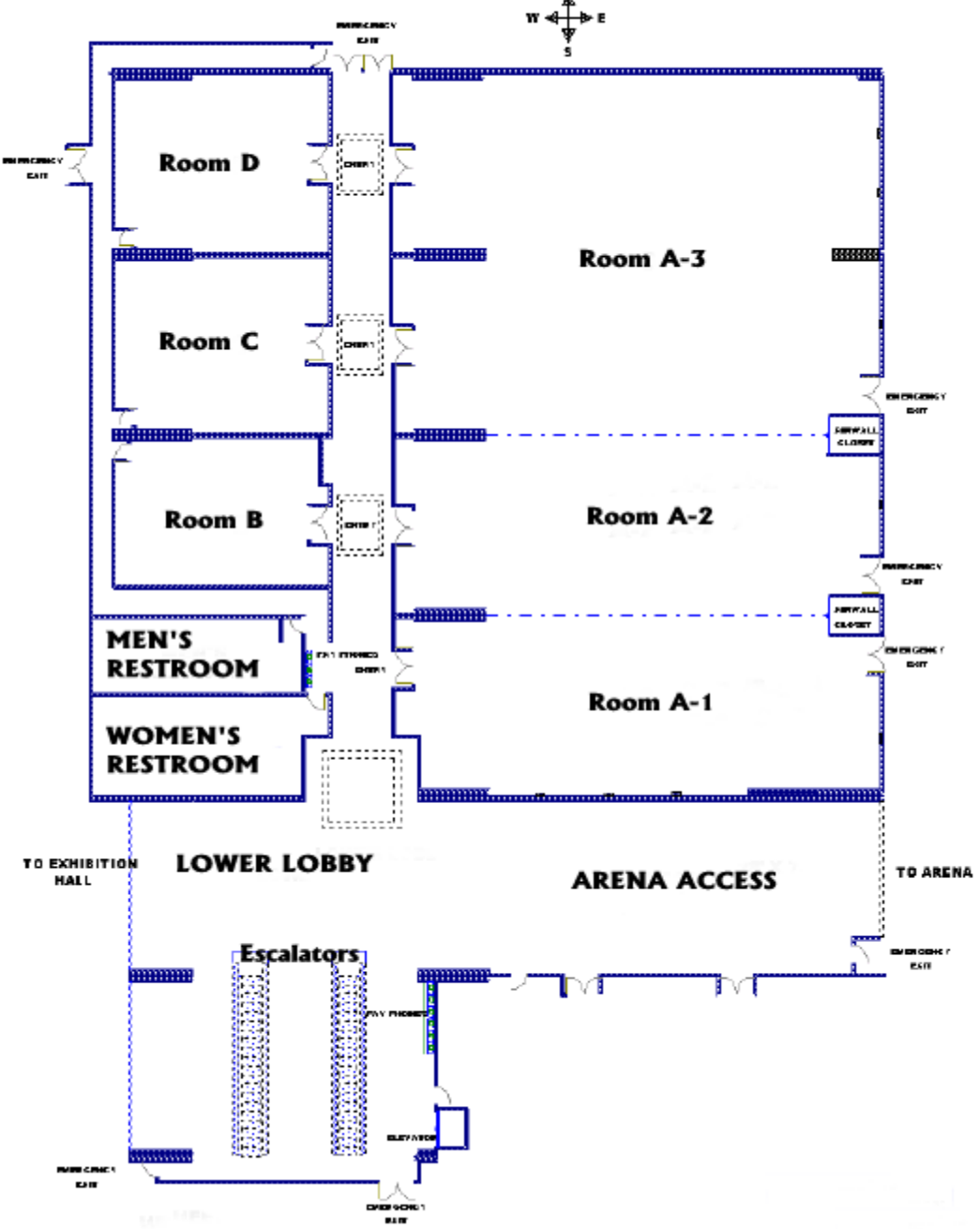
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The Facility

TALLAHASSEE-LEON COUNTY CIVIC CENTER MEETING ROOMS, LOWER LOBBY



Thursday, February 28, 2008

7:30-4:00 pm	Registration (Lower Lobby)
7:30-8:30 am	Coffee/Juice (Arena Access)
8:30-10:00 am KEYNOTE ADDRESS (Room A-3)	<p>The CIPP Model for Evaluation: A Model that Supports Improvement & Accountability</p> <p>Daniel Stufflebeam, Ph.D.</p>
10:00-10:15 am	Break – Beverages (Arena Access)
10:15-11:45 am	(Concurrent Sessions)
COLLABORATIVE EVALUATIONS (Room A-1)	<p>Collaborative Evaluations: A Step-by-Step Model for the Evaluator</p> <p><i>Liliana Rodriguez-Campos, University of South Florida</i></p> <p>This highly interactive workshop is for those evaluators who want to engage and succeed in collaborative evaluations. In clear and simple language, the presenter outlines key concepts and effective tools/methods to help master the mechanics of collaboration in the evaluation environment. Specifically, the presenter is going to blend theoretical grounding with the application of the Model for Collaborative Evaluations (MCE) to real-life evaluations, with a special emphasis on those factors that facilitate and inhibit stakeholders' participation. Thus, each section deals with fundamental factors inside each of the six model components that must be mastered in order to succeed in collaborations. In addition, the workshop provides practical tips and step-by-step suggestions on how to apply the information learned. The presenter shares her experience and insights regarding this subject in a precise, easy to understand fashion, so that participants can use the information learned from this workshop immediately. Dr. Rodriguez-Campos is the 2007 recipient of the American Evaluation Association's Marcia Guttentag Award.</p>
NONPROFIT EVALUATIONS (Room A-2)	<p>This panel covers a range of evaluation topics related to nonprofit organizations such as peer-learning circles as a technique for evaluation, utilization strategies for information technology, the success of nonprofits in promoting political participation in Pakistan, and issues of evaluation and accountability in nonprofit agencies.</p> <hr/> <p>Peer Learning Circles as a Form of Participant-Directed Evaluation for Nonprofit Organizations</p> <p><i>Sarah K. Smith, Florida State University; Emma Good, Boys and Girls Clubs of the Big Bend; David Overstreet, Children's Home Society, North Central Florida Region</i></p> <hr/> <p>Evaluating Information Technology in Nonprofit Organizations: Implications for Practice</p> <p><i>Ralph S. Bower and Frances S. Berry, Florida State University; Simon Andrew, University of North Texas</i></p> <hr/> <p>Giving Voice to Difficult and Important Questions: A Summary of Current Issues in Nonprofit Evaluation and Accountability</p> <p><i>Susan L. Spice and Ralph S. Bower, Florida State University</i></p> <hr/> <p>The Role of Non-Government Organizations in Promoting Women Participation in Politics and Local Governments in Pakistan</p> <p><i>Aisha Azhar, Florida State University</i></p>

