Program Evaluation

Presented by
Keven Vicknair, Ph.D.

Evaluation is the systematic acquisition and assessment of information to provide useful feedback about some object

Evaluation Strategies

- ***Scientific-experimental models***
- ***management-oriented systems models***
- ***qualitative/anthropological models***
- ***participant-oriented models***

Qualitative vs Quantitative

Types of Evaluations

- **Formative evaluation**
  - needs assessment
  - evaluability assessment
  - structured conceptualization
  - implementation evaluation
  - process evaluation

- **Summative evaluation**
  - outcome evaluations
  - impact evaluation
  - cost-effectiveness and cost-benefit analysis
  - secondary analysis
  - meta-analysis

Outcome/Impact Evaluation

-- Outputs
-- Outcomes
-- Outcome targets
-- Outcome indicators

- Unit of Analysis

How can I tell if my program is making a difference?

-you ask?

-you test?

-but first you must decide what measure accurately measures what you are doing

Example

Program Outcome:

Children in first grade have an increased interest/attachment to reading

Measure:

Pre- and post- reading levels as measured by the Woodcock-Johnson

Overview of Methods to Collect Information

Method	Overall Purpose	Advantages	Challenges
questionnaires, surveys, checklists	when need to quickly and/or easily get lots of information from people in a non threatening way	-can complete anonymously -inexpensive to administer -easy to compare and analyze -administer to many people -can get lots of data -many sample questionnaires already exist	-might not get careful feedback -wording can bias client's responses -are impersonal -in surveys, may need sampling expert - doesn't get full story
interviews	when want to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires	-get full range and depth of information -develops relationship with client -can be flexible with client	-can take much time -can be hard to analyze and compare -can be costly -interviewer can bias client's responses
Tests	to measure the level of knowledge, understanding, and ability to apply knowledge by an individual	-easy to implement -easy to compare and analyze -administered in a group setting -devoid of tester bias	-people in out-of-school settings resist attempts to test their knowledge -test construction is difficult/expensive -setting may influence test results
observation	to gather accurate information about how a program actually operates, particularly about processes	-view operations of a program as they are actually occurring -can adapt to events as they occur	-can be difficult to interpret seen behaviors -can be complex to categorize observations -can influence behaviors of program participants -can be expensive
focus groups	explore a topic in depth through group discussion, e.g., about reactions to an experience or suggestion, understanding common complaints, etc.; useful in evaluation and marketing	-quickly and reliably get common impressions -can be efficient way to get much range and depth of information in short time - can convey key information about programs	-can be hard to analyze responses -need good facilitator for safety and closure -difficult to schedule 6-8 people together

Survey

- What questions to ask?
- How to ask them?
  - Determined by what you want to know and what is reliable
  - For instance :
    - “Did this program help you?” yes /no
    - “Did you like coming here?” yes/no

Anatomy of a Decision

We think our after-school programs positively impact student's ability to do well in school as they increase their desire to be in school.

So we asked 1,200 children two yes/no questions:

- Do you like coming here after-school?
- Does coming here help you with school?

2009 CITY YEAR GRADES 6-8 STUDENT SURVEY (V4)

First, answer all the questions in "About You." Then, read carefully each item that starts with a number. After you have read the item, CIRCLE the one best answer for each. Choose only ONE response for each item. Be as honest as you can. Your answers will be kept private. Keep on working until you have completed your survey. If you cannot read something, ask for help. THANK YOU!

ABOUT YOU

a. What is the FIRST LETTER of your first name?_____ What is the FIRST LETTER of your last name? _____

b. Circle the MONTH your birthday is in:

JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC

c. What DAY is your birthday on? _____

(For example: if your birthday is July 4th, you would write the number 4 on the line.)

d. Are You a *(circle one)*: Boy Girl

e. Your GRADE *(circle one)*: 6 7 8

f. Do you currently participate in the Young Heroes program? No Yes

g. How often do you attend a City Year after-school program? *(Circle one)*

Never Once in awhile 1-2 times a week 3 or more times a week

h. How often someone from City Year help you with ENGLISH/LANGUAGE ARTS during the school day? *(Circle one)*

Never Once in awhile 1-2 times a week 3 or more times a week

i. How often does someone from City Year help you with MATH during the school day? *(Circle one)*

