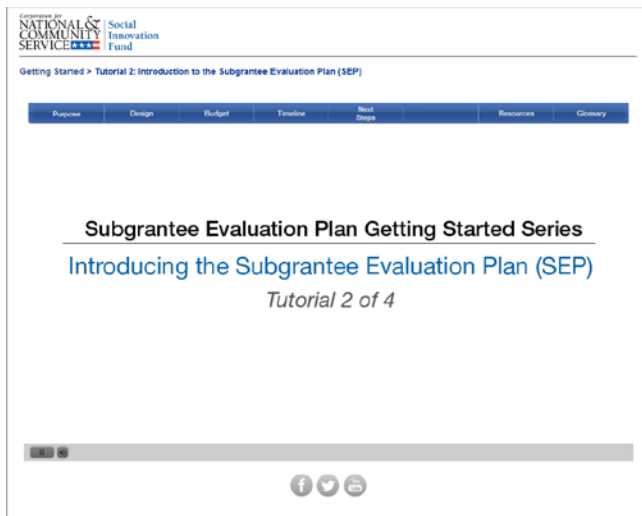



SEP TUTORIAL 2 – INTRODUCING THE SUBGRANTEE EVALUATION PLAN (SEP)

SCREEN 1



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Getting Started > Tutorial 2: Introduction to the Subgrantee Evaluation Plan (SEP)

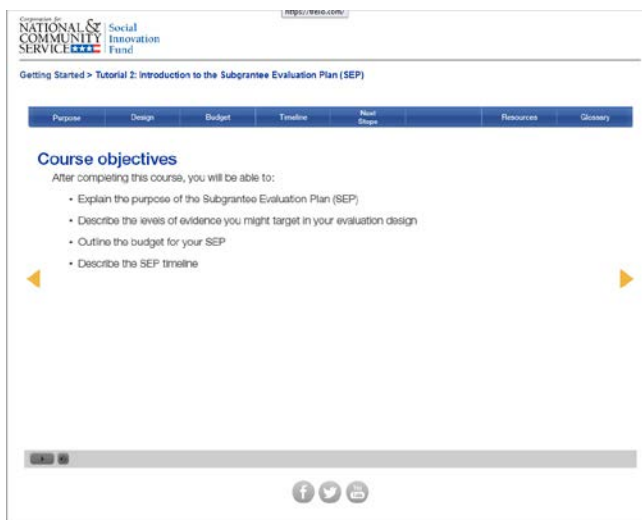
Purpose Design Budget Timeline Next Steps Resources Glossary


Subgrantee Evaluation Plan Getting Started Series
Introducing the Subgrantee Evaluation Plan (SEP)
Tutorial 2 of 4

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Narrator: Welcome to the SEP Development Tutorial Module 2: Introducing the SEP.

SCREEN 2



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Getting Started > Tutorial 2: Introduction to the Subgrantee Evaluation Plan (SEP)

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Course objectives
After completing this course, you will be able to:

- Explain the purpose of the Subgrantee Evaluation Plan (SEP)
- Describe the levels of evidence you might target in your evaluation design
- Outline the budget for your SEP
- Describe the SEP timeline

Facebook Twitter YouTube

Narrator: This course will prepare you to start thinking about your subgrantee evaluation plan or plans, or S-E-P, and focuses on the specifics you will need to consider as you develop your own SEP, or advise subgrantees on their SEPs.

Additional Screen Text:

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SCREEN 3



Narrator: The Corporation for National and Community Service, or CNCS for short, requires each SIF subgrantee to participate in an evaluation of its program model. To this end, the Subgrantee Evaluation Plan (SEP) describes your detailed plan for carrying out the evaluation.