Thursday, February 28, 2008

<p>FLORIDA'S INSPECTOR GENERAL (Room B)</p>	<p>Independence in the Role of the Florida Inspector General <i>Melinda Miguel, Executive Office of the Governor; James Mathews, Agency for Workforce Innovation; Jim Knight, Fish and Wildlife Conservation Commission</i></p> <p>The panel will address independence in the role of the Inspector General within State of Florida government.</p>
<p>LOGIC MODELING (Room C)</p>	<p>Systems Thinking and Dynamic Logic Modeling Applied to Enhance Project Design, Evaluation Planning, and Feedback Impact <i>Charles M. Plummer, Simulation Systems Laboratory</i></p> <p>Systems thinking facilitates understanding the evaluation object and its context. A project can be seen as a system with boundaries, purpose, dynamic interrelationships, and part-whole interdependencies. 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. Using a hands-on simulation with small teams, we demonstrate the application of systems thinking to understand the context, and then disclose a dynamic logic model to facilitate evaluation design, implementation, and feedback use. A "social architecture" systems approach is applied to (1) specify the theory/rationale, (2) diagram dynamics among 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 engage participants in developing a Dynamic Network Diagram that incorporates some aspects of logic modeling, facilitate stating Evaluation Questions, then provide a Measurement Matrix approach to select alternative measurement procedures sensitive to answering evaluation questions. We conclude with a feedback and decision-making model on how results can improve understanding, enhance operation of the project, and improve evaluation. The simulated "Quantum Leap Reading Program" is used as an example.</p>
<p>QUALITATIVE DATA ANALYSIS (Room D)</p>	<p>Qualitative Data Analysis: Interpretation of Text Data Moderator: <i>Linda Schrader, Florida State University; Itay Basevitch, Yen-Shen (Sam) Chen, Haven Cook, Crissie Grove, Jungmi Lee, Sya Shariff, Eric Sikorski, Florida State University</i></p> <p>Evaluators collect qualitative data (observations, interviews, documents), make site visits to programs, and examine previous research and evaluation reports relevant to the evaluation project. The next challenge for evaluators is to sift through this array of narrative data and develop essential meanings and evaluation results. The presenters in this session will discuss their respective qualitative research projects and outline the strategies they used to answer the question – "What does this data mean?"</p>
<p>11:45 am-1:00 pm (Room A-3)</p>	<p>Lunch and SEA Business Meeting</p>
<p>1:00-2:00 pm</p>	<p>(Concurrent Sessions)</p>
<p>COLLEGE STUDENT ACHIEVEMENT (Room A-1)</p>	<p>Achieving the Dream at Tallahassee Community College <i>Janita Patrick and Barbara Gill, Tallahassee Community College</i></p> <p>Community colleges offer broad access to higher education through open admissions. When their students succeed, the benefits are far-reaching. But today, many students leave college without meeting their educational goals and there are significant achievement gaps for low-income students, students of color and first generation in particular. Achieving the Dream, a multiyear national initiative with 84 colleges in 15 states, is designed to help. In 2004, TCC was awarded a planning grant as part of the Achieving the Dream initiative. We took a hard, honest look at our student achievement data in order to improve student outcomes focusing on FTIC students entering fall 2003 as our baseline cohort. In 2005, the initiative's implementation grant was awarded through June 2009. Based upon bi-annual comparison to the 2003 cohort, the results from the 2005 and 2006 Achieving the Dream cohorts indicate some improvement in student achievement and has been the basis of data-informed institutional changes in student engagement; communication with prospective students from receipt of their application to course enrollment, orientation and advising formats and creation of a student portal.</p>

**EVALUATING
PROGRAMS FOR
THE DISABLED**
(Room A-2)

Characteristics of African Americans with Disabilities in the Florida Public Vocational Rehabilitation Program: A Five-Year Study

Marilyn Campbell and Ghazwan Lutfi, *Florida A & M University*

In this session, the researchers will present a population study conducted in a southeastern state public workforce development program designed to provide rehabilitation services (VR) that leads to employment and independence for eligible persons with disabilities. The vocational rehabilitation literature suggests that African American program participants achieve lower levels of success than other racial groups. Specifically, the literature indicates that African Americans are less successful in accessing the VR system and are less likely to be rehabilitated once accepted. The purpose of this study is to describe the characteristics of African American program participants that obtained and implemented an approved Individualized Plan for Employment between federal fiscal years 2000-2004. Second, this descriptive study aims to identify variables associated with participant characteristics and rehabilitation outcomes. The third purpose, which is qualitative in nature, is to describe the experiences and overall satisfaction of a sample of African American program participants to identify barriers and facilitators to achieving successful rehabilitation. A mixed method design that employs quantitative analysis, face-to-face interviews, and document analysis is used to accomplish the research purpose. Preliminary results will be presented during this session. This study will be completed during the Spring Semester 2008.

