



Monitoring, Evaluation & Organizational Learning

in MFIP/ DWP Employment Services

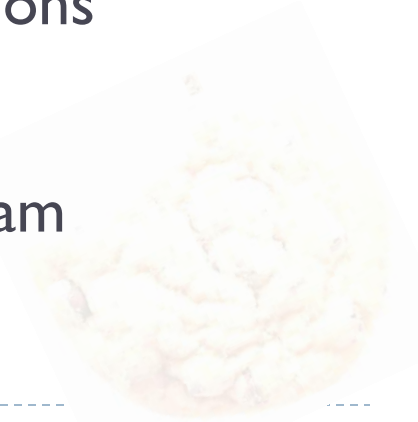
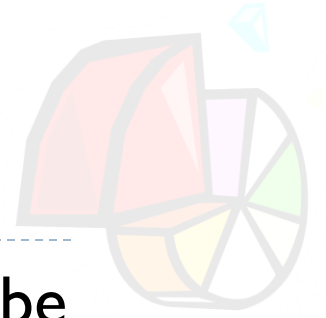
Purpose

- ▶ The purpose of this training is to provide Employment Services agencies with an overview of monitoring, evaluation, and organizational learning, with the aim of facilitating greater participation in and opportunities to benefit from the processes.



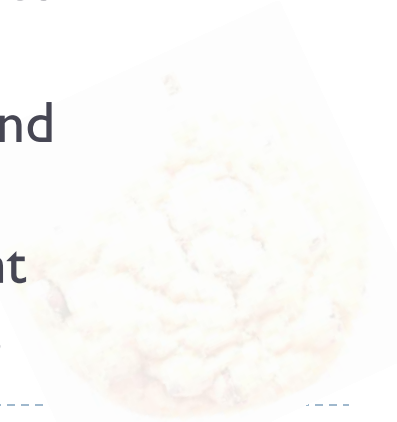
Objectives

- ▶ By the end of this training, participants should be able to
 1. Distinguish between monitoring and evaluation;
 2. Understand the relationship between program evaluation and program planning;
 3. Recognize how the stage in a program's development influences the purpose of its evaluation, which influences the evaluation approaches considered;
 4. Identify ES agency staff roles in and contributions to evaluation;
 5. Identify ways that ES counselors, supervisors, managers, planners, and others can use program evaluation results to benefit participants.



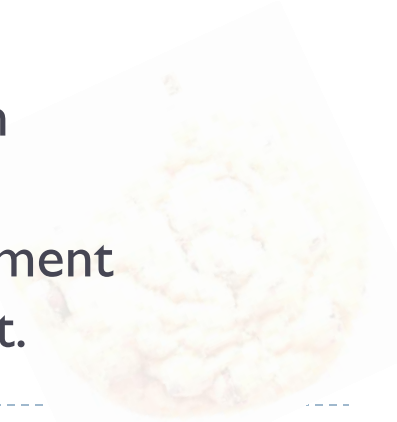
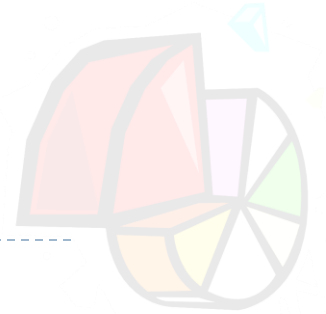
Definitions: Monitoring

- ▶ **Monitoring** is a routine and typically standardized process of collecting and analyzing project information relative to targets, for purposes of spotting trends and providing stakeholders with an indication of progress toward objectives that will assist them in decision-making and ensure accountability. Results are available **near real-time** and allow us to see change **over time** (see *handout*).
- ▶ Within Ramsey County MFIP/ DWP, it occurs at both the process or **output** level and the **outcome** level:
 - ▶ Planners monitor the management of participants' cases (**output**)
 - ▶ MIS staff monitor the coding of participant activities and other information into Workforce One (**output**)
 - ▶ Evaluation staff monitor the achievement of participant **outcomes** through the report card and other reports



