CYFERnet
Children, Youth And Families Education and Research Network

Beyond Basics: Evaluating Community-Based Programs

Sherry C. Betts and Karen Hoffman Tepper
Editors

School of Family & Consumer Sciences
Institute for Children, Youth and Families
Arizona Cooperative Extension

The University of Arizona
Tucson Arizona

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INTRODUCTION TO TRAINING CURRICULUM

This curriculum is designed to serve as an intermediate evaluation training for those involved in community-based programming for children, youth and families. Participants in this training should have some basic knowledge of evaluation. The purpose of this training is to build upon that basic knowledge and enable participants to develop improved evaluation skills. This training is designed to be used with groups of up to 40 participants. After completing this training, it is expected that participants will have developed some concrete skills and resources to take back to their communities for use in conducting more effective program planning, evaluation and reporting.

The curriculum consists of five sessions that include multiple activities and last between one and two hours each. The training can be done over the course of one or two days. Either way it is very important to incorporate plenty of breaks. At the beginning of each session (Sessions I-V), specific objectives are provided. Time and materials required as well as detailed instructions for the trainer are outlined at the beginning of each activity within the sessions. Throughout the curriculum, *italicized* words provide an example of what the trainer might say to the group as he or she is leading the training. Non-italicized words are the directions for the trainer.

We recommend that the trainer carefully read through the curriculum prior to the training paying close attention to the space and materials needed to successfully conduct this training. Session III, in particular, has very complex technical requirements, so it is important that the trainer take some time to become familiar with both the technology and the web-based resources being discussed. Additionally, there are a number of overheads and handouts that are referred to throughout this curriculum. The handouts are included at the end of this document. They should be printed and distributed to each participant. The overheads can either be printed and made into overheads or downloaded as a PowerPoint presentation. For those of you who choose to use them as overheads they are included at the end of this document and can be printed. If you choose to download the PowerPoint presentation, click on the link to the left or go to http://ag.arizona.edu/fcr/fs/cyfar/ppt_inst.htm

NOTE: For easy navigation of this curriculum, show Bookmarks by pressing the Show/Hide Navigation button on the Adobe Toolbar.

Session I—Introduction and Overview

TOTAL SESSION TIME: 2 hours

OBJECTIVES

At the completion of Session I, participants will:

- Develop an appreciation for the skills already available within the group
- Develop an understanding of the main points of the five-tiered approach to evaluation

Activity 1

TIME	MATERIALS	INSTRUCTIONS
45 minutes	♦ Puzzle pieces that are large enough to write on. Large foam mats work well, and can be reused for other activities. You will need one piece for each participant and approximately an equal number of pieces in five different colors. If you are using puzzle pieces that you may want to use again for another activity, tape a piece of paper to each puzzle piece so that participants can write on them without destroying them. ♦ Markers (one per participant, plus one for the facilitator) ♦ Flip chart ♦ Masking tape	As this training is heavily experiential you will want to begin to involve the participants as quickly as possible. Once everyone has arrived, begin the session as follows: *Hello everyone, and welcome to Beyond Basics: Evaluating Community-Based Programs. We are going to get started now. The first thing I'm going to do is hand each of you a puzzle piece and a marker.* Hand out the puzzle pieces and markers. Try to mix the colors of the puzzle pieces randomly throughout the room. *Now that you have received both the marker and the puzzle piece, I would like you to write the answers to three questions on the puzzle piece* (or the paper if there is paper attached to the puzzle pieces). Write the questions on the flip chart as you say them. *First, what is your name, second, what organization are you representing today and third, name one skill that is useful in evaluation that you already have right now.*

When it looks like everyone has finished, ask them to separate into groups based on the color of their puzzle pieces. Then have the groups put the puzzles together and give them a few minutes to discuss what is written on the puzzle pieces. Once discussions seem to be at an appropriate stopping point, ask people to turn toward the front of the room but to physically stay with their groups.

Looking at your own group's completed puzzle, I would like you to count how many unique skills your group has.

This will vary based on the number of people per group. For this example let's assume there are eight people in each group.

Does any group have eight different skills? If you do, raise your hands. What about seven? Do any groups have five or six different skills?

Keep going as necessary.

So most of you had a variety of different skills in your groups? Very good!

Refer to the group that had the most shared skills.

So what was the most common skill in your group?

Write whatever skill is named on a new piece of flip chart paper.

Would everyone who listed that skill, from any of the groups, please stand up. Now let's go around the room, and if you are standing up, please say your name and the agency you are representing. After you introduce yourself you can sit down.

Go around and do introductions until no one is standing.

Can someone else tell me what the most popular skill in their group was?

Write skill on flip chart.

Everyone with that skill stand up and introduce yourself.

Go around the room again and then repeat this procedure until everyone has introduced themselves.

Part of the instructions I gave you was to only write down only one skill on your puzzle piece. In all likelihood, many of you have more than one skill that would be available to us as an evaluation team. Does anyone want to tell us another skill that he or she has that is not already on this list?

Write skills on flip chart.

What about skills that we still need to learn? Can anyone think of skills that have not already been mentioned that we need to do evaluation?

Write skills on flip chart.

Wow! Look at this list of skills that we already have available to us in this room, before we even start training. What does looking at this list tell you? What are our strengths as a group? What does this say about conducting evaluations as a team?

Summary

One of the challenges of conducting program evaluation is the great diversity of skills required to evaluate a single program. Regardless of how much training you receive, it is difficult for anyone to be an expert at everything. Therefore, it should be very encouraging to know that there are other people who have skills that complement your skills, and by working in a team we can all benefit from each other's knowledge and abilities. We highly recommend working as a team to conduct evaluation whenever possible, so that all of us can benefit from each other.

Activity 2

TIME	MATERIALS	INSTRUCTIONS
5 minutes	♦ Handout A: Agenda	*Now that you have all introduced yourselves, I'd like to take a few minutes to introduce the training team and the topic areas that we will be covering.* Introduce the training team. *Seeing as there are so many skills associated with program evaluation, we unfortunately cannot cover them all. What we hope to do is provide you with some concrete skills and resources to take back to your communities to do effective program planning, evaluation, and reporting.* **(Handout A)** *The rest of the training will consist of 5 sessions. The first session will describe the 5-tiered approach to program evaluation and the activities that should go on throughout each of the five tiers. The second session will focus on some of the specific design issues that you will need to deal with when designing an outcome evaluation. The third session will show you the resources that are available through CYFERnet and other web sites to help you develop your evaluation. The fourth session will provide important information for people who are writing their own survey questions or using existing measures. And finally, we will end with a session on using and reporting of evaluation results.*

Activity 3

TIME	MATERIALS	INSTRUCTIONS
15 minutes	♦ Overhead 1: Session I Objectives ♦ Overhead 2: The Five-Tiered Approach to Program Evaluation ♦ Overhead 3: Tier One: Program Definition ♦ Overhead 4: Tier One: Program Definition ♦ Overhead 5: Tier Two: Accountability ♦ Overhead 6: Tier Three: Understanding and Refining ♦ Overhead 7: Tier Three: Understanding and Refining ♦ Overhead 8: Tier Four: Progress Toward Objectives ♦ Overhead 9: Tier Four: Progress Toward Objectives ♦ Overhead 10: Tier Five: Program Long-Term Outcomes ♦ Overhead 11: Tier Five: Program Long-Term Outcomes ♦ Handout B: Summary of Five-Tiered Approach to Program Evaluation	**(Overhead 1)** *We have already completed Objective 1. In the next 70 minutes, we will work on developing an understanding of the main points of the five-tiered approach to evaluation.* *As you probably already know, there are many different approaches that people can use to conduct program evaluations. The decisions that are made about which approach to use can have implications for every aspect of your evaluation. Over the next few (hours/days) we will be talking about conducting evaluations using Jacob's five-tiered approach. To make sure that we are all on the same page throughout the training, let's look at this approach and make sure we understand it and the purpose and tasks of each individual tier. If you have additional questions about this approach, more information is available in the Community Based Project Evaluation Guide, which can be found on the CYFERnet web site at http://ag.arizona.edu/fcr/fs/cyfar/evalgde.htm. This address can be found at the bottom of Handout B.* **(Overhead 2 & Handout B)** *As we discussed earlier, we all have skills and abilities that are useful in the evaluation process, therefore, working in a team is essential to having the best possible evaluation. Each member of the team will bring specific skills and will add to the overall process in a valuable way. The five-tiered approach to evaluation is sensitive to the need for a team approach. Each tier has a specific purpose and unique*

tasks. Handout B provides an overview of the five-tiered approach to evaluation. We will go over this approach together and then complete an activity.

The tasks of the first three tiers, Program Definition, Accountability, and Understanding and Refining are primarily concerned with process evaluation. The tasks of the fourth tier, Progress Toward Objectives, deal with short-term outcome evaluation, and the tasks of the fifth tier, Program Long-Term Outcomes, deal with long-term outcome evaluation. As you already know, each program develops differently, and so as you go through the process of evaluation, keep in mind that evaluation is a fluid, ongoing process. It is possible to work in two tiers simultaneously or move from later tiers back to earlier ones.

(Overheads 3 & 4) *The purpose of the first tier, Program Definition, is to document the need for a particular program in your community, use current research to justify the planned program relative to community needs and assets and define the planned program. The tasks associated with this involve working with stakeholders to assess the community needs and assets, review current research and clearly define the program vision, mission, goals, objectives and characteristics.*

(Overhead 5) *The purpose of the second tier, Accountability, is to examine if the program serves those it was intending to serve, in the manner that was proposed. The tasks associated with this involve identifying additional stakeholders and documenting in specific detail who participated in the program,* *what activities occurred as a part of the program and precisely how services were delivered.*

(Overheads 6 & 7) *The purpose of the third tier, Understanding and Refining, is to improve the program by providing feedback to all of the stakeholders. To be able to provide feedback, the evaluation team first needs information to report. Among the tasks included in this tier are the collection of satisfaction data, the comparison of the decisions made in Tier One with the data collected in Tier Two, and the identification of lessons learned and program strengths and weaknesses. Once the program strengths and weaknesses have been identified, it is often necessary to review current "best practices" and effective strategies to determine ways to refine the program.*

(Overheads 8 & 9) *Tier Four, Progress Toward Objectives, is where we begin to look at program effectiveness and specifically short-term outcomes. This is the place where many evaluators or evaluation teams want to start. Because of the emphasis that is often placed on outcome evaluation and the determination of program effectiveness, many of the tasks from these earlier tiers are skipped, making outcome evaluation much more difficult. We recommend going through the earlier tiers carefully and really working on refining the program rather than immediately trying to jump into outcome evaluation. Once the evaluation team is ready to begin looking at outcome evaluation, they will need to go back to the objectives that were defined in Tier One and sort them by long- or short-term outcomes. Then looking specifically at the short-term outcomes, the team begins selecting short-term outcome* *indicators and measures, deciding on design issues and data analysis and then finally reporting findings.*

(Overheads 10 & 11) *The purpose of Tier Five is to provide evidence that your program has made long-term improvements, is sustainable, is worthy of replication and can contribute to the professional literature. To do this, all of the tasks from Tier Four must be replicated focusing on the long-term outcomes. In addition to these tasks, the evaluation team should also work to provide evidence of program sustainability, identify program components worthy of replication and distribute the findings in an effort to expand the knowledge of the field and inform future programming efforts.*

Activity 4

TIME	MATERIALS	INSTRUCTIONS
55 minutes	♦ Handout C: Teen Pregnancy Prevention Program ♦ Flip chart, prepared as below. *(see drawing below)* ♦ Markers ♦ Masking tape	Prior to this activity, five pieces of flip chart paper should be prepared. Each piece should have a tier number and the name of that tier written across the top. Two columns underneath should be labeled “What should you do?” and “Why should you do it?” Each column should have numbers 1, 2 and 3 going down the side. (Refer to drawing under Materials.) *Now that we all know the purpose and tasks associated with each of the five tiers, let’s try to use this new information. First, I am going to give you an example of a program that will be used throughout this training as a way of applying some of the concepts that we have discussed.* (**Handout C)** *The program is a teen pregnancy prevention program. It is being conducted in six counties where the prevention of unintended pregnancy is a priority. The curriculum consists of six 45-minute sessions. Trained high school juniors and seniors teach each session during school hours to students in grades 4, 5 and 6. Each of the counties have already received school board approval, and participants must get parental consent prior to participating in the program. We are hoping that the majority of parents give consent, as our goal is to serve 300 students in ten classrooms. A half-time evaluator has been hired to coordinate the evaluation activities in all six counties.*

Tier 1: Program Definition	
What should you do?	Why should you do it?
1.	1.
2.	2.
3.	3.

