Issue: March 2013

Southeast Evaluation Association Newsletter

Evaluation Challenges Across the Disciplines: Interview with Dr. Gary VanLandingham

by Jennifer Johnson

Dr. Gary VanLandingham, former President of SEA, is the director of the Pew-MacArthur Results First initiative. The purpose of this initiative is strengthening public policymaking and budgeting. It does so through the development of a cutting-edge approach which enables states to identify the long-term return on investment they would achieve through alternative policy choices.

He joined Pew after leading the Florida Legislature's Office of Program Policy Analysis and Government Accountability, its research and oversight arm. He has over 30 years of experience in policy analysis and program evaluation at the state and local government levels.

He also holds a Ph.D. in Public Administration and Policy, has taught graduate and undergraduate seminars in policy analysis and public management, serves on the editorial board of two prominent public administration journals, and has authored publications on performance budgeting, policy research utilization, and public management.

Jennifer Johnson, Past-President of SEA, posed some questions to Dr. VanLandingham to learn from his extensive evaluation experience.

JJ: You have worn an evaluation hat in several settings – academia, the public sector, and a private non-profit think tank. How does evaluation compare across these three settings? What kinds of issues and challenges are similar across all three? What is different?

There are many similarities and some important differences between the sectors in how they do evaluations. At the risk of painting with a very broad brush, I would say that evaluations in all sectors are intended to 'speak truth to power' and provide information that informs program and policy decisions. All evaluations, regardless of the sector in which they are conducted, should be carefully planned, use appropriate methodologies, and be reported to key stakeholders. The sectors face common challenges in finding, accessing, compiling, and analyzing needed data. Finally, evaluators everywhere face the difficulty of making complex findings accessible to busy policymakers who can find the results politically inconvenient.

That being said, the sectors face different strengths and limitations in conducting evaluations.

Academic Evaluators

A key goal of academic research, including evaluations, is expanding knowledge and using the results to test and build theories. This influences the scope of many academic evaluations, which can lead them to an 'ivory tower' focus on long-term outcomes.

Academics may be able to bring deep substantive knowledge to an evaluation and use grad students to help carry out fieldwork. However, academics typically have less access to policymakers than do evaluators in other sectors. And of course, in academia it can be just (or more) important to get their results published in an academic journal than to present them to policymakers.

Public Sector Evaluators

In contrast, public sector evaluators tend to be very focused on answering the specific questions posed by policymakers. As a result, these evaluations often focus on process and short-term impacts rather than on long-term outcomes or theory building.

Public sector evaluators are typically generalists who must be able to produce studies on diverse topics. Their reports are often relatively short and designed to convey key facts to busy readers, with an emphasis on being timely in providing data. Finally, public sector evaluators are typically very careful to avoid the perception of taking sides in politically charged issues.

Non-profit Think Tank Evaluators

Non-profit think tanks vary widely, as can their evaluations. Some think tanks are very politically focused and produce studies designed to support a specific policy agenda, while others are 'good government' focused and seek to provide unbiased information useful to solving policy problems. Some think tanks are very well funded and can deploy both high powered experts and armies of analysts on an evaluation, while others operate on shoestrings. Non-profit think tanks, because they are outside government, can often be much more aggressive in marketing their reports than can public sector evaluators, and some have established deep ties to policymakers that can make their reports highly influential.

Continued on page 4...

Inside this issue

Back Cover

SEA's 2013 Annual Workshop

By Elizabeth McAuliffe, Ph.D.

SEA's 2013 Annual Workshop packed compelling content and useful tools into two days. SEA kept registration fees low this year, which participants no doubt appreciated. Panelists presented evaluation in multiple policy areas: public health, social services, education, and criminal justice. The program was diverse both in panelist background and in subject matter. Evaluators included academicians, state and local government staff, and private and non-profit sector consultants. Georgia, Alabama, and North Carolina were represented in addition to Florida.

Presenters shared their research on topics as diverse as epidemiology, use of citizen feedback, Florida's Race to the Top program, self-injury in corrections settings, and body image perception in children. Moderators helped identify common themes, and participants asked insightful questions that, in some cases, gave presenters ideas for further research.

