

MEETING THE CHALLENGE OF EVALUATING AFTERSCHOOL PROGRAMS

(OR HOW DO I GET THOSE ANNOYING
BEAN COUNTERS OFF MY BACK?)

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TOPICS FOR TODAY

- ◉ What are your needs for evaluation?
- ◉ What are you currently doing?
- ◉ What questions do you need answered now?
- ◉ What is program evaluation and why do it?
 - Data Collection
 - Instruments/measures
 - Analyzing and interpreting information
 - Presentation of findings

PROGRAM EVALUATION: WHAT IS IT AND WHY DO IT?

- ◉ Fund development
- ◉ Garnering support
- ◉ “Advertising” your success
- ◉ Ramp up your staff.
- ◉ Ramp up your constituents.
- ◉ Well, let’s face it...compliance.

COMMON MYTHS TO GET OUT OF THE WAY BEFORE YOU START PLANNING

- ◉ Evaluation is a complex science. I don’t have time to learn it!
- ◉ It’s an event to get over with and then move on...
- ◉ Evaluation is a whole new set of activities - we don’t have the resources
- ◉ There’s only one "right" way to do outcomes evaluation. What if I don’t get it right?
- ◉ Funders will reject my outcomes plan out of hand
- ◉ I always know what my clients need - I don't need evaluation to tell me if I'm really meeting the needs of clients or not...

BASICS: CONSIDER THE FOLLOWING KEY QUESTIONS.

- ❑ What IS the goal of our program? What objectives lead to achieving the goal?
- ❑ Purpose of the evaluation
 - ❑ Audiences (stakeholders)
 - ❑ Information needed to make the decision (Sources of data)
 - ❑ Data collection
 - ❑ When is the information needed?
 - ❑ What resources are available?

DESIGN

- ◉ **Goals-Based Evaluation**
(is your program achieving its overall, predetermined objectives?)
- ◉ **Process-Based Evaluations**
(understanding how your program really works, and its strengths and weaknesses)
- ◉ ***Outcomes-Based Evaluation***
(identifying benefits to clients and customers)

OUTCOMES-BASED EVALUATION

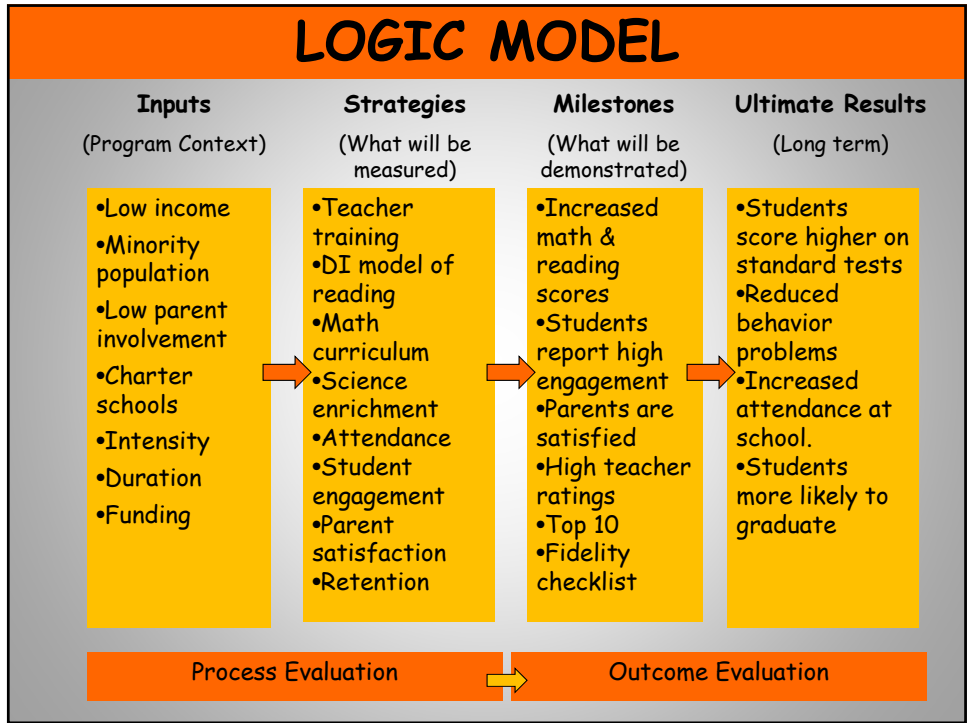
- ◉ Identify the major goal that you want verify for the program (think of your mission, activities, what are you doing and why?)
- ◉ Choose and prioritize outcomes (3-4).
- ◉ For each outcome, specify your indicators.
- ◉ Specify your target for each indicator.
- ◉ Identify what information is needed to show these indicators.
- ◉ Decide how can that information be efficiently and realistically gathered
- ◉ Gather information, analyze data, and report the findings

