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University of Oklahoma OUTREACH

Research & Evaluation Capacity

June 2016

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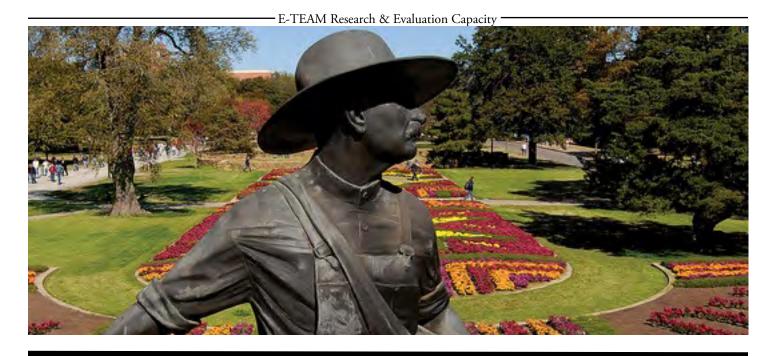
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E-TEAM & Research

The Educational Training, Evaluation, Assessment, and Measurement Department (E-TEAM) at the University of Oklahoma is an independent department within the University structure that provides research and evaluation services to clients within and outside of the University. E-TEAM is a full service department with senior research associates, data analysts, technical writers, data base developers and managers, and a pool of research assistants. The department brings the experience and expertise needed to manage an evaluation of this magnitude and importance. A sampling of studies follows:

- E-TEAM was contracted by the Institute for a Competitive Workforce, U.S. Chamber of Commerce, in 2013 to conduct a literacy profile and data analysis for Ardmore Public Schools to support district efforts in meeting literacy issues and concerns (e.g., special student populations, teacher professional development, parent involvement, etc.) with appropriate literacy interventions at the elementary and secondary level. The project was a partnership among Ardmore Public Schools, Sonic Corporation, the U.S. Chamber of Commerce, the Oklahoma State Department of Education, and the University of Oklahoma's E-TEAM. E-TEAM served a dual role: (1) to compile district data describing demographic characteristics, academic achievement, and other data relevant to literacy; and (2) facilitate conversations among school administrators, team leaders, and/or literacy coaches to identify curricula in place, professional development models used, and other programs in place that support district literacy objectives. Through a needs/gap analysis, E-TEAM provided the information needed to guide stakeholders through the development of a district and community literacy action plan to be implemented during the 2014 academic year.

- E-TEAM is currently contracted with Smart Start Oklahoma to design and conduct a study examining gains in early literacy skills over the course of a school year. The study includes two groups of Pre-Kindergarten (Pre-K) classrooms from Oklahoma schools and Head Start centers. The treatment group is being coached to use Early Literacy Quick Assessment (ELQA) data to inform early literacy instruction. The comparison group consists of teachers from demographically similar Pre-K classrooms not receiving coaching during the

2013-2014 school year. A stratified sample was drawn from coached and non-coached classrooms attempting to match the distribution of Pre-K classrooms. Strata will include indicators of socioeconomic status based on poverty, free and reduced price lunch, locale (urban, suburban and rural) and home language(English and non-English).
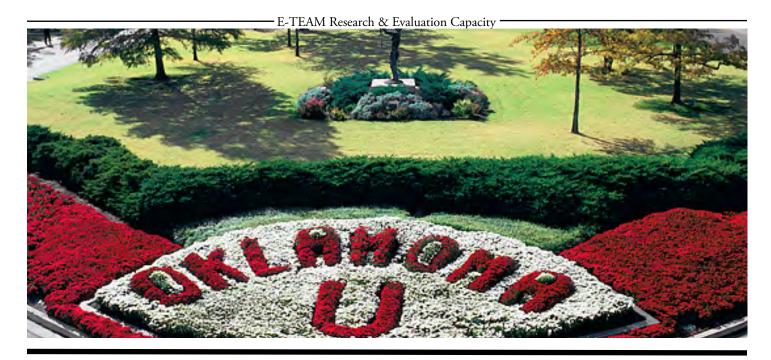
- E-TEAM has served as the evaluator for the Oklahoma Department of Mental Health and Substance Abuse (ODMHSAS) Systems of Care since 2003. E-TEAM manages the national and local evaluation components of the SAMHSA CMHS federal grants—Phase VI Systems of Care, Phase XI Systems of Care, and the Healthy Transitions Initiative (HTI). E-TEAM provides feedback to ODMHSAS central management, site leadership and staff, families, and partners on whether goals and objectives are being achieved so that changes and adjustments can be made in practice. The evaluation also provides outcomes information for individual children, youth and families, as well as aggregated outcomes information for local sites and the state as a whole. E-TEAM designed and maintains a statewide evaluation data collection effort based on data collected through the Youth Information System (YIS) by the local OKSOC sites. Developed by E-TEAM, the YIS is a secure, web-based application which provides real-time access to evaluation and program monitoring data to state management, to individual site leadership, and to site wraparound facilitators. Data collected in the YIS are accessible on a continuous basis at the site and state levels. E-TEAM provides feedback to ODMHSAS central management, site leadership and staff, families, and partners on whether goals and objectives are being achieved so that changes and adjustments can be made in practice. The evaluation also provides outcomes information for individual children, youth and families, as well as aggregated outcomes information for local sites and the state as a whole. E-TEAM designed and maintains a statewide evaluation data collection effort based on data collected through the Youth Information System (YIS) by the local OKSOC sites. Developed by E-TEAM, the YIS is a secure, web-based application which provides real-time access to evaluation and program monitoring data to state management, to individual site leadership, and to site wraparound facilitators. Data collected in the YIS are accessible on a continuous basis at the site and state levels.