*Now staying in your groups from Activity 1, I'd like you to use this program example and pretend that your group is an evaluation team that has been brought together to evaluate this program. I'm going to ask each group to take **one tier** of the five-tiered approach, and as a group answer the questions on your piece of flip chart paper. Each group will be asked to come up with three specific things that you would do as a part of the evaluation for your tier and then explain why you decided to do those things. It is understandable to want to do the entire evaluation, but each group should make an effort to only focus on their assigned tier. The program description in your handout is very vague and it was left that way on purpose. If you need any other information about the program to complete this task, feel free to make it up. The only details that your group is required to use are those that are on the handout.*

Assign each group one of the five tiers and give them the corresponding piece of flip chart paper.

Write down your answers on the flip chart paper provided and then in about 30 minutes, I will ask each group to give a report.

Circulate among groups to answer questions, clarify instructions, check progress. After 15, 20, and 25 minutes have elapsed, give an announcement of time left and how far along you think they should be in the discussion. Call time at 30 minutes.

It sounded like all of you were doing some very good work and I want to make sure that everyone gets a chance to hear about *it. So let's go around and hear what all of the groups came up with starting with Tier One.*

Continue in order of the tiers and attach the completed flip chart pages to the walls until all of the groups have reported.

Well, I want to congratulate all of you on your excellent work. If you could look around the room at the work that all of us have done, is there anything that jumps out at you? Does it seem like the five-tiered approach to evaluation would work? Why? Why not? Do all of these tiers seem to fit together well? What potential problems can you see based on the work we have done today? What are the strengths of using this approach? Are there any final comments or questions?

Summary

In the past two hours, we have learned about the advantage of using a team approach to evaluation. We have also talked about the five-tiered approach and done an activity to use what we learned.

I want to thank you all for your active participation and let you know that our next session will focus on some selected design issues.

Session II—Selected Design Issues

TOTAL SESSION TIME: 90 minutes

OBJECTIVE

- At the completion of Session II, participants will be able to apply concepts of program fidelity, dosage, pre- and post-measures, control/comparison groups, attrition and quality data collection to the design of a sample program evaluation

Activity 1

TIME	MATERIALS	INSTRUCTIONS
15 minutes	♦ Overhead 12: Session II Objective ♦ Overhead 13: Selected Design Issues in Program Evaluation ♦ Overhead 14: It Can Be Quick and Clean!!! ♦ Overhead 15: Assume that we want to show whether the program made a difference	*In the next ninety minutes we will focus on good program evaluation design.* **(Overhead 12)** *The objective is to learn to apply concepts of program fidelity, dosage, pre- and post-measures, control/ comparison groups, attrition and quality data collection to the design of program evaluations.* **(Overhead 13)** *Good evaluation design can be very simple or very comprehensive, depending upon your needs, the program, and audiences.* **(Overhead 14)** *It is quite possible to have a poorly designed evaluation that is very complicated, or to have a simple, quick, clean and good evaluation. Can you think of any examples of either type that you have seen or participated in?* Help participants determine a few examples of good and poor evaluations. Keep this discussion short and to the point. Try not to go off on tangents or discuss specifics at this point.

There is one common theme in all evaluations that we will take as a given.

(Overhead 15) *We will assume that the purpose of evaluation is to show whether or not the program made a difference. In the next 20 minutes or so we will explore six design concepts that will help us do quality evaluation.*

Activity 2

TIME	MATERIALS	INSTRUCTIONS
25 minutes (It is important to keep this session within the time allocated so there will be time to apply the principles and present the ideas in Activity 3. Keep the lecture and discussions brief.)	♦ Overhead 16: Question One ♦ Overhead 17: Example ♦ Overhead 18: Design Concepts ♦ Overhead 19: Question Two ♦ Overhead 20: Example ♦ Overhead 21: Design Concepts ♦ Overhead 22: Question Three ♦ Overhead 23: Example ♦ Overhead 24: Design Concepts ♦ Overhead 25: Question Four ♦ Overhead 26: Example ♦ Overhead 27: Design Concepts ♦ Overhead 28: Question Five ♦ Overhead 29: Example ♦ Overhead 30: Design Concepts ♦ Overhead 31: Question Six ♦ Overhead 32: Example ♦ Overhead 33: Design Concepts	**(Overhead 16)** *The first question is, "Is the program implemented as written?"* **(Overhead 17)** *For example, Preparing for the Drug Free Years is a 10-session parent education program with family meetings and practice sessions that need to be done by participants between each session. If we are evaluating this program at different sites and some decide to have five double sessions instead of ten single sessions, are we evaluating the outcomes of the same program across sites? Can we expect to replicate the results obtained elsewhere?* Allow time here for brief discussion. *This is a serious issue that must be discussed with the program staff and agreement reached regarding a good match between program development and evaluation planning.* **(Overhead 18)** *There is flexibility in program implementation as long as good communication takes place and everyone is aware of these* ***program fidelity*** *issues.* **(Overhead 19)** *The second design question is, "Did everyone fully participate in every session?"*

(Overhead 20) *What if some parents came once or twice, others a few times, some every time? What if some did the family meetings and practice while others did not? How would you account for this in the evaluation?*

Allow time for brief discussion of this problem. Encourage participants to talk about ways to add questions to the evaluation such that these issues could be addressed.

(Overhead 21) *You have had excellent suggestions on how to account for* ***dosage*** *issues in designing the evaluation.*

(Overhead 22) *The third question is, "Was there change over time and did it last?" If we want to see if the program made a difference, we need to know where people were before they started the program.*

(Overhead 23) *What did parents know before they started the program? Did they increase knowledge? Did they change their behavior? Was the change evident three months later? 12 months later? What are some of the challenges of this aspect of evaluation?*

Encourage brief discussion of problems such as hard-to-find participants for follow-up, cost of follow-up in staff time, staff focus on doing more programs—not following old ones, etc. Talk about the benefits to staff, participants, administrators and funders of conducting this follow-up at least once to determine program impact over time.

(Overhead 24) ***Pre/post/post measures*** *can help us learn about program effectiveness over time, provide needed feedback for program improvement, and justify continued funding and efforts. It doesn't have to be done with every session, but at least one good pre/post/post evaluation can be very helpful.*

(Overhead 25) *The fourth question is, "How do you know this program contributed to the change?" What if people changed as a result of growing older? What if everyone changed because of something reported in the media?*

(Overhead 26) *What if you found no pre-post change, but didn't know that over the same period family problems increased among those not in the program?*

(Overhead 27) *If you have no* ***control or comparison group****, you will not be able to determine that the program contributed to the change. How might you build a comparison into your evaluation?*

Encourage brief discussion of ways to plan for control or comparison groups and how to assign either individuals, schools, classrooms, or others to such groups.

(Overhead 28) *The fifth question is, "What if you lose track of a lot of people in the program or comparison group?"*

(Overhead 29) *For example, if many people in the comparison group move away or disappear, those who remain may be the* *most stable families and bias your results. What are the implications for evaluation planning?*

Encourage brief discussion of this problem and suggest ways to give incentives for people to stay in the evaluation data collection and at a minimum ways to be able to describe who left and how they differ on important characteristics.

(Overhead 30) ***Attrition*** *is a problem faced by most evaluations and we can do some things to keep it at a minimum or at least explain how it may bias our results.*

(Overhead 31) *The last question is, "How do you know your evaluation information or data are good?"*

(Overhead 32) *What if the program coordinator is great with parents and gets them to come, to talk, to practice at home, but she sees all this record keeping and data collection as taking away from valuable program time?*

(Overhead 33) *How can you insure consistent,* ***quality data*** *collection and management?*

Encourage brief discussion of training, feedback, use of results in program improvement, etc.

Here is a quick review of all six selected design concepts:
program fidelity
dosage
pre/post/post measures

control/comparison groups
attrition
data quality

We will keep these in mind and use them in the next activity.

Activity 3

TIME	MATERIALS	INSTRUCTIONS
50 minutes	♦ Overhead 34: Case Example ♦ Handout D: Case Example: Selected Design Concepts ♦ Flip charts ♦ Markers ♦ Masking tape	**(Overhead 34)** *This activity requires us to get into groups of six. Each person in the group must take responsibility for one design concept. Among yourselves, please divide up the six design concepts.* **(Handout D)** *Please read the case example and consider your assigned design issue. As a group discuss where each concept is addressed, the strengths and how it could be improved. Make brief notes on the flip chart so you can present your summary to the total group. You have 30 minutes to work in your groups which means about five minutes for discussion of each concept.* Circulate among groups to answer questions, clarify instructions, check progress. When 15, 20, and 25 minutes have passed, make an announcement of time left and how far along you think they should be in the discussion. Call time at 30 minutes. *I heard some good discussion as I went from group to group. We have about 20 minutes to hear the results of your work. Let's start with the issue of program fidelity and hear from this group first, followed by each group's report on any other perspectives or different ideas about program fidelity.* Go through all six concepts in this manner. To use time wisely, ask each group to report only new ideas about the topic. Start

the discussion of each of the six concepts with a different group so one group does not do all the reporting.

Thank you for all your insight into these issues. As you develop programs and evaluation plans, I hope that this information will be useful to you and your teams. Are there any final comments or questions?

Lead a short summary discussion of the six elements, looking for common themes or threads in their reports. Ask for any lingering questions or comments.

Thank you for your active participation. Our next session will focus on specific indicators and measures.

Session III—Indicators and Measures: Using the Web as a Resource

TOTAL SESSION TIME: 60 minutes

OBJECTIVES

At the completion of Session III, participants will:

- Understand how to select appropriate evaluation measures based upon the relationship between measures and program outcomes
- Be able to use the web and other web-based resources to aid in finding appropriate evaluation measures

IMPORTANT—READ BEFORE BEGINNING SESSION III

Session III contains very valuable information for planning and conducting evaluations. However, before you begin this session, there is a great deal of preparation required.

It is very important that you familiarize yourself with the CYFERnet Evaluation resources prior to conducting the training. We recommend that you sit at a computer and read through this session at least once. You must also make sure that you have access to all equipment necessary. If you cannot get access to this equipment, you should skip this session of the training.

During this exercise, make sure the session remains interactive. Before clicking on a link, give everyone enough time to look at the entire page and all its possible links.

Activity 1

TIME	MATERIALS	INSTRUCTIONS
10 minutes	♦ Overhead 35: Session III Objectives ♦ Computer or lab with necessary downloaded files or Internet access (see Preparation—Arranging for Computer Access under Instructions) ♦ Multimedia Projector	**Preparation—Arranging for Computer Access** Because this session focuses on how to use CYFERnet and other Internet resources as tools in selecting appropriate evaluation measures, it would be best to conduct this session in a computer lab. All the participants would sit at their own computers with Internet access (or share computers, depending on the size of the lab and the size of the group) where they themselves could navigate the Internet as you instruct them. You would conduct the session using your own computer that has the ability to project to the front of the room.

However, if a computer lab is not available, you could conduct this session using just one computer. It is necessary that this computer have the ability to project, using a multimedia projector, onto a screen that all the participants can see.

Ideally, you should also arrange for the computer to have a live link to the Internet for this session. That way you will be able to lead the participants to any link on CYFERnet as well as any other web sites.

If arrangements for a live link to the Internet cannot be made, you can still conduct this session. You would then have to download all the necessary links and save them in a file (since we use Netscape we save ours as a Netscape Hypertext document) on the computer you would be using. It is very important to download <u>all possible links</u> that you anticipate using in your session. At the very least, be sure to download:

CYFERnet Homepage
http://www.cyfernet.org

EVALUATION Homepage
http://twosocks.ces.ncsu.edu/cyfdb/browse_2.php?search=Evaluation

APPLYING EVALUATION TOOLS TO YOUR PROGRAM
http://twosocks.ces.ncsu.edu/cyfdb/browse_3.php?cat_id=200&category_name=Applying+Evaluation+Tools+to+Your+Program&search=Evaluation&search_type=browse

All of the files corresponding to the links listed under the heading Applying Evaluation Tools to Your Program (Adapting Evaluation Measures for Hard to Reach Audiences, Alternative Methods for Collecting Evaluation Data, Collaboration and Evaluation, etc.) should be downloaded.