A highlight on Monday was Amy Baker's economic forecast for Florida. Ms. Baker is the Coordinator of Florida's Office of Economic and Demographic Research. The take-away: Florida's economy is recovering, albeit slowly.

Tuesday's events included the second year of speed roundtables. They were as successful as last year, with many participants eager to continue conversations well past the whistle blow. Table topics were timely and relevant and included dealing with early requests for data, performance measures in tough economic times, and contemporary professional development.

In addition to discussing their research, presenters shared their knowledge about evaluation tools, including effective, inexpensive, evaluation software; peer assessment; return on investment; logic models; and mixed method strategies. Jennifer Johnson (OPPAGA), Dr. Mike Jones (Professional Testing, Inc.), and Dr. Linda Smith (Florida State University) wrapped up the workshop by leading a discussion of reflections on the practice of evaluation.

As heard in the Pepper Building foyer at 5pm on Tuesday, "That was the best workshop yet…" and "Can't wait 'til next year!" ✦

Hot Topic Roundtables: Evaluation Trends

By Kathy McGuire

One of our favorite sessions at the annual workshop is hot topic roundtables. The roundtables work like speed dating. Everyone joins a small group at one of the tables. Each table has a facilitator who poses a short set of related questions for discussion. After 15 minutes, the whistle blows, and everyone moves on to a different table and a different topic. These are the main ideas that came up at the table on Evaluation Trends.

Major Trends in Evaluation Today.

Evaluators see **more public interest in data.** The economic downturn has more people paying attention to charts and graphs and accountability for spending, especially public dollars. This increased interest can create a more informed public and better consumers.

In the field, evaluators also see more interest in using evaluation to get at the "**So what?**" question. Stakeholders are increasingly interested in outcomes rather than outputs, especially in contracts. For example, there is a shift in higher education from looking just at graduation rates to looking at post-graduation employment rates. Or, when reviewing nursing homes, to looking at ratings of health satisfaction as well as demographics. More stakeholders are interested in how to target funding, and using Return on Investment and Cost-Benefit analyses. They want to know how to take actionable steps toward program improvement.

*Future Trends***.**

Of course advancing technology has created a tectonic shift in evaluation, and evaluators expect this trend to escalate. They expect **data to become even more complex and more integrated**; governance and privacy will be even more of an issue. The profusion of data means that our evaluation work will be competing with more, and possibly less reliable, sources.

This **shift in sources and perceived reliability** is illustrated by recent work from the George Washington University Graduate School of Political Management cited in Politico (Tau, 2013). The university's online survey of 806 Internet users found that "voter trust in political information from Facebook, Twitter and other social media services is now on par with that in traditional news sources. Nearly 66% of respondents reported that political information on social media was either higher quality or on par with traditional media outlets; for users younger than 25, 71% put the same or greater level of trust in content." This competing blizzard of information will require evaluators to communicate complicated information in condensed and understandable ways. The silver lining is that there will be more technology to assist us.

How Can We Prepare for Change?

Evaluators felt that we will need to keep up with advancing technology and evolving stakeholder expectations. We too will need to cut through the sea of data and help stakeholders sort good from bad analyses. In a recent editorial in the *New York Times*, Thomas L. Freidman (2013) addresses how to prepare for this change and quotes Craig Mundie, one of Microsoft's top technologists: "In the old days, Mundie said, it was assumed that your educational foundation would last your whole lifetime. That is no longer true." Because of the way every industry—from health care to manufacturing to education—is now being transformed by cheap, fast, connected computing power, the skill required for every decent job is rising as is the **necessity of lifelong learning**. More and more things you know and tools you use "'are being made obsolete faster," added Mundie.

How to adapt?

It will require more individual initiative. We know that it will be vital to have more of the "right" education than less, that you will need to develop skills that are complementary to technology rather than ones that can be easily replaced by it and that we need everyone to be innovating new products and services to employ the people who are being liberated from routine work by automation and software. The winners won't just be those with more I.Q. It will also be those with more P.Q. (passion quotient) and C.Q. (curiosity quotient) to leverage all the new digital tools to not just find a job, but to invent one or reinvent one, and not just to learn but to relearn for a lifetime. ✦

—

Friedman, T. L. (2013, January 29). It's P.Q. and C.Q. as Much as I.Q. *The New York*

Continued on page 5...

