



**Evaluating Your Program
A Beginner's Self-Evaluation Workbook for
Mentoring Programs**

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Introduction

Ask yourself these questions:

- *Does my program now, or will it ever, need more money?*
- *Do I have enough volunteers working in my program?*
- *Do I really want to provide the best possible services for my program's clients?*
- *Do I want my program to continue to be a vital, contributing part of the community in the future?*

If you answered “yes” to any or all of these questions, then you have picked up the right book! This workbook, *Evaluating Your Program: A Beginner's Self-Evaluation Workbook for Mentoring Programs*, will guide you through the process of looking at your program in a new way. Evaluating your program can help you accomplish a variety of tasks, including finding continued funding, increasing numbers of volunteers, providing the best possible services for your clients, and assuring the future position of your program in the community. Sit back, relax, and get ready to look at your program in a different way.

In 1992, amendments to the Juvenile Justice and Delinquency Prevention Act established the Juvenile Mentoring Program (JUMP). Through the JUMP legislation, Congress authorized the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to award competitive 3-year grants to community-based, not-for-profit organizations or local education agencies (LEAS) to support the implementation and expansion of collaborative mentoring projects. This legislation also provided for a national evaluation of JUMP. The purpose of this evaluation is to gather information from each JUMP grantee to expand the existing body of knowledge about the benefits of mentoring for America's youth.

This workbook can be used for the evaluation of both JUMP and non-JUMP projects.



This workbook was created as part of the OJJDP national evaluation. It is designed to guide agencies in conducting evaluations of their own projects and refers to many of the data elements used in the national evaluation. Because program evaluation is similar for all mentoring programs, particularly those designed for implementation with children and adolescents, we have taken special care to ensure that this workbook can be used for the evaluation of both JUMP and non-JUMP projects. Thus, any mentoring program can be evaluated using the worksheets and tools in this workbook. The only absolute requirement for using this workbook effectively is that you have a desire to discover what aspects of your program are truly effective.

The Value of Evaluation

Systematic evaluation is a crucial part of any effective program. A systematic evaluation documents what your program is doing most effectively and enables you to continually improve it. Statements based on a sound, systematic evaluation are more likely to be accepted and believed than those based on casual observation or intuition. A self-evaluation allows you to **support** what you intuitively know about your program. Documenting your program's effectiveness can be useful in convincing funders and community leaders to support your program. It can also be helpful in recruiting volunteers and participants, eliciting parent support, and recruiting and training new staff.

A self-evaluation may sound like an awful lot of work just to be able to say something that you already believe is true. *Why, then, should you spend the time, money, and energy on a self-evaluation when there are so many other things you could be doing?* The following are a few reasons why a self-evaluation is a sound investment in your program's future.

Obtaining Better Client Outcomes

All social service programs want to provide clients with the best possible service in response to their needs. The only objective way to know that you are providing the most effective intervention to your target population is to evaluate your program to see which aspects of it are effective and which may need fine-tuning. Even if you had the resources to try many different interventions, clients often do not have the time for trial and error. They need programs that work for them right now. In other words, self-evaluation can help you pinpoint what works so you can more effectively help your clients.

Setting Goals

A self-evaluation can provide baseline data for goal setting. It is difficult to set goals for your program without a good starting point. Evaluative data can

Self-evaluation is valuable for:

- ✓ obtaining better client outcomes
- ✓ setting goals
- ✓ developing resources
- ✓ building community support



provide both a starting point and a foundation for goal setting and strategic planning.

Developing Resources

In a perfect world, there would be an abundance of resources for youth programs. We would be able to implement multiple and diverse programs with plenty of funding and support for all of them. However, even in a perfect world, we would only want to fund programs that are truly effective. In our reality of limited funding availability, worthy programs have to compete with one another for scarce resources. An evaluation lends additional substance to statements about your program's effectiveness. Statements grounded in sound evaluative methods are more likely to be accepted and believed than those based on casual observation or intuition. Having sound evaluation results to support your program's requests for resources may be the reason a funder chooses to support your program instead of another.

Building Community Support

A self-evaluation can provide you with an excellent foundation for building and maintaining community support. Besides providing information for potential funders, a self-evaluation can provide you with useful information in recruiting volunteers. You can use what you learn through self-evaluation to motivate and praise current community partners by showing them that their participation in your program does make a difference. Self-evaluation results offer excellent ways to convince community agencies to provide you with the support and resources you need to maintain or expand your program.

But I'm Already Part of an Evaluation ...

If your program is an affiliate of a larger agency, you already may be gathering some evaluative information. Many large organizations collect data on different projects and draw conclusions about types of interventions as a whole. **They are not specifically designed to provide information about the effectiveness of individual programs. Therefore, participation in a broader evaluation effort does NOT replace self-evaluation of your own program.** So, even if you are already participating in a broader data collection effort, you will find the evaluation process outlined in this workbook useful because it is specifically tailored to your program's goals and progress. You may find that there is substantial overlap between data you collect to satisfy broader agency requirements and data you collect for your self-evaluation.



About This Workbook

This workbook structures self-evaluation into organized, manageable steps. We recommend that you proceed through the workbook in sequence; however, if you find that you have already done much of the work outlined in a particular chapter, you may find it useful to skim that chapter quickly and move on to the next step of the process.

Each chapter in this workbook begins with an introduction that outlines the content of the chapter. The body of the chapter is broken into subsections with titles, similar to this Introduction. **Icons** are used throughout the chapters to identify significant information. **Key points** are identified by the symbol of a **key** icon. Key words appear in red and are defined in the glossary in Appendix A. A list of key words, in the order that they appear in the text, appears at the beginning of each chapter. Information of interest, but not directly relevant to every program's evaluation process, is presented in a **mini-lesson** on the side of the page and is identified by the **magnifying glass** icon. Additional resources are listed in a **reference list** at the end of each chapter. The **light bulb** icon indicates points to consider as you read the chapter. Several sections in a chapter will have a **materials needed** icon. This icon will be followed by a list of materials you will need to gather to complete the worksheet. The **stop sign** icon at the end of each chapter lists the key activities to be completed before proceeding to the next chapter.

Worksheets are designed to help you review or document information about your program that is relevant to the evaluation process. These worksheets, as well as completed samples, are located in Appendix B. At the end of each chapter, you also will find the story of the Community Advancement Network (CAN), a fictitious agency that has decided to embark on the self-evaluation process. Although the CAN and its evaluation is only an example to illustrate the key points of this workbook, you may find it useful to follow CAN's progress through the stages of evaluation. You might catch glimpses of yourself or your agency in this example.

In the workbook chapters, we have given you basic information to design, implement, and carry out the self-evaluation process that will help your agency answer important questions. Self-evaluation can give you the answers to questions such as the following:

- *Do the mentees in our program have fewer disciplinary problems in school after they have been matched with mentors?*
- *Do the mentees in our program believe their mentors are helping them?*

ICONS

 Key points

 Mini-lessons

 Points to consider

 Materials needed

 Review



- *How do the mentors feel about their relationships with their mentees?*
- *Do the mentees in our program have a better chance of going to college?*

About Terminology

Consistency of language is critical for an effective evaluation. We have provided a succinct definition for **terms** we use in this workbook. The way we use some terms may be slightly different from the way you have used them in the past. Your existing definition may be appropriate for your program. The important thing to remember is to be consistent in your use of terms. A glossary of terms as they are used in this workbook is included in Appendix A. Below are some basic terms used throughout this workbook. These terms are discussed in more detail in Chapter Three.

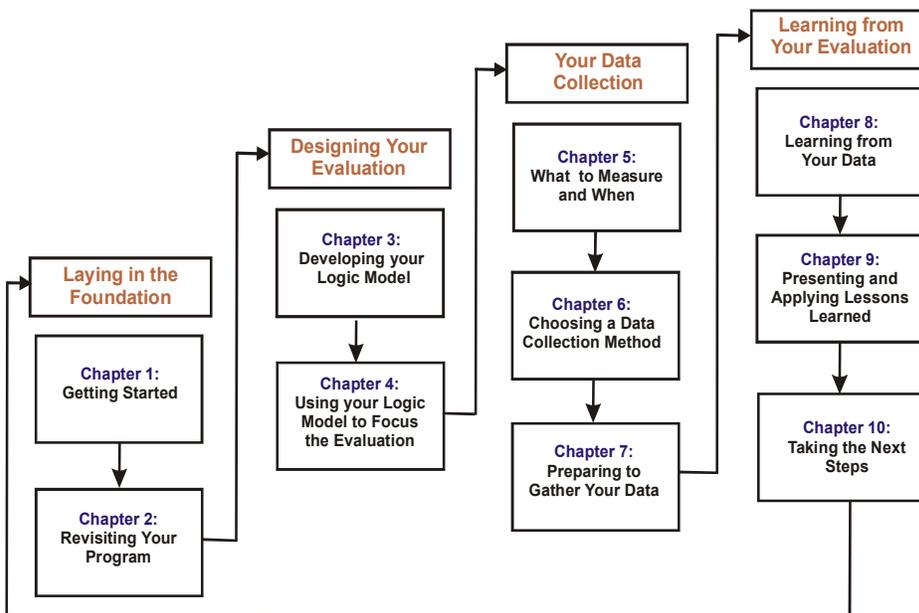
- **Inputs** – the resources a program uses to perform activities. Examples include financial support, staff, volunteers, and use of facilities or advertising.
- **Activities** – what a program does for its target population. Examples include arranging tutors, matching youths with volunteer adult mentors, and conducting information sessions.
- **Outputs** – the direct results of a program’s activities. Examples include students having a safe place to go after school with adults who can provide tutoring or having access to more computers to help them with their assignments.
- **Outcomes** – longer lasting benefits of a program’s activities. Some occur immediately; others are long term. Examples include better grades for tutored students, improved self-esteem for mentees, high levels of volunteer satisfaction, and increased awareness about the benefits of mentoring in the community.
- **Goals** – a broad statement of purpose for the organization and the community as a whole. Examples include decreasing juvenile delinquency; reducing alcohol, tobacco, and other drug (ATOD) abuse by juveniles; or decreasing school dropout rates.