You will be using the four National Outcome Workgroup sites in this session so it will be necessary to download all of the files corresponding to the links on each of these sites. For example, for the Youth National Outcome Workgroup, you will need to download:

EVALUATING THE NATIONAL OUTCOMES—YOUTH
http://ag.arizona.edu/fcr/fs/nowg/ythindexintro.html
DEVELOPMENT OF SOCIAL COMPETENCIES IN YOUTH
http://ag.arizona.edu/fcr/fs/nowg/sc_youth.html
SOCIAL COMPETENCE—INTRODUCTION
http://ag.arizona.edu/fcr/fs/nowg/social_comp.html
SOCIAL COMPETENCE—RESOURCES
http://ag.arizona.edu/fcr/fs/nowg/socialcomp_res.html
SOCIAL COMPETENCE—MEASURES
http://ag.arizona.edu/fcr/fs/nowg/socialcomp_meas.html
SOCIAL COMPETENCE—BIBLIOGRAPHIES
http://ag.arizona.edu/fcr/fs/nowg/socialcomp_bibs.html

On the Development of Social Competencies in Youth page, you should download all of the files corresponding to the links associated with each of the outcome areas listed, just as you did for Social Competence. So for Relationships, Conflict Resolution, Decision Making, Social Responsibility, Communication, Goal Setting, Problem Solving, Social and Environmental Navigation, and Valuing Diversity, you need to download the corresponding Introduction, Resources, Measures, and Bibliographies files.

On the Evaluating the National Outcomes—Youth page (the Youth National Outcome Workgroup homepage), you should follow the same process for downloading the links from Reduction of Risk Behaviors in Youth as you did for Development of Social Competencies in Youth.

You should follow the same process for downloading the links from the Evaluating the National Outcomes—Children (Children National Outcome Workgroup), Evaluating the National Outcomes—Community (Community National Outcome Workgroup), and Evaluating the National Outcomes—Parent/Family (Parent/Family National Outcome Workgroup) as you did for the Evaluating the National Outcomes—Youth (Youth National Outcome Workgroup). Since you will be having the groups come up with outcomes it is important that you have all the links and corresponding files downloaded from all four of the National Outcome Workgroup pages.

In addition to all the CYFERnet links, you should download links to other websites that offer more general information that is useful for evaluation. For example, these are some of the links we have used:

Buros Institute of Mental Measures at http://www.unl.edu/buros

Centers for Disease Control and Prevention at
http://www.cdc.gov
Community Health Status Indicators Project at
http://www.communityhealth.hrsa.gov
Federal Interagency Forum on Child and Family Statistics at
http://www.childstats.gov
National Center for Health Statistics at
http://www.cdc.gov/nchs
U.S. Census Bureau at
http://www.census.gov

However, because the Internet is always changing, you should make sure that these links still exist and see if there are more recent links that might be useful. Make hard copies of the homepage of each of the web sites for distribution to each participant.

Introduction

(Overhead 35) *This session focuses on how to use CYFERnet and other Internet resources as tools in selecting appropriate evaluation measures. In order to use these resources better, it is important to understand the critical linkage between measures and outcomes, which is the first topic we will address in this session. Then we will look at CYFERnet evaluation for help in finding appropriate measures.*

Selecting Appropriate Measures—Short Lecture

When doing evaluation, one of the important questions we aim to answer is, "What evidence do we need to show progress toward our short-term outcomes?"

Evidence of change can come in many forms. These could be existing data like school records or census information. Evidence could also be observed behavior or interactions. It could also be a paper and pencil questionnaire that asks a set of relevant questions. Or, it could be a standardized test or products such as portfolios or posters. It is important to understand that for any outcome, there are multiple kinds of evidence you can collect to show change.

The kind of evidence you collect should be based on the needs of your program, and research and practice around your outcome areas. With some programs the short-term outcomes and related measures are obvious. For example, a parenting skills program might be designed to increase parents' knowledge about child development. To measure this, we would simply use a pre- and post-test measure both before and after the program. This measure would assess the change in knowledge about child development from before to after the program.

Now let's think about the example that we talked about earlier. In this case, it might not be as obvious what we should measure. As you remember, this pregnancy prevention program targeted 4th, 5th and 6th grade students. Few or no pregnancies would be expected at the end of the program, so what would we want to measure in terms of short-term outcomes?

Encourage participants to discuss this example. Also allow for discussion of the use of indicators that measure something other than the intended outcome area.

In general, effective measures are credible, practical, useful for program improvements and reporting, and clear about what they measure. So for the teen pregnancy prevention program example, we need to think about what areas would change as a result of the program. This is where you can go to the CYFERnet web site for a lot of very useful information.

Activity 2

TIME	MATERIALS	INSTRUCTIONS
50 minutes	♦ Handout E: CYFERnet Evaluation: Applying Evaluation Tools to Your Program web page, found at http://twosocks.ces.ncsu.edu/cyfdb/browse_3.php?cat_id=200&category_name=Applying+Evaluation+Tools+to+Your+Program&search=Evaluation&search_type=browse (Web page should be printed for participants.) ♦ Handout F: List of Links to Home Pages for Web Sites Containing General Useful Information for Evaluation.	**(Handout E)** *Now I'd like you to divide into four groups depending on what area you do the most work in—child, youth, parent/family, or community.* Direct each group to a different area of the room. *We need to make sure that each of the four groups is about the same size*. Ask participants to voluntarily move to different groups if they are not all approximately the same size. *Now I'd like each of the groups to come up with one outcome in your area that you want to measure. Remember to choose an outcome that is measurable. You'll have five minutes to do this. Each group should then be ready to share their outcomes with everyone.* After five minutes, ask one of the groups to share the outcome that they chose. At this point, you will lead everyone through an example of how to locate resources on CYFERnet that are related to the chosen outcome. For example, the Youth Group may have chosen decision making as their outcome. Following is a guide for how you might lead this interactive discussion. *So, the Youth Group chose decision making as its outcome.*

Let's see if CYFERnet can help us out with any resources related to decision making. First we need to go to the CYFERnet homepage.

Bring up the CYFERnet homepage (http://www.cyfernet.org) on the screen.

One of the best ways to find resources related to measurable outcomes is to go to the Tools section at the top of the page and click on Evaluation.

Go to the Tools section on the top of the page and click on Evaluation.

Now we see a list of Evaluation Resources to choose from. Which one of these resources do you think we should choose? If you thought Applying Evaluation Tools to Your Program, you and I were thinking the same thing! Let's see what we've got when we click here.

Click on Applying Evaluation Tools to Your Program.

Remember that we're looking for an outcome related to youth. Which one of these resources deals with Youth outcomes?

Scroll down the list of resources until you get to Evaluating the National Outcomes—Youth.

Look at what we have here. Evaluating the National Outcomes—Youth. That looks like it might help us. Let's click on it.

Click on Evaluating the National Outcomes - Youth.

Here we are at the Youth National Outcome Workgroup Evaluation Resource site. You can see now that we have two possible links to click on—Development of Social Competencies in Youth and Reduction of Risk Behaviors in Youth. We're trying to find resources related to decision making, so which one of these two do you think we should click on? That's right, since decision making is considered to be a competency it would be logical to click on Development of Social Competencies in Youth.

Click on Development of Social Competencies in Youth.

As you can see there are links to ten social competencies. And decision making happens to be one of them. Great! Let's see what there is when we click on it.

Click on Decision Making.

You'll notice that this first page contains an Introduction to Decision Making which includes Related Elements. Reading this will give you a good overview of what decision making is. As you scroll down you can see that there is also a Summary and then References, which may also be of interest to you. At the bottom of the page there are three possible links—Resources, Measures, and Bibliographies. First, let's look at Resources.

Click on Resources.

Here we have two links listed that contain further information on decision making. If you wanted even more information on the construct of decision making you could check these out. There are also two journals listed that are related to decision making. Now let's go to the Measures link and see what we can find.

Click on Measures.

The Measures page lists a lot of information on various measures of decision making. It's really useful because it has all kinds of information about each measure. First it has the name of the measure, then the authors, date, an instrument description, where the instrument is available, a literature reference, the cost for purchasing the instrument, the intended audiences, the subtests (or subscales) of the instrument, the psychometric properties, and the advantages/disadvantages for the instrument. With all of this information available you can really make an informed choice about which one of these instruments might fit your needs. Now let's look at the last link—Bibliographies.

Click on Bibliographies.

This page contains a list of articles, books, and book chapters on decision making. For each reference listed, there is a short paragraph summarizing the article, book, or chapter. This page groups the bibliographies by topic area. For example, there are articles on theories/models of decision making, decision making strategies/styles, legal contexts, family influences/processes, and many more.

Do not be concerned if a group comes up with an outcome that is not easily found on the National Outcome Workgroup pages. You could try doing a search of CYFERnet if you have access to a live link. If the search does not produce any helpful results, you may just have to explain that even though CYFERnet contains a great deal of useful information, there are certain outcomes not covered on CYFERnet. This is the reality of any web site and is an important point to make.

If time permits, repeat this exercise using the outcomes from the other groups.

During this entire exercise, make sure that the session remains interactive. Before clicking on a link, give everyone enough time to look at the entire page and all of its possible links. Remember that even though you may be very familiar with CYFERnet, this may be the first time the participants have used it. Your job is to guide everyone through CYFERnet so that they will understand how to use it for guidance when they are looking for evaluation measures. This group activity will help participants feel confident in their own abilities to navigate CYFERnet.

Hopefully this exercise has given you some good practice using CYFERnet to help you when you're trying to determine what evaluation measures to use. As you've seen, it's really important that you're clear on what program outcomes you're interested in measuring. Once you've determined your program outcomes, then CYFERnet can be a great resource.

Other Useful Web Sites for Evaluators

There are many other web sites in addition to CYFERnet that are useful when doing evaluation. We're going to go over just a few of them and see how they might be able to help us in our evaluation work.

(Handout F) *Handout F contains a list of some of the web sites that I have found to be useful in my own work. Some of these sites like the U.S. Census Bureau and the CDC are quite well-known. There are other sites listed that are not as well-known and that you might not be aware of. The purpose of this exercise is to introduce you to these sites so that you'll have some web resources in addition to CYFERnet to help you in your work. The great thing about these sites is that they contain a lot of useful general information that you'll be able to use in all aspects of your work, not only when you're doing evaluation.*

Now you will lead everyone through a "tour" of these web sites. Following is an example of how you might do this. Remember, you can explore as many web sites as you want. This is simply a guide showing you one way to lead this interactive exercise.

First, let's take a look at the U.S. Census Bureau web site.

Bring up http://www.census.gov on the screen for everyone to see.

Here we have the web site for the U.S. Census Bureau. This is a great place to go to for statistics. There are many different ways to find information on this site. One way is by searching this site alphabetically by subject.

Point out the Subjects A to Z search on the left side of the page.

Simply click on the first letter of the subject you are interested in and it will give you a list of topics beginning with that letter. Another way to find information is to search by state or county.

Point out the State and County Quick Facts graphic at the right side of the page. If you have a live link you can ask the participants to choose a county to look up. If you don't, then you will need to choose ahead of time and download the links necessary to complete this activity.

Just click on the arrow, scroll down to the state you are looking for, and click on that state. Now let's try actually searching this site. Let's say that we want to find out about the ethnicity of people in your community. One way to do it is to go to the State and County Quick Facts, and select your county. What county should we look up today?

Click on the arrow next to the State and County Quick Facts graphic. Select the state chosen by the group and then click Go.

Here it shows facts about the population of the state in the left column compared to the population of the entire U.S. in the right column. So as we scroll down, we can see how this state compares ethnically to the rest of the U.S. Let's say we need to get more specific than state level. You may remember that at the top of this page, there's a place to search by county. And if you don't know the county, you can search by place, meaning by zip code, city or town. Let's search for the county we selected earlier.

Go to the top of the page. Click on the arrow next to Select a county. Select (click on) the county chosen by the group and then click on Go.

Here we have facts about the population of the county in the left column compared to the population of the entire state in the right column. Look at all of this useful information. If you ever needed to report on the ethnicity of the participants in one of your programs, you could use this data for comparison purposes. For example, you could compare the ethnicity of your participants to that which is reported for your county, state, or the entire U.S.

If you have a live link you may choose to continue to explore this site. Ask the participants what topics they would like information on and lead them through further searches. Or you may choose to lead the group through some of the other sites listed on the handout, using a similar interactive format to the one you used for the U.S. Census site. If time permits, ask the group to share what sites they have used and found to be helpful in their own work.

