Educating Children of Color Program Evaluation: Evaluating the 2020 Summit

Project Description

Program evaluation for the Educating Children of Color’s (ECOC) annual one day Summit.
- Attended by Educators, Child Welfare Professionals, Juvenile Justice Professionals
- Sessions held on topics such as immigration issues, bullying, school discipline, childhood trauma and college access.
- Analyze post session and post conference participant feedback to provide process improvement suggestions.

Organizational Context

Educating Child of Color is a 501(c)3 based in Colorado Springs, CO

ECOC’s Mission “To dismantle the cradle-to-prison pipeline for children of color and children in poverty through education” (EducatingChildrenofcolor.org, 2020)

Cradle-to-prison pipeline is a term used to describe “fate” of children that can be predicted by factors such as poverty, poor schools and dangerous communities (Chappell, 2008).

Supporters

Professional/Scholarly Background

“Disproportionality” in disciplinary actions in El Paso County schools, 2018-2019

(Kirkpatrick's Four Levels of Training Evaluation

Used to create feedback mechanisms and evaluate effectiveness of training.

Ways to Increase Behavior Change After Training

Recall
- Training should be recalled at least 3 times (Andreatta, 2019)

Support and Accountability
- Supervisor support for behavior change
- Integration into performance appraisals (Brinkenhoff, 2006)

Learning environment
- Supportive, non-judgmental and provides ongoing opportunities for continuous reflection (Thomas and Bell, 2012)

Methods of Study

Post session and post conference training participants surveys included:
- Demographics
- Training Content and Delivery
- Open ended responses regarding opportunities for improvement

Questions represented Kirkpatrick’s Level 1 (Reaction) and Level 2 (Learning) (2016)

Findings

Based on 249 completed evaluations; a 28.6% response rate

Quantitative Results

<table>
<thead>
<tr>
<th>Question</th>
<th>% of “satisfaction”</th>
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<tbody>
<tr>
<td>The Summit met my learning expectations.</td>
<td>80.5</td>
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<tr>
<td>The Summit’s approach supported learning.</td>
<td>86.1</td>
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<tr>
<td>I learned something new about how I can make a difference for youth.</td>
<td>87.8</td>
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<tr>
<td>I was provided with the opportunity to learn about myself.</td>
<td>77.9</td>
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<tr>
<td>I am taking away concrete actions I can do from information shared at the Summit.</td>
<td>83.4</td>
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Qualitative Results

“Better lunch distribution system. And places to sit and chat with people”

“I felt there could be more indepth sharing of knowledge. It barely scratched the surface.”

“I think having people of color presenters is critical for a conference about educating children of color. Some of the white presenters were not knowledgeable about racial issues.”

Takeaways and Recommendations

Training Evaluations
- Revise post conference survey to create a “blended evaluation” (Kirkpatrick, 2016)
- Ask previous attendees Level 3 questions based on previous years’ training
- Implement “High Quality Professional Development Checklist” (Gaumer Erickson et al., 2017)

Logistics
- Provide map and directions several days before Summit
- Have several lunch distribution and seating areas
- Stagger lunch start times
- Implement processes to increase training reflection and recall

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