LEVELS OF EVALUATION

There are four levels of evaluation data that can be gathered:

1. **Reactions and feelings** (feelings are often poor indicators that your service made lasting impact)
2. **Learning** (enhanced attitudes, perceptions or knowledge)
3. **Changes in skills** (applied the learning to enhance behaviors)
4. **Effectiveness** (improved performance attributed to the program)

On what level(s) should your program be measured?



DATA COLLECTION (WHO, WHAT, WHEN)

- ◉ Questionnaires, surveys, checklists
- ◉ Interviews
- ◉ Documentation review (grades, attendance, test scores, etc.)
- ◉ Observation
- ◉ Focus groups
- ◉ Case studies

EXAMPLE INSTRUMENTS

- Intake form
 - Demographics
 - Strengths and needs
 - Cross system involvement
 - Student/family goals
- Tracking of outcomes
 - Pre/post measures
 - Checklist of what has been collected
 - Status at end of school year or program

MORE INSTRUMENTS...

- Surveys of impact on parents
Parenting styles, communication, family adaptability, parent stress, satisfaction with the program
- Surveys of impact on students
Concerns in student self-reporting...
- Teacher surveys
- Principal surveys/perceptions
Value of the program to the school
Anecdotal report of observed changes

1	2	3	4	5
Almost Never	Once in a While	Sometime	Frequently	Almost Always

DESCRIBE YOUR FAMILY NOW:

- _____ 1. Family members ask each other for help.
- _____ 2. In solving problems, the children's suggestions are followed.
- _____ 3. We approve of each other's friends.
- _____ 4. Children have a say in their discipline.
- _____ 5. We like to do things with just our immediate family.
- _____ 6. Different persons act as leaders in our family.
- _____ 7. Family members feel closer to other family members than to people outside the family.
- _____ 8. Our family changes its way of handling tasks.
- _____ 9. Family members like to spend free time with each other.
- _____ 10. Parent(s) and children discuss punishment together.
- _____ 11. Family members feel very close to each other.
- _____ 12. The children make the decisions in our family.
- _____ 13. When our family gets together for activities, everybody is present.
- _____ 14. Rules change in our family.
- _____ 15. We can easily think of things to do together as a family.
- _____ 16. We shift household responsibilities from person to person.
- _____ 17. Family members consult other family members on their decisions.
- _____ 18. It is hard to identify the leader(s) in our family.
- _____ 19. Family togetherness is very important.
- _____ 20. It is hard to tell who does which household chores.

QUESTIONS	Strongly Disagree	Disagree	Agree	Strongly Agree
1. This child listens well to others.	1	2	3	4
2. This child knows when and where to get good help.	1	2	3	4
3. This child acts appropriately when angry.	1	2	3	4
4. This child responds appropriately when others are angry.	1	2	3	4
5. This child acts appropriately when afraid.	1	2	3	4
6. This child solves problems well.	1	2	3	4
7. This child can act with self-control.	1	2	3	4
8. This child knows how to stay out of trouble.	1	2	3	4
9. This child is assertive without being angry or demanding.	1	2	3	4
10. This child can resist group pressure.	1	2	3	4
11. This child consistently behaves in an ethical manner.	1	2	3	4

SCHOOL _____
MY ROLE _____

Do you believe the program has had a positive impact on students at your school that were transferred in?

YES NO

Do you see a difference in the number or nature of discipline referrals made for this group of students?

YES NO

Do you think the program should be expanded beyond the few students it is currently able to serve?

YES NO

What reactions or responses from other school staff have you received on this program (if any)?

Anything else that you feel is important for us to know about how the new program is progressing?