Measuring the "Fun" in Summer Camp: Assessment of an On-Site Museum-Based, Day Program for Autistic Children

Linda Loy, *Florida Department of Children and Families*; **Richard Metzger**, *University of Tennessee at Chattanooga*

Camps for autistic children are often focused on the development of skills. We were given the challenge of determining whether or not the children who had attended a summer day camp at the Creative Discovery Museum, Chattanooga TN, had enjoyed the experience. Using a team of process observers, daily report from staff, and feedback from parents, we develop a method to describe the fun that students had experienced. The limitation of the child's ability to report their experience complicated the process, but we offer suggestions on how to get a better perspective on the qualitative outcomes for each individual. The project was completed in 2006.

**CRIMINAL
JUSTICE ISSUES**
(Room C)

Diversion Initiatives Hold Promise to Reduce Involuntary Commitments

Farah Khan and Kelley M. Seeger, *Office of Program Policy Analysis and Government Accountability (OPPAGA)*

The number of defendants who are being found incompetent to stand trial ("incompetent to proceed") has increased in the past few years. This research explores possible reasons for this trend and how the state of Florida is responding to it. This presentation will provide an overview of the ITP process, the Department of Children and Families competency restoration program, and trends in Florida ITP adjudications. OPPAGA is still conducting research on this report, expected to be published in March 2008.

Contraband in Prisons: An Age-Old Problem

Vic Williams and Linda Vaughn,
Office of Program Policy Analysis and Government Accountability (OPPAGA)

Prison contraband is an age-old problem, and with modern technology it often rivals corrections officials' attempts to eradicate it. Contraband in today's prisons is dangerous, destabilizing, and threatens the safety and security of prison employees, inmates, and the public. It takes many forms including weapons, narcotics, money, alcohol, and recently cell phones. Steve McQueen's character needed smuggled items to survive in the epic movie *Papillon*, as did Paul Newman's *Cool Hand Luke*, but contraband use today is not a romantic notion and is used for escapes, harming and threatening individuals in and out of prison, controlling gang activity, and continuing criminal enterprise. The following topics will be discussed as findings of a study of contraband issues in the Florida prison system:

- the forms and uses of contraband
- how and why contraband is conveyed to inmates
- the carriers of contraband: visitors, prison employees, others
- the threat from new technology; and
- Florida's strengths and weaknesses for countering contraband introduction into prisons.

Thursday, February 28, 2008

2:00-2:15 pm	Break (Cookie Jar) & Poster Sessions (Arena Access)
2:15-3:30 pm	(Concurrent Sessions)
LOGIC MODELS (Room A-1)	<p>Logic Models as a Platform for Program Evaluation Planning, Implementation, and Use of Findings</p> <p>Goldie MacDonald, <i>Centers for Disease Control and Prevention</i></p> <p>Practitioners use logic models to describe important components of a program; make visible a theory of change; and link activities to intended outcomes. For the purposes of evaluation practice, a well-constructed logic model provides a program-specific foundation for identifying evaluation questions; prioritizing data needs; and translating findings into recommendations for ongoing program improvement. Aimed directly at improving the utility of logic models and quality of evaluation practice in your setting, the workshop addresses two questions:</p> <ol style="list-style-type: none"> (1) What are the hallmarks of a well-constructed, scientifically sound and useful logic model? (2) How do we maximize the use of logic models for program evaluation planning, implementation and use of findings? <p>Workshop Objectives:</p> <ul style="list-style-type: none"> • Demystify and define the logic model as a starting point for everyday evaluation practice • Identify the hallmarks of a well-constructed, scientifically-sound logic model • Clarify the relevance of process and outcome evaluation to preparing and using program logic models • Demonstrate the use of logic models to identify and prioritize evaluation questions and data needs • Examine the use of logic models to identify opportunities/options for demonstrating accountability for scarce resources • Demonstrate use of a logic model to guide preparation of findings/recommendations aimed at ongoing program improvement • Pinpoint additional resources for continued study/application.
YOUTH BEHAVIOR SURVEYS (Room A-2)	<p>Data Sources for Health Information on Florida Adolescents</p> <p>Betty Serow and Jaime Weitz, <i>Florida Department of Health</i>; Hal Johnson, <i>Florida Department of Children and Families</i>; Meena Harris, <i>Florida Department of Education</i></p> <p>This session will provide information about a series of surveys conducted annually in Florida, including the Florida Youth Tobacco Survey, the Florida Youth Substance Abuse Survey, and the Florida Youth Behavioral Risk Survey. Presenters will share information about the issues addressed in each survey, how the samples are drawn, how the surveys are administered, what types of county-level information are available, and useful ways to access this information.</p>
WEB-BASED SURVEYS (Room B)	<p>Web-Based Surveys</p> <p>Melissa Clements and James Christie, <i>MGT of America, Inc.</i></p> <p>Presenters will provide an overview of the entire Web survey development and analysis process, including project methodology, the formation of survey instruments, data collection, increasing response rates, data reporting, and evaluation. The benefits and limitations of both custom and off-the-shelf survey tools will be discussed. Attendees will be encouraged to share their own approaches and experiences in using Web-based surveys.</p>
3:30-3:45 pm	Break – Beverages (Arena Access)

3:45-5:00 pm

(Concurrent Sessions)

**ETHICS IN
EVALUATION**
(Room A-1)

Skill Building Workshop: Ethics for Effective Evaluation Practice

Linda Schrader, Florida State University

Evaluators strive to uphold ethical principles in their practice of evaluation while working in challenging and diverse contexts. The AEA Guiding Principles for Evaluators delineate professional skills and behaviors that embody a set of values and ethics for effective evaluation practice. How does an evaluator infuse these ethical guidelines into practice? This skill-building workshop will present an overview of the Guiding Principles and examine how these ethical principles can be employed to prevent, and respond effectively to, ethical dilemmas encountered as an evaluation unfolds. Ethical issues regarding conflicts around stakeholders' priorities, differing cultural values, and varied expectations for the evaluation will be discussed. Participants will have opportunities to apply these concepts to a case study and explore strategies for addressing ethical challenges encountered in evaluation planning and implementation. It is expected that participants will acquire reflective insights and knowledge about the application of ethical principles to enhance their practice.