- E-TEAM conducted a pilot study of the Wraparound Fidelity Index Short Form (WFI-EZ) to inform decision-making, identify gaps in services, and assess the fidelity of wraparound implementation in Oklahoma Systems of Care. Responses from caregivers who were interviewed by provider staff as a part of their normal work responsibilities were compared to responses from caregivers who were interviewed by evaluation staff at the University of Oklahoma E-TEAM. Overall, initial analysis reveals a consistent difference in the level of fidelity (and satisfaction) recorded depending on whether the interview was conducted by the site staff or the E-TEAM.

- E-TEAM is currently the external evaluator for the National Center for Disabilities Education and Training's Central Oklahoma Add Us In initiative, funded by the U.S. Department of Labor's Office of Disability Employment Policy (ODEP). E-TEAM's role is to document the process by which a consortium of agencies, interest groups, and businesses uses combined resources to identify and develop strategies to increase employment opportunities for individuals with disabilities, and evaluate the results of this collaboration. Add Us In will serve as a social change model for creating linkages among businesses that are owned and operated by minorities, lesbian, gay, bisexual and transgender (LGBT) individuals, and women, with job-seekers who have disabilities—especially those who are members of these underserved groups.

- E-TEAM has served as the local external evaluator for three U.S. Department of Education funded regional comprehensive technical assistance centers serving a combined total of seven states in the central and south central regions. The Mid-Continent Comprehensive Center (MC3) served the State Education Agencies

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(SEAs)in Kansas, Missouri, Oklahoma, and Arkansas from 2005 through 2012. The Central Comprehensive Center (C3), funded beginning in 2012, serves SEAs in Colorado, Kansas and Missouri. The South Central Comprehensive Center (SC3), also funded beginning in 2012, serves SEAs in New Mexico, Oklahoma, Arkansas, and Louisiana. E-TEAM's responsibilities as the comprehensive center's evaluator involves collecting, analyzing, and reporting valid and reliable data focused on identifying what systems and resources emerge within SEAs to support teaching and learning that are may be attributed to the capacity-building technical assistance delivered by C3 and SC3.

- E-TEAM designed and conducted a quasi-experimental study to determine if students of parents who participated in the Parents as Teachers (PAT) program demonstrate greater gains in literacy skills compared to demographically-similar students whose parents did not participate in the PAT program. Data were collected from parents on family and student demographics and on literacy promoting behaviors. PAT parents were also surveyed regarding their opinions of the PAT program. PAT program data was collected from the OKCPS PAT offi ce on program participation. School readiness data were collected from teachers. Student literacy skills were assessed across three years: during fall of their pre-kindergarten year, spring Pre-K, spring kindergarten and spring 1st grade.