Never Once in awhile 1-2 times a week 3 or more times a week

YOU AND YOUR STUDIES

Almost always	Often	Some-times	A few times	Hardly ever

YOU AND YOUR SCHOOL	Almost always	Often	Some-times	A few times	Hardly ever
17. I enjoy coming to school.	5	4	3	2	1
18. I feel like my teachers care about me.	5	4	3	2	1
19. I can be myself at school.	5	4	3	2	1
20. At school, I feel like the adults listen to me.	5	4	3	2	1
21. I believe it's important for me to attend school every day.	5	4	3	2	1
22. I am proud of my school.	5	4	3	2	1
23. I feel good when I am at school.	5	4	3	2	1

YOU AND OTHERS	Almost always	Often	Some-times	A few times	Hardly ever
24. I get along well with other people my age	5	4	3	2	1
25. I help other people my age when they need it.	5	4	3	2	1
26. I cooperate well with others on group projects.	5	4	3	2	1
27. I get along well with kids from different backgrounds.	5	4	3	2	1
28. I try to help others even if I don't know them well.	5	4	3	2	1
29. I am respectful of others even when I don't agree with them.	5	4	3	2	1
30. I stand up from someone who is being picked on.	5	4	3	2	1
31. I try to think about how someone else is feeling.	5	4	3	2	1

YOU AND CITY YEAR	Almost always	Often	Some-times	A few times	Hardly ever
32. City Year helps me understand why learning is important.	5	4	3	2	1
33. City Year helps me believe I can succeed.	5	4	3	2	1
34. City Year cares about me.	5	4	3	2	1
35. City Year cares about my school.	5	4	3	2	1
36. City Year helps me learn.	5	4	3	2	1
37. I trust City Year.	5	4	3	2	1
38. I am comfortable talking to City Year about what's on my mind.	5	4	3	2	1
39. I see City Year as role models.	5	4	3	2	1

ABOUT YOUR SCHOOL OVERALL	Almost always	Often	Some-times	A few times	Hardly ever
40. My school feels like a safe place.	5	4	3	2	1
41. Adults in my school show respect to students.	5	4	3	2	1
42. Adults in my school treat students fairly.	5	4	3	2	1
43. My school recognizes student efforts and successes through awards and other public announcements.	5	4	3	2	1
44. Students in my school are respectful of one another.	5	4	3	2	1
45. Students show respect to adults in my school.	5	4	3	2	1

ABOUT YOUR SCHOOL WORK AND BEHAVIOR				
46. How well do you think you are doing in English/Language Arts?	Very well	Fine	Not so good	Very poorly
47. How well do you think you are doing in Math?	Very well	Fine	Not so good	Very poorly
48. In the current school year, how many times have you had detention?	6 or more times	3-5 times	1-2 times	Never
49. In the current school year, how many times have you been suspended?	6 or more times	3-5 times	1-2 times	Never
50. In the current school year, how many times have you received an award for your academic performance, such as being on honor roll?	6 or more times	3-5 times	1-2 times	Never

Please fill in the circle that tells whether these things are Not True at All, Not Very True, Sort of True,
or Very True for you.

5.	About School	Not True at All	Not Very True	Sort of True	Very True
5.a	I'm pretty slow in finishing my schoolwork.	☐	☐	☐	☐
5.b	I do well at my classwork.	☐	☐	☐	☐
5.c	I have trouble figuring out the answers in school.	☐	☐	☐	☐
5.d	I forget what I learn.	☐	☐	☐	☐
5.e	I feel that I am just as smart as other kids my age.	☐	☐	☐	☐
5.f	I raise my hand in class to answer questions.	☐	☐	☐	☐
5.g	I do extra schoolwork on my own.	☐	☐	☐	☐
5.h	I feel that I am good at schoolwork.	☐	☐	☐	☐
5.i	I like school.	☐	☐	☐	☐
5.j	Most mornings I look forward to going to school.	☐	☐	☐	☐
5.k	When I have schoolwork to do, I keep working on it until it is finished.	☐	☐	☐	☐

Exhibit C.1

Student Survey—Included Scales and Measures

Scale/Measure	Impact Domain	Question Number	Source
Gender	N/A	1	US Census
Household Composition	N/A	4	Original Measure
Scholastic Efficacy	Academics	5a-f*	Subscale of Harter (1988) *Self Perception Profile for Adolescents* *5f is original item
School Bonding	Academics	5g-k	Hawkins, Guo, Hill, Battin-Pearson, and Abbot (2001)
Peer Relationships	Pro-Social Behaviors	6a-c	Original Scale
Parental Relationships	Pro-Social Behaviors	7a-d	Adapted from *National Longitudinal Study of Adolescent Health (AddHealth)* – National Institute of Child Health and Human Development
Relationships with Other Adults	Pro-Social Behaviors	8a-c	Original Scale

Hi!