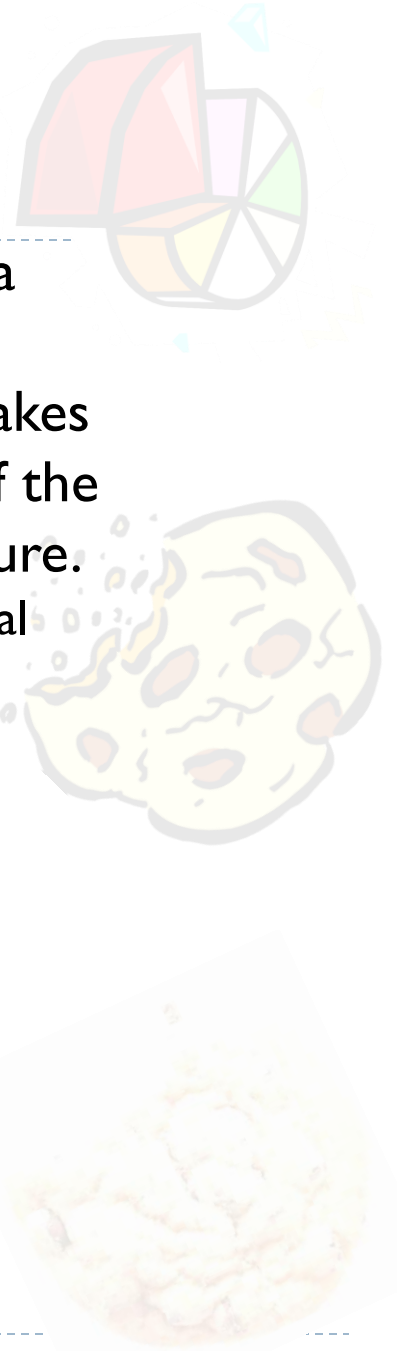
Definitions: Evaluation

- ▶ **Program Evaluation** is a cyclical, cooperative, and systematic process of critical reflection focused on a set of problems and programmatic attempts at solutions to those problems (see *operational definition*). The level of inquiry involved means results are available **after some time**.
- ▶ Within Ramsey County MFIP/ DWP, it focuses on initiatives to solve particular problems, for example,
 - ▶ Families Achieving Success Today (FAST), which is intended to help FSS families with disabilities find a better path to employment and ultimately family and economic stability;
 - ▶ Disparities Reduction Strategy (DRS) services, which are intended to reduce disparities between African American and white participants in terms of employment retention, time on MFIP, and educational achievement.

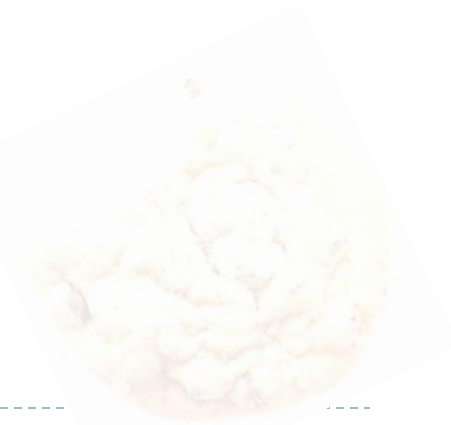
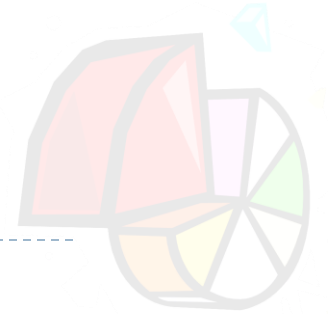
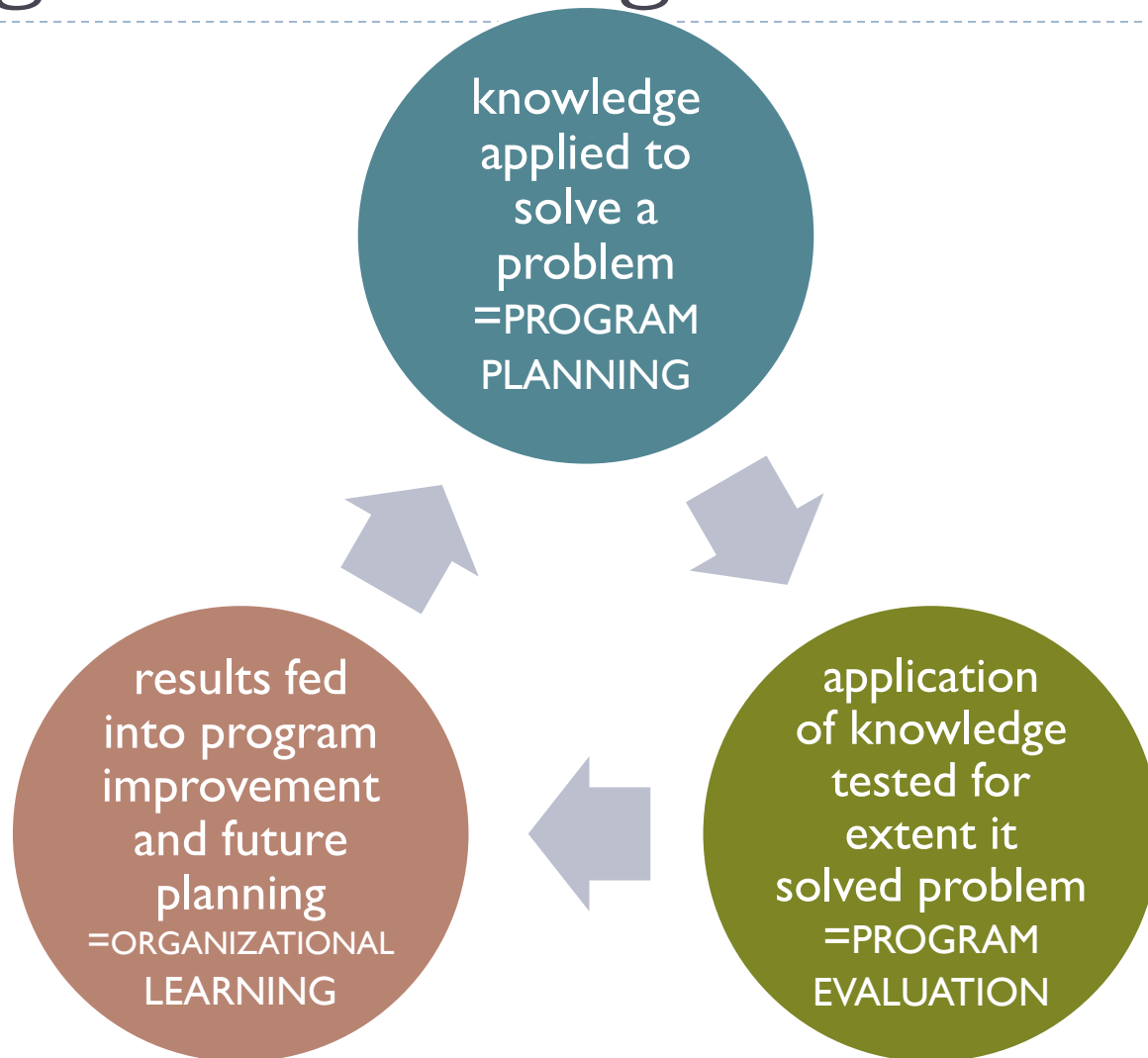