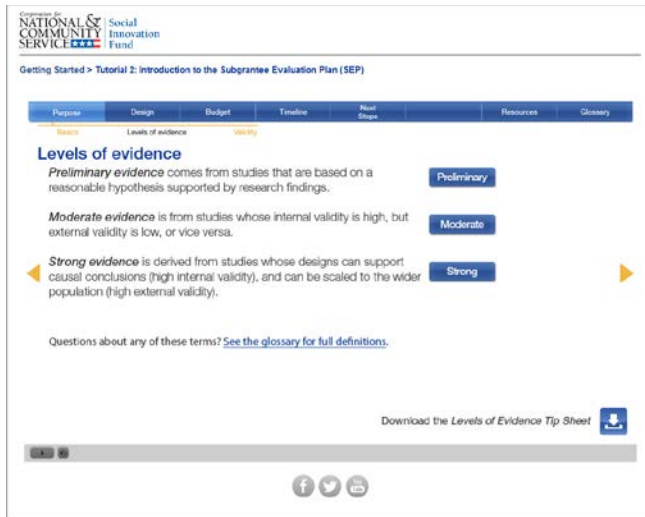
SEP development helps you think through the issues involved in an evaluation in an organized manner. It also helps communicate the goals of your SEP to your stakeholders.

Additional Screen Text:

Will I need to complete more than one SEP?

This SEP may be one in a series of plans that you develop during the course of SIF involvement. Future SEPs may be needed to attain higher levels of evidence of further expand knowledge of the program within the SIF grantee timeframe of three-to-five years.

SCREEN 4



Narrator: Subgrantees must target a moderate to strong level of evidence by the end of their grant term. There are cases, however, where a preliminary level of evidence may be appropriate as a starting point.

Click on a button to see examples of each type of evidence.

Additional Screen Text:

Preliminary evidence comes from studies that are based on a reasonable hypothesis supported by research findings. Examples:

- Outcome studies that track program participants through a service pipeline and measure participants' responses at the end of the program.
- Pre- and post-test research that determines whether participants have improved on an outcome of interest.

Moderate evidence is from studies whose internal validity is high, but external validity is low, or vice versa. Examples:

- At least one well-designed and well-implemented experimental or quasi-experimental study supporting the effectiveness of the practice, strategy, or program, with a small sample size or other conditions of implementation or analysis that limit potential to be generalized to the broader population.
- At least one well-designed and well-implemented experimental or quasi- experimental study that does not demonstrate equivalence between the intervention and comparison groups at program entry, but that has no other major flaws related to internal validity.

- Correlational research with strong statistical controls for selection bias and for discerning the influence of internal factors.

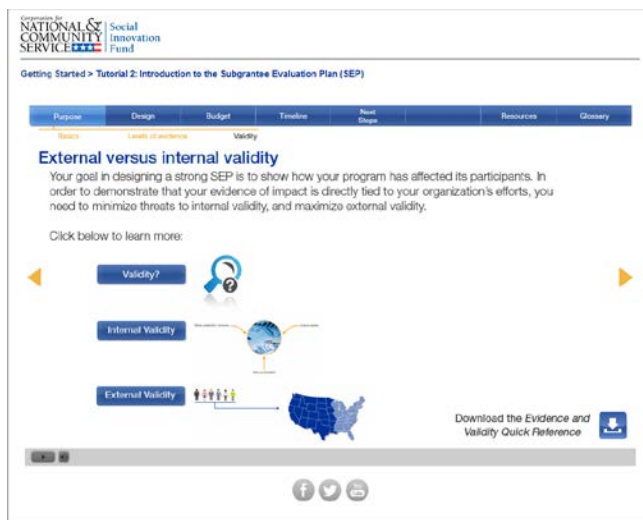
Strong evidence is derived from studies whose designs can support causal conclusions (high internal validity), and can be scaled to the wider population (high external validity). Examples:

- More than one well-designed and well-implemented experimental study or well-designed and well-implemented quasi-experimental study that supports the effectiveness of the practice, strategy, or program.
- One large, well-designed and well-implemented randomized controlled multisite trial that supports the effectiveness of the practice, strategy, or program.

Questions about these terms? See the Glossary for full definitions: <http://sep-tutorials.org/glossary.html>

Download the *Levels of Evidence Tip Sheet*: http://sep-tutorials.org/docs/2_LevelsofEvidenceTipsheet.pdf

SCREEN 5



Narrator: Tutorial 1, Developing Your Portfolio Evaluation Strategy, introduced the concept of validity. You can review this concept here.

Additional Screen Text:

External versus internal validity

Your goal in designing a strong SEP is to show how your program has affected its participants. In order to demonstrate that your evidence of impact is directly tied to your organization's efforts, you need to minimize threats to internal validity, and maximize external validity. Click below to learn more.