When discussing each of the web sites, be sure to point out specific ways they could be useful to evaluators. Ask participants what they notice about each of the web sites. What is their reaction? What jumps out at them? If you have used any of the web sites in your own work, share with the participants how you have used them. What did you find useful? Not useful? Ask participants if they have used any of the web sites in their work. What was useful? Not useful? Ask participants how they *might* use these web sites in their own work. Again, this discussion should be very interactive. Encourage comments and questions from the group. Be sure to become familiar with all of the web sites prior to the session.

Summary

Before we end this session, are there any other questions or comments from anyone? In this session we were dealing with existing measures that others have already developed. We looked at various web sites to find resources that could be helpful to us in our work. Sometimes existing measures may not be appropriate for the program you're evaluating. So, in certain cases, you may want to develop new measures to use in your evaluation or you may need to critically assess the design of existing evaluation measures. This is what we're going to talk about in the next session—Developing and Critiquing Evaluation Measures.

Session IV—Developing and Critiquing Evaluation Measures

TOTAL SESSION TIME: 60 minutes

OBJECTIVES

At the completion of Session IV, participants will:

- Be able to construct survey questions and response scales with precision and appropriateness to be used for program evaluation
- Be able to critically examine existing measures for appropriateness for program evaluation

Activity 1

TIME	MATERIALS	INSTRUCTIONS
40 minutes	♦ Overhead 36: Session IV Objectives ♦ Overhead 37: Specify Elements of the Program to be Measured ♦ Overhead 38: Determine Item Types to be Used ♦ Overhead 39: Example of Open-Ended ♦ Overhead 40: Example of Partially Open-Ended ♦ Overhead 41: Example of a Closed-Ended Checklist ♦ Overhead 42: Example of Closed-Ended Responses ♦ Overhead 43: Example of a Rating/Likert Scale ♦ Overhead 44: Item Construction ♦ Overhead 45: Example of a "Double-Barreled" Question ♦ Overhead 46: Example of Time Frame ♦ Overhead 47: Constructing Response Scales ♦ Overhead 48: Examples of Balanced Responses ♦ Overhead 49: Examples of Numeric Scales ♦ Overhead 50: Example of Middle Position ♦ Overhead 51: Example of Biased Response Scale ♦ Overhead 52: Arranging Items ♦ Overhead 53: Directions for Respondents ♦ Handout G: Developing a Survey to Evaluate the Teen Pregnancy Prevention Program ♦ Flip chart ♦ Markers ♦ Masking tape	**<u>Introduction</u>** **(Overhead 36)** *This next session will help you learn useful ways to construct your own surveys or critically examine existing surveys that you may want to use in the evaluation of your program. In the next hour, we will reviewsome common pitfalls in survey construction and strategies for avoiding them. To do this in a way that is more meaningful to you, I am going to ask you to come up with some of your own survey questions and possible responses. At the conclusion of this session, we will apply what we have learned by critiquing an existing measure to see if we can identify what works and what needs improvement on that survey.* Divide participants into groups of three to five people (depending on number of participants). **(Handout G)** Hand out sample program description to each group and two flip chart pages, markers, and two pieces of masking tape to hang paper on wall.

Now, each group should take no more than ten minutes to read the description of the program and develop survey questions on any aspect of the program. Each group may develop as many or as few questions as you wish within the ten-minute timeframe.

Let participants know when there are just a couple minutes left to the group exercise. Have each group tape flip chart paper to nearest wall or display it in whatever manner is convenient. This guided discussion will help participants process the information from the exercise.

Let's take a look at the surveys you designed. First, what aspects of the program did you decide to evaluate?

(Overhead 37) *An important first step in developing a survey is to determine the purpose of the evaluation and what it is you want to measure!*

What did your group decide to focus on in its evaluation of the program?

Refer to the list of elements on Overhead 37.

What patterns do you notice in the surveys we've developed? What types of questions did we ask? How did we phrase the items (they may not be questions at all)?

Encourage participants to consider what elements of the program they focused on, such as content (knowledge, attitudes, behaviors), facilitator, materials, location, or demographics.

(Overhead 38) *There are many different ways in which items on a survey can be phrased. Another step in the survey development process is to determine what type of data we want to receive back from those completing the survey. We should consider what information will be helpful to us and how the data will be entered and analyzed.*

Here are some examples of the different types of survey items.

(Overheads 39-40) *Open-ended questions allow respondents free rein to respond in any manner they wish. You may choose to use open-ended questions when you are unsure of what the responses might be or you wish to allow respondents to comment freely. Do not expect to achieve consensus with open-ended questions.*

(Overheads 41-42) *Closed-ended responses provide a choice to respondents such as a checklist.*

Refer to examples on overheads.

(Overhead 43) *Likert-type scales and rating scales provide for more quantitative precision in responses.*

Ask participants to point out survey items they've developed that illustrate the different types listed on the overhead. Other types might also be mentioned.

(Overhead 44) *Here are some tips on item construction.*

Refer to tips provided on overhead.

How do our questions/items fit within these guidelines for constructing items? What wording would work better?

(Overheads 45-46) *Here are some examples of "pitfalls" in wording.*

There is often a temptation to try to fit in as much as we can into our surveys. The result may be a confused respondent and ambiguous findings.

Refer to the examples on the overhead.

(Overhead 47) *The next step is to create response scales that correspond with our questions or statements. What can we say about the response scales we have developed? How could we do them differently? How do our survey-response sets fit within these guidelines?*

Here are some examples of response sets.

(Overhead 48) *Let's discuss the importance of having a balanced response scale. One advantage may be the avoidance of response bias and confusion. Why would that be?*

(Overhead 49) *A second point to note is that research on survey completion has found using numeric equivalents or nondescript lines in place of wo rds such as "very good" and "very poor" take on a meaning separate and distinct from the words they are meant to* *represent. Even the distance between words might influence the selection of the respondent, so care must be taken to balance the placement of the words.*

(Overhead 50) *Third, responses placed in the middle should clearly be "neutral" in meaning and should only be used when a neutral position is necessary. A "no opinion" response option can be set to the side. This is better than instructing respondents to skip items for which they have no opinion because those can get confused with those they miss in error. Fourth, providing 4 to 7 response choices is adequate. Even number responses do not allow for a middle position.*

(Overhead 51) *Finally, some response scales can be grossly slanted in one direction or another and will not allow the respondent to provide a genuine response.*

(Overhead 52) *One of the last steps is to consider the layout of the survey. As with other materials written for public consumption, it is important to make the survey attractive and not overwhelming to the respondent. Questions that change in format or content may confuse respondents and may cause them to lose interest in completing the survey. There is some disagreement about this next point, but many experts agree that the demographic questions should go up towards the beginning of the survey. Length of survey will depend on type, population, and purpose, but as a general rule, it is best to keep it as short as possible.*

(Overhead 53) *Finally, here are some tips on how to inform respondents about the purpose of the survey, how to complete it,* *and what to do once it is completed. First, include a brief explanation of the purpose of the questionnaire. Second, include a clear explanation of how to complete the questionnaire. Third, include directions about where to send the completed questionnaire. Fourth, note any conditions of confidentiality.*

Activity 2

TIME

20 minutes

MATERIALS

- Handout H: Sample Survey
- Flip chart
- Markers
- Masking tape

INSTRUCTIONS

(Handout H) Divide participants into groups of three to five people (depending on number of participants). Hand out a sample survey to each participant.

I would like each group to take no more than 10 minutes to read the sample survey and critique it based on the guidelines we have gone over during the session. What do you like about the way the survey is constructed? What are some of the features that you would change? What suggestions do you have for improving this survey?

Another way this can be done is for participants to be instructed in advance to bring a survey they have designed (along with enough copies for small group and an overhead slide of the survey). Groups might then critique their own surveys.

Summary

During this session, we learned a few useful ways to construct our own surveys and how to critically examine existing surveys we may want to use in an actual program evaluation. What are some of the common pitfalls we need to be aware of?

Have participants call out answers informally.

Can you think of ways you will be able to apply these lessons in your work?

Solicit responses from group.

Are there any final thoughts anyone would like to add before concluding this session? Thank you.

In the next session, we will be discussing data analysis and reporting.

Session V—Using and Reporting Evaluation Results

TOTAL SESSION TIME: 2 hours

OBJECTIVES

At the completion of Session V, participants will:

- Know how to prepare their data for analysis
- Understand reasons for reporting evaluation findings
- Know where to go to learn more about analysis and reporting
- Know about the uses of evaluation findings

Activity 1

TIME	MATERIALS	INSTRUCTIONS
30 minutes	♦ Overhead 54: Session V Objectives ♦ Overhead 55: Overview ♦ Overhead 56: Two Types of Data ♦ Overhead 57: Entering Data ♦ Overhead 58: Codebook ♦ Overhead 59: Codebook Example ♦ Overhead 60: Entering Data ♦ Overhead 61: Example ♦ Overhead 62: Ways to Examine Findings ♦ Handout I: Codebook ♦ Handout J: Resources on Analyzing Data and Reporting Findings	*Welcome to Session V—Using and Reporting Evaluation Results* **(Overhead 54)** *Here are our objectives for Session V.* Read the overhead aloud. **(Overhead 55)** *The topics we're going to cover include:* ♦ *Data entry,* ♦ *Ways to examine findings,* ♦ *Audiences for reporting,* ♦ *Reasons for reporting,* ♦ *Tips for successful reporting, and* ♦ *Using evaluation results.* **Data Entry—Short Lecture** **(Overhead 56)** *There are two types of data: quantitative and qualitative. Quantitative refers to data in the form of numbers. Most commonly, it is data collected from closed-ended questions on surveys, administrative records, activity logs,*

interviews, and records of observations. Qualitative refers to data in the form of words. It is data collected from open-ended questions on surveys, interviews, focus groups, observation, portfolios and chart reviews. Most of you have probably done qualitative analysis many times as you've looked at written comments from participants or recorded verbal comments. We're not going to cover that here. Instead we're going to focus on quantitative data analysis.

(Overhead 57) *Data entry involves transferring the data from questionnaires, observer rating forms, case record abstraction sheets, and other documents to either a computer or a new form that helps you summarize the data.*

Prior to actually entering the data, you should create a codebook.

(Overhead 58) *A codebook serves as a reference for the names of variables (the survey items), their descriptions, range of responses, and column positions. You can develop a table in a word processing program to display this information as seen in the next overhead.*

(Overhead 59) *Here is an example of a codebook done in a word processing program using Table format.*

(Handout I) Hand out two survey pages labeled "Codebook."

Here is another example of a codebook. All of the information is written directly on the survey. This is often an easy way to *create a codebook. It can be very helpful for the person doing data entry because it looks just like the survey. When there is a question about which value to enter, he or she can turn to the correct page of the codebook in survey format and quickly see what value to enter. If using a codebook in table format, the person entering data will need to know the variable name for the item in question and then look up that name in the codebook to see what value should be entered.*

Data entry does not necessarily need to involve computers, although they usually will make data analysis easier. If you anticipate having a small sample size (about 30), performing a hand tabulation of the data would be manageable. However, if you have a spreadsheet program (e.g., Excel or QuattroPro) or a data analysis program (such as SPSS) that lets you enter data directly, we recommend using it. Entering data into a spreadsheet may save time in the long run. When checking the data to ensure that it was entered correctly, you will be able to look at a specific number entered for a respondent rather than having to repeat the hand tabulation and compare it to the first one. Additionally, the spreadsheet program can produce descriptive information to save you from having to count tally marks. Having the data in a spreadsheet file will also make comparisons between past and future surveys easier.

(Overhead 60) *Data should be entered into a spreadsheet with one column for each question and one row for each participant. Then, a number corresponding to the participant's response is entered into the relevant cell.*

(Overhead 61) *Here's an example of what such a spreadsheet file would look like. The first column contains each participant's ID number—a number unique to each individual. You can see how the codebook helps out here. The second column is for gender (1=male; 2=female). The third column is for grade (1=7th grade; 2=8th grade; 3=other). The fourth column is for ethnicity (6=Hispanic; 7=Asian; 8=White; 9=other). Columns five through eight are responses to different survey questions. For each of these questions, 1=strongly disagree; 2=disagree; 3=not sure; 4=agree; and 5=strongly agree.*

When conducting data analysis, it is important to determine how you want to examine your findings. In general, what are some things you would like to know from evaluations that you are doing?

Encourage responses…describe participants, change from pre- to post-test, etc.

Great! Those are all interesting issues to examine in your evaluations. All of your comments are included in the next slide I'm going to show you.

