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OUR Vision

EvaluATE envisions an ATE community in which evaluation is valued, systematic, and used to improve the education of technicians in high-tech fields.

OUR Mission

EvaluATE's mission is to engage the ATE community with information, expertise, and tools to advance high-quality evaluation.

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Materials

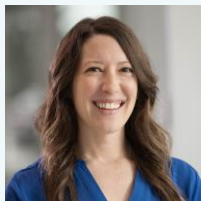
Slides

Additional Resources

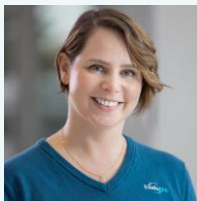
Recording

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Introductions



**Samantha
Hooker**



**Lyssa
Wilson
Becho**



**Bianca
Montrosse-
Moorhead**

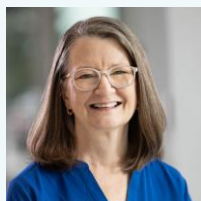


**Daniela
Schröter**

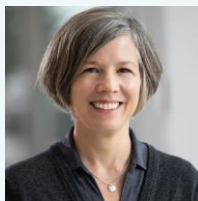


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Behind the Scenes



**Maureen
Green**



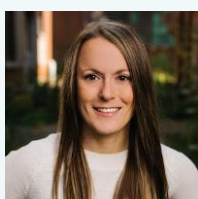
**Megan
Lopez**



**Carolyn
Williams-Noren**



**Brianna
Hooks
Singletary**



**Kelly
Robertson**



**Erika
Sturgis**



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Advanced Technological Education Program

www.nsf.gov/ate



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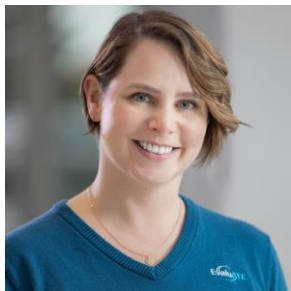


This material is based upon work supported by the National Science Foundation under Grant Nos. 1841783 and 2332143. The content reflects the views of the authors and not necessarily those of NSF.



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Hello



Lyssa



Bianca



Daniela



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Agenda

- ❁ Intro to evaluation approaches
- ❁ Three evaluation approaches:
 - Theory-driven evaluation
 - Practical Participatory evaluation
 - Nation to nation evaluation
- ❁ Factors that influence choosing an approach
- ❁ Key take aways & additional resources



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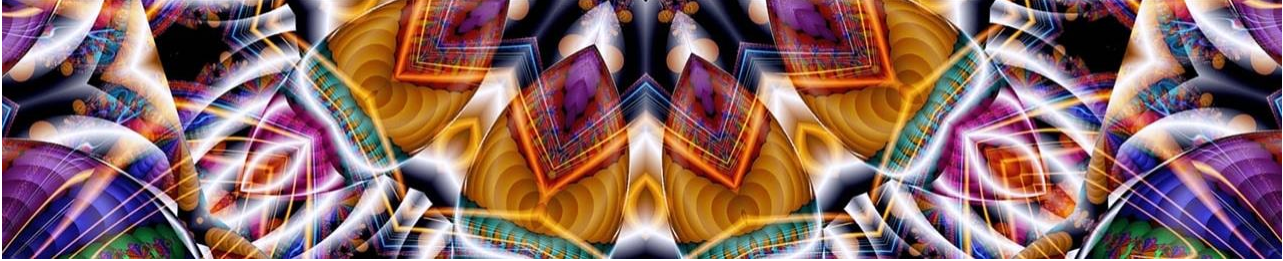


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Evaluation is not one-size-fits-all.
Different lenses offer unique
perspectives, shaping how we gather,
interpret, and use information.



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Evaluation Approach

- ❁ Foundational principles
- ❁ Practical guidance
- ❁ Unique to evaluation
- ❁ Ways to think
- ❁ Guide decision making



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Chat Question

Do you use a formal approach to evaluation? If so, which one(s)?



Respond using the chat box on the right side of your screen.

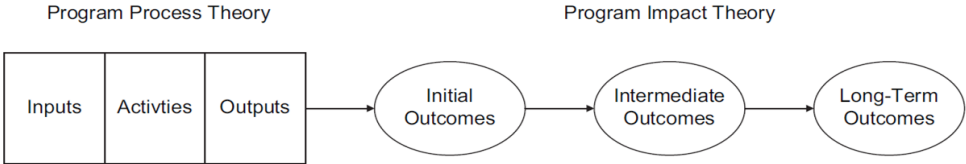


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Theory-Driven Evaluation



Based on Donaldson (2007)

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Theory-Driven Evaluation Steps

- Engage those involved in project
- Describe the project theory
- Focus evaluation design
- Gather credible evidence
- Justify conclusions
- Use & share lessons learned



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Theory-Driven Evaluation Distinguishing features



Testing a
logic model or
theory of change



Looking
for causal
explanations



Interest holders
are asked about
their expected
outcomes



Evaluation
driven by
evaluator



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Applying the Approach

“Advancing Technical Skills in Renewable Energy”

- **equip students with the skills needed for employment in the solar and wind energy sectors**
- hands-on, industry-aligned curriculum lead to students gaining technical competencies, securing employment in renewable energy, and ultimately contributing to the local economy
- Activities: classroom instruction, practice labs, internships with local energy companies, and ongoing career support.