Validity – Validity is a measure of the degree to which conclusions about the causal relationship between the program and the measured effects can be made, and the extent to which results might be generalizable to other populations or sites. Evaluators generally say that a good research design addresses threats to internal validity—minimizes them—and strengthens external validity, or maximizes it.

Ensuring your evaluation strategy has high validity will allow you to demonstrate strong evidence that your findings are accurate.

Internal validity – For a given design, the extent to which the observed difference in the average group outcomes (usually program participants versus control or comparison group members) can be causally attributed to the intervention or program.

Randomized controlled trials allow for high causal attribution because of their ability to rule out alternative explanations (usually unobserved characteristics) other than the intervention as the reason for the observed effect.

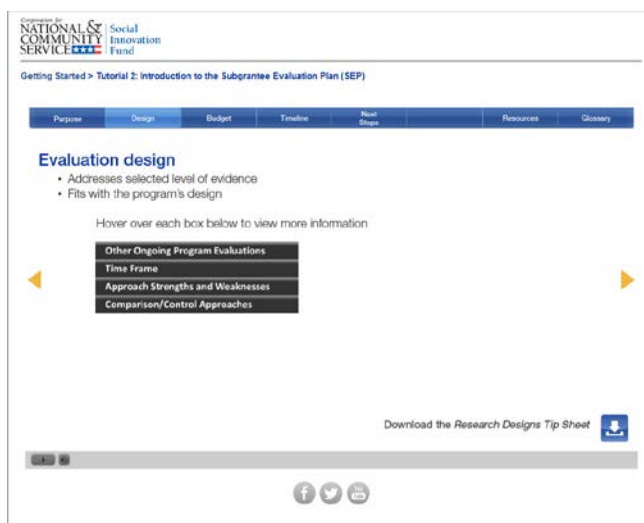
External validity – The extent to which evaluation results, statistically, are applicable to groups other than those in the research. More technically, it refers to how well the results obtained from analyzing a sample of study participants from a population can be generalized to that population.

The strongest basis for applying results obtained from a sample to a population is when the sample is randomly selected from that population. Otherwise, this generalization must be made on extra-statistical ground—that is, on a non-statistical basis.

Download the *Evidence and Validity Quick Reference*:

http://sep-tutorials.org/docs/1_ChoosingApproach_VValidity_LevelsEvidence%28SEP%29.pdf

SCREEN 6



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Evaluation design

- Addresses selected level of evidence
- Fits with the program's design

Hover over each box below to view more information

- Other Ongoing Program Evaluations
- Time Frame
- Approach Strengths and Weaknesses
- Comparison/Control Approaches

Download the Research Designs Tip Sheet 

Narrator: Your evaluation design should address the level of evidence you are seeking and fit well with your program's design and goals. Hover over each box to learn more.

Additional Screen Text:

Evaluation design

- Addresses selected level of evidence
- Fits with the program's design

Hover over each box below to view more information.

Other Ongoing Program Evaluations –

- Do any ongoing evaluations complement or compete with the proposed SEP? If so, discuss with your program officer.
- Would collaboration between evaluation efforts reduce the burden?
- Would a collaboration affect the target level of evidence?

Timeframe –

- How long will it take to measure program outcomes?
- Is the evaluation timeframe longer than the timeframe required to achieve program outcomes?
- What approaches fit this timeframe?

Approach Strengths and Weaknesses –

- What are the threats to internal validity?
- Does the approach strengthen external validity?
- How much will the approach cost?
- What kind of data will the approach provide?

Comparison/Control Approaches –

- How will the approach demonstrate the impact of the program?
- How well will the comparison/control group match up with program's service recipients?