**QUALITATIVE
DATA ANALYSIS**
(Room A-2)

Evaluation Design Decisions: NVivo Software in Action Research, Emergent Inquiry and Outcome Structured Inquiry

Dan Kaczynski, University of West Florida; Michelle Salmona, University of Technology, Sydney, Australia

This workshop explores the use of qualitative data analysis software (QDAS) from three different perspectives: action research, emergent inquiry and outcome structured inquiry. Each perspective provides a distinct foundation to evaluation design and produces very different results. It is the intent of this workshop to better understand each approach through the use of NVivo software. Discussion will show the software as a technological tool that promotes transparency of qualitative methodology and evaluation practice. Group activities will examine the construction of meaning from qualitative data as seen through the development and use of the code structure. Code structure design will be discussed in relation to two key NVivo features: data management and data analysis. Of particular significance in this discussion is the influence that design decisions have upon the methodology and, ultimately, the quality of an evaluation study.

WHY EVALUATE?
(Room B)

Why Do They Want Me to Evaluate My Program Anyway? *A Look at the Creative Tension Between Funders, Administrators and Hands-On Staff*

Betty Serow and Sarah Cawthon, Florida Department of Health; Robbie Brunger, Ounce of Prevention Fund of Florida; Nathaniel Wesley, Jr., Independent Consultant

Presenters in this session will discuss how difficult it is for local program staff to see the need for and/or benefit of evaluating both the implementation and the results of their programs/interventions. They will discuss concerns raised by the field and techniques they have found successful in getting program people to hop on the evaluation bandwagon.

COST ANALYSIS
(Room C)

A Model for Impact Estimation Calculators for Public Health Expenditures

Robert J. Eger, III and Keon-Hyung Lee, Florida State University

This study derives and analyzes a multiplier methodology to measure the impact of public health expenditure and budgeting decisions on public health outcomes. Our research question is whether or not prior literature based on the quality-adjusted-life-year (QALY) approach can be used to instruct budget officers faced with reallocation of or cuts in public health funds. Instead of directly undertaking an analysis of expenditure-effect linkages for specific expenditure programs, this study conducts a meta-analysis on the literature of cost-effectiveness of public health interventions.

Cost & Effectiveness Evaluation of the Medicaid Nursing Home Diversion Program

Justin Graham, Office of Program Policy Analysis and Government Accountability (OPPAGA)

The Nursing Home Diversion program is one of the state's three primary long-term care Medicaid waiver programs providing home and community-based services intended to help frail elders avoid or delay costly nursing home placement and enhance quality of life. OPPAGA was directed to determine whether the Nursing Home Diversion program is effective in delaying nursing home entry for frail elders, is cost effective, and whether Nursing Home Diversion participants could be served at a lower cost to the state in other Medicaid waiver programs.

Friday, February 29, 2008

8:30-9:00 am	Coffee/Juice (Arena Access)
9:00-10:15 am (Room A-3)	Plenary Session: Informal Discussion with Dr. Daniel Stufflebeam
10:15-10:30 am	Break – Beverages (Arena Access)
10:30 am - 12 noon	(Concurrent Sessions)
ADMINISTRATION INNOVATION AND EFFECTIVENESS (Room A-1)	<p>This panel presents a variety of research topics that examine how local governments use citizen participation in performance measurement and assess management innovation; community-based networks use information technology and organizational culture; and how leadership and employee attitudes are related to management change.</p> <hr/> <p>Assessing Local Government Management and Innovation <i>Kaifeng Yang, Florida State University</i></p> <hr/> <p>Evaluating the Impact of Mobile Information Technology and Network Structures on Community-Based Care Performance <i>Bok-tae Kim and Frances S. Berry, Florida State University</i></p> <hr/> <p>Assessing the Impact of Organizational Culture, Leadership and Employee Attitudes on Organizational Change and Learning <i>Hoseok Jang and Frances S. Berry, Florida State University</i></p> <hr/> <p>Who Takes Possession of the Management Innovation Agenda in Local Service Delivery Choice? Technique-Oriented or Citizen-Oriented Performance Measurements <i>Jun Yi Hsieh and Frances S. Berry, Florida State University</i></p>

**METHOD ISSUES
IN EVALUATION**
(Room A-2)

Addressing the Evaluator's Challenge in Determining Non-Equivalent Comparison Groups: The Case of the Tennessee Governor's Academy for Mathematics and Science

Amy Cinci Sullins, *University of Tennessee*

In educational evaluation settings, experimental design—the "gold standard"—is often not a viable, ethical option for research, but comparison groups are necessary to report on program outcomes and impacts. Such is the case at the new Tennessee Governor's Academy for Mathematics and Science (TGA), a specialty residential high school for talented juniors and seniors. Stakeholders are keenly interested in program outcomes and impact, but the most proper comparison group for such a study, the applicants who were accepted to the academy but declined the invitation, comprised too small of a sample to act as a viable data source. The program evaluator then weighed limitations of other potential comparison groups to determine the most proper nonequivalent comparison group that could yield credible, useful data for reporting to stakeholders. Mid-year data results and potential biases will be discussed. The case of the Tennessee Governor's Academy for Science and Mathematics serves to offer insight to other evaluators and project staff engaged in quasi-experimental designs who are utilizing comparison groups.

Psychometric Characteristics of a Principal's High Stakes Testing Survey

Lantry L. Brockmeier, *Valdosta State University*

High stakes testing is a centerpiece of education reform efforts to improve education, increase student achievement, and to hold educators accountable. The Principal's High Stakes Testing Survey, a 48-item instrument, was employed to collect data to describe the high stakes test's influence on principals' beliefs. Principals' beliefs were grouped into six domains: curriculum, teaching, work satisfaction, stress, accountability, and students. Principals' responses to each item within the six hypothesized subscales was measured with a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Superintendents or school district Institutional Review Boards in 22 school districts responded to our request and 20 school districts granted permission to send the Principal's High Stakes Testing Survey to their principals. A non-significant chi-square, $\chi^2(4, N = 67) = .515, p = .972$, indicated that the 20 school districts adequately represented Florida's five geographical reporting regions. The purpose of this study was to investigate the psychometric characteristics of the Principal's High Stakes Testing Survey by employing both classical and modern test theory.