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Poll Question

As an evaluator using a **theory driven evaluation approach**, what should you focus on first to effectively evaluate the project’s success?

- A** **Gather data on employment rates** of graduates within six months of completing the program
- B** **Develop a logic model** that details the specific pathways the curriculum is expected to lead to technical competency and employment outcomes
- C** **Create an action plan** on how the evaluation findings will be used to make decisions and improve the project activities



22

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Section 3

Practical Participatory Evaluation



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Practical Participatory Evaluation Steps

- Ensure project leaders are able to commit to a participatory approach
- Assess the information needs of project leaders
- Co-develop the evaluation design with project leaders
- Collect and analyze information using participatory methods
- **Facilitate** the development of interpretations and recommendations

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Practical Participatory Evaluation Distinguishing features



Co-created with
project leaders



Interpretation and
recommendations
are co-
constructed



Evaluator as
facilitator and
technical expert



Participation to
foster
evaluation use

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Applying the Approach

“Advancing Technical Skills in Renewable Energy”

- prepare students for careers in the solar and wind energy sectors
- Activities: classroom instruction, hands-on labs, internships, and collaboration with local renewable energy companies.
- **The project team includes instructors, industry partners, and student representatives, all of whom have a vested interest in the project’s success and outcomes.**



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Poll Question

As an evaluator using the **practical participatory evaluation approach**, what is the first action you should take to ensure a successful evaluation?

- A** **Facilitate a collaborative workshop** with all key interest holders to identify their priorities and concerns for the evaluation
- B** **Develop a detailed evaluation plan** and timeline based on your professional expertise and present it to the project team for their input
- C** **Collect baseline data** on students’ technical skills and knowledge before they begin the program



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Questions?
Ask in the chat box



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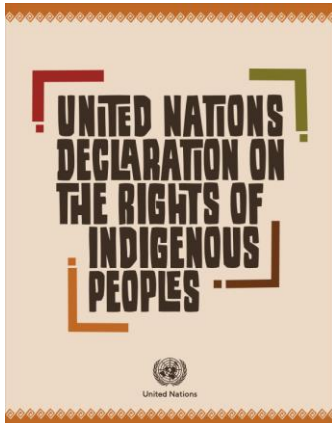
Section 4

Nation to Nation Evaluation



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Nation to Nation Evaluation Core Tenants



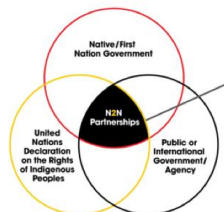
native-land.ca

32

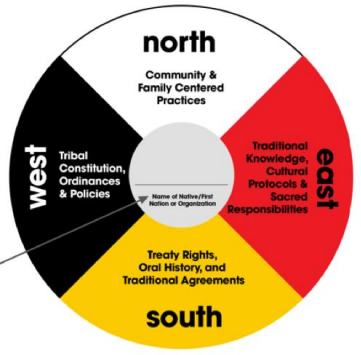
Nation to Nation Evaluation Core Tenants

Nation to Nation Conceptual Model

Tri-Lateral & Multijurisdictional Framework



N2N: Native/First Nation Framework

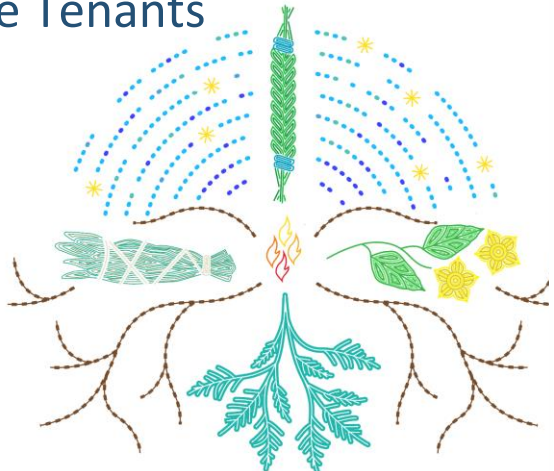


Source: Nation to Nation Conceptual model: <https://aea365.org/blog/wp-content/uploads/2019/08/Bowman-3.png>



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Nation to Nation Evaluation Core Tenants



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Nation to Nation Evaluation

Distinguishing features



Honors traditional, elder wisdom, and practical knowledge



Process of learning and improvement



Tool for transformation, improvement, and empowerment



Power resides with tribal community leaders



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Applying the Approach

“Advancing Technical Skills in Renewable Energy”

- **implemented in a region where local Indigenous communities are significant interest holders**
- prepare students for careers in the renewable energy sector, including solar and wind energy
- respects their cultural values, incorporates traditional knowledge, and provides meaningful opportunities for their youth



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Poll Question

As an evaluator using the **Nation to Nation approach**, what is the most appropriate first step in evaluating this project?