The President's Message

by Fred Seamon, Ph.D.

The past year has been a banner year for SEA. Without question I am indeed privileged to serve another term as President. In last year`s message to our members and friends I focused on re-birth, regeneration, and new growth as the underlying theme and backdrop for 2012. These themes will continue to serve as the guiding beacon and linchpin for our efforts and direction throughout 2013.

We enter 2013 with an even greater sense of excitement about SEA's future as we continue to seek ways to add value for members, the program evaluation community, students and others who may benefit from what SEA has to offer. During 2012 we increased SEA's visibility and reach by enhancing our website, utilizing social media, and expanding our reach by diversifying our Board while continuing to offer attractive, high quality programs at a reasonable cost. In fact few if any organizations can match SEA`s value when comparing the cost of SEA membership and the benefits that come with membership.

The SEA Annual Workshop in January, 2013, was a rousing success. It was but one example of SEA's commitment to offering high quality professional development opportunities that attract diverse audiences. In 2013 we will continue to provide professional development opportunities that attract a broad and diverse audience including evaluation end -users, practitioners, and consumers. In 2013, when you attend a SEA sponsored event whether a webinar, seminar, workshop, or conference, you can be confident that you will have a high quality experience at a reasonable cost.

SEA's past success would not have been possible without the work of a very dedicated and committed Board of Directors and staff. I pay tribute to those Board members who worked so hard to make 2012 a success and want to personally thank the Board members and Ms. Bernadette Howard, SEA Coordinator, for their support and contributions throughout the year.

Also I want to recognize the SEA Board for 2013 and thank them for the contributions they will make during this year. The 2013 SEA Board include the following members: Dr. Barbara Gill, Ms. Kelly Kilker, Ms. Kathy McGuire, Ms. Jennifer Johnson, Dr. Bonnie Swan, Dr. Elizabeth McAuliffe, Ms. Sheena Horton, Ms. Pat Holliday, Dr. Darlene Heinrich, Ms. Lisa Simmons, and Dr. Linda Schrader. In addition to our outstanding SEA Board I would be remiss if I did not recognize the tireless work of our SEA Coordinator, Ms Bernadette Howard, and Mr. Sean Little and Dr. Portia Diñoso who volunteer countless hours to help produce this Newsletter.

In 2013 I extend an invitation to our members and future members to join us in what promises to be another successful and exciting year for SEA! ✦

SEA Membership Map

Get Social! Connect with SEA on Facebook and LinkedIn

by Sheena Horton

In an effort to share the latest SEA and evaluation news and to provide a forum for member discussions and networking, SEA is now active on Facebook and LinkedIn. Connect with SEA and your colleagues to share evaluation experiences and tips, and to stay informed about upcoming SEA programs and opportunities. ✦

facebook

LinkedIn

SEA Programs

by Bernadette Howard

You're Invited to SEA's 1st program of the year!

Let Your Pictures Do the Talking:
Presentation of Data

Thursday, April 25, 2013
11:30 a.m.—1:00 p.m.
Conference Room #302
Claude Pepper Building
111 West Madison Street
Tallahassee, FL 32399

Clients, legislators, and other stakeholders are inundated with information. In this environment, how do evaluators best share results and other data? Guest speakers Dr. Elizabeth McAuliffe (Independent Colleges and Universities of Florida), Sheena Horton (MGT of America, Inc.), and Caitlin Murphy (Ounce of Prevention Fund of Florida) will provide examples of effective data presentation, along with useful tips, from across different sectors and organization types.

This program is free for SEA members and $30 for non-members. To RSVP, please email [Bernadette Howard]() and see SEA's [website]() for more information. ✦

Interview with Dr. Gary VanLandingham *continued*

Cover Story

JJ: What impact do some of the challenges present in your current project and how have you addressed them?