- E-TEAM designed and conducted a quasi-experimental study to determine if students in classrooms of teachers implementing Great Expectations demonstrate greater gains in achievement on a standardized student achievement test during the school year as compared to students in demographically-similar classrooms not implementing Great Expectations (GE). Principals, teachers, students and parents were surveyed to examine attitudes and beliefs relevant to implementation of GE practices and other aspects of the environment that could affect student achievement. Participating classrooms were observed to document implementation of GE practices, and administrative data was collected on referrals, absences, and suspensions. This study used scientific methodologies that meet the silver standard of research identified by the What Works Clearinghouse.

- E-TEAM was contracted with by the U.S. Department of Education in 2003 to conduct a national multi-site project evaluation on the Reading Success Network (RSN), a reading initiative designed to improve student reading achievement by developing a network of teacher coaches who promote effective classroom reading instruction. The study examined changes in student reading outcomes, teacher behaviors, and classroom instruction for students in grades K-3 participating in RSN compared to demographically comparable students in schools not implementing RSN.

- E-TEAM completed a three-year evaluation of Early Steps to Literacy (ESTL) in 2005, one of three competitive early literacy grants in Oklahoma funded by the U.S. Department of Education. E-TEAM also has the contract to evaluate the other two competitively funded literacy projects in Oklahoma. Early Steps to Literacy prepares early childhood educators to foster language and literacy competencies in low-income children throughout the State of Oklahoma.

- E-TEAM was awarded a contract at the end of 2003 by the Wright Group with McGraw Hill in Chicago, Illinois, to complete a major quasi-experimental cross-site national study of the Wright Group's K-5 series *Growing with Mathematics*.

- In collaboration with the Center for Early Childhood Professional Development, E-TEAM developed the Early Literacy Quick Assessment web application that facilitates formative progress monitoring of early literacy skills. Children's early literacy skills are assessed at the beginning of the school year and again at intervals

throughout the school year so that teachers are able to 1) identify children at risk for not meeting early literacy benchmarks, and 2) differentiate instruction to prepare young children to enter kindergarten with the necessary language and literacy skills to benefit from formal school instruction. Teachers use the ELQA data to plan instruction that is differentiated to address each child's learning needs. Assessment data also helps teachers pinpoint what is and is not working in their curriculum so they may modify instruction to optimize student learning.

- E-TEAM has also completed a local evaluation on Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), and a State evaluation of the Oklahoma Eisenhower Math and Science project, both funded with Federal funds. A year ago, E-TEAM completed an evaluation of a competitively funded grant, *Professionals Matter*, to document the benefits of an early childhood apprenticeship program to assist early childhood educators in obtaining the appropriate credentials and certifications in the field.

E-TEAM Senior Research Staff

E-TEAM researchers and data staff have decades of experience in database design, interface development and secure web data implementations. E-TEAM has designed and currently maintains several large relational databases to support the research goals of its customers and to assist the programmatic requirements of client-oriented educational and social service entities. E-TEAM is experienced in all phases of research data processing: creation of instruments and identification of measures; design of data structures to support research objectives and implementation of those structures in software; creation of interfaces for data collection and training of users on these interfaces; maintaining, securing and cleaning data and preparing them for analysis.

Belinda Biscoe Boni, Ph.D., Associate Vice President, College of Continuing Education University OUtreach, Public and Community Services, and Director of the Education Training Evaluation Assessment Measurement Department, E-TEAM, Belinda Biscoe Boni holds a doctorate in Experimental Child Psychology from the University of Oklahoma and a Master's and Bachelor's degree from Fisk University in Sociology. Dr. Biscoe Boni has an extensive background in research and program evaluation in areas as diverse as community coalition building, substance abuse treatment among female prisoners, early childhood literacy development, math and science education, and school reform. She is a certified prevention specialist and a certified director for drug and alcohol programs. She has 30 years of experience with school- and community-based programs, including higher education as an administrator, researcher, and program developer.