Summary

Self-evaluation is a valuable process for any program committed to providing the best possible interventions for its target population. Though not a quick or simple process, evaluation is a good investment in your program’s future. Self-evaluation is one of the best ways of helping you refine the services you provide to the youth and families you serve. The information contained in this workbook will enable you to make sound decisions regarding the structure and content of your program’s evaluation. The rewards will be good information about your program that can be shared with staff, clients, and potential funders as you guide your program into the future.

The Self-Evaluation Process



Self-Evaluation is a process that can be broken down into a series of steps. The chapters in this workbook correspond to each of the steps in the Self-Evaluation process. Chapters 1 and 2 will guide you in laying the foundation for your evaluation. Chapters 3 and 4 will help you design an evaluation plan. Chapters 5, 6, and 7 will assist you in collecting your data. The final chapters will guide you in using your data to learn more about your project and in sharing this information with others.



PROGRAM EXAMPLE: THE CAN SELF-EVALUATION

In 1997, the Community Advancement Network (CAN) was awarded an OJJDP JUMP grant to implement a mentoring program in a suburb of Midtown. The CAN is a private, nonprofit entity administering public service programs throughout the Midtown area. The CAN employs a full-time staff of 40 professionals including social workers, nurses, teachers, and administrators. Many of the CAN's programs are youth focused, including programs for homeless teens, teen parents, and substance-abusing teens. The CAN enjoys a long-standing, positive reputation in the community and receives significant financial and in-kind support from various members of the community. The CAN formed a partnership with Eastside Middle School (EMS) and agreed to establish a mentoring program for enrolled students. EMS enrolls approximately 600 students each year in grades 6, 7, and 8. Approximately 90% of these students qualify for free or reduced-price lunches. Eighty percent of EMS students live in single-parent families. The neighborhoods in which all of the students live are rundown and have a strong gang presence. There is a thriving open-air drug market a few blocks away from EMS. To address some of the challenges of this community, the CAN designed its mentoring program as follows:

- The CAN would employ a full-time Program Coordinator (PC) to manage the mentoring program. This individual would have primary responsibility for recruiting students, making and supervising matches, and supervising youth during onsite program activities. The CAN also hired a part-time Assistant Program Coordinator (APC) to support the PC.
- There were two main components of the CAN proposed program. The first was an after-school tutoring and drop-in program that would meet on school grounds every Tuesday and Thursday throughout the school year from 3:00 p.m. until 6:00 p.m. This program would be supervised by the PC and the APC. The second component of the program was the 1:1 mentoring piece in which each youth would be matched with an adult mentor who would attend the after-school program with his or her mentee or would take the mentee off school grounds for activities.



- Youth (in the 6th grade) would be targeted for recruitment into the program. Students would be asked to make a 1-year commitment to the program and would be required to attend the after-school program at least once per week for tutoring and other academic assistance. Students could elect to remain involved in the program for all 3 years of middle school. Parental permission would be required for youth to participate in the program. The CAN's youth recruitment target is 30 new youth per year with a 75% retention rate over the 3 years of middle school.
- The CAN's full-time Director of Community Resources would have primary responsibility for recruiting mentors. The CAN's mentor recruitment goal was to have a sufficient number of mentors to provide each youth with a 1:1 match.
- EMS agreed to provide the CAN with an empty classroom that could be used to house the program. This space would be used for the after-school tutoring and drop-in component of the program.



Getting Started



Key terms in this chapter:

- ✓ *Evaluation team*
- ✓ *Evaluation goals*

Self-evaluation is an important opportunity for discovery and requires careful planning and consideration if your efforts are to provide meaningful information. This chapter of the workbook will guide you in laying the foundation for your evaluation.

Authorizing the Evaluation Process

Because evaluation represents an investment of time and resources, it is important that you have the support and endorsement of your agency's leadership. If you are the director of your program or agency, the decision of whether to conduct a self-evaluation may rest solely in your hands. However, depending on the structure of your organization, you may need to obtain approval from someone else in your agency to conduct a self-evaluation. Before investing time in the planning process, be sure that the proper authorities in your agency have agreed to the process and are willing to support the evaluation effort. One way to do this is to schedule a meeting with your supervisors to explain the benefits of evaluating your program. Invite them to participate in the evaluation process. This kind of direct involvement typically results in greater support for the evaluation effort.



What you will need:

- ✓ Worksheet 1.1: *Evaluation Team Roster*
- ✓ Agency or program telephone list

Identifying Who Should Be Involved

The first step in successful program evaluation is determining who will be on your **evaluation team**. Start by thinking about those individuals who might have an interest in the ongoing evaluation. To choose your evaluation team, list everyone who has a particular interest in your program and, therefore, the evaluation results. Worksheet 1.1: *Evaluation Team Roster* can help you organize this information. When listing people who might be interested in your evaluation, think about the following groups:



- Program staff
- Program participants
- Agency board of directors
- Program funders
- Community members at large
- Collaborating partners
- Students
- Parents
- Family members
- School board
- Volunteers
- Representatives from other agencies

Regardless of the size of your program, it is likely that the list of individuals on Worksheet 1.1 will be lengthy. The next step in creating your evaluation team is to shorten this list to a realistically sized group who have similar interests in the evaluation findings. This doesn't mean that you should limit yourself to selecting individuals who serve in the same role in the agency – for example, all caseworkers or all management staff. Just the opposite is true; you want to select a cross-section of staff members to work in your program. As you narrow down your list of potential evaluation team members, remember that evaluation is an ongoing process. Individuals not involved in the evaluation at this time will have an opportunity in the future to have their evaluation concerns addressed.

There is no magic number of members for an evaluation team. Smaller programs may have only two or three people on their evaluation teams, yet they can conduct a perfectly reasonable, sound evaluation. Larger programs might have 10 or more people involved. You may find it beneficial to start your evaluation effort on a smaller scale until the concept catches on or until more staff members are available to participate. More important than the size of your evaluation team is the degree to which it is representative of all the types of staff working in your program.

Now that you have narrowed your list down to a manageable size, go back and review it.

- *Does your list comprise a group of individuals with similar interests in the program?*
- *Have you included individuals from different levels of the program—from direct service providers to the board of directors?*

At this time, you may want to add or delete some names from your list. Your original list included people who had an interest in the evaluation for various reasons. This revised version should represent those individuals who will be instrumental in designing and conducting the evaluation. These people are the “doers,” the group that will conduct the evaluation within your program.

The time you invest in selecting an appropriate, representative, and enthusiastic evaluation team will have a valuable payoff in evaluation results. In creating your list of possible evaluation team members, be as specific as possible. Rather than listing “one caseworker and one volunteer,” list the names of two people in those positions who

Key elements for selecting team members:

- ✓ Similar interests
- ✓ Adequate size
- ✓ All staff levels



There are several cultural considerations throughout the evaluation process. Having members of your evaluation team from the various ethnic groups represented in your target population will provide you with valuable insight on how best to gather information from those groups.

would be good contributors to the evaluation process. Whenever possible, select enthusiastic individuals who are involved in the program and willing to contribute the time and energy needed for a successful evaluation effort. Remember that individuals from agencies other than your own will need to have their own agency’s support in participating in your evaluation. Encourage them to think about how the evaluation can help strengthen interagency collaborations. As you select different individuals, be sure to think about whether key program players are represented on your evaluation team.

After you have chosen potential evaluation team members, it’s time to recruit them for the evaluation effort. Staff members’ skills can vary widely from program to program, so some of your selectees may have more experience in conducting evaluations than others. When contacting the people on your list, think about why you chose them for your team. Staff members who have never participated in an evaluation may not realize immediately what they have to offer to the evaluation process. Part of your job as the evaluation team leader is to make sure that your team members know what they can bring to the evaluation process.

Although self-evaluation can produce valuable information, enthusiasm for the evaluation process is sometimes lacking. Staff members don’t always enthusiastically volunteer to participate in the evaluation process, nor do they always eagerly anticipate the results. This may be because of misperceptions about the purpose and goals of evaluation rather than because of the evaluation process itself. When you talk to your staff about the evaluation process, be sure to highlight the benefits of self-evaluation. You may find it useful to review the benefits of evaluation presented in the Introduction of this workbook.

SECTION CHECKLIST: STEPS IN SELECTING THE EVALUATION TEAM

- List all individuals who might have an interest in your evaluation.
- Review your evaluation team list. Eliminate or add names as needed so that the group is representative of your program, a realistic size to work well together, and composed of individuals willing to address the priorities that have been established.
- Contact all potential team members on your list and invite them to be a part of the evaluation process.



What you will need:

- ✓ Copies of Worksheet 1.1: *Evaluation Team Roster* for all team members
- ✓ Name tags
- ✓ Worksheet 1.2: *Meeting Minutes Form*

Planning the First Evaluation Team Meeting

Once you have determined who will be involved in your initial evaluation planning, it’s a good idea to begin with an all-team meeting. The highest priority for this meeting is building a sense of ownership in the evaluation process among all team members. For



an evaluation to be meaningful, all team members must have an investment in the evaluation process, and each member’s role in the process must be clearly defined. Front-line staff must be invested enough in the evaluation to collect data accurately and completely. Management staff must be invested in the evaluation to feel comfortable making program decisions based on evaluation findings. Potential funders must believe that the evaluation results are accurate and unbiased. One way to build this sense of ownership is to review the reasons for and potential benefits of a program evaluation. Each evaluation team member should be able to see how he or she contributes to and benefits from the process. Realistically, though, the levels of enthusiasm among team members will vary. Listen carefully to the concerns of those who are less supportive of the process and try to address those concerns.