The three sectors need to do a much better job of sharing the results of their work. Over the past 40 plus years, evaluators have collectively produced a huge quantity of studies that shed great light on the effectiveness of policy interventions. Unfortunately, this information is highly fragmented and difficult to access. Some are published in academic journals, other studies are available only on office websites, and other reports are buried on dusty bookshelves. As a result, policymakers have lacked access to this knowledge and it has not had the impact it should have had on policy and budget decisions.

Several national organizations are beginning to address this problem and are conducting meta-analyses that aggregate evaluation findings across the three sectors to identify 'what works'. These efforts include the What Works Clearinghouse of the U.S. Department of Education, the Promising Practices Network coordinated by the Rand Corporation, the Coalition for Evidence-Based Policy, and the Campbell and Cochrane collaboratives.

My current position, directing the Pew-MacArthur Results First initiative, is supporting this work and is building sophisticated policy models that use the collective knowledge gained from evaluations to enable states to predict the outcomes of potential policy choices.

Our research partners have reviewed well over 27,000 evaluations to identify those that provide the most reliable and valid assessments of program outcomes. These findings are statistically consolidated to calculate the 'effect size' of programs, meaning the best prediction of each program's results if implemented in a state. We then use states' population and fiscal data to compute the comparative return on investment that states would receive if they funded alternative programs. We are currently working in 13 states to help them implement and customize this approach.

Our ability to expand this work is dependent on being able to find evaluations produced by the three sectors. So, my advice would be "Publish your work so others can find it; help change the world!"

JJ: What advice would you give to help evaluators across these varied environments learn from each other?

Evaluators should maximize opportunities to share information and learn from each other. This includes joining organizations such as the Southeast Evaluation Association (SEA), the American Evaluation Association (AEA), and the American Society of Public Administrators (ASPA) so that you can network with your peers and keep up with developments in the field. Make sure that your own evaluations are accessible via the web so that others can learn from your experiences and avoid re-inventing the wheel. And keep the faith – evaluators almost always got into this line of work because they wanted to make the world a better place. As Edward Kennedy said, "The work goes on, the cause endures, the hope still lives, and the dream shall never die!" ✦

Purposeful Program Theory: Effective Use of Theories of Change and Logic Models

Book Review By Sean Little

Susan C. Funnell and Patricia J. Rogers, Purposeful Program Theory: Effective Use of Theories of Change and Logic Models *(San Francisco, CA: John Wiley & Sons, Inc., 2011). 576 pp. $53.98 (paper; amazon.com), ISBN: 978-0-470-47857-8 (paper), ISBN: 978-0-470-93989-5 (eBook).*

Purposeful Program Theory presents a thorough examination of Program Theory and its visual display in Logic Models. With over 500 pages of text, 79 figures and 48 tables and 12 exhibits, Funnel and Rogers provide verbal discussion, visual information, and pragmatic examples. This detailed discussion of Program Theory fills a major void in the evaluation literature.

The authors define Program Theory as "an explicit theory or model of how an intervention contributes to a set of specific outcomes through a series of intermediate results" (pg. 31). Program Theory consists of two sub-theories: the Theory of Change and the Theory of Action. The Theory of Change describes how individuals, groups, and communities change, utilizing familiar social science theories such as Rogers's Diffusion Theory, Festinger's Cognitive Dissonance Theory, and Granovetter's Strength of Weak Ties Theory. The Theory of Action describes how the program applies the Theory of Change to a real world problem or opportunity.

The Theory of Change has three components: the *Situation Analysis*, the *Focus and Scope*, and the *Outcomes Chain*. The *Situation Analysis* describes the problem or opportunity that the program addresses, its causal pathways, and consequences. A good *Situation Analysis* also discusses resilience. In addition to the problem, it should identify whom the problem affects, how it developed, and what are its indirect consequences.

The *Focus and Scope* sets boundaries and limits to the *Situation Analysis*. Some things are within the scope of a program, but some are not. For example, a fresh fruit and vegetable delivery program for low income people in "food deserts" (areas lacking access to fresh fruit and produce) can neither raise income levels, nor can it deliver food to all low income people in all "food deserts". The program can, however, deliver a certain amount of fruit and produce to a limited number of people in a particular area at a particular time.