The Relationship between Grading Trends, Instructor Experience and Course Evaluations: A Grounded Theory Approach

Chuck Fuller and Jean Fuller, *Central Michigan University*

Grading trends continue to be a hotly debated issue within colleges and universities across the country. One of the major factors fueling the debate is grade inflation. Although some research indicates that grade inflation has been increasing at the undergraduate level since the 1960s (Anglin and Meng 2000), the number of A and A- grades assigned at the graduate level far exceeds the number awarded to undergraduate level students. Although there have been numerous studies conducted that attempt to isolate variables contributing to this situation, such as the type of course being taught, the gender of the instructor, and student evaluations, there have been few studies that examine the experience level of the instructor as a co-variable. Research question: Will there be a significant positive or negative correlation between grading trends, teaching experience and course evaluations? The research utilized a grounded theory approach in order to generate theories regarding how instructor experience relates to grading patterns and course ratings. The data consists of grades analyzed over a seven-year period for 997 graduate students. The research was completed September 2007.

**EVALUATION
MODELS
AT WORK
(Room B)**

Workability of the Use of CIPP Model for Evaluation: A Review of an African (Nigeria) Dissertation Study

Victoria B. Landu, *Argosy University*

Stufflebeam (1971) sees evaluation of an educational program as being more than Tyler (1942)'s goal attainment, Scriven (1967)'s judgmental or Stake (1967)'s end product alone. This is so, because the CIPP evaluation model involves scientific methods of collecting, organizing and analyzing data concerning the context, input, process and product variable for practical purposes. The paper is therefore out to describe how the use of the CIPP model was used to evaluate an undergraduate program that was newly introduced in Africa (Nigeria). The writer, having used the model to successfully carry out the evaluation, will describe how a conceptual framework specific to what was of paramount interest for investigation was developed. The paper presents what prompted the use of this model, the instrument used, the findings and the implication of the study to educational development. The aim of this paper is to enable participants at the conference to see how the CIPP model can be used in any part of the world and in any field of learning.

Evaluation Designs: Strategy for Categorizing to Facilitate Choice in Application for Effective Program Evaluation

Ganga Persaud and Trevor Turner, *Clark Atlanta University*

The basis for choosing an evaluation design is an issue given the numerous models of evaluation. This paper reviews the several evaluation models and distills a definition that corresponds to the research and planning process to support the view: what is planned is what should be evaluated. Stufflebeam indicates this correspondence by mapping both the planning and evaluation fields into: Context, Input, Process, and Product (CIPP) evaluation. Those models that focus on the total field (as CIPP) can be categorized as systems or management evaluation. Other models can be categorized according to the portion of the planning field covered. Outcome or objective evaluation focuses on the product; process evaluation focuses on the implementation process as an interaction system; input evaluation focuses on the program inputs as implemented (best practices); context evaluation focuses on the impact on the context; discrepancy evaluation refers to the discrepancy between what is planned and that implemented; participatory models refer to implementers' participation in the evaluation process; and high definition evaluation refers to the accuracy of the definition of the plan in terms of the contextual problem. The choice of the evaluation would depend upon the need of the planner and/or stakeholders. At the same time, the purpose of any plan is to change the context, and if the context is not changed, the plan is ineffective. It is essential to compare the relative effectiveness of the designs before making a choice.

Use of Kirkpatrick's Four Levels of Evaluation to Evaluate a Tobacco Prevention and Intervention Teacher Training Project

Paul Rendulic, *PerforMetrics of Florida*

According to the 2006 Florida Youth Substance Abuse Survey the prevalence of past-30-day cigarette use as well as smokeless tobacco products was higher in a Central Florida School District compared to the state of Florida as a whole. The district implemented its Tobacco Prevention and Intervention Teacher Training Project as a means of addressing underage use of tobacco products within this county. The project included a total of 70 elementary educators who teach prevention, Curriculum Resource Teachers, and middle school teachers of the Mendez Programs, thus impacting about 1,800 students in grades three through eight. Teachers received training in four areas: (1) Too Good for Drugs Curriculum; (2) Media Literacy; (3) Discovery Health Channel; and (4) Developmental Assets. The Tobacco Prevention and Intervention Teacher Training Project was evaluated using Kirkpatrick's Four Levels of Evaluations wherein Level 1 addressed teachers' reaction to the training; Level 2 measured teachers' learning during training; Level 3 focused on teachers' actual application of what they learned in their classrooms / schools; and Level 4 the impact of the training on students. The evaluation results indicate that the program exceeded its goals in the percentage of students that increased their knowledge of the risks of using tobacco products. In addition, the students' attitude towards tobacco use shifted in the desired way. The number of students that currently smoke is less than the number that report having tried smoking. While the goals of the Tobacco Prevention and Teacher Training Project were generally achieved for 2006-07; specific results point to opportunities to enhance and strengthen the program. The use of Kirkpatrick's Four Levels of Evaluation to evaluate the Tobacco Prevention and Teacher Training Project proved to be an effective model for the evaluation this specific grant.