Ways to Examine Findings—Short Lecture

(Overhead 62) *I'm going to talk about five ways to examine findings.*

- *One way is to simply describe the program and its participants.*
- *Another way is to assess changes from pre- to post-test.*

Or to learn where a program is being effective and where it needs to improve, you can look at outcome findings. You can:

- *Compare outcomes for different participants. By determining what characteristics relate to specific outcomes, it may help program staff target specific groups or help them find more effective strategies for participants not experiencing the desired outcomes.*
- *Compare outcomes for different delivery methods. You can look at variations in the type and intensity of service to see if different strategies lead to different outcomes.*
- *Compare outcomes to those from previous years. These comparisons show how program improvement impacts program outcomes. But, be sure to keep track of outside influences that could have an effect, such as the economy, events that bring public attention to problems the program addresses, and variations in the program's funding levels.*

(Measuring Program Outcomes: A Practical Approach, 1996).

People are often scared by terms such as "data analysis" and "statistical significance." Because there is such a range of abilities in this room, we will not go into data analysis at this time. However, I will provide you with a resource list containing references to more detailed discussions of statistics and software for analysis that can be purchased or even downloaded for free in some cases.

Data analysis is another example which highlights the value of a team approach to evaluation – there may be other members on your team that know a great deal about statistics or you may be able to contact someone at your university for additional help.

(Handout J) Hand out list of resources titled, "Resources on Analyzing Data and Reporting Findings."

You can use a software program dedicated to data analysis, such as SPSS, SAS, or another program downloaded from the Internet, or you can even use a spreadsheet program such as Microsoft Excel. There are also some references to software programs on the list of resources.

Activity 2

TIME	MATERIALS	INSTRUCTIONS
20 minutes	♦ Overhead 63: Audiences for Reporting ♦ Overhead 64: Audiences for Reporting ♦ Overhead 65: Reasons for Reporting ♦ Overhead 66: Reasons for Reporting ♦ Overhead 67: Tips for Successful Reporting ♦ Overhead 68: Sample Figures ♦ Overhead 69: Tips for Successful Reporting	**Reasons for Reporting Evaluation Findings—Short Lecture** *"One characteristic that distinguishes evaluation from research is the responsibility that evaluators have to provide useful information to stakeholders and other audiences who have an interest in the planning, implementation, and findings of the evaluation study"* (Torres, Preskill & Piontek, 1996, p. 65). *Most evaluations have many stakeholders and audiences. Can you think of some possible audiences for reporting your findings?* Encourage responses. *Great! To summarize what you've said,* **(Overhead 63)** *Audiences may include persons who:* ♦ *Sponsor the evaluation,* ♦ *Will make decisions using the results,* ♦ *Are in the group from whom evaluation data is being collected,* ♦ *Are planning or creating the program,* **(Overhead 64)** ♦ *Are implementing the program,* ♦ *Are interested in the program (whether for or against it),* ♦ *Have a right to the results (e.g., legislators, taxpayers, parents), and* ♦ *Might be impacted by the results.* (Torres et al, 1996).

Evaluation results will have different meanings for different people even if answering the same evaluation question. Let's move on to some of the reasons for reporting findings.

What are some reasons for sharing your findings?

Encourage responses.

The reasons for reporting will vary by audience needs. As you've mentioned, some of these reasons include:

(Overhead 65)

- *Demonstrate accountability,*
- *Convince others that the program met its objectives and was worthwhile,*
- *Identify reasons for success or failure and provide ideas for the future,*
- *Document the program characteristics so others can learn from the successes/failures,*

(Overhead 66)

- *Create greater interest in the program,*
- *Gain support for the program,*
- *Promote understanding about the program, and*
- *Aid in decision making.*

(Torres et al., 1996).

Now that we've talked about the audiences and reasons for reporting, let's move on to some tips for successful reporting.

(Overhead 67) *At the bottom of this slide is a reference to a book that does a good job of describing how to communicate* *and report evaluation findings. The tips here are discussed in detail in this book.*

- *Write in a clear, jargon-free style.*
- *Use tables and figures to make information more understandable. Visual information, such as tables and figures, can be effective in communicating evaluation findings. Tables and figures allow audiences to quickly absorb a large quantity of data in a limited space and/or time. Visual representations reveal patterns, trends, and relationships that may not be obvious in the text. Audiences are more likely to discuss results presented in tables and figures because the information can be more easily understood. There is a lengthy presentation on when and how to use different tables and figures to make information more understandable in the book.*
- *Use the same tables and charts each reporting period to help track changes over time.*

(Overhead 68) *Here are three examples of different types of figures that you can use to visually represent data.*

(Overhead 69)

- *Communicate negative findings within an organizational learning context. Engage the audiences by discussing both the things that went well and those that need work. This can lead to an action plan that addresses both positive and negative results.*
- *Integrate qualitative and quantitative data. Many people like to see numbers, but the addition of qualitative findings, such*

as quotes, can make the data seem more alive and personal.

- *Develop recommendations for specific action.*

(Torres et al., 1996).

Any questions?

Now we're going to do an activity to practice what we've gone over so far.

Activity 3

TIME	MATERIALS	INSTRUCTIONS
50 minutes	♦ Overhead 70: Activity ♦ Handout K: Sample Data ♦ Handout L: Newsletter ♦ Six pieces of flip chart paper (one per group) ♦ Masking tape ♦ At least six thick markers (at least one per group)	**Presenting Evaluation Findings—Activity** **(Overhead 70 & Handout K)** *The purpose of this activity is to prepare a report for a specific audience using the sample data provided. Each group will be reporting findings for a different audience. On a flip chart page, you're going to list five main points to report to your audience and how you'll present them (e.g., text, tables, charts). You'll have 20 minutes to lay out the report and then we'll take 20 minutes for all the groups to report back. Any questions?* (Answer questions.) *Then let's get started!* Have participants count off from one to six and then get into groups by number. Write one audience type on each piece of flip chart paper and pass them out to the groups (one flip chart page per group). The six audiences are: program staff; funder; school; parents; youth program participants; and policymakers. When all groups have finished preparing their reports, have each group post its flip chart page on a wall and present its report. This guided discussion will help participants process the information from the activity. *Take a look at the six different reports on the wall. What do you see? Does anything jump out at you?*

Encourage comments that are very objective and concrete, such as the number of tables or headings, the amount of text, etc.

Do you have any reaction to what you see? Any surprises?

Encourage comments that are reactive and express feelings, not interpretive.

What is this activity about? What is significant about this information? What does it mean?

Encourage comments about the value and meaning of applying the information about the need to report findings differently for different audiences.

How does this information influence your work with your project?

After participants have commented, add this short piece of information, building on comments that others have made:

Recall that we discussed earlier how questions addressed in an evaluation will have different meanings for different people and that different users will want different information. This activity shows why it is important to consider different forms of communication for different audiences.

(Handout L) *Before we move on there is one more report that I would like to show you. This is an example of a report that could be given back to communities following the Teen Pregnancy*

Prevention Program. As you are writing reports in the future perhaps this could be helpful to you.

Thank you for participating in this activity and thinking with me about what it all means.

Activity 4

TIME	MATERIALS	INSTRUCTIONS
20 minutes	♦ Overhead 71: Using Results Externally ♦ Overhead 72: Using Results Externally ♦ Overhead 73: Using Results Internally ♦ Overhead 74: Where to Modify	*Findings demonstrate the program's value and role in your community. So now that we've talked about presenting results, how can you actually use those results beyond just sharing them?* Allow time for brief discussion. **(Overhead 71)** *You can use your findings externally with others to:* ♦ *Promote the program to potential participants,* ♦ *Increase understanding of your organization's work,* ♦ *Identify potential collaborators,* **(Overhead 72)** ♦ *Build your organization's visibility and enhance its public image in the community,* ♦ *Use in grant applications or funding requests,* ♦ *Recruit staff and volunteers, and* ♦ *Share knowledge about effective strategies.* *Findings also represent feedback on how well the program is doing. You can use results internally to:* **(Overhead 73)** ♦ *Identify strengths, aspects, or achievements to celebrate, such as effective strategies.* ♦ *Identify areas needing attention or improvement*

(e.g., staff/volunteer training; technical assistance needs; program improvement needs).

- *Help clarify issues and/or build consensus. There are several examples of this. First, you can use your results internally to help clarify understanding of the program's purpose. Second, results can help staff set policies based on a clear understanding of program aims. Third, results can help build shared meaning and understanding among staff.*
- *Provide direction and aid in decision making in terms of annual and long-range planning; budgeting and justifying resource allocations.*
- *Support staff and organizational development. Positive results give staff a boost, while negative findings focus staff attention on areas needing improvement. Sharing results helps staff feel invested. It also increases their skill and capacity in the evaluation process. For example, they learn about identifying problems, reflecting, setting criteria, collecting, analyzing and interpreting data, and debating and determining alternative solutions.*

(Community Group Member Survey: Using the Results, 1998; W. K. Kellogg Foundation Evaluation Handbook, 1998; Torres et al. 1996).

Part of using your results internally is to identify areas needing attention or improvement. Some of the areas where you may need to make modifications to enhance success include:

(Overhead 74)

- *Program content,*
- *Program audience,*
- *Delivery method,*
- *Organizational structure and procedures,*
- *Program staff, or*
- *Evaluation design. Recall the discussion in Session II of this training where the evaluation results showed that the treatment group had not changed from pre- to post-test. Your first thought would be that the program had no effect. However, when the treatment group was compared to the control group and the control group's scores looked worse from pre- to post-test, it became clear that the program did have an effect. This example shows why you may need to change your evaluation design.*

Thank participants for their active involvement. Ask if there are any final questions or comments. Then provide a recap of what was covered during Session V.

Summary

Let's review what we covered in this session. We've talked about data entry, resources to learn more about analysis, ways to examine your evaluation findings, audiences for reporting your findings, reasons for reporting, and using your evaluation results. I hope that the information presented, the discussions, and the activity have helped you to feel more comfortable about interpreting and using your evaluation findings!

Summary and Recap

Thank participants for their active involvement. Ask if there are any final questions or comments. Then provide a recap of what was covered during the training.

In Session I, we talked about the skills needed to conduct evaluation and discovered the importance of a team approach. We also learned more about the five-tiered approach to program evaluation. In Session II, we discussed design issues and how these issues can affect our understanding of evaluation results. In Session III, we learned about the relationship of indicators to outcomes and examined some examples of web-based resources that can help you to conduct evaluation. In Session IV, we learned how to develop and critique survey measures. And in the final session, we talked about using data to report evaluation findings.

We hope this training provided you with some practical evaluation concepts and skills that you will be able to apply to your work on your projects. If you have any further questions, please contact us.

References

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Session I Objectives

Participants will:

- Develop an appreciation for the skills already available within the group
- Develop an understanding of the main points of the five-tiered approach to evaluation

The Five-Tiered Approach to Program Evaluation

- Tier One: Program Definition
- Tier Two: Accountability
- Tier Three: Understanding and Refining
- Tier Four: Progress Toward Objectives
- Tier Five: Program Long-Term Outcomes

Based on Jacobs' (1988) Five-Tiered Approach to Program Evaluation

Tier One: Program Definition

Purpose

- Document the need for a particular program in a community
- Use literature to justify planned program relative to community needs and assets
- Define planned program

Based on Jacobs' (1988) Five-Tiered Approach to Program Evaluation

Tier One: Program Definition

Tasks

- Work with stakeholders to assess community needs and assets
- Review pertinent literature base
- Describe program vision, mission, goals, objectives and characteristics

Based on Jacobs' (1988) Five-Tiered Approach to Program Evaluation

Tier Two: Accountability

Purpose

- Examine if the program serves those it was intended to, in the manner proposed

Tasks

- Identify stakeholders
- Document program participants, activities and how services are delivered

Based on Jacobs' (1988) Five-Tiered Approach to Program Evaluation

Tier Three: Understanding and Refining

Purpose

- Improve program by providing information to program staff, participants and other stakeholders

Based on Jacobs' (1988) Five-Tiered Approach to Program Evaluation

Tier Three: Understanding and Refining

Tasks

- Gather program satisfaction data
- Examine the fit between data collected in Tiers 1 and 2
- Examine process data and identify lessons learned
- Identify program strengths and weaknesses
- Revisit literature

Based on Jacobs' (1988) Five-Tiered Approach to Program Evaluation

Tier Four: Progress Toward Objectives

Purpose

- Document program effectiveness and short-term outcomes

Based on Jacobs' (1988) Five-Tiered Approach to Program Evaluation

Tier Four: Progress Toward Objectives

Tasks

- Sort objectives by short-term outcomes and long-term outcomes
- Select short-term outcome indicators and identify measures
- Decide on design issues and data analysis
- Report findings

Based on Jacobs' (1988) Five-Tiered Approach to Program Evaluation

Tier Five:
Program Long-Term Outcomes

Purpose

- Demonstrate long-term improvements in quality of life of children, youth, families and communities
- Demonstrate program sustainability
- Suggest program models worthy of replication
- Contribute to Extension's ability to serve children, youth, families and communities at risk and to the professional literature

Based on Jacobs' (1988) Five-Tiered Approach to Program Evaluation

Tier Five: Program Long-Term Outcomes

Tasks

- Plan to document long-term outcomes
- Provide evidence of program sustainability
- Identify program components worthy of replication
- Distribute findings of long-term outcomes

Based on Jacobs' (1988) Five-Tiered Approach to Program Evaluation

Session II Objective

- Participants will be able to apply concepts of:
  - Program fidelity
  - Dosage
  - Pre- and post-measures
  - Control/comparison groups
  - Attrition
  - Quality data collection

  to the design of a sample program evaluation

Selected Design Issues in Program Evaluation

- Good design can be as simple or as comprehensive as you need

It Can Be Quick and Clean!!!