Smaller evaluation teams (two to four members) may opt to skip some of the formalities. However, writing minutes is always a good idea. Even between two people, information can be forgotten or mis-communicated.

The first meeting is also a good opportunity for team members who don’t already know each other to meet. A good habit to establish at the first meeting is to keep a written record of the information shared and the decisions made. These meeting minutes are a valuable way to ensure that each team member has accurate information at each step of the evaluation process. Worksheet 1.2: *Meeting Minutes Form* is a good guideline if your program doesn’t already have a formalized system for completing meeting minutes.

SECTION CHECKLIST: THE FIRST EVALUATION TEAM MEETING

- Introduce all evaluation team members. Define the roles they serve in the program and what they can bring to the evaluation process.
- Distribute Worksheet 1.1: *Evaluation Team Roster* to all team members.
- Discuss the benefits of self-evaluation. Address the concerns of team members. Ensure that all team members know why you are conducting an evaluation.

Goals of the Evaluation Process

The membership of your evaluation team is closely tied to the goals for the evaluation process.

- *Which goals would they most like to achieve for the program?*
- *What do the team members hope to gain from the evaluation? What questions do they want answered?*
- *What would they like to do with the information?*
- *Of the various benefits of self-evaluation, which are most important to them?*



What you will need:

- ✓ Worksheet 1.3: *Developing Evaluation Goals*
- ✓ Copies of Worksheet 1.1: *Evaluation Team Roster*



Chapter 4 will address formulating evaluation questions in more detail; for now, the team members need to form a general idea of what sort of information they hope to gain from the evaluation.

The relationship between the members of the evaluation team and the goals of evaluation is cyclical. Your agency will determine the goals for the self-evaluation by obtaining feedback from staff at all levels. However, the members of the evaluation team ultimately will decide which issues to pursue now and which issues to address in future evaluations. As goals are discussed and more fully developed, you may need additional team members. As these members are added, they too will have input about the evaluation goals.

The **evaluation goals** will shape the evaluation's design and implementation. At your first meeting, you should devote ample time to discussing and clarifying these goals for all team members. You should also allow time for the team members to get to know one another and to review the need for a self-evaluation. Your next meeting or two should narrow, clarify, and operationalize your evaluation goals. Worksheet 1.3: *Developing Evaluation Goals* will assist you with beginning to develop evaluation goals.



What you will need:

- ✓ Worksheet 1.4: *Developing Your Evaluation Timeline*
- ✓ Program calendar, with vacations, holidays, and other important events clearly delineated

Determining a Schedule for Evaluation Activities

As with many long-term projects, organization is the key to ensuring that your self-evaluation proceeds in a timely fashion. One way to ensure that evaluation activities will not become lost among the day-to-day responsibilities of your mentoring program is to set a preliminary timeline for the evaluation process. First, decide when you would like to have the answers to your evaluation questions.

- *Do you want this information by the end of the fiscal year?*
- *In time to apply for a grant award?*
- *By the beginning of the next school year?*

Then, consider your program structure.

- *Do you have enough time to gather relevant information from key parties by your desired deadline?*

With these questions in mind, select preliminary dates for future evaluation team meetings. If you need information quickly (e.g., in time to complete a grant application), your team may need to meet weekly. Other programs may be able to hold less frequent team meetings. What is important is scheduling evaluation meetings so that they don't become lost in the daily demand of program responsibilities. Worksheet 1.4: *Developing Your Evaluation Timeline* will help you develop a timeline for your evaluation process. Don't forget to plan for holidays, school vacations, and other events that will affect your ability to complete evaluation tasks.



SECTION CHECKLIST: STEPS IN DEVELOPING A TIMELINE

- Determine when you need your evaluation results and write this date in the appropriate box of Worksheet 1.4.
- Schedule meeting dates based on how quickly you need your evaluation results.

Conclusion

In selecting your evaluation team and holding your first meeting, you have laid the foundation for your evaluation. Your evaluation team reflects the composition of your mentoring program because all levels of staff are represented. Each member of the team has an identified contribution to make and benefit to gain from the evaluation process. The first team meeting has been held, so team members have met one another and know everyone else involved in the process. They also feel some sense of ownership in the evaluation process. Congratulations on the work you have done so far! The first steps are often the most difficult.

In the next chapter, you will re-evaluate the work you have done so far. Get ready to revisit the past as you review how your mentoring program got where it is today.

BEFORE YOU LEAVE THIS CHAPTER, MAKE SURE YOU HAVE—

- obtained the proper authorization to begin the evaluation process;
- compiled an *Evaluation Team Roster* and secured each member's agreement to participate in the process (Worksheet 1.1);
- held the first evaluation team meeting;
- completed and distributed minutes from that meeting (Worksheet 1.2);
- determined concrete and specific goals for the evaluation process (Worksheet 1.3); and
- completed a timeline for the evaluation process (Worksheet 1.4).





PROGRAM EXAMPLE: CAN SELF-EVALUATION

Upon receiving *Evaluating Your Program: A Beginner's Self-Evaluation Workbook for Mentoring Programs*, the Program Coordinator (PC) decided to pursue forming an evaluation team and conducting an evaluation of her mentoring program. The CAN has 16 months remaining on the OJJDP JUMP Project. The PC has learned that state funding is available to agencies working to reduce drug use among adolescents. There is also grant money available for agencies working to improve academic performance among middle-school students. The PC feels that a strong evaluation demonstrating the effect of the mentoring program will strengthen her grant applications. She also feels that evaluation results could improve staff morale and strengthen the position of the mentoring program within the agency.

The PC completed Worksheet 1.1 by listing all individuals who might have an interest in the mentoring program's evaluation. Appendix B contains a copy of her completed worksheet. She narrowed this list down to an evaluation team of four members: herself, her APC, her Director of Community Resources, and a counselor at EMS who has worked extensively with the program. The PC also decided to update her immediate supervisor about the evaluation progress on a monthly basis.

At the first evaluation meeting, the PC introduced all of the members of the team (the Director of Community Resources and the school counselor had never met). The group began to discuss their goals for the evaluation. The group also agreed to meet every 2 weeks in person and to conduct conference calls if issues arose between meetings. A preliminary schedule of meetings for the remainder of the current school year was completed. (See Appendix B for the minutes of the first meeting.) Over the course of the next several meetings, the group agreed that their primary goal in conducting an evaluation was to determine how the mentoring program affected mentees' academic performance and alcohol, tobacco, and other drug (ATOD) use. Group members felt this information would strengthen applications for future funding and allow the mentoring program to remain financially solvent at the end of their JUMP grant. Additionally, group members felt that this type of information could be used to make changes to the format and content of the program. (See Appendix B for a copy of the group's completed Worksheet 1.3.) At the start of the evaluation process, the evaluation team focused on their goal and began the evaluation process enthusiastically.



Chapter 1 References

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Revisiting Your Program



Key terms in this chapter:

- ✓ *Organizational mission*
- ✓ *Organizational goals*
- ✓ *Community needs assessment*
- ✓ *Target population*

Look at your Evaluation Team Roster. *How many people on that list have been with your program from the beginning? If you asked each of them to describe your mentoring program and its structure and goals, would you receive similar responses from each member?*

Each individual brings a unique perspective to the program. Before designing your evaluation, it is critical that your evaluation team members re-examine the program to reach a shared understanding of what you hope to accomplish (mission) and how you plan to get there (goals). You must first have a common understanding of your program's mission and goals before you can design a sound evaluation. This chapter will guide you and your evaluation team as you reflect on your program's past—how it became part of the community and what its original goals were.

An **organizational mission** is simply the reason your program was formed in the first place. Many mission statements begin with “To be,” and then state what they wish to be. For instance, a mission statement for a mentoring program might be “To be a positive force in the community by bringing together those in need of guidance with those who may guide them.”

Organizational goals directly relate to the mission. A goal might be to reduce high-school dropout rates or increase college enrollment. They may involve reducing juvenile drug use and delinquencies. Goals involve long-range efforts and often a wide variety of approaches to accomplish them.

An important note: Though a mission may be your ultimate end, it might be accomplished without ever reaching any one of your goals. Or, it might never be accomplished while meeting all of your goals. The mission of your organization must always be kept in mind when designing your goals.

Reaffirming Your Agency's Mission and Goals

Every program is different. Some agencies have a broad focus and mentoring may be only one small component of the services they provide to the community. If your agency's focus is broad, your program may have a mission and goals that are



compatible with, yet separate from, those of the broader agency. In other agencies, mentoring may be the only service provided. Therefore, the agency’s mission and goals are also those of the mentoring program. Your group should be familiar with the mission and goals of both the agency and the program if they are different. However, your focus should be on the mission and goals of your mentoring program because this is the component you will be evaluating.



What you will need:

- ✓ Any documentation of your agency’s missions and goals
- ✓ List of collaborating and supporting partners
- ✓ Worksheet 2.1: *Reviewing Your Program’s Mission and Goals*

An agency’s mission and goals are used in many ways. For some programs, the mission and goals are significant to the daily activities of the program. Other programs may have written their mission and goals when the organization was founded and filed them away—never to be seen again. The mission and goals are important because they provide a broad picture of what the agency hopes to accomplish. Having a long-range objective can keep agencies from becoming mired in day-to-day minutiae.

At the beginning of the evaluation process, review your agency’s mission and goals and have your evaluation team reflect on them for a few minutes. Worksheet 2.1 can help you organize this information. You may want to distribute copies of the mission and goals to your evaluation team members if they do not already have this information.