To identify the Scope, the program theorist must first identify the desired outcomes under the control of the program. To identify the Focus, the program theorist must identify the policy tools available to the program such as education, outreach, or service delivery. The hand-off point or operational boundary has to be identified, as it is the last point under direct control of the program. For example, an outreach and screening program may hand-off clients to a medical clinic to reach the long term outcome of improved health. Clarity as to the *Focus and Scope* of a program leads to clarity of potential measurements and short term outcomes.

An *Outcomes Chain* links sequential outcomes in a logical chain providing a quick way to identify potential measurement points. Funnell and Rogers recommend arranging the outcomes into an IF-THEN chain either sequentially or in parallel to ensure logical thinking. The earliest step in the *Outcome Chain* will be the first point at which the

Continued on next page...

Book Review

Continued from previous page...

program has some effect on the target population. The *Outcomes Chain* model emphasizes results rather than activities, consistent with the result focus of performance measurement.

The five box Kellogg Foundation *Logic Model* (Resources/ Inputs, Program Activities, Outputs, Outcomes, and Impacts) may be the most familiar of all *Pipeline Logic Models*. These models tend to box all Activities together regardless of when each activity occurs. Similarly, outcomes may be separated from the activities that generate them and the activities that they generate. This does not aid in the identification of possible measurement points. In contrast, the *Outcome Chain* greatly facilitates identifying possible measurement points.

Three components also constitute the Theory of Action: 1) the *attributes* of the intended outcome and unintended consequences, 2) *program* and *external factors* that could threaten or enhance short term outcomes, and 3) *program strategies* to counteract those threats, or amplify those enhancements, of those *program* and *external factors*.

The *attributes* of the intended and unintended outcomes consist of a detailed narrative about each outcome. Each *attribute* specifies an outcome from the *Outcome Chain*. An attribute will identify "quality, quantity, timeliness, cost, and priority target groups" (pg. 205) and the success criterion for each outcome. The success criterion of each outcome determines the worth of that outcome, allowing comparisons with targeted goals, and can signal areas for improvement. For example, less than a certain number of meals delivered means the program will not achieve its short term outcome.

The program theorist should document potential tradeoffs between attributes such as when quality "trumps" quantity. Funnell and Rogers suggest identifying social justice considerations among these attributes.

The second component identifies assumptions made about *program factors*, within the control of the program (staffing capacity, service quality, etc.) and assumptions about *external factors*, outside the control of the program (the economy, funding issues, etc.). The program theorist documents how these assumptions could threaten or enhance the program in this component. Early identification of these *program factors* and *external factors* help explain eventual success, failure, or mixed results.

The final component, *program strategies,* describes how the program will counter these threats from *external factors* and *program features*, or amplify enhancements from them. Usually this involves resources, management strategies, outputs, and throughputs. Altogether these six components provide a thorough overview of the program, its operational mechanisms, its justification in social science, and its strategies for coping with change.

Funnel and Rogers discuss four different types of *Logic Models*: *Outcome Chains*, *Pipeline Models*, *Realist Matrixes*, and *Narratives*. The *Pipeline Logic Models* and *Outcomes Chain Logic Models* have been discussed above.

As the name implies, *Realist Matrices* incorporate Realist Evaluation Theory into its design. The crux of Realist Evaluation lies in the interaction of Contexts, Mechanisms, and Outcomes. Realist Evaluation is the polar opposite of black box evaluation. Context matters; the agency of the target population matters. Programs do not work in all contexts for all people but in a particular context for particular groups of people.

A Realist Matrix features three columns: Context, Mechanisms, and Outcome Patterns. It is possible to hold two of the three constant and analyze differences in the other one. While this may seem similar to Regression Analysis, a computer does not produce the answer. Rather than a computer program holding two components constant, the mind of the analyst must do this. A *Realist Matrix* complements an *Outcomes Chain* or Pipeline *Logic Model*; it does not replace them.