- It can also be complicated and poor quality

Assume that we want to show whether the program made a difference

Question One

- Is the program implemented as written?

Example

- Preparing for the Drug Free Years (PDFY) is a ten-session parent education program with family practice times between each session

Design Concepts

- Program fidelity

Question Two

- Did everyone fully participate in every session?

Example

- Did some parents come once or twice, others a few times, some every time? Did they do the family practice?

Design Concepts

- Program fidelity
- Dosage

Question Three

- Was there change over time and did it last?

Example

- What did parents know or do before they started the program? Did they increase knowledge or change their behavior? Was the change evident 3 months later? 12 months later?

Design Concepts

- Program fidelity
- Dosage
- Pre/post/post measures

Question Four

- How do you know this program contributed to the change?

Example

- You found no change
- BUT you didn't know that over the same period family problems increased among those not in the program

Design Concepts

- Program fidelity
- Dosage
- Pre/post/post measures
- Control/comparison groups

Question Five

- What if you lose track of a lot of people in the program or comparison group?

Example

- Many people in the comparison group move
- Those who remain may be the most stable families

Design Concepts

- Program fidelity
- Dosage
- Pre/post/post measures
- Control/comparison groups
- Attrition

Question Six

- How do you know your evaluation information (data) is good?

Example

- The program coordinator is great with parents—gets them to come, to talk, to practice at home
- BUT, she sees all this record keeping as taking away from valuable time

Design Concepts

- Program fidelity
- Dosage
- Pre/post/post measures
- Control/comparison groups
- Attrition
- Data quality

Case Example

- In groups of 6
- Each person take responsibility for one design concept
- Read case, discuss & record on flip chart each concept in terms of:
  - Is it addressed? Where?
  - What are the strengths?
  - What could be improved?

Session III Objectives

Participants will:

- Understand how to select appropriate evaluation measures based upon the relationship between measures and program outcomes
- Be able to use the web and other web-based resources to aid in finding appropriate evaluation measures

Session IV Objectives

Participants will:

- Be able to construct survey questions and response scales with precision and appropriateness to be used for program evaluation
- Be able to critically examine existing measures for appropriateness for program evaluation

Specify Elements of the Program to be Measured

- Program as a whole
- Program facilitator
- Location, learning environment
- Activities
- Skills learned, attitudes changed, behaviors changed

Determine Item Types to be Used

- Open-ended / Partially open-ended
- Closed-ended
- Likert scales
- Rating scales

Example of Open-Ended

Please describe what it meant to you to have a teen leader as part of the TPP program:

____

____

____

____

Example of Partially Open-Ended

Select the ONE major group that best describes you:

__ Navajo
__ Hopi
__ Tohono O'Odham
__ Apache
__ Other Native American Indian
__ Black/African-American
__ Hispanic/Mexican-American
__ Asian
__ White/Anglo/Caucasian
__ Other (Please describe)__________

Example of a Closed-Ended Checklist

Circle all of the following behaviors that you have done. (Circle all that apply.)

Held hands with someone of the opposite sex

Put your arms around someone of the opposite sex who is not in your family

Hugged and kissed someone of the opposite sex who is not in your family

Been touched in a sexual manner above the waist

Been touched in a sexual manner below the waist

Example of Closed-Ended Responses

How often do you get into trouble at school?

__ Never

__ Once or twice ever

__ A couple of times a year

__ About once a month

__ About once a week or more

Example of a Rating/Likert Scale

How helpful was the material?

Very Helpful	Somewhat Helpful	Somewhat Not Helpful	Not Very Helpful

Item Construction

- Keep each item short.
  - Use simple sentence structures.
- Use appropriate language for age-group and culture.
- Ask only one question.
  - Avoid “double-barreled” questions.
- Be specific about time frame.
- Match response scale to question.
- Make sure item is grammatically correct.

Example of a "Double-Barreled" Question

- How important is it to follow your parents' values and example concerning your sexual behavior?

___ Not at all important

___ Somewhat important

___ Very important

Example of Time Frame

Poor example:

- Within the past day, have you experienced any of the following...

Better example:

- Within the past 24 hours (or since this time yesterday) have you experienced any of the following...

Constructing Response Scales

- Balanced
- Non-numeric
- Use middle position when valid
  “No Opinion” is NOT neutral
- 4 to 7 points with positive on left
- Avoid positive/negative bias

Examples of Balanced Responses

- Balance all responses (equal positive and negative values)
- Endorsement (Definitely True...Definitely False)
- Frequency (Always...Never)
- Intensity (Severe...Mild)
- Influence (Big Problem...No Problem)
- Comparison (Much more than others...Much less than others)

Examples of Numeric Scales

1. Please rate the usefulness of the handouts:

Not useful at all 0-------------------10 Very useful

2. Please rate the quality of the handouts:

Very Good	Good	Poor	Very Poor
1	2	3	4

Example of Middle Position

Please rate the quality of the handouts:

Very Good	Good	Don't Know	Poor	Very Poor

- Use neutral response category only if valid
- "No Opinion" or "Don't Know" are actually NOT neutral responses
- Better to use "Neither Agree nor Disagree" or "Neither Good nor Poor"

Example of Biased Response Scale

How would you rate this workshop?

Excellent	Very Good	Good	Fair	Poor

One might interpret these choices with the following valances:

+	+	+	+/-	-

Arranging Items

- Pleasing to the eye (lots of white space)
- Makes sense—group related questions together
- Put demographics up front
- Using skip patterns—be sure to provide clear instructions
- Length of survey—as short as possible

Directions for Respondents

- Include a brief explanation of the purpose of the questionnaire
- Include a clear explanation of how to complete the questionnaire
- Include directions about where to send the completed questionnaire
- Note any conditions of confidentiality

Session V Objectives

Participants will:

- Know how to prepare their data for analysis
- Understand reasons for reporting evaluation findings
- Know where to go to learn more about analysis and reporting
- Know about the uses of evaluation findings

Overview

- Data entry
- Ways to examine findings
- Audiences for reporting
- Reasons for reporting
- Tips for successful reporting
- Using evaluation results

Two Types of Data

- Quantitative = numbers
  - Data collected from closed-ended questions
- Qualitative = words
  - Data collected from open-ended questions

Entering Data

- Transferring data from questionnaires, observer rating forms, case record abstraction sheets, and other documents to a computer or a new form that helps you summarize it

Codebook

- Serves as a reference for the names of variables (the survey items), their descriptions, range of responses, and column positions

Codebook Example

Item No.	Variable Name (or Survey Item)	Variable Label (or Description)	Value Labels (or Range of Responses)	Position (or Column Numbers)
	ID	participant ID number		1
1	gender	gender	1 = male 2 = female	2
2	grade	grade in school	1 = 5th grade 2 = 6th grade	3
etc.				etc.
12	Q12p	I feel comfortable discussing sex with my parents/guardians.	1 = strongly disagree 2 = disagree 3 = not sure 4 = agree 5 = strongly agree	28

Entering Data

- Enter into a spreadsheet with one column for each question and one row for each participant
- A number corresponding to the participant's response is entered into the relevant cell

Example

I D	GENDER	GRADE	ETHNI CI T	Q2 5	Q3 5	Q3 6	Q3 7
101	2	2	6	1	4	3	4
102	2	2	6	1	5	4	5
104	2	2	9	1	5	3	5
105	1	2	6	1	3	5	5
106	1	2	6	1	5	5	5
108	2	2	6	1	5	4	5
109	1	2	8	3	4	4	4
110	1	2	8	1	5	5	5
111	2	2	6	1	5	5	5

Ways to Examine Findings

- Describe the program and its participants
- Assess changes from pre- to post-test
- Compare outcomes for different participants
- Compare outcomes for different delivery methods
- Compare outcomes to those from previous years

(Measuring Program Outcomes: A Practical Approach, 1996).

Audiences for Reporting

Persons who:

- Sponsor the evaluation
- Will make decisions using the results
- Are in the group from whom evaluation data is being collected
- Are planning or creating the program

Audiences for Reporting

Persons who:

- Are implementing the program
- Are interested in the program
- Have a right to the results
- Might be impacted by the results

(Torres et al, 1996).

Reasons for Reporting

- Demonstrate accountability
- Convince others that the program met its objectives
- Identify reasons for success or failure and provide ideas for the future
- Document the program characteristics

Reasons for Reporting

- Create greater interest
- Gain support
- Promote understanding
- Aid in decision making

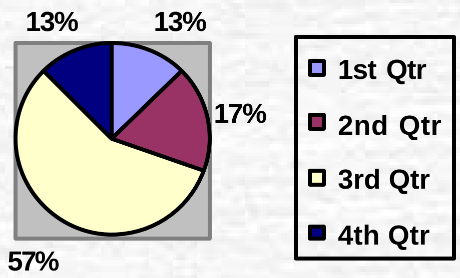
(Torres et al, 1996).

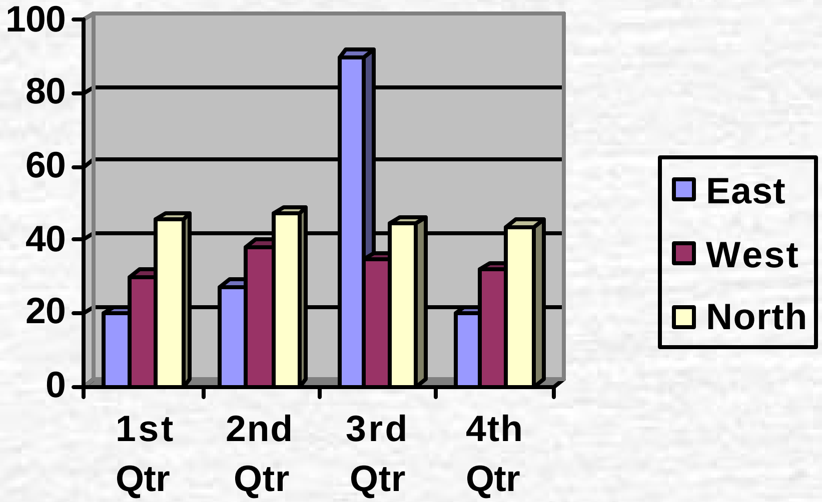
Tips for Successful Reporting

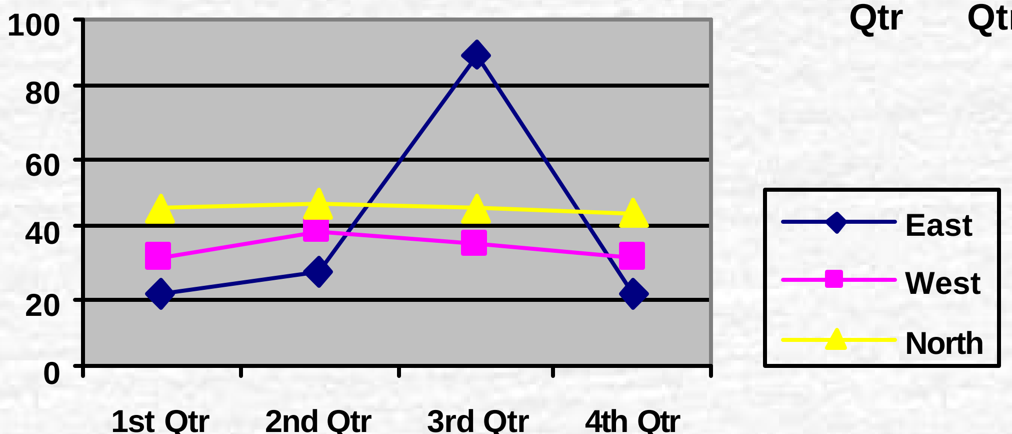
- Write in a clear, jargon-free style
- Use tables and figures to make information more understandable
- Use the same tables and charts each reporting period to help track changes over time

*Torres, R. T., Preskill, H. S., & Piontek, M. E. (1996). Evaluation strategies for communicating and reporting: Enhancing learning in organizations. Thousand Oaks, CA: Sage Publications.