- *Do the mission and goals represent what you do today? Are they current and relevant to your work today, or are they more appropriate to the agency’s work years ago?*
- *How closely related is the daily work of your mentoring program to the agency’s mission and goals? If the answer is “not very,” ask why.*
- *Are the mission and goals an accurate reflection of what your program wants to do, or is your program too bogged down in day-to-day activities to keep the agency’s mission and goals in view?*

Now is a good time for your evaluation team to think about the agency’s mission and goals because this information is part of what shapes your evaluation. You may want to solicit feedback from all staff members about the mission and goals with either a verbal or a written questionnaire. Your team members must have a shared understanding of what your agency’s mission and goals are and how your program fits into that overall structure. If your mission and goals are outdated, you may want to suggest revising them. This is not to imply that revising a mission and goals statement is a task that your evaluation team should attempt. Revising your agency’s mission and goals is an enormous task that is, most likely, beyond the scope of your evaluation team (and this workbook). However, if your group feels they are outdated and in need of revision, this may be a good time to propose revising them to the leadership of your agency. Alternatively, if staff have lost touch with the mission and goals, you may want to reintroduce them as part of daily life. However you choose to approach the mission and goals of your agency, it is important that all evaluation team members be knowledgeable about what they say. The mission and goals are the basis for your program—your evaluation is based on that program.



It is important to review the mission and goals at the beginning of the evaluation process. This step of the evaluation process may reveal questions about the mission and goals that can be addressed and influenced by the outcomes of your evaluation.



SECTION SUMMARY: REVIEWING YOUR AGENCY'S MISSION AND GOALS

- Find your agency's and mentoring program's mission and goals statements.
- Distribute to all evaluation team members.
- Review mission and goals. Discuss whether they are timely and accurate. Complete Worksheet 2.1: *Reviewing Your Agency's Mission and Goals*.
- Decide what happens next if the mission or goals require revision.



Reflecting the Needs of the Community in the Evaluation

One note about community needs assessment: though a formal community needs assessment can be beneficial, it also can be costly and time consuming. If not done properly, a community needs assessment may not yield useful information. If your agency has not conducted a community needs assessment recently, reviewing currently available information about your community may be sufficient to meet your needs for the evaluation.

After reviewing your agency's mission and goals, look at how your program fits into the broader community. *What is your agency's overall purpose in the community? What part of that purpose does your program meet? What need does your community demonstrate that your program is designed to address? Have relevant community needs changed since your program's mission and goals were established?* All of these questions can be answered by a **community needs assessment**.

A community needs assessment is a formal and systematic method of appraising the needs of a particular community, as well as determining what resources are already in place to meet those needs. It is important to remember that programs and the individuals they serve do not exist in a vacuum. Various environmental forces affect their behaviors and attitudes. A community needs assessment documents the various environmental factors that may affect behaviors or attitudes that lead to the need for specific services. The purpose of needs assessment is to document needs and establish priorities for service. The data often come from existing records such as census and local government statistics as well as from interviews and research on the relevant population.

Generally, most agencies conduct a community needs assessment at the beginning of program planning. It is likely that your agency conducted a community needs assessment before applying for program funding. If so, reviewing this assessment at the start of the evaluation can be beneficial to the evaluation team, particularly those who are newer to the project. If your agency did not conduct a community needs assessment or has not done so for several years, you may want to consider suggesting one. Communities change over time, as do the agencies that serve them. An outdated community needs assessment may be an inaccurate representation of the community's needs and available services today.



More specifically, needs assessments are used to gather information in one or more of the following ways:

- *Community forums and hearings*
- *Case studies*
- *Social indicators*
- *Service provider surveys*
- *Key informant surveys*
- *Target population surveys*

Community needs assessments can be particularly valuable when working with communities that have several racial and ethnic groups. This is especially true if the people who will be offering the interventions are not from the same racial or ethnic groups represented in the community. Remember that every community is unique, and its needs change over time. Never assume that similar communities face identical challenges or have identical strengths and weaknesses. For a program to work well, it must be tailored to the needs of the community it serves. You will find additional resources to help you conduct a community needs assessment at the end of this chapter.

Understanding the Significance of Your Program's Target Population

Re-examining your **target population** is important to the self-evaluation process because you will be examining how well you are meeting the needs of this group. To do this, the evaluation team members must have a specific, shared understanding of who is included in the target population. Your program probably has a written description of your target population because agencies usually identify a target population before they seek funding for programs. If so, review the description with your evaluation team members. If your program does not have a written description of the target population, or if the written description of your target population is not accurate, you may need to develop one before proceeding with the evaluation process. Worksheet 2.2: *Reviewing Your Program's Target Population* can help you and your evaluation team members with this process.

The more specific you are in describing the population you are trying to reach, the more likely it is that you will be able to demonstrate a measurable effect associated with your program. For example, if your program targets children from low-income families consider:

- How do you define "low income"?
- How do you define children?
 - *All children under the age of 18?*
 - *All children in elementary school?*



What you will need:

- ✓ Any existing written description of your program's target population
- ✓ Worksheet 2.2: *Reviewing Your Program's Target Population*.



Stop to reconsider terms like *high risk*, or *at risk of academic failure*, or *likely to engage in delinquent behavior*. All these terms are vague and their meanings may vary from one agency to another.

- *How will you identify children at “high risk”?*
- *What characteristics do children “at risk of academic failure” exhibit?*
- *How will your program staff know which children are “likely to engage in delinquent behavior”?*

Make sure that all evaluation team members are defining the terms you use to describe your target population in the same way.

The key to defining your target population is to be honest and realistic in defining the groups you want to reach with your intervention. If your program is small, you may not be able to say realistically that you hope to reach every 6-year-old in the state. A more realistic goal would be every 6-year-old in a particular school district or in a specific elementary school. There is nothing wrong with limiting the definition of your program’s target population. Focusing your efforts on a particular group helps you target your resources in a way that will produce better results. If you are successful in reaching the original target population, you can always expand your program in the future.

SECTION CHECKLIST: REVIEWING YOUR PROGRAM’S TARGET POPULATION

- Locate the written description of your program’s target population. If one does not exist, use Worksheet 2.2: *Reviewing Your Program’s Target Population* to guide your evaluation team in writing one.
- Define specifically all terms used to describe your program’s target population. Pay special attention to terms that seem open to interpretation such as “high risk.” Make sure you clearly define all terms and determine how you will identify members of your target population using these definitions.
- Evaluate your description of the target population to make sure it is honest and realistic. Is the target population likely to be willing and able to participate in your program? Is the target population a size that you can reasonably hope to reach with your program?
- Distribute a complete, written description of your program’s target population to each evaluation team member. Ensure that all team members have a shared understanding of who the program hopes to reach.



Assessing Levels of Community Consensus and Support

If you do not have a written list of the organizations that collaborate with your program, this is the time to prepare one. Worksheet 2.3: *Identifying Your Program's Collaborating and Supporting Partners* can guide you in this process. Include the agency name, the contact person and his or her telephone number, and the type of support that each agency provides to your program. Include organizations that refer clients or volunteers to your program, plus agencies that provide financial or in-kind support, advertising resources, or other types of community support. In the last column, list the types of support you are not currently receiving but would like to have. For example, if your program organizes mentoring for children who have repeated a grade in elementary school and the local elementary school provides a location for meetings and referrals to the program but does not give your program access to the child's grades, you may want to list *access to grades* in the last column.



What you will need:

- ✓ Any existing documentation regarding partnerships your mentoring program has formed with other agencies
- ✓ Worksheet 2.3: *Identifying Your Program's Collaborating and Supporting Partners*

Conclusion

This chapter has guided you and your evaluation team in a re-examination of your program's mission and goals, your program's target population, current needs of your community, and current levels of community support. This work is important because it will help ensure that all members of the evaluation team have an accurate and shared understanding of what they want to achieve in your program, who they hope to help, and why they chose mentoring as an intervention. This lays the foundation for your self-evaluation. In the next chapter, you and your evaluation team will consider the specific activities your program offers and what the connections are between these activities and your agency's goals.

BEFORE YOU LEAVE THIS CHAPTER, MAKE SURE YOU—

- know your agency's and program's mission and goals, have a written community needs assessment, or have suggested conducting one (Worksheet 2.1);
- have defined the characteristics of your program's target population (Worksheet 2.2); and
- have a written list of sources of community collaboration and support (Worksheet 2.3).





PROGRAM EXAMPLE: THE CAN SELF-EVALUATION

The CAN's evaluation team reviewed their agency's mission and goals. (See Appendix B for a copy of their completed Worksheet 2.1.) Although the mentoring program did not have a separate mission statement, it did have its own list of goals, which were attached to their original application for grant funding from OJJDP. This list of goals, along with the agency's mission statement and goals, was distributed to each evaluation team member.

No one on the CAN's evaluation team was aware of when the agency might have last conducted a community needs assessment. The PC agreed to discuss this issue with her supervisor in their next monthly meeting. Upon doing so, she learned that the agency's last community needs assessment had been completed 7 years ago. The PC's supervisor agreed to take this issue to the next meeting of the agency's management team.

The CAN then reviewed their target audience using Worksheet 2.2 as a guide. (See Appendix B for a copy of their completed Worksheet 2.2.) The evaluation team found this to be a particularly useful task as it assisted them in defining some of the terms they used to describe their target population.

Finally, the CAN completed Worksheet 2.3, which guided them in listing the various types of support they receive from the community. (See Appendix B for a completed copy of their Worksheet 2.3.) The evaluation team members decided that the most useful aspect of this task, for them, was that it illustrated the types of support they would like to receive, but have not. They decided to seek information about their program through the evaluation process that might help them garner this much-needed support in the future.