- A** Conduct a survey with Indigenous students to measure their satisfaction with the project and its alignment with their cultural values
- B** Develop success benchmarks for the project activities to ensure transparency in the final evaluative conclusions
- C** Convene a series of consultation meetings with **community Elders and leaders to co-develop the evaluation framework**

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Influential Factors

❁ Project assumptions and viewpoints



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Influential Factors

❁ Project assumptions and viewpoints

❁ Feasible, realistic, and preferred data



Quantitative methods



Mixed-methods



Qualitative methods



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Influential Factors

- ❁ Project assumptions and viewpoints
- ❁ Feasible, realistic, and preferred data
- ❁ Practical dimensions



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Influential Factors

❁ Practical dimensions

What role do **values** play in an evaluation?

Should a determination of **merit, worth, or significance** be made?

Should the evaluation take an **advocacy or activist** stance for social justice?

How influential is **culture and context** to an evaluation?

What is the role of the evaluation in **encouraging use**?

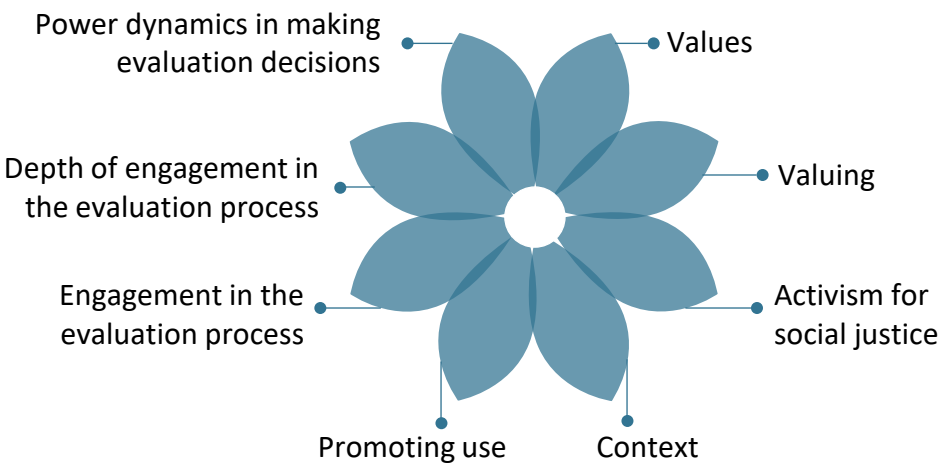
Who should be involved in the evaluation process?

What role should those engaged play in the evaluation?

Who makes the decisions in the evaluation and how?



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The Garden of Evaluation Approaches



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Section 6

Key Take Aways & Resources



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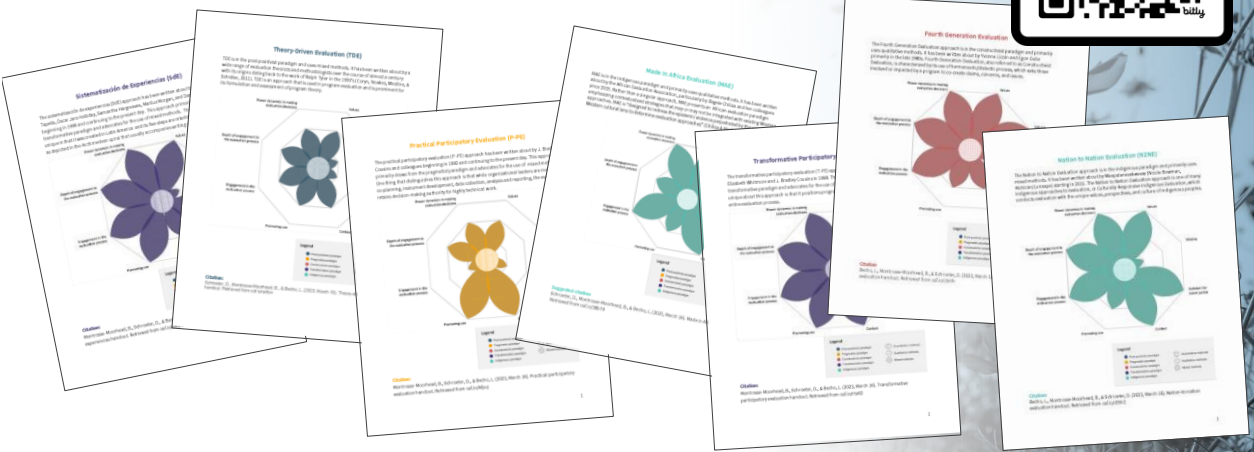
Approaches FAQs

- ❁ Do I have to use a formal evaluation approach?
- ❁ Why should I learn about evaluation approaches?
- ❁ Can I mix and match approaches?
- ❁ Are some evaluation approaches better than others?

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Resources

bit.ly/garden-eval-approaches



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Take Aways



There are many ways to approach evaluation



Different ways to engage people and consider context



Evaluation approaches can be combined



Critically reflect on practical choices

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