ANALYZING AND INTERPRETING INFORMATION

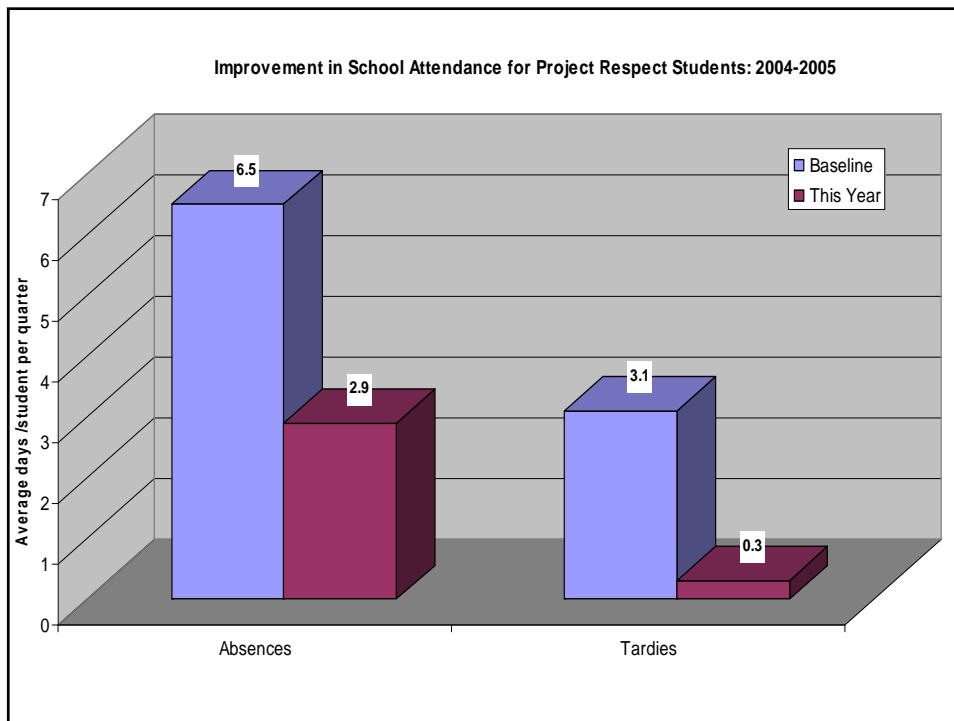
- Start with the goals and objectives you developed!
- Quantitative analyses (the numbers): descriptives are often enough (means, percentages, frequencies).
- Qualitative (the stories): Attempt to identify patterns and common themes.
- Keep things in perspective—relate to target, see both strengths and weaknesses.
- How can you use the information to the best ends? What will make it most compelling?