Chapter 2 References

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Developing Your Logic Model



Key terms in this chapter:

- ✓ *Logic model*
- ✓ *Inputs*
- ✓ *Activities*
- ✓ *Goals*
- ✓ *Outputs*
- ✓ *Outcomes*
- ✓ *Theory of causation*

By this time, your evaluation team should feel well grounded in and have a shared understanding of your mentoring program’s mission and goals, your program’s target population, the needs and existing resources of the community, and the levels of community support for your program. The next aspect of your program to review is your program model: what your program actually does on a daily basis and the results it hopes to achieve. This chapter offers you a structure – the logic model – for looking at the different components of your program and the relationships between them. From here, you will begin to design your evaluation, based on the foundation you created in chapters 1 and 2.

What Is a Logic Model?

A **logic model** is a series of statements that links the community problems your program has identified, the activities it conducts to address these challenges, the intended results of those activities, and the desired outcomes and ultimate goals of those activities. Logic models generally represent this information in a diagram or picture rather than in a narrative form. There are many different ways to complete logic models. Your mentoring program may have already completed one before your evaluation began. If this is the case, there is no need to replicate this work in the format presented here. You will, however, want to distribute the existing logic model to all the members of your evaluation team. At least one evaluation team meeting should be devoted to discussing the model to ensure that it is an accurate representation of your program at the current time. Because you will be using this model to identify particular aspects of your program to evaluate, it is important that all members of your evaluation team have a shared understanding of the various components of your mentoring program and the relationships among them.



What you will need:

- ✓ Worksheet 3.1: *Logic Model*
- ✓ Completed Worksheet 2.1: *Reviewing Your Program’s Mission and Goals*

Remember that ... creating a model is an exercise in theory building – you bring to it your own experience and expertise. As you create a model for your own program, you are embarking on a creative process. Your model may look very different from other models. For illustration purposes, we are going to discuss elements of the logic model



in the following order: inputs, activities, and goals. Then, we will fill in some middle components of the model when we discuss outputs and outcomes.

Inputs

Inputs are all the resources you use to support the activities needed to carry out your program. Some types of inputs (e.g., money or volunteer hours) are easier to quantify than others (e.g., word of mouth advertising, reputation, name recognition). Still, recognition of all types of inputs that support your program's activities is an important component of program evaluation.

Activities

Activities are the specific interventions that your program offers to a target population. Activities are highly specific tasks that are performed in the present. In short, activities are what your program does, day by day, to provide services to your mentoring program clients.

Reviewing the daily activities of your program is one of the most important steps in the evaluation process. This aspect of completing the logic model may seem redundant to some members of your evaluation team because they may feel that they already know what activities occur in your program. However, even the simplest programs (e.g., programs offering just one intervention) engage in many activities to ensure that the desired intervention occurs. Because team members can't evaluate what they don't know about, it is critical that each member be familiar with all the tasks in your program before proceeding with the evaluation process. Using Worksheet 3.1: *Logic Model*, list the activities of your program in the boxes under the *Activities* column.

When listing your program activities, list even those that do not provide a direct service to the target population. For example, mentoring programs may list *matching youth with responsible adult mentors* as one activity. This is appropriate; however, for a mentoring program, you may also need to list activities such as *participation in volunteer fair to recruit mentors*, *offer ongoing mentor training seminars*, or *conduct assessment interviews to determine match needs*. These activities affect your target population indirectly and may be of interest during your evaluation, so you should list them at this time.

Goals

In the last chapter, you and your evaluation team reviewed the goals of your mentoring program. **Goals** are broad statements of purpose for your community and your agency as a whole. Generally, goals are the challenges your community faces, turned upside down. For example, if your community has high rates of students dropping out of school, your program's goal may be to reduce dropout rates.

An important characteristic of goals is that they are generally long-term changes that are brought about by several entities working together. It is unlikely that a community-based organization, working alone, will achieve the goal of decreasing dropout rates. However, several entities, each with a different focus and intervention, working together over an extended period might be able to make measurable progress toward



this goal. Goals are important because they provide a long-term vision for your program. They are statements of common understanding about what the agency is trying to achieve for the community.

It is useful to quantify goals; for example, *reducing high school dropout rate by 20%*. By adding this criteria you will be able to measure more accurately when your program reaches its goal.

Using Worksheet 3.1, on which you have already listed some of your activities, list your goals in the boxes in the *Goals* column of this worksheet. Remember that mentoring programs vary greatly in size and scope. Some programs may have only one goal, others may select several. Based on the size and complexity of your program, you may be able to fit your entire logic model on one worksheet. Larger or more complex programs may have to use several copies of the worksheet to outline their entire programs.

Filling in the Path ...

Now that you have listed your mentoring program's activities (what you are doing today) and goals (your vision for the community's future), it is time to fill in the path between these two types of program elements. It is here that the logic model becomes slightly more complicated. Until now, we have completed three lists: inputs, activities and goals. However, as you begin to fill in the middle, you will notice that the lines between activities and goals are not straight. Remember that your logic model is unique to your mentoring program. There is no template for how your completed logic model should look. What is important is that all members of your evaluation team have a shared understanding of what the model depicts.

Outputs and Outcomes

Outputs and outcomes are the stepping stones between activities and goals. **Outputs** are the direct effects of your programs activities, which contribute toward outcomes or the immediate benefits of your activities. **Outcomes** are longer lasting and/or sustained changes in behavior, attitudes, knowledge, or environmental conditions that occur within the targets of the intervention.

As you begin to fill in your logic model, it is important to realize that every activity has at least one output but may have more. For example, if one of your activities is *operating a drop-in center for youth 3 days per week*, outputs could include the following:

- *The drop-in center provides an appropriate environment in which students can study.*
- *Mentors come to the drop-in center to meet youth before being matched.*
- *Youth have access to new computers to complete school assignments.*



In this example, the outputs would be listed in the *Output* column, with arrows connecting each to the same activity. Similarly, each output should have an arrow connecting it to at least one outcome, but it may have several, which are listed in the *Outcome* column. The output in this example, *the drop-in center provides an appropriate environment in which students can study* might have the following outcomes attached to it:

- *Youth completed homework every week.*
- *Youth attendance increased by 50%.*
- *Youth grade point average increased by 2 points.*

Outcomes occur at various levels: immediate, intermediate, and long term. In our example, *completing homework weekly* is an immediate outcome. You might expect to start seeing these things soon after your drop-in center opens. Other types of outcomes, however, may take longer to occur. An example of an intermediate outcome might be *increased attendance by 50%*, and a long-term outcome may be that the *youth grade point averages increased by 2 points*. Much like goals, it is necessary to quantify outcomes to measure success. Using Worksheet 3.1, you should also list these outcomes in the *Outcome* column and connect them with arrows to the appropriate earlier outcomes.

Finally, one, or more likely several, outcomes will be connected by arrows to a goal. It is also possible that outcomes will be connected to more than one goal. Remember that your logic model is unique to your agency.

Understanding the Theory of Causation—Why Things Happen the Way They Do

To implement an effective program and conduct a successful evaluation, you need to understand why things happen the way they do (**theory of causation**). For example, if the ultimate goal for your program is to increase high-school graduation rates, then you must first have some knowledge about the causes of school failure and dropping out. Then, you will target your interventions toward these causes within a specific population. The model you created using Worksheet 3.1 will show the relationship between the activities and outcomes. However, you cannot make claims for your program such as *school performance was improved by offering mentoring to students* unless you understand the relationship between mentoring and school performance. *How does one influence the other?*



It is here that research and your experience are especially valuable. You and your evaluation team have a wealth of information based on past experience. Think about your own experiences working with youth. Chances are you have seen effective interventions and ineffective interventions in almost equal numbers.

MINI-LESSON**Theory**

A *theory* is a systematic account of the relations among a set of variables. Theories are what link different variables together in some sort of logical way. Theories allow you to progress from recognizing a challenge, to proposing an activity, to aiming that activity at a particular group, to guessing what response the group will have to an activity. Theories allow you to guess what will happen as a result of the program. In other words, theories explain why things happen the way they do.

Theories look at both *direct variables* and *indirect variables*. A direct variable is presumed to have an effect on its own; an indirect variable has an effect through its influence on other variables. Variables can have direct effects, indirect effects, or both.

An example of a theory with indirect and direct variables at work is one that attempts to predict college achievement. If we develop a theory that says that college achievement is influenced by intelligence, family expectations, and motivation, we might view motivation as a direct variable—it has a direct impact on college achievement. Family expectations might be seen as an indirect variable—it affects motivation that, in turn, affects college achievement. Finally, intelligence is both a direct and an indirect variable. It has a direct effect on college achievement, but also has an indirect on motivation. Note that, at this time, we don't know whether our theory is accurate or not—we would have to test it to find out. Nonetheless, we have mapped out a logical set of relationships between various variables. This allows us to justify why we might reasonably expect interventions that effect any of our variables to have an effect on our targeted challenge.

- *What did you learn from these experiences?*
- *What does your intuition tell you about working with youth?*
- *What have you learned from working with high-risk youth?*
- *How have these experiences influenced the way your program has developed and evolved?*

Programs must match their intuition and experience with research. Though not downplaying the significance of personal experience and intuition, there are occasions when you will be asked to justify your program's interventions with generally accepted social science research. Each way you can support the logical basis for your program will prove worthwhile in the future. This type of information can help you answer questions such as the following:

- *Why does your program offer this intervention? Wouldn't it work just as well to set it up a different way?*
- *Why don't you organize your program like this other one?*

Much research has been done that identifies issues and interventions related to youth development. Most of this research is available in university libraries, from the federal government, and via the Internet. Because every program targets different factors with different interventions, we will not discuss specific theories relating to youth development in this workbook. However, we have included research citations in various areas in the reference list at the end of this chapter. Keeping track of the information you find related to your program need not be a formal, tedious process. You may want to keep a file of journal, newspaper, and magazine articles about your program so that you have readily available background sources for anyone seeking information about your project.