A *Narrative Logic Mode*l shows the "logical argument for a program in the form of a series of propositions" (pg. 243). While these will lack the visual clarity of a pipeline or outcomes chain, a narrative logic model may be more appropriate for some audiences.

This book is packed with major contributions to the study of program theory. The above very briefly summarizes two chapters out of sixteen. Any book in excess of 500 pages requires a major investment of time. This one is well worth it. ✦

Full disclosure – I studied under Patricia Rogers at The Evaluators' Institute.

Hot Topic Roundtables

Continued from page 2...

Times. Retrieved from http://www.nytimes.com/2013/01/30/opinion/friedman-its-pq-and-cq-as-much-as-iq.html?_r=0

Tau, B. (2013). Survey: Users trust social media as news source. *Politico.* Retrieved from http://dyn.politico.com/printstory.cfm?uuid=3860779B-D058-4168-99AE-E01B897A8A4C

Surfing the Web with Sheena Horton

Training Evaluation Field Guide

The United States Office of Personnel Management website offers a training evaluation field guide "designed to assist agency training representatives in evaluating the effectiveness of their training programs and in demonstrating training value to stakeholders and decision-makers." The guide is aimed at federal-level training managers and supervisors, liaisons and coordinators, evaluators, instructional designers, and training facilitator, but offers helpful information that could be used by non-federal agencies. ✦

http://www.opm.gov/hrd/lead/pubs/FieldGuidetoTrainingEvaluation.pdf

GTMetrix

This website provides a fast and easy to use tool for measuring your website's performance. Just enter the website's address into the search bar on the GTMetrix homepage and search to see how fast the website is performing for visitors. ✦

www.gtmetrix.com

The Program Manager's Guide to Evaluation

The Administration for Children and Families website under the U.S. Department of Health and Human Services offers an online evaluation guide for program managers. The guide "explains what program evaluation is, why evaluation is important, how to conduct an evaluation and understand the results, how to report evaluation findings, and how to use evaluation results to improve programs that benefit children and families." ✦

http://www.acf.hhs.gov/programs/opre/other_resrch/pm_guide_eval/reports/pmguide/pmguide_toc.html

Continued on page 6...

2013 SEA Board Officers

The Executive Board of the Southeast Evaluation Association shall consist of the President, the President-Elect, Secretary, Treasurer, the immediate Past-President, the Chairpersons of Committees, and the Sector Representatives. The Board shall be the legislative and advocacy body for the Association, and shall have general supervision over the affairs of the Association. -SEA Bylaws

Fred Seamon, Ph.D.
President
Dr. Fred Seamon is a Senior Partner with MGT of America, Inc. He is very familiar with the higher education environment, having been involved in virtually all of MGTs projects with Historically Black Colleges and Universities (HBCUs). For over 12 years, he was a full-time faculty member at Florida State University and served as an adjunct professor at Florida A&M University for over 10 years. While at Florida State University, he chaired accreditation site teams for the Council on Social Work Education, including accreditation site visits to HBCUs. Dr. Seamon has served on the SEA Board since 2006.

Barbara Gill, Ph.D.
President-Elect
Dr. Barbara Gill is the Director of Educational Research in the Office of Institutional Effectiveness at Tallahassee Community College (TCC). In that role, she assists instructional and non-instructional divisions of the College in assessing and evaluating their programs and services. She is a member of the College's Institutional Accountability Committee, and she serves as TCC's accreditation liaison to the Southern Association of Colleges and Schools-Commission on Colleges. Prior to joining TCC, she was a Research Associate at the Learning Systems Institute at Florida State University. She holds a Master's Degree from the University of Minnesota and a Ph.D. from Florida State University. She has served on the SEA Board since 2009.

Kelly Kilker
Secretary
Kelly Kilker is a Management Review Specialist with the Office of the Inspector General at the Florida Department of Education (DOE). In this position, she conducts internal audits, management reviews, and consulting projects for the various programs within DOE. Kelly is a graduate of Florida State University and has been a public sector employee since 2004, having the privilege to work for several state agencies. This is her second year on the SEA Board.