As the creator and director of E-TEAM, she imparts a vision of collaboration, team-work, and capacity-building among E-TEAM staff members. Under Dr. Biscoe Boni's leadership, E-TEAM has emerged as a highly competitive, proficient, technologically advanced research and evaluation unit serving innovative education and human service program development at local, state, and national levels. Dr. Biscoe Boni is a skilled researcher and evaluator with experience in experimental design, survey development, data analysis, interpretation and visual presentation of results. Her expertise comprises descriptive and inferential statistics including: mean, standard deviation, variance,

percentage, partial correlation, correlation, multiple regression, t-test, ANOVA, exploratory and confirmatory factor analysis, discriminant analysis, cluster analysis, reliability, nonparametric tests, structural equation modeling, and power analysis. Dr. Biscoe Boni served as the lead evaluator for multiple early childhood literacy programs funded by the U.S. Department of Education, including Starting Right, (2006-2008), Oklahoma P.R.I.D.E. (2003-2006), and Early Steps to Literacy (2001-2005). She was also the lead evaluator for the Dwight D. Eisenhower Science and Mathematics Professional Development Programs, funded by Oklahoma Regents for Higher Education (1999-2001) and principal investigator of the Oklahoma City Public Schools' GEAR UP program evaluation, funded by the U.S. Department of Education (1999-2004). She was the principal investigator for a research study investigating the effectiveness of the Growing with Mathematics curriculum, funded by the Wright Group/McGraw Hill Publishing, Chicago, Illinois (2003) and the Western Heights Public Schools' *Students On-Line and Reading* (SOAR), funded by the U.S. Department of Education's Library Literacy Grant (2002). She served as co-principal investigator in the *Reading Success Network Evaluation*, funded by the U.S. Department of Education (2000-2002) and the *Great Expectations School Reform Model* evaluation, funded by Great Expectations, Inc., of Oklahoma City (2002). In the area of mental health and prevention, Dr. Biscoe Boni was consultant and lead evaluator for the Children's Evaluation for the Targeted Assistance Grantees, funded by the Center for Substance Abuse Treatment (2003) and served as a member of a national evaluation team with the Triangle Research Institute, *Evaluating the Effectiveness of the National Drug Free Schools Program in School Districts around the United States* (2002). She develops competitive grants that have resulted in funding for innovative programs in technology, early childhood, education for homeless youths, parenting education, literacy, substance abuse prevention and treatment, bilingual education, health and nutrition, and school-based foreign language curricula, totaling over $100,000,000 dollars during her career.

Dr. Biscoe Boni brings a breadth and depth of experience that has resulted in significant systems change for many of the educational, community, behavioral health, and faith-based organizations with which she has been involved. Because her approach is one of collaboration and building community and partnerships, many of the programs for which she has received funding continue to be sustained in the community with local resources. Dr. Biscoe Boni has served as a consultant, evaluator, and/or expert reviewer for the Federal Magnet Schools Program, National Institute on Child Health and Development, Federally funded Starting Early Starting Smart Project, Center for Substance Abuse Treatment-Women's and Children's Branch, National Institute of Justice and Health Resources and Services Administration (HRSA) – Office of Women's Health. She served as a member of the first cross-site national evaluation team on the Safe and Drug Free Schools Program, conducted by Research Triangle Institute for ED. She has made numerous presentations at professional meetings and conferences nationally and internationally and published articles on a variety of topics and subjects in education. As the Associate Vice President, Public and Community Services, at the University of Oklahoma, College of Continuing Education,, she bears responsibility for sixteen program units totaling over $60,000,000 in gross revenues and employs 500 professionals.

Geneva Strech, M.Ed., M.H.R., E-TEAM Associate Director, has been with the University of Oklahoma since 1996 and has more than 20 years' experience managing and implementing federally-funded and state-funded programs and contracts. She was the program coordinator for the New Mexico pediatric sex abuse team and received the Children's Safe House of Albuquerque award in 1995 for her work. Geneva then worked for 10 years at the American Indian Institute at the University of Oklahoma where she served as the curriculum developer for a Fetal Alcohol Syndrome Prevention Project funded through the Center for Substance Abuse Prevention and the IT Coordinator for the American Indian Head Start Quality Improvement Center funded through the Administration for Children and Families. She began her work with the E-TEAM as the lead evaluator for the Treatment Effectiveness Study in Oklahoma Systems of Care, a national initiative funded through the Substance Abuse and Mental Health Services Administration. She has since served as the lead evaluator on several federally-funded projects, in-

cluding the Phase VI Oklahoma Systems of Care National Evaluation and Oklahoma's Care Management Oversight Study. She has coordinated large-scale evaluations, designed survey, observation, and interview instruments, coordinated data collection, and authored evaluation reports. She has served as a project director, program monitor, curriculum developer, and grant writer for various projects. Geneva is also a veteran of the U. S. Army where she attained the rank of Sergeant. She was awarded the U. S. Army Commendation Medal, First Oak Leaf Cluster in 1989; the U. S. Army Commander's Coin, First Lance Missile Battalion in 1988; the U. S. Army Commendation Medal in 1988; the U. S. Army Commander's Coin, Third Corps Field Artillery in 1988; the U. S. Army Achievement Medal, First Oak Leaf Cluster, 1987; and the U. S. Army Achievement Medal, 1987.