<p>YOUTH DEVELOPMENT EVALUATIONS (Room C)</p>	<p>Healthy Marriage MATTERS: But Does it Matter to Youth? <i>Dawn Coleman, The Center for Applied Research, North Carolina</i> Healthy Marriage MATTERS is a marriage education program targeting rural, low-income, minority youth. The first year of the evaluation for this program revealed the difficulties inherent in targeting a youth population with marriage education and setting clear and measurable goals and objectives for an initiative that is intended to lower poverty and domestic violence rates by promoting marriage to a population that views marriage as something that will occur far in the future, if at all.</p> <p>Families and Industry: Crossing the Lines of Human and Economic Development <i>Rebekah Hudgins, Georgia Family Connection</i> Partners in Georgia have developed a community-based strategy designed to improve results for children and spark community economic development. This initiative addresses a variety of issues that are key to a healthy community: access to adult education, quality child care, economic opportunity, family support, and transportation. The Early Childhood Community Economic Development Strategy is based on four years of a pilot with five counties in north Georgia. Findings and examples from this pilot work will be used to highlight and inspire further collaborations for the purpose of community-driven economic development and improved outcomes for families.</p>
<p>PUBLIC AWARENESS EVALUATION (Room D)</p>	<p>Evaluating Community and Statewide Public Awareness Campaigns: <i>What we know, what we need to know, and why it is so important</i> <i>Mary Kay Falconer, Lonnie Parizek, and Christie Ferris, Ounce of Prevention Fund of Florida; Tait J. Martin, Salter-Mitchell</i> This presentation addresses factors on each level of the Public Health Socio-Ecological Model. The presenters will lead an interactive workshop to equip participants with practical information on research-to-practice in the evaluation of public awareness campaigns. The presenters will strengthen the participants' capacity to conduct effective public awareness and advocacy efforts by accomplishing the following learning objectives:</p> <ol style="list-style-type: none"> 1) Cite national public opinion poll findings addressing child abuse and neglect. 2) Discuss the reasons why public awareness campaigns should be evaluated. 3) Identify viable research designs or approaches to evaluating a public awareness campaign 4) Identify the strengths and weaknesses of each approach. 5) Identify the level of funding required for each approach. 6) Identify challenges that emerged in implementing an evaluation for a major statewide child abuse prevention month public awareness campaign.
<p>12:00– 1:30 pm</p>	<p>Lunch and 20th Anniversary Celebration (Room A-3)</p>
<p>1:30 – 2:30</p>	<p>Concurrent Sessions</p>
<p>SOCIAL SERVICES (Room A-1)</p>	<p>Social Support – Exploring the Differences Between Traditional and Consumer-Operated Services <i>Blake Barrett and Gregory Teague, University of South Florida</i> This study examines three measures of social support and their relationships with each other as well as related sub-constructs in a population of those with severe mental illness and co-occurring substance use disorders. Utilizing secondary data from the Consumer-Operated Services Program (COSP) study, two mental health and substance use treatment environments are explored, traditional and consumer-operated services. Results found the measures to be co-validated and mutually consistent with sub-constructs supported. Further, individuals within consumer-operated services reported greater levels of perceived working alliance in addition to peer emotional support in the treatment environment. Implications for practice and future research are discussed.</p> <p>Measuring the Quality of Life Impacts of Social Programs <i>Darlene Heinrich, Florida Department of Elder Affairs</i> The purpose of this study is to determine the hedonic or "quality-of-life" value Florida elders place on state-funded Home and Community-Based Services (HCBS). We developed a contingent valuation survey instrument, estimated a probability model predicting the tendency to pay for HCBS, and calculated several measures of the amount users are willing to pay for HCBS. In addition, we attempted to measure the willingness to pay for a hypothetical program—nursing home care delivered to the residence, which can be viewed as an upgrade from HCBS by adding health care.</p>

**PARTNERSHIPS IN
EVALUATION**
(Room A-2)

The Use of the Partnership Model in Program Evaluations in Non-Profit Agencies Serving Children and Youth

Tom Cornille, Ann Mullis, Ron Mullis, Andrea Meyer and Michelle Craig, *Florida State University*; David Congdon, *Children's Home Society*

This workshop will introduce participants to a Partnership Model that has evolved from collaboration between the staff of family service agencies and faculty in research universities collaborating to address the needs of children and youth. This model draws on work in the area of Best Practice development and the tools developed in Participatory Evaluation to fit the needs identified by agency staff to shape targeted evaluations. Examples of successful collaborations and the challenges to developing those partnerships will be presented.

**HEALTH
EDUCATION
EVALUATIONS**
(Room B)

An Evaluation of The East Georgia Abstinence Education Project – The In-School Component

Melvin E. Franks, *Program Evaluation & Research Consultants, Inc.*; Susan T. Franks, *Georgia Southern*

The purpose of this presentation is to present the first-year results of the in-school component of the East Georgia Abstinence Education Project. The project is designed to develop and strengthen a comprehensive approach to community-based abstinence education. Specifically, the project's approach is based on abstinence educational interventions designed to: reduce the proportion of adolescents who have engaged in premarital sexual activity; reduce the incidence of out-of-wedlock pregnancies among adolescents; and, reduce the incidence of sexually transmitted diseases among adolescents.

Sexual Health Awareness through Peer Education (SHAPE) Program: Preliminary Evaluation Findings

Natalie De La Cruz, Renicha McCree-Hale, and Ann Elizabeth Montgomery, *University of Alabama*; Faith Fletcher, *University of South Carolina*

The Sexual Health Awareness through Peer Education (SHAPE) program at the University of Alabama at Birmingham (UAB) uses a peer education model to provide information related to sexual decision-making and HIV awareness to adolescents and young adults in Birmingham, Alabama. UAB peer educators offer workshops to provide sexual health information. The SHAPE program is currently undergoing its first formal evaluation. The evaluation is based on a one-group pre- and post-test study design with a non-equivalent dependent variable. Pre-tests are conducted immediately preceding SHAPE workshops and post-tests are conducted at one-month follow-up using a Web-based survey. Baseline data have been collected and follow-up data collection is in process. Initial findings indicate high levels of HIV and STI (sexually transmitted infection) knowledge among the participants; however, risky behaviors are still common. Analyses of pre- and post-test data will measure the impact of the SHAPE program on these behaviors.

**ISSUES IN
EVALUATION**
(Room C)

The Academic Competitiveness Council: Latest Federal Influence on STEM Educational Evaluations

Sam Held, *Oak Ridge Institute for Science and Education*

In the Deficit Reduction Act of 2005, the Academic Competitiveness Council (ACC) was authorized with the U.S. Department of Education as the lead agency. The ACC was charged to identify all federal programs with a STEM focus, identify target populations served by such programs, determine the effectiveness of such programs, identify areas of overlap or duplication in such programs, and recommend ways to efficiently integrate and coordinate such programs. A report was issued in May 2007. This presentation will discuss details of the report and the implications it currently has and will have for STEM education evaluators.