Kathy McGuire
Treasurer
Kathy McGuire serves as Deputy Coordinator of the Florida Legislatures Office of Program Policy Analysis and Government Accountability (OPPAGA). For more than 20 years she has conducted and supervised a wide variety of program evaluations and policy analyses. She also has attended the Legislative Staff Management Institute at the University of Southern California. She has served on the SEA Board since 2006.

Jennifer Johnson
Past President
Jennifer Johnson is a Staff Director with the Florida Legislatures Office of Program Policy Analysis and Government Accountability (OPPAGA). Since 1999, she has conducted and led evaluations and policy analyses in health and human services. In particular, Jennifer has evaluated policy issues related to Florida's Medicaid program and public health programs. In addition, she assists with the publication of OPPAGAs electronic newsletter, The Florida Monitor Weekly. She has served on the SEA Board since 2009. ✦

Surfing the Web

Continued from page 5...

Communications Evaluation Guide
This website provides an online guide called, "Are We There Yet? A Communications Evaluation Guide," developed by Asibey Consulting. The guide was "designed for philanthropic organizations and nonprofits that want to be more effective with their communications," and helps organizations to "gather input at the beginning of activities to shape communication strategies." ✦

http://dev.comnetwork.org/resources/downloads/AreWeThereYet.pdf

ProjectFlow
This website offers an online flow chart tool for tracking projects and tasks among team members. Users can see what tasks are assigned to themselves and others, redistribute work, and send messages and files to one another. ✦

https://www.projectflowapp.com

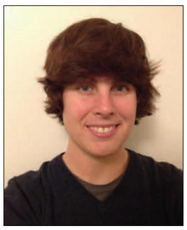
SEA Board Sector Representatives

Sheena Horton
Private Sector (For-Profit)

Sheena Horton is a Research Associate for the Higher Education Division with MGT of America, Inc. She has experience in program evaluation, needs assessments, program management and organizational reviews, consolidation studies (program realignment), and survey design/administration, and studies of both classification and compensation. Her past evaluation work includes PK-12 school districts and programs (including Safe Schools Healthy Students and the National Youth Gang Survey), child abuse and domestic violence prevention/intervention programs, local level criminal record analyses, and independent reviews of youth violence prevention initiatives. This is her second year on the SEA Board.

Darlene L. Heinrich, Ph.D.
State Government Sector

Dr. Darlene Heinrich is currently Lead Evaluator with Planning and Evaluation Unit of the Florida Department of Elder Affairs. In addition, she participates in the Performance Outcomes Measures Project of the Administration on Aging (AoA) which helps other State Units and Area Agencies on Aging assess their own program performance. She has served on faculties of several colleges and universities including Florida State. Dr. Heinrich holds a Masters Degree in Educational Research from Bucknell University and a Ph.D. from Florida State University in Educational Psychology. She has served on the SEA Board since 2011.



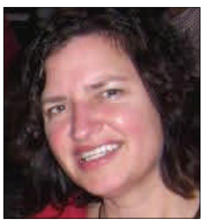
Lisa Simmons
Student Sector

Lisa Simmons is a full-time Ph.D. student in the Educational Psychology program at Auburn University where she is specializing in educational research, measurement, and analysis. She currently works as Auburn's Research Coordinator within Alabama's Department of Youth Services where she supervises and coordinates internships for about two dozen undergraduate and graduate students at the Mt. Meigs detention center. Lisa holds a Masters in Developmental Psychology from Teachers College, Columbia University. This is her first year on the SEA board.

Program Committee

Bonnie Swan, Ph.D.
Co-Chair

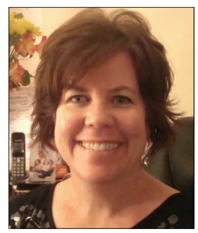
Bonnie Swan is a program evaluator and serves as Director for PEER - Program Evaluation and Educational Research Group at the University of Central Florida. Recent projects she is involved with were funded by a number of government agencies, academic institutions, and foundations. She received her Ph.D. in Education and M.Ed. in Mathematics Education from the University of Central Florida. Her research on evaluation, mentoring, online learning, teacher-labor markets, educational equity, and professional development - as well as her experience teaching at the secondary and post-secondary levels - give her a unique perspective as both an educational researcher and an evaluation consultant. This is her first year on the SEA Board.