Carol Surber, M.A., E-TEAM Senior Research Associate, has nearly 30 years' experience conducting program evaluation with an emphasis in education, Pre-K to Grade 12. She currently serves as the lead evaluator for multiple education programs housed at the University of Oklahoma, including the Central Comprehensive Center (providing technical assistance to state education agencies in Colorado, Kansas, and Missouri) and the South Central Comprehensive Center (serving New Mexico, Oklahoma, Arkansas, and Louisiana), both of which are funded by the U.S. Department of Education. Her background includes serving as the lead external evaluator and principal grant writer for grantees of federally-funded programs, notably: seven Title III English Language Acquisition programs serving Native American and Spanish-speaking students; two Safe Schools/Healthy Students Initiatives creating community-wide partnerships to prevent violence and drug use among school-age children; two 21st Century Community Learning Centers for after-school support; a Grant to Reduce Access to Alcohol among underage students; and a National Science Foundation project to promote science and technology skills among youth with disabilities. Carol has worked with over 40 school districts in both rural and urban locations across Oklahoma.

John Vetter, M.A., E-TEAM Senior Research Associate, has served as the lead evaluator for Oklahoma Systems of Care since 2003 and was the primary designer of the Youth Information System (YIS), a dynamic user interface with data transformation capabilities. The YIS is a secure, web-based application which provides real-time access to evaluation and program monitoring data to state management and local site leadership. The YIS has become invaluable as a management tool in the ability of OKSOC site management and staff to identify, better serve, and document positive outcomes for individuals with critical needs. John worked with a committee of mental health professionals, youth and family members to develop the evaluation plan and data instruments used by Oklahoma System of Care's statewide wraparound project. He has presented multiple times at national meetings and workshops on E-TEAM's work with the OKSOC evaluation. John worked for several years in Albuquerque, New Mexico designing data collection and monitoring systems for substance abuse programs. John worked at the Center on Alcoholism, Substance Abuse and Addiction, affiliated with the University of New Mexico, where he created the Center's information system in support of a Target Cities grant from the Center on Substance Abuse Treatment. He planned and coordinated data collection for Albuquerque's network of substance abuse providers and handled all aspects of data reporting, to both CSAT and local governmental and university sponsors.

Adam Gibson, Ph.D., E-TEAM Senior Research Associate, is a previous faculty member at Colorado State University, Utah State University, and the University of North Carolina at Chapel Hill. Dr. Gibson has an extensive background in social science research methods, survey construction, statistics, and sampling design. Dr. Gibson has worked as an evaluator for the National Park Service and the U.S. Forest Service, and currently serves as the lead evaluator for Family Resource Information, Education and Network Development Services (FRIENDS), which provides technical assistance to federally funded Center for Community-Based Child Abuse Prevention (CB-CAP) programs. Dr. Gibson is also the lead evaluator for a Strategic Prevention Framework State Incentive Grant (SPF SIG) partnership with the Oklahoma City Area Inter-Tribal Health Board (OCAITHB).

Amber Romo, M.A., E-TEAM Research Associate, holds a master's degree in psychology and has an extensive background in research and statistical analysis. Her co-authored textbook, Automaticity and Cognitive Control in Social Behavior, was published in 2007 and her co-authored article was published in Evolutionary Psychology in 2011. Amber has taught psychology courses at the University of Central Oklahoma for several years as an adjunct instructor. She has served as a judge for paper presentations given at the Oklahoma Psychological Society annual conference and as a student reviewer for Association for Psychological Science research competitions. Amber also served as copy editor for Journal of Scientific Psychology. Amber was awarded the Instructional Psychology and Technology Graduate Fellowship at the University of Oklahoma in 2011. She is the lead evaluator for the Migrant Education Program for the Oklahoma State Department of Education. She is also working on Oklahoma Systems of Care for the Oklahoma Department of Mental Health and Substance Abuse Studies and the evaluation of the Sam Noble Museum in Norman, Oklahoma.