I'd like to know just a little about you and how you do in school.

Please take a minute and answer the following questions.

1. Are you a (circle one) Boy Girl
2. What Grade are you in? _____

Please read the next items and check the one best answer for each.

	All the time	Some of the time	A few times	Never
A. I ask questions in class.	○	○	○	○
B. I stick with things.	○	○	○	○
C. I have a hard time in school.	○	○	○	○
D. I participate in class.	○	○	○	○
E. When I work hard, I do better.	○	○	○	○

	All the time	Some of the time	A few times	Never
F. I answer questions in class.	○	○	○	○
G. I do extra schoolwork on my own	○	○	○	○
H. I like school.	○	○	○	○
I. Most mornings I look forward to going to school.	○	○	○	○
J. When I get homework, I get right to work	○	○	○	○

Thank you!

Other Considerations

- Who are you asking?
  - Everyone or a subset?
- Age range, time constraints, environment
- Who administers?

- Who do you compare your results to?
  - Drop out prevention program
  - 90% of participants graduate
    - So what?
  - Only 70% of district kids graduate
    - Are the two groups comparable?

Education Priority Area

Applicants proposing an Education Program other than Teacher Corps or Mentoring must select Measures 1 and 2 and at least one measure from Measures 5-11, below. Teacher Corps must select Measures 1 and 2 and Measures 12-17, below.

1. Number of students who start in an AmeriCorps education program.
2. Number of students who complete participation in an AmeriCorps education program.

Applicants proposing a Mentoring Program must select Measures 3 and 4 and at least one measure from Measures 5-11, below.

3. Number of disadvantaged youth/mentor matches that are commenced by the AmeriCorps program.
4. Number of disadvantaged youth/mentor matches that were sustained for at least the required time period.

Tutoring programs must select Measure 5 as one of their measures.

5. Number of students with improved academic performance.
6. Number of youth who have improved their school attendance over the course of the AmeriCorps program's involvement with the student.
7. Number of students who have not been suspended over the course of the AmeriCorps program's involvement.
8. Number of youth with decreased substance abuse, arrest, or gang involvement.
9. Number of students graduating from high school.
10. Number of students entering post-secondary institutions.
11. Number of students earning a post-secondary degree.

Economic Opportunity Priority Area

Applicants must select at least one measure (1-8) that matches their program model.
Applicants selecting Measure 1 must also select Measure 9.
(See measures 12-17 if primary focus of program is on member development.)

1. Number of economically disadvantaged individuals receiving financial literacy services.
2. Number of economically disadvantaged individuals receiving job training and other skill development services.

Applicants selecting Measure 3 must also select Measure 10.

3. Number of economically disadvantaged individuals receiving job placement services.
4. Number of housing units developed, repaired, or otherwise made available for low-income individuals, families or people with disabilities.

Applicants selecting Measure 5 must also select Measure 11.

5. Number of economically disadvantaged individuals, including homeless individuals, receiving housing placement services.
6. Number of individuals receiving emergency food from food banks, food pantries, or other nonprofit organizations.
7. Number of individuals receiving support, services, education and/or referrals to alleviate long-term hunger.
8. Number of homebound individuals receiving food, transportation, or other services that allows them to live independently.
9. Number of economically disadvantaged individuals with improved financial knowledge.
10. Number of economically disadvantaged individuals placed in jobs.
11. Number of economically disadvantaged individuals, including homeless individuals, transitioned into safe, healthy, affordable housing.

Clean Energy/Environment Priority Area

Applicants must select at least one of the measures (1-6) that matches their program model. Applicants selecting Measure 1 must also select Measure 7.

1. Number of housing units of low-income households and structures weatherized or retrofitted to significantly improve energy efficiency and reduce carbon emissions.
2. Number of low-income households home and public building energy audits conducted.
3. Number of students and youth receiving education or training in energy-efficient and environmentally-conscious practices, including but not limited to sustainable energy and other natural resources, and sustainable agriculture.
4. Number of acres of national parks, state parks, city parks, county parks, or other public lands and tribal communities that are cleaned or improved.
5. Number of miles of trails or rivers (owned/maintained by national, state, county, city governments or tribal communities) that are cleaned, improved, and/or created.
6. Number of tons of materials collected and recycled.
7. Annual energy usage reduction for housing units and structures from weatherizing and retrofitting (in units).

TASK

- **Select one of the priority areas**
- **Construct an evaluation plan**