Sample Figures







Tips for Successful Reporting

- Communicate negative findings within an organizational learning context
- Integrate qualitative and quantitative data
- Develop recommendations for specific action

(Torres et al, 1996).

Activity

- Purpose—prepare a report for a specific audience
- On a flip chart page, list five main points to report to your audience and sketch out how you'll present them (text, tables, charts, etc.)

Using Results Externally

- Promote the program to potential participants
- Increase understanding of your organization's work
- Identify potential collaborators

Using Results Externally

- Build visibility and enhance public image
- Use in grant applications or funding requests
- Recruit staff and volunteers
- Share knowledge about effective strategies

Using Results Internally

- Identify areas to celebrate
- Identify areas needing attention or improvement
- Help clarify issues and/or build consensus
- Provide direction, aid in decision making
- Support staff and organizational development

(Community Group Member Survey: Using the Results, 1998; W. K. Kellogg Foundation Evaluation Handbook, 1998; Torres et al. 1996).

Where to Modify

- Program content
- Program audience
- Delivery method
- Organizational structure and procedures
- Program staff
- Evaluation design

Agenda

Beyond Basics:
Evaluating Community-Based Programs

Session I—Introduction and Overview

Objective 1: Participants will develop an appreciation for the skills already available within the group

Objective 2: Participants will develop an understanding of the main points of the five-tiered approach to evaluation

Session II—Selected Design Issues

Objective: Participants will be able to apply concepts of program fidelity, dosage, pre- and post-measures, control/comparison groups, attrition and quality data collection to the design of a sample program evaluation

Session III—Indicators and Measures: Using the Web as a Resource

Objective 1: Participants will understand how to select appropriate evaluation measures based upon the relationship between measures and program outcomes

Objective 2: Participants will be able to use the web and other web-based resources to aid in finding appropriate evaluation measures

Session IV—Developing and Critiquing Evaluation Measures

Objective 1: Participants will be able to construct survey questions and response scales with precision and appropriateness to be used for program evaluation

Objective 2: Participants will be able to critically examine existing measures for appropriateness for program evaluation

Session V—Using and Reporting Evaluation Results

Objective 1: Participants will know how to prepare their data for analysis

Objective 2: Participants will understand reasons for reporting evaluation findings

Objective 3: Participants will know where to go to learn more about analysis and reporting

Objective 4: Participants will know about the uses of evaluation findings

Summary Of Five-Tiered Approach To Program Evaluation

Tier	Purpose	Tasks
Tier 1: Program Definition	Document need for a particular program in a community	Work with stakeholders to assess community needs and assets
	Use literature to justify planned program relative to community needs and assets	Review pertinent literature base
	Define planned program	Describe program vision, mission, goals, objectives and characteristics
Tier 2: Accountability	Examine if program serves those it was intended to in the manner proposed	Identify stakeholders
		Document program participants, activities, and how services are delivered
Tier 3: Understanding and Refining	Improve program by providing information to program staff, participants & other stakeholders	Gather program satisfaction data
		Examine the fit between data collected in Tiers 1 and 2
		Examine process data and identify lessons learned
		Identify program strengths & weaknesses
		Revisit literature
Tier 4: Progress Toward Objectives	Document program effectiveness and short-term outcomes	Sort objectives by short-term outcomes and long-term outcomes
		Select short-term outcome indicators and identify measures
		Decide on design issues & data analysis
		Report findings
Tier 5: Program Long-Term Outcome	Demonstrate long-term improvements in quality of life of children, youth, families & communities	Plan to document long-term outcomes
	Demonstrate program sustainability	Provide evidence of program sustainability
	Suggest program models worthy of replication	Identify program components worthy of replication
	Contribute to Extension's ability to serve children, youth, families & communities at risk and to the professional literature	Distribute findings of long-term outcomes

Based on Jacobs' (1988) Five-Tiered Approach to Program Evaluation

Callor, S., Betts, S., Carter, R., Marczak, M., Peterson, D., & Richmond, L. (2000). *Community-Based Project Evaluation Guide.* Tucson, Arizona: The University of Arizona, Institute for Children, Youth and Families. Retrieved from http://ag.arizona.edu/fcr/fs/cyfar/evalgde.htm

Teen Pregnancy Prevention Program

- The program is being conducted in six counties, where the prevention of unintended pregnancy is a priority
- The curriculum consists of six 45-minute sessions
- The sessions are taught in school
- The program is taught by trained high school juniors and seniors to children in grades 4, 5, and 6
- School board permission has been obtained in each site
- Parent permission is required to participate
- We are hoping the majority of parents give permission
- The goal is to serve 300 students in ten classrooms
- A half-time evaluator has been hired to coordinate the evaluation activities in all six counties
- Assume or make up any other information that you need

Case Example:

Selected Design Concepts

One state was funded to conduct a specific teen pregnancy prevention program in six counties. The curriculum included six classroom sessions of 45 minutes each and was designed to be taught by high school juniors and seniors to children in grades 4, 5 and 6. Written parent permission was required to participate in the program and a separate parent signature was required to participate in the evaluation.

In three counties, high school teens were recruited and trained at a 4-day retreat and then received weekly coaching and feedback sessions. In two counties, the school nurse taught the classes, and in one county, the high school students in the peer mediation class taught it. Because transportation to the elementary school was a problem for the high school students in one county, the curriculum was delivered in three double sessions. Confidentiality rules prohibited any names on evaluation instruments and teachers could not share attendance records. However, code numbers were assigned to each student and put on their evaluation papers. Only the school office had the list, which matched names and numbers so confidentiality was maintained.

A pre-test of knowledge and attitudes was given to every 4th, 5th and 6th grade class. Then classes were randomly assigned to get the program this year or not. Post-tests were given to both sets of classes when the curriculum was completed and again three and six months later. Code numbers were matched to look at individual change in knowledge and attitude over time between those who had the program and those who did not. In two counties, because of seasonal labor, 60% of those who took the pre-test were not present for post-tests 1 and 2. In another county, 38% of the children who had permission to be in the program did not have permission to participate in the evaluation.

Finally, there was a fire drill on the day of post-test 1 in one school and the students had only ten minutes to do the evaluation that usually takes 30 minutes. In another school where the nurse was teaching, she spent the time allotted for post-tests 1 and 2 on “booster” sessions and said she knew the curriculum worked so there was no need to “test.”

CYFERnet Evaluation: Applying Evaluation Tools to Your Program web page

CYFERnet
Children, Youth and Families Education and Research Network

Practical Research-based Information

Child
Youth
Parent and Family
Community
Just for Kids

Tools
Community Project Profiles | Technology
Program Support | Evaluation
Professionals Database | Advanced Search

Search

Applying Evaluation Tools to Your Program
[30] resources found.

Evaluation

- Adapting Evaluation Measures for Hard to Reach Audiences LG&E
  Author: Earthman, Erik; Richmond, Lucinda S.; Peterson, Donna J.; Marczak, Mary S.
  Publisher: University of Arizona (10-1999)
  Description: We are frequently unable to obtain evaluation information from participants with limited English or low literacy skills young children, and people from non-majority cultures, together they represent the 'hard to reach' audiences of evaluation. This bulletin provides practical guidelines for program evaluators working with 'hard to reach' audiences. More
- Alternative Methods for Collecting Evaluation Data LG&E
  Publisher: University of Arizona
  Description: Collection of documents discussing the use of non-traditional methods for the collection of evaluation data. Topics covered include, focus groups, cost analysis, portfolio assessment, qualitative interviews, and existing records. More
- Collaboration and Evaluation LG&E
  Author: Betts, Sherry; Marczak, Mary S.; Marek, Lydia I.; Peterson, Donna J.
  Publisher: The University of Arizona (March 1999)
  Description: This is the first issue of our evaluation bulletin. It focuses on collaboration and how to apply the evaluation results to community based programs. More
- Community-Based Project Evaluation Guide LG&E
  Author: Callor, Suzanne; Betts, Sherry; Carter, Ruth; Marczak, Mary
  Publisher: The University of Arizona (2001)
  Description: The Guide, formerly called the State Strengthening Evaluation Guide, has been revised and updated to reflect changes within the CYFAR Program and CYFERnet. The revised edition includes various web sites to assist users in evaluation of their community-based programs. In addition, a new evaluation template has been incorporated. More

Web site available at:
http://twosocks.ces.ncsu.edu/cyfdb/browse_3.php?cat_id=200&category_name=Applying+Evaluation+Tools+to+Your+Program&search=Evaluation&search_type=browse

List of Links to Home Pages for Web Sites Containing General Useful Information for Evaluation

Some Other Selected Examples include:

U.S. Census Bureau	www.census.gov/
Centers for Disease Control and Prevention	www.cdc.gov/
National Center for Health Statistics	www.cdc.gov/nchs
Federal Interagency Forum on Child and Family Statistics	www.childstats.gov/
Community Health Status Indicators Project	www.communityhealth.hrsa.gov/
Buros Institute of Mental Measures	www.unl.edu/buros

These links represent selected examples you may wish to use. Because the Internet is always changing, however, you should see if there are more recent links that might be useful.

Developing a Survey to Evaluate the Teen Pregnancy Prevention Program

Instructions

Read the description of the Teen Pregnancy Prevention (TPP) program and decide what aspect of the program you wish to evaluate. Develop a survey that assesses any aspect of the TPP program your group wishes, from location and materials to attitudes and behaviors. Survey items may be in any format you deem appropriate. If more information is needed, feel free to make things up.

Teen Pregnancy Prevention Program for Young Adolescents

The Teen Pregnancy Prevention program is a skills-based, decision-making curriculum that provides young people with science-based, factual information. The main purpose of the program is to instill in teens both the capacity and the motivation to resist societal and peer pressures to become sexually active. By providing adolescents with the knowledge of their physical and cognitive development, they will be better able to understand and make informed decisions about their sexual involvement.

This program is designed to be administered to students of middle school age over five sessions: four one-hour sessions conducted either daily or weekly, and a fifth one-hour session held three months later to act as a reinforcement of the previous sessions. One of the main objectives of the TPP program is to alter what adolescents might consider to be normative sexual behavior, by emphasizing a supportive environment for those who choose to abstain from sexual involvement, and encouraging others to examine abstinence as a viable option.

This program is intended to be experiential by involving students in brainstorming activities, group discussions, and role-playing exercises that enable students to think about and practice resistance skills. Students will gain not only the ability to say “no,” but also the understanding of why saying “no” is the appropriate choice to make.

The TPP program sessions are lead by trained youth and adult facilitators. The importance of having youth and adults as partners in presenting the TPP material is twofold. First, student participants in the program respond well to the delivery of information from those close in age to themselves. Second, youth facilitators gain from their positive contribution to their community.

Sample Survey

To answer each of the following questions, please place a check mark on the line next to your response.