Definitions: Organizational Learning

- ▶ **Organizational Learning** is applying **knowledge** for a specific **purpose** and **learning** from that process (the **outputs**) as well as the resulting **outcomes**. Ideally, it takes place all the time, formally and informally, at all levels of the organization—becoming part of the organization’s culture.
 - ▶ The **knowledge** that we apply may include staff’s professional experience, communities’ life experience, informal feedback from participants, evidence from research on the problem we are trying to solve, or previous program monitoring and evaluation results and likely some combination of these.
 - ▶ The **purposes** for which we apply this knowledge are the programs that we plan to solve particular problems, such as the lack of paths to employment and economic stability for FSS families in which a member has a disability.
 - ▶ The **learning** about those processes and their results is achieved through formal program monitoring and evaluation as well as less formal reflection and dialogue.



Program Evaluation & Program Planning



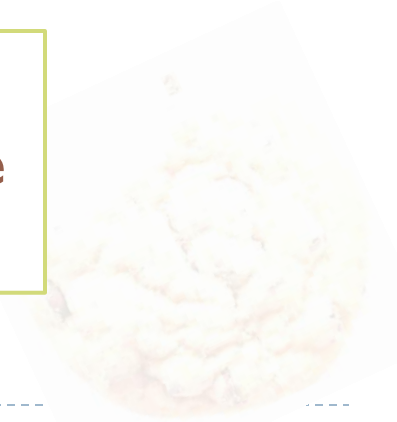
Program Evaluation & Program Planning, cont'd



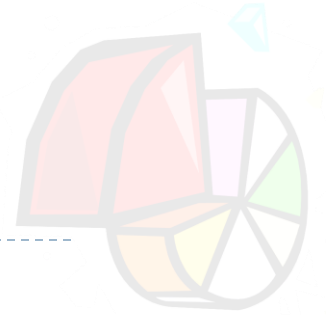
- ▶ The definition of organizational learning shows the relationship between program evaluation and program planning: *Both revolve around the idea(s) underlying a particular programmatic effort—**what does it hinge on?***



Why do we think this is going to work any differently or better than what we've usually done or what others are doing?