Conclusion

This chapter has guided you in using the logic model diagram to list the different components of your program and map out the relationships between these components. Creating a shared understanding about the different components of your program among your evaluation team members is a critical aspect of the evaluation process. In the next chapter, you will use this completed model to select the aspects of your program that will be the focus of the evaluation.

BEFORE YOU LEAVE THIS CHAPTER, MAKE SURE YOU—

- Have identified your program's inputs, activities, outputs, outcomes, and goals;
- have a basic understanding of the logical connections between the different aspects of your program; and
- have completed Worksheet 3.1 and understand the relationships between your program's activities, outputs, outcomes, and goals.



PROGRAM EXAMPLE: THE CAN SELF-EVALUATION

As the CAN evaluation team began to complete a logic model for their mentoring program, they noted that their two main goals were to reduce high-school dropout rates in the community and to reduce rates of ATOD use in their community. (See Appendix B for a copy of their logic model.)

The CAN evaluation team identified the following activities for their mentoring program:

- Operating an after-school drop-in program
- Establishing 1:1 mentoring relationships
- Recruiting youth
- Recruiting mentors
- Holding monthly special activities (sporting events, holiday parties, etc.)
- Supervising mentor/mentee matches
- Completing grant applications for continued funding



Outputs of the after-school drop in program included the following:

- Youth have a safe and appropriate environment in which to complete homework after school, 3 days per week.
- Youth have access to computers to complete school assignments.
- Youth and mentors have a place to meet.
- Mentors have a place to get to know youth before being matched.

Outcomes associated with youth having a safe and appropriate environment in which to complete homework occurred at three levels.

Immediate outcomes included the following:

- Youth complete homework more frequently.
- Youth complete homework more accurately.

Intermediate outcomes included the following:

- Youth improve class attendance.
- Youth place a higher priority on completing school assignments.

Long-term outcomes included the following:

- Youth grades increase.
- Youth self-esteem increases.

Finally, the CAN evaluation team felt that these outcomes were related to their goal of decreasing dropout rates in their community.

For a complete version of the CAN mentoring program logic model, see Appendix B.



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Using Your Logic Model To Focus the Evaluation



Key terms in this chapter:

- ✓ *Evaluation questions*
- ✓ *Effort questions*
- ✓ *Effectiveness questions*
- ✓ *Efficiency questions*
- ✓ *Process evaluation*
- ✓ *Outcome evaluation*

In Chapter 3, you and your evaluation team worked together to create or review a logic model that depicts the different components of your program and their relationship to one another. In this chapter, you will be using your completed logic model to focus your evaluation effort. As you have seen, even fairly straightforward programs have many different activities, outputs, and outcomes associated with them. Evaluating your entire program at the same time would be an impossible task. Therefore, you and your evaluation team must decide which specific elements of your program you will evaluate at this time. This chapter will guide you in using your logic model to select the specific aspects of your program you will evaluate.

Reviewing Your Logic Model

Remember that the major components of the logic model are:

- Inputs
- Activities
- Outputs
- Outcomes (immediate, intermediate, and long-term)
- Goals

Looking at different parts of your logic model will allow you to answer different kinds of questions about your program (**evaluation questions**). Three basic questions can be answered by an evaluation: effort, effectiveness, and efficiency. Each type of question corresponds to a particular portion of the logic model.



Measures at Each Program Level

Effort questions. What services did we actually provide and to whom? For example, *How many youth did we match with mentors?* Effort questions most often relate to the input and activities sections of the evaluation model.

Effectiveness questions. Did you achieve the immediate results and/or long-term outcomes that you wanted? For example: *Did the kids in our mentoring program miss fewer days of school this semester than nonmentored kids?* These types of questions address the output, outcomes, and goals sections of your evaluation model.

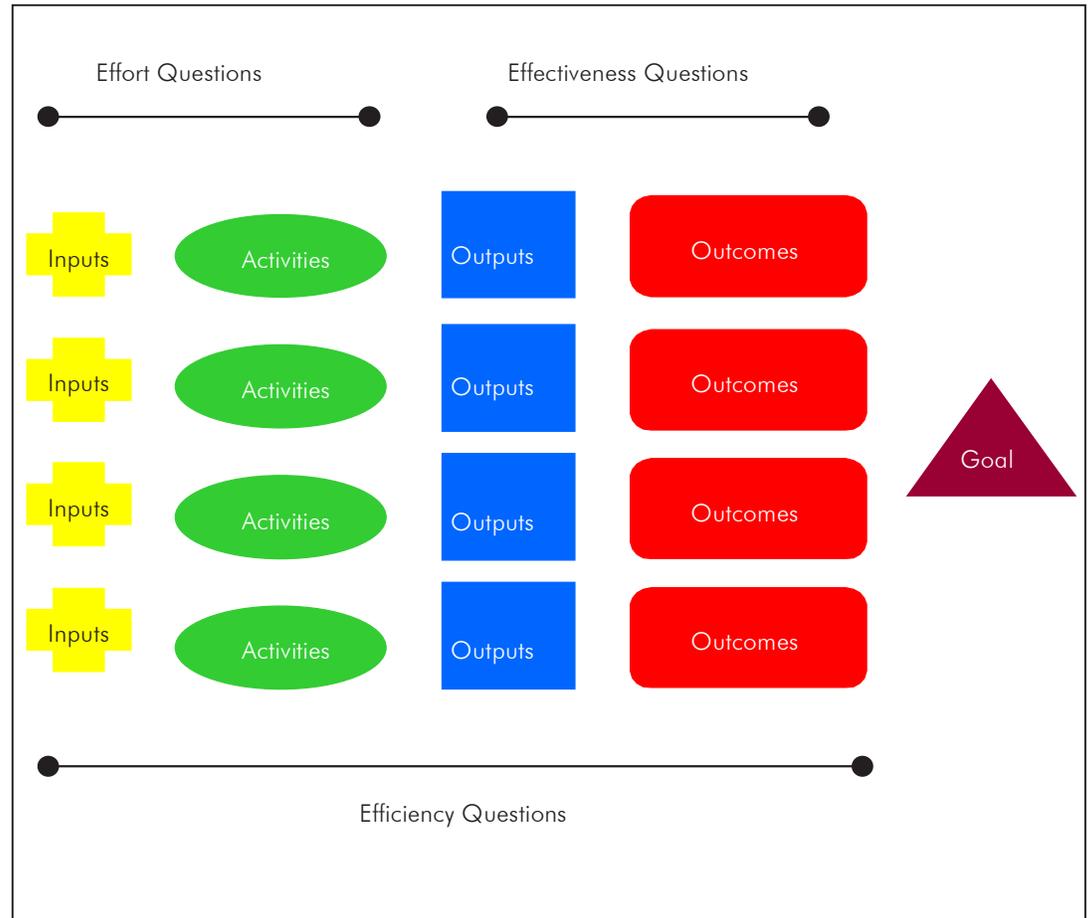
As you consider the potential effectiveness questions you might want to ask in your evaluation, it is important to think about the differences between outcomes and goals. Remember the discussion in Chapter 3 of the differences between the various program components. Goals were defined as broad statements of purpose for your community and agency. Most often, they are long-term changes achieved by several programs working together. As you think about your evaluation questions, it is tempting to try to design your evaluation to show that your mentoring program achieves its stated goals, for example, reducing the dropout level in your community. However, it is highly unlikely that a local evaluation of a particular program will reveal goal achievement. In other words, it is unlikely that an evaluation of your mentoring program will demonstrate goal attainment: that your community's dropout rates have decreased.

It is far better for programs to design evaluations around program components where they are more likely to be able to see that they have affected a change. For example, though you most likely cannot show that your program has had an effect on your community's dropout rates, you can design an evaluation that will allow you to measure whether your mentoring program has had an impact on students' grades, attitudes toward school, self-esteem, or other outcomes that are related to the overall goal of dropout rates. In other words, it is much more practical and highly recommended by this workbook that you choose to design your effectiveness questions around outcomes rather than goals.

Efficiency questions. These questions address the cost per unit of service related to the benefits achieved. For example, *How much did it cost to provide mentoring to all the youth enrolled in our program? Is this more or less costly based on the benefits attained than other types of interventions we could have provided?* Most efficiency questions can be answered meaningfully only after long-term outcomes and goals have been assessed. You may be able to calculate the cost of providing mentoring to each youth in your program, and this information may have a variety of uses. However, you cannot weigh the cost against the benefit of this intervention without assessing other long-term outcomes and goals and without knowing the cost of other possible alternatives.



Thus far, we have discussed evaluation in terms of effort, effectiveness, and efficiency questions. Each of these types of questions provides a particular kind of information that can be useful to agencies in a variety of areas.



Two other terms that are common in evaluation are *process evaluation* and *outcome evaluation*. These terms refer to the types of questions that your evaluation is asking. **Process evaluations** focus on inputs and activities. They look at whether your program is doing what it set out to do in terms of inputs, activities, and outputs. Process evaluations are concerned with effort questions. **Outcome evaluations**, on the other hand, are concerned with whether your program is achieving what it set out to achieve in terms of immediate, intermediate, or long-term outcomes or in terms of goals. Outcome evaluations are concerned with effectiveness questions. Both types of evaluations have merit and can provide useful information to programs.

It is important to remember that you and your evaluation team can design a self-evaluation of your mentoring program that has both process and outcome elements.



While one part of your evaluation might want to focus on whether you are recruiting as many mentors as you had hoped to recruit, another aspect of your evaluation may focus on how mentoring is affecting school performance. There is no reason why you cannot ask effort and effectiveness questions in the same evaluation.

You and your evaluation team do, however, want to avoid falling into the trap of asking too many evaluation questions at the same time. Many times, evaluation teams want to answer all of the questions they have about their programs the first time they design and implement an evaluation. It is far better to focus on only one or two aspects of your program than it is to try to answer too many questions at once. For your first evaluation effort, select one or two evaluation questions. Remember that evaluation is an ongoing process. Any questions that you and your evaluation team do not address in this evaluation process can be answered in the next.