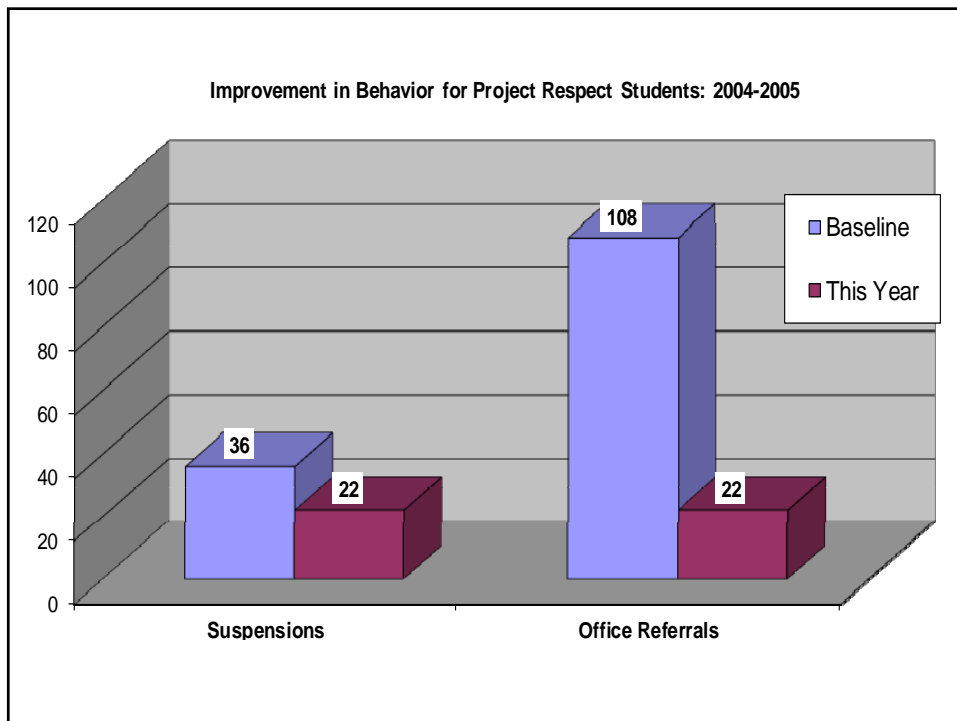
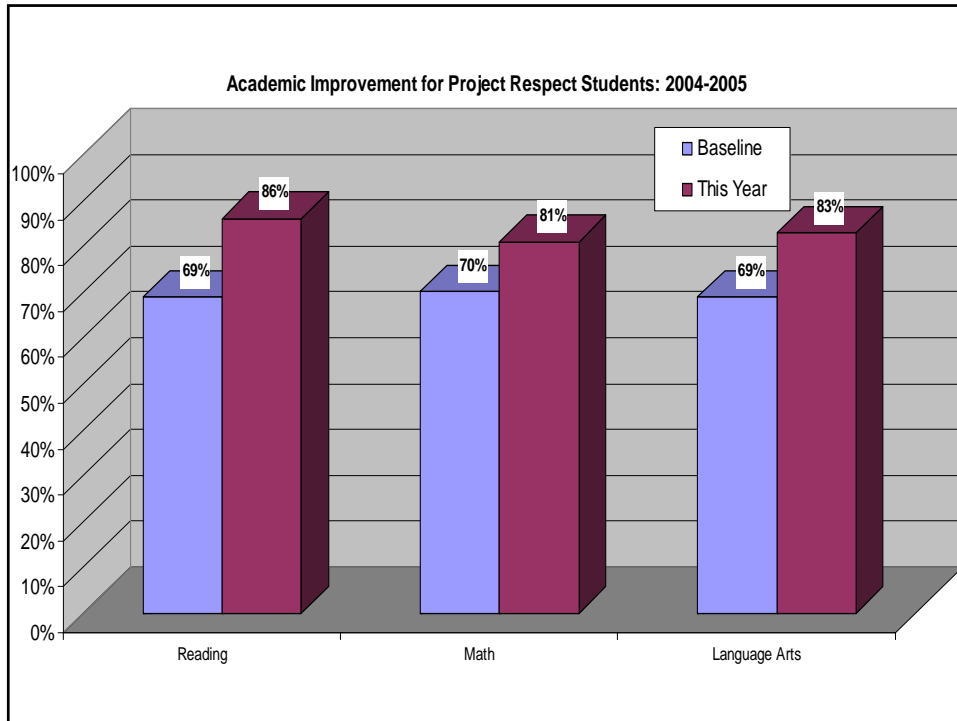
PRESENTATION OF FINDINGS

- Text
- Graphics
- Audiences
 - Parents
 - Funders
 - School district

- We proposed to serve 35 minority youth and their families over the course of the year, and to successfully transition 75% (26) of those from the program. In actuality, we transitioned 25 (69%) of the 35 students we served. When the population of students that did not move or transfer out of district are considered alone (30), our success rate is 83%.
- We proposed to reduce technical violations from 75% to 50% of all students. In our population of 35 students from the most high-risk high school in Pueblo, we had only two students (7%) that received technical violations during the year, and three (9%) that had any encounters with law enforcement during the year that we followed them.

- The ____ Program served 59 students in the first three quarters of the 2004-2005 school year.
- Forty-two (71%) of the students were Hispanic/Latino, 11 (19%) were Caucasian, two (3%) were Black, and the remainder of the students were of other ethnicities.
- There were 37 (63%) boys and 22 (37%) girls served. Twenty-two percent were in 8th grade, 76% were in 9th grade, and 2% were in 10th grade.
- Students were referred primarily from truancy court for persistent, chronic nonattendance problems. Students averaged about forty-eight absences over the school year, or about twelve days each quarter.
- 44% of the students in the program have improved their overall average daily attendance this year compared with last year. Students reduced their absences by 33% from an average of over 12 days of absence per quarter to less than eight.
- 24% improved school tardiness by nearly 50% from a baseline of six tardies per quarter to just about three per quarter this year.





FOR MORE HELP

- ◉ Kellogg Foundation “toolkit”
 - <http://www.wkkf.org/Programming/ResourceOverview.aspx?CID=281&ID=3697>
- ◉ United Way Outcome Measurement Resources
 - <http://national.unitedway.org/outcomes/>
- ◉ Basic Guide to Evaluation
 - <http://www.mapnp.org/library/evaluatn/outcomes.htm>
- ◉ National Institute of Out-of School Time (APAS)
- ◉ Charles Weikart Center (Youth Program Quality Intervention)
- ◉ Search Institute (40 Developmental Assets)

YOUR QUESTIONS....