Program Evaluation & Program Planning, cont'd

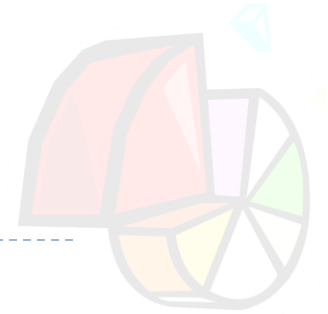
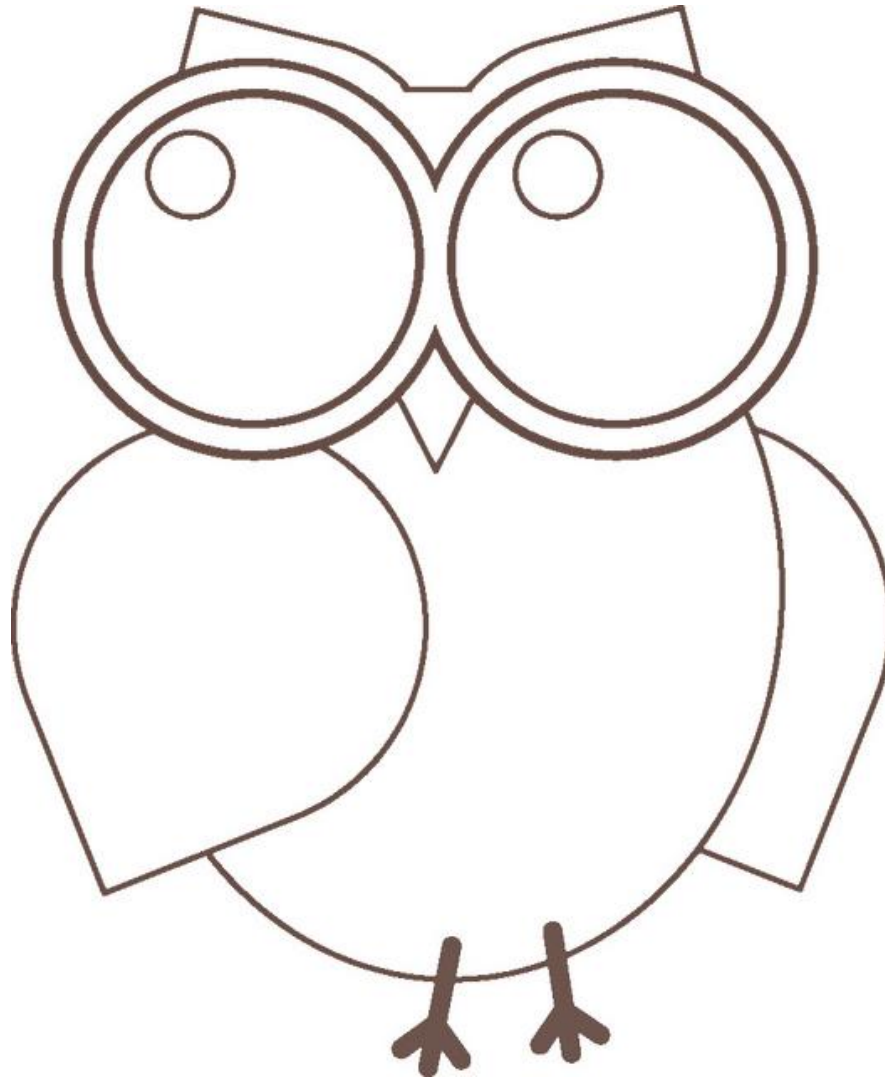


Why do we think this is going to work any differently or better than what we've usually done or what others are doing?

- ▶ For example, FAST hinges on the idea that a particular model of supported employment **that has shown positive results for adults with serious mental illnesses** may work for FSS participants whose families have an adult or child with a disability