Process versus Outcome Evaluation

Worksheet 4.1: *Developing Your Evaluation Questions* will help you begin to think about specific evaluation questions you might want to ask. Try to think of at least one evaluation question for each level of the logic model. *If your list of questions is still too long, how will you know which questions to pursue?* One way is to identify which questions will provide you with the information that you actually can use. This may sound simple, but often many program staff have never actually considered what they will do with the information they gather or how the lessons learned might be used to change the direction of their program. Refer back to the work you and your evaluation team completed in Chapter 1.

- *What did each member of the team hope to gain from the evaluation?*
- *What did they want to do with the information?*
- *Which of the questions you have listed on Worksheet 4.1 best supports those purposes?*

Other questions that can help you and your evaluation team members develop the evaluation questions follow:

- *What do we need to know about our program to solve a problem we have identified?*
- *When we have the information, who will be interested in knowing it?*
- *Why do we need to know this?*
- *What can and will we do differently based on this information?*
- *If we wanted to make a convincing marketing presentation about the program, what would we like to be able to say?*



What you will need:

- ✓ Worksheet 4.1: *Developing Your Evaluation Questions*



Conclusion

In this chapter, you reviewed the components of the logic model that were introduced in Chapter 3. It is possible to measure components at each level (input, activity, output, outcome). Additionally, measurement at each level tends to produce answers to one of three basic questions: effort, efficiency, and effectiveness. Finally, you and your team developed a preliminary list of different evaluation questions and selected evaluation questions that are more useful to your organization at this time. Now that you and your team have developed your evaluation questions, it is time to begin thinking about when and whom to measure and what type of design to use.



BEFORE YOU LEAVE THIS CHAPTER, MAKE SURE YOU—

- have completed Worksheet 4.1: *Developing Your Evaluation Questions*;
- understand the different components of your program's logic model and recognize that it is possible to measure at each level; and
- have made a preliminary selection of evaluation questions to be pursued at this time.

PROGRAM EXAMPLE: THE CAN SELF-EVALUATION

After reviewing their completed logic model, the CAN evaluation team used Worksheet 4.1: *Developing Your Evaluation Questions* to create a list of potential effort, effectiveness, and efficiency questions that their evaluation could answer. Keeping in mind that one of their primary purposes was to discover information that could support their grant applications for continued funding, the CAN focused on elements of their logic model that concerned academic performance and ATOD resistance. After listing various types of evaluation questions (see Appendix B for a copy of their completed Worksheet 4.1), the CAN evaluation team decided to focus on three effectiveness questions:

- Are students more likely to complete homework on time and correctly after participating in the mentoring program?
- Do students' attitudes toward ATOD use change after participation in the mentoring program?
- Do students receive higher grades after participating in the mentoring program?



Chapter 4 References

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What To Measure and When



Key terms in this chapter:

- ✓ *Variables*
- ✓ *Qualitative data*
- ✓ *Quantitative data*
- ✓ *Nominal scale*
- ✓ *Ordinal scale*
- ✓ *Interval scale*
- ✓ *Ratio scale*
- ✓ *Pre- and post-test design*
- ✓ *Post-test-only design*
- ✓ *Experimental design*
- ✓ *Quasi-experimental design*

Chapter 4 helped you select an area (or areas) on which to focus your evaluation. You and your evaluation team have chosen outputs or outcomes that are of interest to you. The next step is to take those outputs and outcomes and decide what type of data you want to collect related them. This chapter will guide you in beginning the third stage of the self-evaluation process; your data collection.

You and your evaluation team will decide which type of data you want to collect about the different behaviors, attitudes, etc. that are of interest to you (**variables**). How you choose to measure your outputs and outcomes will affect the statements you are able to make about your mentoring program in answer to your evaluation questions. Measures form the basis for answering the evaluation questions. For example, a program may ask, *Do students complete homework more often and more accurately after they participate in a mentoring program?* To answer this question, you will have to find a way to measure the participants' rate of completion and degree of accuracy of homework assignments.

Identifying what you will measure (e.g., how often and how accurately students complete homework) is the first step. Equally important, however, is knowing *how*, *when*, and *of whom* you will be asking questions. The *when* and *of whom* questions relate to the evaluation design and will be discussed in this chapter. The *how* question relates to the methods of measurement introduced in this chapter and again discussed in Chapter 6.

In this chapter, you will begin to make decisions about whom you will measure and how often you will measure them for each of your evaluation questions.



Understanding Forms of Measures—Deciding How To Measure

Quantitative-Qualitative Distinction

Data are often thought of as qualitative or quantitative. **Qualitative data** describe the attributes of the object without referring to quantity, and **quantitative data** are a measurement of something. Qualitative data are usually expressed in words, and quantitative data are often expressed in numbers.

Qualitative data often include observations, conversations, anecdotes, letters, and process notes. These sources can provide rich insights and a background on the subject or program. They are often interesting, easily read, and appeal to a broad population that lacks specialized knowledge in the field discussed. Alternately, qualitative data are often difficult to summarize, compare, and interpret.

Quantitative data consist of measured items. They generally represent the presence or amount of something that can be counted or the dimensions of something that can be measured. Though easy to summarize and compare, quantitative data sets are often considered as too simplistic a representation of what is being measured.

Both quantitative and qualitative data are valuable and are often best used together. You may feel that the *numbers* do not actually account for what your program is or does. You may use stories or reports to provide the background or history behind your program's achievements. However, there are some things you just cannot do with qualitative data such as aggregating numbers and making comparisons. For this, you need to use quantitative data.

Clarifying Scales of Measurement—More Ways To Decide How To Measure

It is often useful to think of four types of measurement scales: nominal, ordinal, interval, and ratio. Which one you use depends on what you are measuring and what you are planning to do with the data. No single scale is necessarily dominant or more important. Because statistical techniques and procedures have been developed for use with particular scales, you need to understand the differences between types of scales so you can determine which measurement is most appropriate to use. Then you can choose the test most appropriate to what you want to learn from the data.

MINI-LESSON

Variables



A *variable* is a concept with a specific, constructed meaning given to it by the researcher. Put simply, a variable is anything that can vary and can be measured. For example, if you want to look at the differences in math grades between boys and girls, *gender* and *math grades* are both variables. Two terms used frequently in research are *independent variable* and *dependent variable*. The independent variable is presumed to influence the dependent variable. In other words, the dependent variable depends on the independent variable. This is **not** the same as saying that the independent variable **caused** the dependent variable. For example, assume that your hypothesis in the example above is *girls in the 5th grade earn higher math grades than boys in the 5th grade*. In this example, *gender* is the independent variable, and *math grade* is the dependent variable.

In general, programs are assumed to affect only dependent variables. However, many factors can affect the degree to which a program is effective. These factors are called *covariates* and are forms of independent variables. Examples of covariates include demographic factors such as age, gender, socioeconomic level, and educational level. Studying covariates is often useful in gathering information about the types of clients who can benefit most from your program. Analysis of covariates can also help you determine whether your program is equally effective for all participants.



Nominal Scale

Nominal data are topics of information that don't have any inherent rank or order. For identification, you could assign numbers to each category (e.g., 1 – female, 2 – male). These numbers do not signify a value. You could have just as easily assigned a symbol or a letter. Because there is no quantitative meaning behind the numbers used to designate nominal data, you cannot perform any mathematical functions with them. For example, even if you assign a “1” to females and a “2” to males, it does not mean that two females equal one male ($1+1\neq 2$).

An example of a question that collects nominal data is to ask mentors to identify their race or ethnicity by selecting from the following choices:

1. American Indian/Alaska Native
2. Asian
3. Black/African-American
4. Hispanic/Latino
5. Native Hawaiian/Pacific Islander
6. White/Caucasian
7. Other

In this question, the numbers are used to identify the groups, but have no numerical value. The numbers have no inherent rank or order, they are just a shorthand way of identifying the various groups. Again, you cannot perform any mathematical functions with them and could have just as easily assigned a symbol or letter to identify the different groups.

Ordinal Scale

An **ordinal scale** allows the observations to be ordered or ranked by degree according to their relative magnitude. For instance, you may want your participants to rank the parts of the program by how useful each was to them. Doing this will place the parts in order, but you'll have no way to determine the distance between each part, only that one is higher than another. For example, a youth may rank four activities in the following way: tutoring—most helpful; field trips—somewhat helpful; self-esteem classes—not really helpful; after-school program—not helpful at all. From the data, you know that tutoring was more helpful to this student than the self-esteem classes. What you can't tell is how much more helpful it was. You don't know if it was twice as helpful or only a little more helpful.

Interval Scale

An **interval scale** includes properties of ordinal measurement, but also requires equal intervals between units of measurement. For interval measures, the numbers have a quantitative meaning. Attitude measures are often thought of as being an interval measure. For example, the participants may be asked to rate their tutoring on a scale from 1 to 10, with 1 meaning they found it useless and 10 meaning they found it very useful. Note that this is an interval because presumably the difference between a rating



of 5 and 6 is the same difference as that between ratings 7 and 8. Most standardized psychological tests use interval measurement.

Ratio Scale

A **ratio scale** incorporates all the features of an interval scale in distances that can be determined between levels. In addition, however, there is a meaningful zero point for the scale. The amount of money in your pocket is an example of a ratio scale. If there is none, that's a meaningful zero value. Grades on a test are another example of ratio data. A student who earns 100% on a test answered all the questions correctly. A student who earns 50% answered half as many questions correctly as the student who earned 100%. A student who earned a zero answered none of the questions correctly.