Advice for Handling Ethical Issues in Evaluation

Jeongmin Lee, *Florida State University*

Nearly 20 years ago, there were very few presentations and publications on the ethics concerned with evaluation. However, ethical issues in evaluation have received increasing attention in recent years. One sign of this interest was that the American Evaluation Association Conference of 2006 devoted more than 20 sessions on ethical issues and reactions to evaluation standards. Unfortunately, all too often we hear reports in the media of moral dilemmas and unethical behavior by professionals. There are also diverse situations that seem to provide reasons to behave unethically. For example, internal evaluators for corporations may try to please stakeholders by manipulating their findings for evaluation reports. In most cases, is pressure encourages the evaluator to make the programs or projects look better than the data warrants. Therefore, for a program evaluator to be ethical means several things in addition to being a morally good person; the person must know what special obligations he or she has to clients, to science, and to society; must understand the conflicts involved in program evaluation In this paper, therefore, I focus on how to resolve ethical conflicts and meet our obligations as evaluators.

COMMUNITY-BASED EVALUATION (Room D)	Community-Based Evaluations: Challenges and Suggestions for Future Evaluators
	<i>Krystall Dunaway and Jenny Dozier, Old Dominion University; Jennifer Ann Morrow, University of Tennessee; Thorayya Giovanelli, Regent University</i>
	<p>Community-based evaluations can be especially challenging. Some of the challenges community evaluators face include: fear and skepticism of evaluation by program providers, bridging the gap between evaluation activities and program activities, the demand for more sophisticated types of evaluation, making data collection routine and rigorous, and understanding and utilizing results. In our evaluation of a Department of Justice funded program, Weed & Seed, we encountered many of these challenges. The focus of this presentation will be a discussion of these challenges, how we dealt with them, as well as suggestions for other evaluators conducting community-based evaluations.</p>
	Evaluating Grant Funded Activities of a Newly Formed, Faith-Based Organization: A Search for Structure
	<i>Ottis Murray, University of North Carolina at Pembroke</i>
	<p>In response to Robeson County, NC being recognized as having the nation's high rate for STDs infection (73 per 100,000) in 2001, the faith community in partnership with the health department met with representatives from the Center for Disease Control. As an outcome of these meetings, The Healing Lodge was established by the Native American Inter-faith Ministry to address HIV/AIDS and health care disparities, particularly among American Indians. The Healing Lodge received a SPNS (Special Projects of National Significance) grant from Health Resources and Services Administration (HRSA). The purpose of the grant was to research the knowledge, attitudes and beliefs of rural, American Indians and their associates, who were engaging in high-risk behaviors that were likely to put them at risk for acquiring HIV/AIDS. This paper recounts challenges, twists, turns and pitfalls experienced by the evaluators of this grant-funded project. It will also provide some data regarding the target population as well as lessons learned regarding the delivery of services by a newly-formed, faith-based organization.</p>
2:30-2:45 pm	Break – Cookie Jar (Arena Access)
2:45-3:45 pm	(Concurrent Sessions)
CRIMINAL JUSTICE ISSUES (Room A-1)	Perceptions of Portsmouth Police Officers: How NIOs and UPOs Differ
	<i>Krystall Dunaway, Abby Braitman, and Shawn Dickerson, Old Dominion University; Jennifer Ann Morrow, University of Tennessee</i>
	<p>This presentation is a description of an evaluation of police officers' perceptions of various aspects of their job, including training, responsibilities, and the Weed & Seed program. Specifically, we compared the perceptions of UPOs (Uniform Patrol Officers), who are "rookies" responsible for patrolling the city 24 hours a day, 365 days a year, with those of NIOs (Neighborhood Impact Officers), who are more seasoned and generally more involved with the "quality of life" concerns of the community. We found stark differences in the job perceptions of these two types of police officers.</p>
	Inmate Families and the Florida Prison System
	<i>Linda Vaughn, Office of Program Policy Analysis and Government Accountability</i>
	<p>When a loved one is sentenced to prison, the loved one's family is sentenced as well. This study looks at how Floridians with a family member in prison are treated by the Department of Corrections, what the department has done to lighten their load, and what still needs to be done. Topics to be discussed include how the following affect inmate families in the state's private and public prison systems:</p>
	<ul style="list-style-type: none"> • visiting regulations and visitor dress codes policies; • time management for children visiting inmate parents; • telephone commissions, paid by inmate families; and • statewide oversight of the prison family visitation program.

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

Inheriting a National Evaluation System: Lessons Learned, Advice Given

Sam Held and Pamela Bishop, Oak Ridge Institute for Science and Education

Pressure in the federal government is increasing the need for accountability in all of its funded programs, causing some offices to conduct rigorous evaluations in order to secure funding. The Department of Energy (DOE) Office of Workforce Development for Teachers and Scientists (WDTS) funds a suite of programs in its National Laboratory system to provide students and faculty research experiences to build its workforce and to contribute to the betterment of science, technology, engineering, and mathematics (STEM) education. We at the Oak Ridge Institute for Science and Education (ORISE) have been directed to develop an evaluation plan for this suite of existing programs. Prior to our involvement, several evaluation tools were being used, including pre- and post-experience surveys developed for the undergraduates and university faculty, and a framework of documents K-12 STEM teachers were to submit to WDTS. An annual analysis based on changing metrics and rubrics was conducted. ORISE is creating an evaluation system providing rigor and consistency year-to-year to show longitudinal trends. The evaluation system will be implemented across multiple sites, incorporate multiple programs with distinctly different populations, and meet the requirements of the federal government. The authors will outline the most important steps in the process, discussing their experience with inheriting and restructuring this evaluation system.