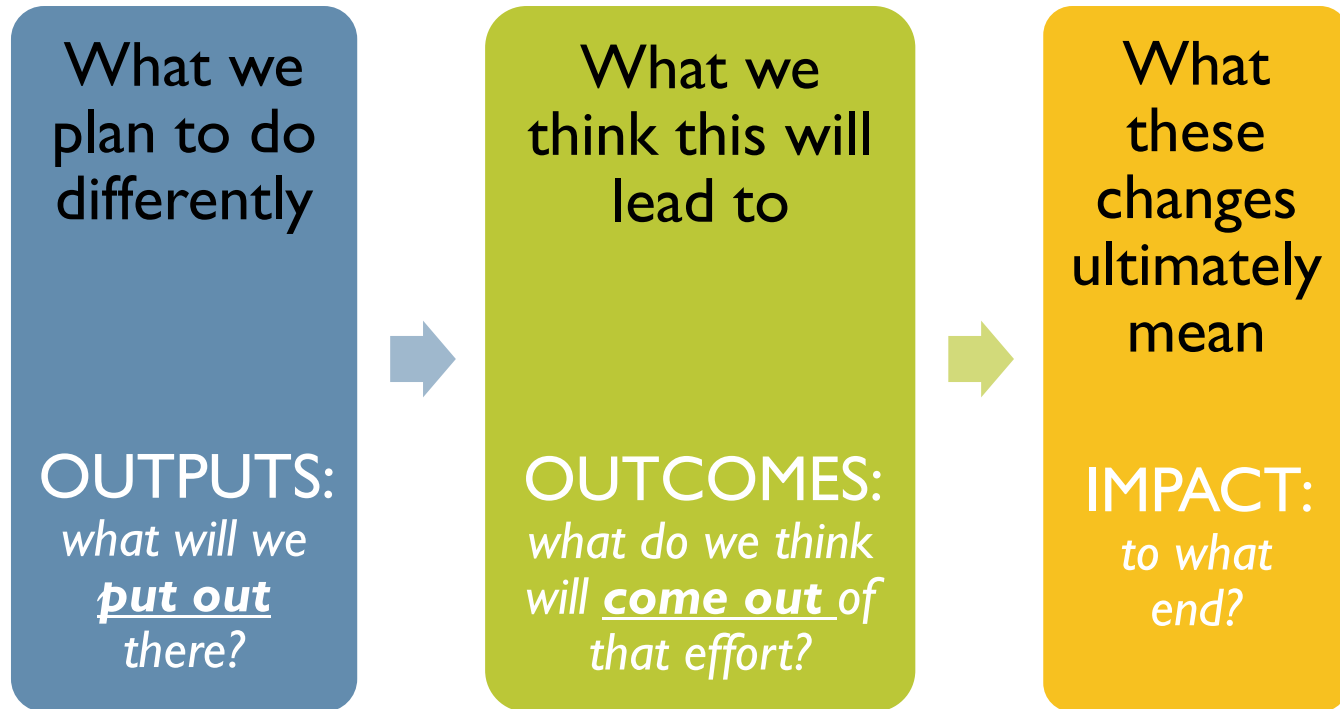


Questions so far?



Evaluation Approaches

- ▶ The idea(s) that a program hinges on are often conveyed visually through a logic model that shows the relationships among:




Evaluation Approaches, cont'd



- ▶ When a program is new, we are still working the kinks out. Appropriate evaluation approaches would focus on **outputs** (or process):

To what extent are we putting what we wanted to out there?

- ▶ What does the program actually consist of?
 - ▶ To what extent is it being implemented as planned?
 - ▶ Who is participating in it?
 - ▶ To what extent are the targeted participants being reached?
- ▶ We would likely collect this information from staff records as well as formal and informal feedback from staff and participants
 - ▶ We would share results quickly so any necessary changes could be made
- 

Evaluation Approaches, cont'd

- ▶ When a program is solidifying, we wonder whether our idea seems like it might be working. Appropriate evaluation approaches would focus on **outcomes**.
To what extent is what we're doing leading to what we thought it would?
 - ▶ What is working and what is not?
 - ▶ Is knowledge increasing/ are attitudes shifting?
 - ▶ Are behaviors/ practices shifting?
 - ▶ Are unintended consequences occurring?
- ▶ We would likely collect this information in some of the same ways, but also through standardized channels like data entered into Workforce One and MAXIS
- ▶ We would start to compare participants in and not in the program to learn if their *outcomes* differ