Elizabeth McAuliffe, Ph.D.
Co-Chair

Dr. Elizabeth McAuliffe is Director of Research Programs at Independent Colleges and Universities of Florida. She is also Managing Director of the Florida Independent College Fund. Prior to her work in the non-profit sector, she was a Policy Analyst at the Florida Legislature's Office of Program Policy Analysis and Government Accountability (OPPAGA). She earned a Ph.D. in Public Administration in 2009 at Florida State University. This is her first year on the SEA Board.

SEA Staff



Bernadette Howard
SEA Coordinator

Bernadette Howard became the SEA Coordinator in August 2006. She received her B.A. from the University of South Florida and her M.P.A. from the Askew School of Public Administration at Florida State University. She served as a Legislative Intern for the Appropriations Committee in the House of Representatives, an OPS Planner in the Department of Environmental Protection, and a Senior Legislative Analyst with the Florida Legislature's Office of Program Policy Analysis and Government Accountability in Tallahassee. Ms. Howard is a full-time mom of three girls and is thrilled to serve SEA in this part-time capacity.

Linda Schrader, Ph.D.
SEA Liaison to the American Evaluation Association (AEA)

Dr. Linda Schrader directs the graduate education program in program evaluation at Florida State University. She has twenty years experience in directing and conducting research and evaluation studies for state and federal education and human service organizations throughout the United States. In particular, her work has focused on developing evaluation strategies for agencies serving individuals with disabilities. She served as the Lead Evaluator in federal lawsuits designed to remedy deficiencies in the quality of services provided to individuals with developmental disabilities in Texas and Tennessee. Previously, she worked for the Florida Legislature in the development of model technology schools. She has been involved with SEA from the beginning! ✦

EDITOR:
Sean Little

CONTRIBUTING AUTHORS:
Dr. Fred Seamon, Jennifer Johnson, Sheena Horton, Kathy McGuire, Sean Little, Dr. Elizabeth McAuliffe, and Bernadette Howard

DESKTOP PUBLISHING:
Dr. Portia Diñoso, Bernadette Howard and Sean Little

About SEA...

The **Southeast Evaluation Association** (SEA) is a regional affiliate of the American Evaluation Association. We represent evaluators and evaluation-related professionals from the state, university, school system (local) and private sectors. Our members come from a variety of backgrounds: policy analysis, program auditing, teaching, program evaluation, and performance measurement. SEA's annual conference attracts nationally recognized speakers and participants from the entire southeast region. Several agencies use our programs and conferences as low cost training and networking opportunities for their employees.

Annual membership ($30; $10 for full-time students) offers reduced registration fees for the Annual Conference, Pre-Conference Workshop, Essential Skills Workshop, and the various training sessions held throughout the year. Members also periodically receive a newsletter throughout the year. The newsletter is a great way to keep up with the SEA activities and innovative research in the field of evaluation. If you have any questions, please don't hesitate to email us. ✦

SOUTHEAST EVALUATION ASSOCIATION

P. O. Box 10125
Tallahassee, FL 32302

Phone: 850.294.1301
Email:
seacoordinator@southeastevaluation.org

Website:
www.southeastevaluation.org

CONTACT US

2013 Board Officers

Fred Seamon, Ph.D. - President	850-386-3191
Barbara Gill, Ph.D. - President-Elect	850-201-6570
Kelly Kilker - Secretary	850-245-9739
Kathy McGuire - Treasurer	850-717-0516
Jennifer Johnson - Past President	850-7170544
Bernadette Howard - SEA Coordinator	850-294-1301

Suggestions

SEA welcomes all ideas for topics for future workshops, brown bag lunches, newsletter articles, and conference sessions. Please contact Bernadette Howard with your ideas!

Thank You

We sincerely thank the Newsletter Production Crew for their diligent work in publishing this newsletter. ✦