Conducting Longitudinal Evaluations on a College Campus: Strategies for a Successful Evaluation

Jennifer Ann Morrow and Erin Mehalic Burr, University of Tennessee; Susanne Kaesbauer and Krystall Dunaway, Old Dominion University

The focus of this presentation will be a description of various strategies an evaluator can utilize for managing large amounts of data associated with conducting a longitudinal evaluation in a college setting. The strategies discussed will be presented in the context of Project Writing, a multi-year study conducted by the lead presenter. This project is a Department of Education funded project whose goal was to examine expressive writing and behavioral monitoring as a means of reducing and preventing high-risk drinking in first-year students. A description of the evaluation strategies, suggestions for other researchers, and a discussion of what worked and what did not work will be presented.

**ONE FLORIDA
INITIATIVE**
(Room B)

The Perceptions of Administrators Concerning the One Florida Initiative

Patricia A. Green-Powell, Florida Agriculture & Mechanical University; Adriel A. Hilton, Morgan State University

The purpose of this study was to discover the perceptions of Florida law school administrators on the impact of the One Florida Initiative (OFI) and the addition of two Minority Serving Institution (MSI) law schools on diversity in Florida's legal profession. This research explored the impact of Governor Bush's Executive Order on diversity within the State University System (SUS) of Florida law schools. Further, this study examined the impact of the creation of two MSI law schools after implementation of the OFI, as perceived by the administrators. In conclusion, this study found that minority representation in law schools has improved in Florida as a result of the OFI as well as the addition of two MSI law schools. Black representation, however, continues to lag behind other races, particularly the Hispanic population. This research concluded that the OFI has helped to improve minority representation in the legal profession.

<p>COMMUNITY COLLABORATION (Room C)</p>	<p>Using Latent Growth Modeling to Test Effectiveness of Georgia Family Connection Collaboratives</p> <p>Adam J. Darnell, James Emshoff, and Steve Erickson, <i>EMSTAR Research, Inc.</i></p> <p>The Georgia Family Connection initiative is a statewide effort designed to address serious challenges facing Georgia’s children and families by increasing collaboration between existing services. Currently 159 community collaboratives (one in each county of the state) are implementing community-based support systems in accordance with a set of operating principles (a Theory of Change) designed to improve health-, education- and economic-related outcomes. Outcomes including teen pregnancy, repeat teen births, high school graduation, child abuse, and low infant birth weight have been measured annually for each of the 159 counties over the twelve-year period 1994-2005. Longitudinal change in outcomes was modeled using latent growth curve analysis. Key findings for each outcome will be described, including the process of unconditional model fitting and tests of effects of community and collaborative characteristics as predictors of growth parameters. Discussion will address the technical challenges of model fitting, as well as implications for the evaluation of collaboratives.</p>
<p>GOVERNMENT PERFORMANCE REPORTING (Room D)</p>	<p>Assessing the Cost Benefit of Government Programs – A Must in Tight Budget Times</p> <p>Kaye Kendrick, <i>Florida TaxWatch Research Institute, Inc.</i></p> <p>This session topic will provide attendees with the latest trends and debates in government performance reporting. There will be a discussion of the effort involved to effectively establish performance management. It will also provide examples of performance results being reported by organizations.</p>
<p>3:45 -4:00 pm</p>	<p>Break – Beverages (Arena Access)</p>
<p>Closing Plenary 4:00-5:00 pm (Room A-3)</p>	<p>Town-Hall Meeting</p> <p>Come for a conference wrap-up and discussion on how to make 2008 the best year yet!</p>

NOTES

SEA 2008 CONFERENCE OVERVIEW – DAY ONE

Thursday, February 28, 2008

7:30 Coffee/Juice in Arena Access; Registration

**8:30 – 10:00 a.m. (Room A-3)
Welcome and Keynote Address – Dr. Daniel Stufflebeam**

10:00-10:15	Break – Beverages (Arena Access)					
Time	Room A3	Room A2	Room A1	Room B	Room C	Room D
10:15-11:45 <i>90 minutes</i>	(not available)	Nonprofit Evaluations	Collaborative Evaluations	Florida's Inspector General	Logic Modeling	Qualitative Data Analysis
11:45-1:00	Lunch and SEA Business Meeting (Room A-3)					
1:00-2:00 <i>60 minutes</i>	(not available)	Evaluating Programs for the Disabled	College Student Achievement		Criminal Justice Issues	
2:00 – 2:15	Break (Cookie Jar) & Poster Sessions (Arena Access)					
2:15-3:30 <i>75 minutes</i>		Youth Behavior Surveys	Logic Models	Web-Based Surveys		
3:30 - 3:45	Break – Beverages (Arena Access)					
3:45 – 5:00 <i>75 minutes</i>		Qualitative Data Analysis	Ethics in Evaluation	Why Evaluate?	Cost Analysis	

See Day Two, February 29, on reverse side

SEA 2008 CONFERENCE OVERVIEW – DAY TWO

Friday, February 29, 2007

8:30 Coffee/Juice in Arena Access

9:00 – 10:15 (A-3)

Plenary Session: Informal Conversation with Dr. Daniel Stufflebeam

10:15-10:30	Break – Beverages (Arena Access)					
Time	Room A3	Room A2	Room A1	Room B	Room C	Room D
10:30-12:00 90 minutes	(not available)	Method Issues in Evaluation	Administration Innovation and Effectiveness	Evaluation Models at Work	Youth Development Evaluations	Public Awareness Evaluation
12:00-1:30	Lunch and 20th Anniversary Celebration (Room A-3)					
1:30-2:30 60 minutes	(not available)	Partnerships in Evaluation	Social Services	Health Education Evaluations	Issues in Evaluation	Community-Based Evaluation
2:30 – 2:45	Break – Cookie Jar (Arena Access)					
2:45-3:45 60 minutes		Educational Evaluation	Criminal Justice Issues	One Florida Initiative	Community Collaboration	Government Performance Reporting
3:45 – 4:00	Break – Beverages (Arena Access)					
4:00 – 5:00	Closing Plenary: Town Hall Meeting (A-3)					

See Day One, February 28, on reverse side