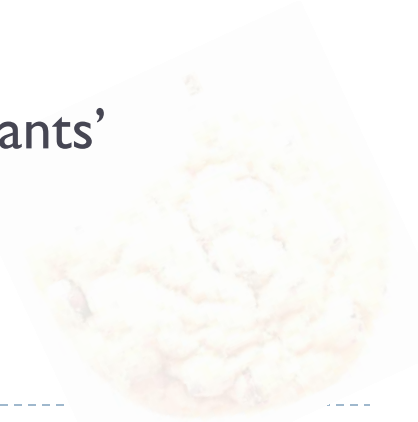


Evaluation Approaches, cont'd

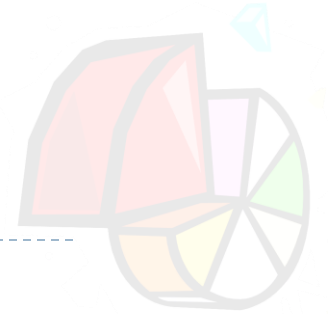
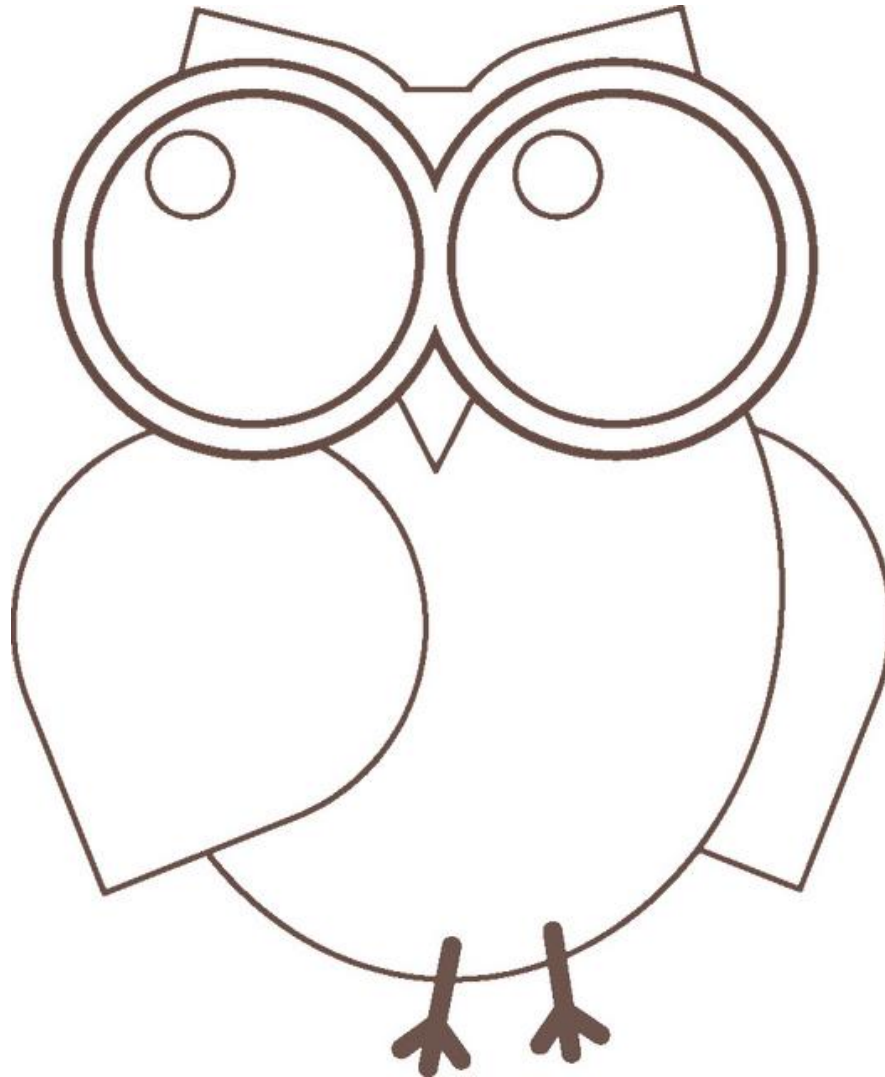
- ▶ When a program is mature, we wonder whether the changes we see affected the problem we are trying to solve. Appropriate evaluation approaches would focus on **impact**.

To what extent are the changes we see meaningful?

- ▶ What are the final consequences?
- ▶ Is the program worth the resources required?
- ▶ We would collect this information in some of the same ways, but also consider information beyond the program itself, such as
 - ▶ whether the results are enough to improve participants' lives in a tangible way
 - ▶ whether other programs led to better results or similar results for less cost

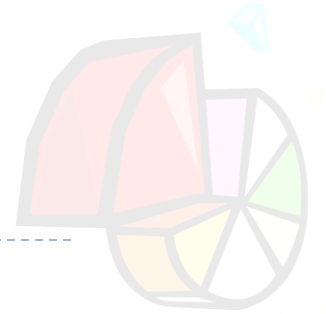


Questions so far?