1. Are you male (a boy) or female (a girl)?

   __ Male
   __ Female

2. Select the ONE major group that best describes you:

   __ Navajo
   __ Hopi
   __ Tohono O'Odham
   __ Apache
   __ Other Native American Indian
   __ Black/African American
   __ Hispanic/Mexican American
   __ Asian
   __ White/Anglo/Caucasian
   __ Other (Please describe.) ______________________________

3. How old are you?

   __ 10 or younger
   __ 11 years old
   __ 12 Years old
   __ 13 years old
   __ 14 years old

4. What is your current grade in school?

   __ 6^{th} grade
   __ 7^{th} grade
   __ 8^{th} grade

5. Circle the number between 1 and 5 that best matches your answer. Answer both a and b.

		Not at All	A Little	Some	A Lot	Always
a.	I speak a language other than English	1	2	3	4	5
b.	I speak English	1	2	3	4	5

Codebook

1. I am…

a. Male o 1

b. Female o 2

gender

2. I am currently in the…

a. 5th grade o 1

b. 6th grade o 2

c. Other _____________ o 3

grade

3. The ethnic group that best describes me is:

ethnicit

missing = 0

a. Navajo o 1

b. Hopi o 2

c. Tohono O'Odham o 3

d. Apache o 4

e. Other Native American Indian o 5

f. Hispanic / Mexican American o 6

g. Black / African American o 7

h. Asian o 8

i. White / Anglo / Caucasian o 9

j. Other (please describe) _____________________ o 10

		5 STRONGLY AGREE	4 AGREE	3 NOT SURE	2 DISAGREE	1 STRONGLY DISAGREE
4.	I think kids my age should wait until they are older to have sex. Q4	O	O	O	O	O
5.	My **parents/guardians** think kids my age should wait until they are older to have sex. Q5	O	O	O	O	O
6.	My **friends** think kids my age should wait until they are older to have sex. Q6	O	O	O	O	O
7.	Most people who are very important to me think I should wait to have sex until I am older. Q7	O	O	O	O	O
8.	If someone asked me about sex, I would tell him/her to wait to have sex until he/she is older. Q8	O	O	O	O	O
9.	Having sex is just a normal part of teenage dating (going out). Q9	O	O	O	O	O
10.	Having sex while you are a teenager will make you feel important or grownup. Q10	O	O	O	O	O
11.	Having sex when you are a teenager would be a way to be popular. Q11	O	O	O	O	O

Resources on Analyzing Data and Reporting Findings

http://www.freenet.tlh.fl.us/~polland/qbook.html – Essentials of Survey Research And Analysis: A Workbook for Community Researchers – Developed in 1998 by Dr. Ronald Jay Polland for the Adolescent Pregnancy Prevention Grant, Duval County Health Department

- Lesson 8 focuses on developing a coding scheme to reduce data into quantifiable terms
- Lesson 10 focuses on creating a database and entering data
- Lesson 11 focuses on data checking and quality control
- Lesson 12 focuses on data analysis
- Lesson 13 focuses on reporting and presenting results

http://www.deakin.edu.au/~agoodman/sci101/index.html – SCI101: Introduction to Data Collection and Analysis – Developed by Albert Goodman in the School of Computing and Mathematics at Deakin University

- Chapter 10 is called "Data Summarization" and focuses on data analysis
- Chapter 12 focuses on graphical data presentation

http://cf.uwex.edu/ces/pubs/pdf/G3658_6.PDF – Analyzing Quantitative Data – Developed by Ellen Taylor-Powell at University of Wisconsin Cooperative Extension (Publication G3658-6)

http://www.statsoft.com/textbook/stathome.html – StatSoft, Inc. (2001). Electronic Statistics Textbook. Tulsa, OK: StatSoft – begins with an overview of elementary concepts and continues with a more in-depth exploration of specific areas of statistics, organized by "modules", accessible by buttons, representing classes of analytic techniques. A glossary of statistical terms and a list of references for further study are included.

http://www.statistics.com/content/javastat.html – The web pages listed here comprise a powerful, conveniently_accessible, multi_platform statistical software package. There are also links to online statistics books, tutorials, downloadable software, and related resources. All of these resources are freely accessible, once you can get onto the Internet.

http://www.spss.com – SPSS is a statistical analysis software program that can be purchased at this website. If you are affiliated with a university that uses this softward, check to see if you could purchase a site license.

http://trochim.human.cornell.edu/selstat/ssstart.htm – "Selecting Statistics" by Bill Trochim (Cornell). This is an interactive set of web pages to help you select the right kind of analysis to perform on your data. It asks you a simple series of questions about your data (how many variables, etc.), then makes recommendations about the best test to perform.

http://www.stat.sc.edu/webstat/ – WebStat 2.0 is a software program that has a full range of basic data analysis procedures. It runs through your browser, so you don't have to download and install it on your computer.

Sirkin, R. M. (1999). Statistics for the social sciences. Sage Publications.

Kanji, G. K. (1999). 100 statistical tests. Sage Publications.

Wright, D. B. (1996). Understanding statistics: An introduction for the social sciences. Sage Publications.

Kachigan, S. K. (1986). Statistical analysis: An interdisciplinary introduction to univariate & multivariate methods. Published by Radius Press.

Kachigan, S. K. (1991). Multivariate statistical analysis: A conceptual introduction. Published by Radius Press.

Patterson, L. (1997). Teach yourself Microsoft Excel in 24 hours. Published by Sams Publishing.

Middleton, M. R. (1999). Data analysis using Microsoft Excel: Updated for Office 97. Published by Duxbury.

Levine, D. M., Berenson, M. L., & Stephan, D. (1999). Statistics for managers using Microsoft Excel. Textbook published by Prentice Hall.

Torres, R. T., Preskill, H. S., & Piontek, M. E. (1996). Evaluation strategies for communicating and reporting: Enhancing learning in organizations. Thousand Oaks, CA: Sage Publications.
-Chapter 4 is titled "Issues and Challenges in Developing Communicating and Reporting Strategies"
-Chapter 5 is titled "Communicating and Reporting Formats"

http://oerl.sri.com/reports/reports.html – Online Evaluation Resource Library (OERL) is composed of plans, instruments, and reports that have been used to conduct evaluations of projects funded by the Directorate for Education and Human Resources (EHR) of the National Science Foundation (NSF). In addition to report examples, it describes standards for judging a report.

Measuring program outcomes: A practical approach. (1996). Published by the United Way of America. – Discusses outcome measurement, selecting indicators, data analysis, reporting and using findings.

Sample Data

VARIABLE	RESPONSES	PRETEST	POSTTEST	GENDER DIFFERENCES?
Gender	Male Female	45% 55%	49% 51%	Not applicable
Grade in school	4th grade 5th grade 6th grade	37% 32% 31%	35% 35% 30%	No
Ethnicity	Native American Hispanic/Mexican American Asian/Pacific Islander White/Anglo/Caucasian Black/African American Other	3% 45% 2% 45% 3% 2%	2% 45% 2% 46% 3% 2%	No
Frequency of discussions about sex with parents	Never Rarely Sometimes Frequently	46% 34% 14% 6%	33% 38% 22% 7%	Females had more frequent discussions
I think kids my age should wait to have sex until they are older.	Strongly disagree Disagree Not sure Agree Strongly agree	3% 1% 6% 22% 68%	2% 2% 4% 15% 77%	Females were more likely to agree
I know how to avoid getting STDs.	Strongly disagree Disagree Not sure Agree Strongly agree	12% 13% 23% 13% 40%	5% 4% 20% 15% 56%	Females were more likely to agree
I can find ways to wait to have sex until I am older.	Strongly disagree Disagree Not sure Agree Strongly agree	5% 6% 19% 22% 48%	5% 2% 10% 25% 58%	Males were more likely to agree
I can keep a boyfriend/ girlfriend and not have sex.	Strongly disagree Disagree Not sure Agree Strongly agree	9% 7% 15% 22% 47%	4% 2% 8% 22% 64%	Males were more likely to agree
How likely is it that you will stay abstinent while you are a teenager?	I definitely will not have sex I probably will not have sex I don't know I probably will have sex I definitely will have sex	30% 14% 34% 21% 11%	52% 16% 17% 10% 5%	Females were more likely to anticipate staying abstinent

ARIZONA TEEN PREGNANCY PREVENTION PROJECT: TWO YEARS OF EVALUATION DATA FROM COUNTY A

Donna J. Peterson, Ph.D. ♦ The University of Arizona ♦ May 2000

Arizona's teen pregnancy rate is the fourth highest in the United States. This is a concern to most people in the state. Work with youth has shown that "prevention" is often the best intervention." Thus, County A's Cooperative Extension has been working with schools in the county to educate young teens about the benefits of delaying sexual involvement through a Teen Pregnancy Prevention Project. Students fill out a survey regarding their feelings, values

and attitudes about delaying sexual involvement both before and after the program. The following summary compares information collected from 7th and 8th graders in County A during the 1998-1999 and 1999-2000 school years. In understanding these findings, there may be some concern that the changes from pre-test to post-test were not large. However, the good news is that pretest scores were so high, there was not much room for improvement on the post-test.

REASONS FOR NOT HAVING SEX

Young teens were given several reasons for not having sex and asked to indicate how important each of the reasons was in their personal decision to delay sexual involvement. In the table below, you can see that the reasons either remained the same or increased in importance from before to after the Teen Pregnancy Prevention Program.

REASONS FOR NOT HAVING SEX	1998-1999 pre	1998-1999 post	1999-2000 pre	1999-2000 post
Fear of getting AIDS	93%	92%	92%	92%
Fear of getting sexually transmitted disease (STD)	91%	91%	87%	91%
Fear of interfering with future plans	83%	90%	85%	88%
Fear of having to drop out of school	86%	87%	86%	87%
Fear of pregnancy	83%	88%	82%	86%
Fear of embarrassing or angering parents	77%	78%	79%	80%
Fear of bad reputation	71%	77%	72%	77%
Religion/culture says no	50%	57%	55%	59%

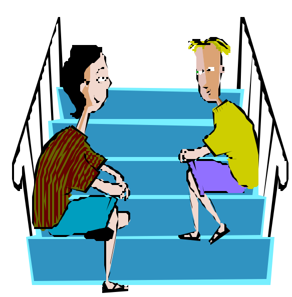
PROGRAM PARTICIPANTS

The program was presented to over 1600 young teens during the 1998-1999 and 1999-2000 school years.

Gender: 42% male
58% female

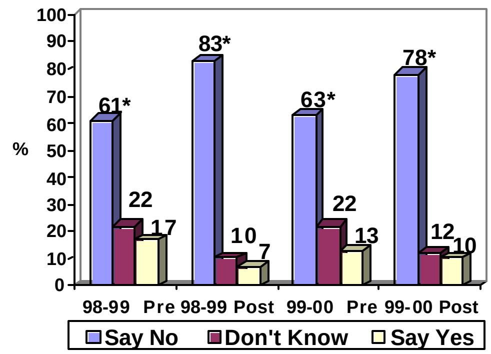
Grade: 49% 7th grade
51% 8th grade

Mean age: 13.2 years
Ethnicity: 48% Hispanic/ Mexican American, 20% White/Anglo/ Caucasian, 6% Native American Indian, 4% Asian, 4% Black/African American, and 19% Other (usually mixed ethnicity)



Young teens were asked what they would do if pressured to have sexual intercourse. The graph on the right compares pre- and post-test scores for students across the two years.

If Someone Did Try to Get Me to Have Sex, I Would…



* statistically significant change from - to post -test

KNOWLEDGE OR SKILLS GAINED BY

Several questions were asked to see if teens had gained knowledge or skills about delaying sexual involvement and other risky behaviors. The percentages in the table below reflect young teens' agreement with the item.

Knowledge or Skill	1998-1999	1998-1999	1999-2000	1999-2000
What to say if someone pressures me	69%*	80%*	75%*	82%*
How to avoid getting STDs	75%*	83%*	77%	77%
Ways to wait to have sex	71%	79%	75%	80%
Feeling important without having sex	84%	87%	83%	83%
Keeping a boyfriend/girlfriend without	80%	83%	80%	80%
Choosing when and with whom to	84%	84%	80%	80%
The best way to prevent pregnancy	76%	76%	72%	82%*
Where/how to get birth control	47%	49%	45%	49%

* = statistically significant change from pre - to post -test.

GENDER DIFFERENCES

Males and females answered some survey questions differently. For example, females were more likely to say that it is against their values to have sex as a teenager, that they would say "no" if someone tried to get them to have sex and give others the same advice.

Males were more likely to say that sex is a normal part of teenage dating, that having sex would make them feel grown up, and less likely to say they will remain abstinent while a teenager. This was true for both pretest and post-test surveys.

INFLUENCE OF ON DECISION TO SEXUAL

In the post-test, teens were asked, "To what extent is your participation in the Teen Pregnancy Prevention Program influencing your decision to wait till you are older to have sex?" Over half (56%) of young teens reported that the program was having "a fair amount" to "a lot" of impact. Only 14% of teens indicated that it was having no impact on the decision to delay.

CONCLUSIONS

Overall, these results suggest that young teens in County A hold positive attitudes toward delaying sexual involvement and that these attitudes are stable. The Teen Pregnancy Prevention Program helps reinforce these attitudes. This is important because work with youth has shown that "prevention" is often the best "intervention."