Download the *Research Designs Tip Sheet*: http://sep-tutorials.org/docs/2_ResearchDesignsTipsheet.pdf

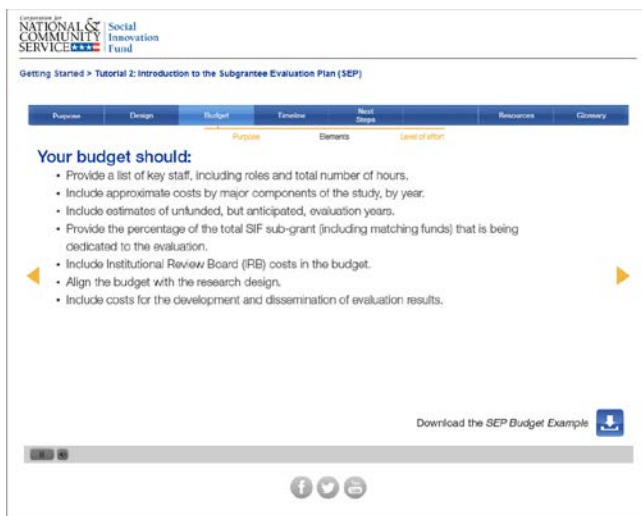
SCREEN 7



Narrator: The SEP budget is important to helping you determine the feasibility of your evaluation plan. Your budget should reflect not only tasks, but responsible entities and/or individuals and how long these tasks will take.

During the budgeting process, it may be necessary to revisit the evaluation plan and revise or provide further details on how evaluators and program staff will carry out each part of the evaluation.

SCREEN 8



Narrator: Be sure to consider these factors in your budget.

Additional Screen Text:

Your budget should:

- Provide a list of key staff, including roles and total number of hours.
- Include approximate costs by major components of the study, by year.
- Include estimates of unfunded, but anticipated, evaluation years.
- Provide the percentage of the total SIF sub-grant (including matching funds) that is being dedicated to the evaluation.
- Include Institutional Review Board (IRB) costs in the budget.
- Align the budget with the research design.
- Include costs for the development and dissemination of evaluation results.

Download the *SEP Budget Example*: http://sep-tutorials.org/docs/1_Example_SEPBudget.pdf

SCREEN 9

Getting Started > Tutorial 2: Introduction to the Subgrantee Evaluation Plan (SEP)

Level of effort (LOE) chart

Purpose	Person 1	Person 2	Person 3	Person 4
1. Kickoff Meeting to Finalize Workplan				
Project kick-off meeting	2	4		
Subgrant finalization plan	1.5	3		
2. Development of Evaluation and Measurement Approach				
2.a Draft documents for logic model, metrics, and methodology	13	30		
2.b Hold logic model & metrics development workshops		10		
2.c Develop draft evaluation methodology & instruments	12	30		12
2.d Review, revision, & finalization of evaluation methodology	8	8	8	12
Review and Revise	8	8	8	12
Finalize	8	8	8	12
3. Next set of activities				
Total hours	49.5	89	8	36

Consider developing a level of effort chart like this one to help you think through the issues in developing your budget.

Download the LOE Example and Template

Narrator: A Level of Effort, or LOE, chart that identifies hours by task and sub- task, and by person, may be helpful to include in your appendix.

Developing a detailed LOE chart can take time, but it provides a valuable tool to check that your plan is feasible.

For example, an LOE chart can tell you whether your projected number of data collectors will have enough hours available to collect pre-implementation data before your program starts, or if you will need to have more data collectors working at the same time.

Additional Screen Text:

Download the *LOE Example and Template*: http://sep-tutorials.org/docs/Level_of_Effort_Chart.xlsx

SCREEN 10



Narrator: Your timeline should also include sub-categories of the elements listed below. For example, under data collection, list each data collection point (baseline, intermediate, etc.).

Additional Screen Text:

Download an example: http://sep-tutorials.org/docs/2_Example_SEPTimelines.pdf

SCREEN 11



Narrator: Here are the next steps you will want to take. Be sure to take the next tutorial in this series and review the resources page. Visit the Knowledge Network for answers to questions as they arise, or check with your program officer.

Additional Screen Text:

Next steps:

1. Today – Get started developing your strategy with participation of evaluation partner. Ask questions early.
2. ASAP – Complete Tutorial 3: Working with evaluation professionals.
3. Early Spring – CNCS will release guidance outlining written plan expectations.
4. Early Summer – Share first draft of your SEP with CNCS.
5. Summer – Receive written feedback on your plan, revise and meet with CNCS as needed.
6. Fall – Share your final SEP with CNCS.