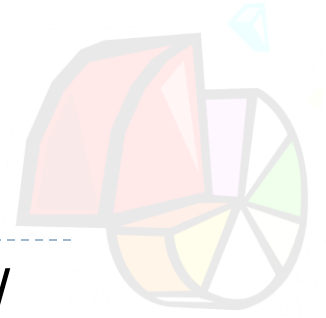
Break!

- ▶ Please be back in 15 minutes!



Staff Contributions to Evaluation

- ▶ Agency staff are pivotal to evaluations of MFIP/ DWP programs, many of which rely on agencies for
 - ▶ accurate data about participants entered into Workforce One, Survey Monkey, etc.;
 - ▶ clear descriptions of program procedures and activities as well as the reasons underlying them;
 - ▶ access to participants for interviews, focus groups, or surveys;
 - ▶ input on how to communicate with participants most effectively;
 - ▶ perspective to understand and interpret patterns or puzzles in the data.



Staff Contributions to Evaluation, cont'd



▶ Contributing toward evaluative thinking

Establishing Criteria:	on what characteristics <i>should</i> it do well?
Constructing Standards:	how well <i>should</i> it perform on each characteristic?
Measuring Performance against Standards:	how well <i>did</i> it perform on each characteristic?
Synthesizing & Integrating Evidence into Judgment:	what is its resulting merit, worth, or value?
Making Recommendations:	what recommendations should be made?



▶ Small group exercise: evaluation of chocolate chip cookies (see worksheet)



Evaluative Thinking

derived from Preskill & Russ-Eft. (2005). *Building Evaluation Capacity: 72 Activities for Teaching and Training*. Thousand Oaks, CA: Sage Publications.

To better understand evaluative thinking, you will be conducting an evaluation of chocolate chip cookies at your tables.

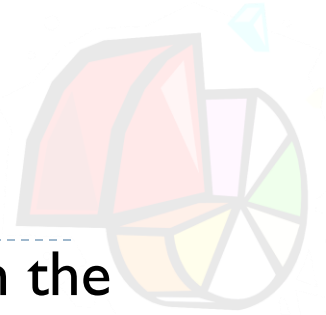
The cookies are free of nuts, gluten, dairy, eggs, and soy. They are also low in sugar.

If you do not want to eat a cookie, though, you do not have to; you can evaluate the cookie's other characteristics.

- Fill out the first two columns alone—the **criteria** along which chocolate chip cookies should be judged and the **standards** that should be used to judge chocolate chip cookies.
- Take notes on your process, the decisions you make, and any challenges you experience. We will debrief as a large group.
- Finish your cookie (to the extent that you want to) and complete the third and fourth columns—**performance** and **judgment**.

1. Establishing Criteria	2. Constructing Standards	3. Measuring Performance against Standards	4. Synthesizing & Integrating Evidence into Judgment
What are the characteristics along which a chocolate chip cookie should be judged? <ul style="list-style-type: none"> • For example, taste, texture, color, aroma, ingredients, or nutritional content? 	How should the cookie perform on each characteristic? <ul style="list-style-type: none"> • Develop a rating system for each characteristic: what would constitute, for example, poor, fair, good, and excellent performance? 	Based on your criteria, how well does the cookie actually measure up against the standards you set? <ul style="list-style-type: none"> • Is it poor, fair, good, or excellent? 	Do you recommend the cookie?

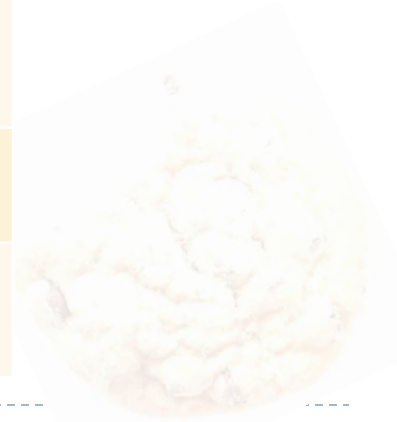
Staff Use of Evaluation Results



- ▶ FAST evaluation results suggest that participants in the program as implemented did earn more on average than those not in the program during the first year.
- ▶ Small group exercise: how might each of us use these results to benefit participants? (see *worksheet*)



Role	Use	Benefit for participant
ES Counselor		
ES Supervisor or Manager		
Planner		
Director or Commissioner		



Use of Evaluation Results

Results from FAST suggest that participants in the program as implemented did earn more on average than those not in the program during the first year.

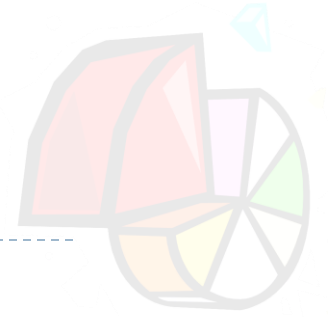
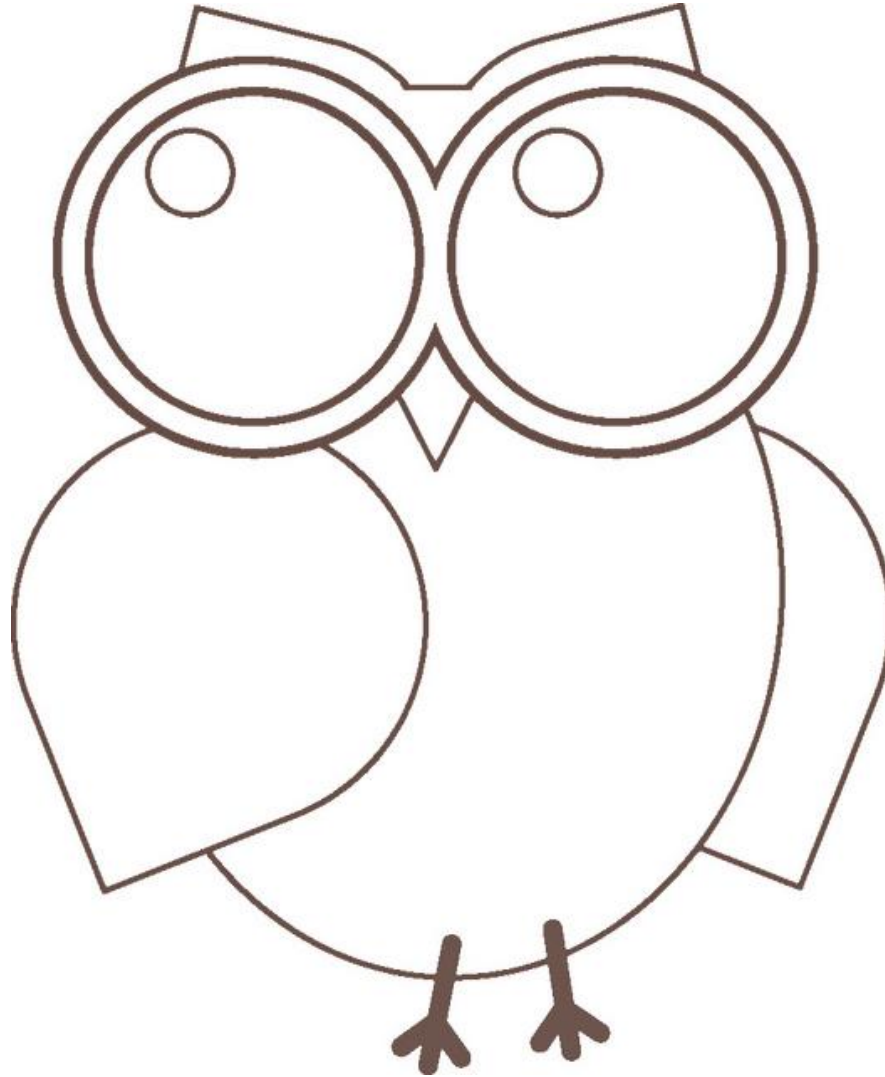
The program as implemented=

1. MFIP participants are assigned to a HIRED FSS coordinator who coordinates and documents their employment services and case management activities.
2. Depending on their needs, participants receive coordinated Adult Mental Health, Children's Mental Health, Physical Health Navigation, and Employment Services through four partner agencies.
3. Partner agencies are co-located in one site to increase access for families, reduce competing demands, and streamline services.
4. Staff from the partner agencies meet regularly to review cases in common and develop coordinated plans to meet each family's needs.
5. Goodwill applies the following from the IPS supported employment model:
 - a. finding competitive jobs in the community that fit participant needs and interests;
 - b. fully integrating adult mental health services as necessary;
 - c. commencing job-seeking activities (with the help of an employment specialist) as soon as participant expresses interest; and
 - d. designing goals and plans that are based on individual preferences, strengths, experiences, and abilities.

At your tables, brainstorm some ways that people in each of the following roles can use results from evaluation of the FAST program to benefit participants. What could each do with the knowledge that the above service delivery components led to increased earnings at least during the first year? Refer to the service delivery components (the way the program was implemented on p. 1) as necessary.

Role	Use	Benefit for participant
ES Counselor		
ES Supervisor or Manager		
Planner		
Director or Commissioner		

Questions?



Thank you!

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