Understanding Evaluation Designs—Deciding When and Whom To Measure

Measurement is used for two main purposes: to describe something and to detect change. Your evaluation design helps to determine how often you will measure and whom you will measure. For instance, to answer the question, *What is the average age of the youth in our program?* you would probably measure the ages of all the youth currently in your program and compute the average. Age data, expressed in years and/or months, is an example of ratio data. Only one measure would be needed and only one group (the youth enrolled in the program) would be measured. Descriptive questions are usually easy to answer, yet often yield important information. A basic function of an evaluation is to get a good description of the population served.

More complicated program evaluation questions often revolve around detecting change. These, too, yield important information for programs. For instance, to answer the question, *Did knowledge of the risks of smoking increase?* you must know the target population's level of knowledge before they participated in the intervention to compare it against their level of knowledge after they complete the intervention. The effectiveness of the intervention is represented by the change in the population's knowledge before and after the program. Therefore, you should plan to measure the participants twice—once before the intervention starts and once after the intervention is complete. You can then compare the two measurements to see if there is a change in knowledge. This approach is sometimes called a pre- and post-test design, because you take a measurement before (pre) the intervention and again after it (post). We will briefly describe the pros and cons of the pre- and post-test design, then cover some alternative evaluation designs.

Pre- and Post-Test Design

The **pre- and post-test design** compares an individual, or groups of individuals, at two different points in time – before the intervention and after the intervention. A major advantage of this design is that it is relatively easy to implement. All you need to do is administer the same measure twice – before and after the intervention. However, just because a change occurs after an intervention does not necessarily mean that the



intervention caused the change. Many factors can affect a change in behavior and attitude (e.g., maturation effects—see chapter 6). You also need to allow enough time between the pre- and post-measure for change to occur. Literature, research, and your own experience can help you determine what an appropriate length of time is between pre- and post-measures.

Post-Test-Only Design

Post-test-only design measures are obtained only once—after the intervention has occurred. This method is of questionable value for detecting change because a single measure does not provide a starting reference point. Remember that the difference between pre- and post-measures is what represents change. Without a pre-intervention score, you can't calculate a difference. Sometimes, if a good estimate of the baseline is available, you can infer that a change occurred. This is usually the weakest of the designs for program evaluation, however, because baseline estimates are frequently challenged as invalid. Nonetheless, if you have limited resources or limited contact with the participants, this may be the only measure you can conduct. More information about collecting data from program participants after an intervention is presented in Chapter 6.

Experimental Design

When an **experimental design** is used, you usually randomly assign individuals to one of two groups: an experimental group receiving the intervention being studied and a control group not receiving the intervention. This is often done in service programs through careful management of a waiting list. For example, if a program has a list of 50 youth waiting for a mentoring match, you may randomly assign half to remain on the waiting list for a specific time (e.g., 1 year), while working hard to ensure that the other half get a mentoring match. At the end of the year, you would measure both those youth matched and those on the wait list. If the matched group scores more positively than the waiting list group, then you may have valid evidence that the mentoring produced positive change.

This design has two critical features: (1) assignment into the two groups is random, and (2) both groups are measured with the same instruments after the intervention. Randomness is critical because it is the only way you can ensure that the two groups were similar at the start of the intervention, particularly for difficult-to-measure traits that could affect outcomes such as parental involvement in the mentoring program. This is particularly challenging for social service programs that may want to assign youth to the experimental or control groups based on their level of need, their perceived ability to benefit from the program, or some other reason that compromises the randomness of group assignment and, therefore, the results of the evaluation.

An experimental design is a good way for you to determine whether the intervention caused or contributed to the observed change. However, it can raise some serious issues, such as the ethical considerations that may arise because this design can require withholding a potentially beneficial intervention from a group of individuals. Moreover, it diverts limited program or evaluation resources to the maintenance of a nontreated



group, which may not be practical. In many cases, however, a control group can receive the “old” service, that is, the experimental group receives the intervention being studied. This can allow you to determine which intervention, the old or the new, is most effective while allowing services to be offered to both groups. Additionally, in many communities, there are more youth eligible for a service than agencies can serve. In these cases, a waiting list of youth (who would not be receiving the intervention whether there was an evaluation or not) can serve as a control group. In this case, services are not being withheld intentionally from an eligible group; you are gathering data from a group that you cannot currently serve.

If, for your program, you are considering using a youth waiting list as a control group, you need to take a critical look at the ways the youth in the waiting list group may differ from youth in the experimental group. In some cases in which youth are matched on a first-come, first-served basis, the two groups may be similar in terms of demographics and risk factors. Other programs may find that youth on waiting lists are more difficult to match with mentors because of certain demographic or risk factors that also are related to the outcomes being measured. Though using a waiting list of youth as a control group can be a component of your evaluation design, it is important to do so carefully so that your evaluation results are not biased.

An experimental design can sometimes be used to supplement evaluation activities. For example, if you are considering adding a new component to your program but are not sure whether it is worth the expense, you can offer the new component only to a randomly selected group of participants. Then, you can administer a measure to all participants to see if those selected to receive the new component had more positive scores than the others.

Quasi-Experimental Design

A **quasi-experimental design** compares two similar groups already in existence to determine whether an intervention had a measurable effect. This design allows you to compare two similar groups without intentionally withholding intervention from a particular group. The problem with this design is that your ability to say with certainty that those receiving the intervention were really the same as those not receiving the intervention is somewhat limited. If they start out differently and you see differences at the end, it's not clear whether the intervention was the cause. Statistical methods can minimize differences or control the effect that these differences have on your evaluation results. These types of statistics and the resources available to help you in performing these analyses are discussed in Chapter 8. This design is often the only practical and ethical means of using two or more groups that vary on the intervention within the evaluation design. This design may be good for programs that maintain a waiting list because of a lack of volunteers or other resources. For example, you may be able to use this design with a mentoring program by gathering information from mentored youth while youth on a waiting list for mentors because of a lack of volunteers serve as a control group. One way to strengthen this type of evaluation design is to select youth for the control group by matching them to youth in an



experimental group based on relevant factors such as age, race/ethnicity, gender, family composition, or neighborhood.

Mixed Methods

Sometimes it is useful to mix methods. A common example is to mix pre- and post-test designs with quasi-experimental designs. Doing so would produce a design that compared two existing groups (one treated, one not treated) that are measured twice, once before and once after the intervention is offered to the treated group. You would then compare the two groups on the difference between the two measures.

Selecting an Evaluation Design



What you will need:

- ✓ Worksheet 5.1:
Choosing a Design

As you and your evaluation team consider possible evaluation designs for your self-evaluation, you should adopt the most rigorous design possible to produce the most accurate and reliable information about your program. Many factors influence the design decision including the available amount of time and other resources that can be dedicated to the evaluation. Pre- and post-test may be the most reasonable design for your evaluation team to consider first, especially if you are new to evaluation and are just beginning the process. The easiest way to measure whether a program changed mentees' knowledge, attitudes, or behaviors is to test them before and after their participation in the program. For example, if a mentee was not completing homework before being matched with a mentor then, after being matched, he or she increased the number of assignments completed, this might indicate that the mentee has changed. Though his or her mentoring relationship may have caused this improvement, you must carefully consider other events or factors that also may have influenced this change. Perhaps the child was sick earlier in the school year and did not feel well enough to complete his or her work. Maybe he or she is now receiving intervention for a previously undiagnosed learning disability. A combination of events can make it difficult to say decisively that a particular program was the most important factor that brought about the change. For this reason, many evaluators and researchers choose to use comparison groups.

If you have already begun to collect data, you may be able to use the post-test-only design. Remember that this design only provides you with information about where your participants stand at one point in time (usually after an intervention has occurred). Post-test-only design data are useful to describe the target population but can only indicate change if the information can be compared with already existing information that provides a baseline for comparison.



TABLE 5.1: SUMMARY OF EVALUATION DESIGNS

Model	Characteristics	Strengths	Weaknesses
Pre- and Post-Test	Compares ONE group of individuals at TWO times – BEFORE and AFTER an intervention.	Easy to implement. Needs only one group.	Cannot state conclusively that the intervention caused the change. Does not account for other possible reasons for difference.
Post-Test-Only	Looks at ONE group at ONE time only – AFTER the intervention has occurred.	Only needs to have access to the group once. Good for use with transient clients that may not be available for repeated measure.	Cannot measure change; therefore, allows few, if any, conclusions to be drawn about the effectiveness of the intervention.
Experimental Design	Looks at TWO groups whose members were RANDOMLY assigned. One group receives intervention and one does not. Measures both groups before and after the intervention.	Allows for control of differences between groups. Can measure change and draw conclusions about the effectiveness of interventions.	Sometimes difficult for social service programs to implement because of random assignment. May involve withholding a potentially beneficial intervention from one group. Involves using resources to measure a group not participating in the program
Quasi-Experimental Design	Looks at TWO groups whose members are NOT randomly assigned. Measures BOTH groups BEFORE and AFTER the intervention.	May be easier than experimental design to implement because groups are not assigned randomly. Can measure change. Allows for limited conclusions about the effectiveness of the intervention.	Needs to be clear about what the differences between the two groups are. If change is seen, not able to state conclusively that the intervention is what caused the change (as opposed to some pre-existing difference between the groups).
Mixed Methods	Mixes pre-and post-test design with quasi-experimental.	Helps strengthen the validity of quasi-experimental designs.	Somewhat more complicated to analyze the results.



Experimental and **quasi-experimental** designs are a little more sophisticated and may require previous research or evaluation experience. Because these designs use comparison groups, they focus more on the impact of your intervention, thus enabling you to detect better what is contributing to the measured change. Using comparison groups may also permit you to be more confident that your program was the cause for that change. If you are interested in either of these designs, consider recruiting an experienced evaluator to assist you.

SECTION CHECKLIST: STEPS IN SELECTING AN EVALUATION DESIGN

- Review the different types of evaluation designs.
- Determine whether your evaluation questions require you to measure change over time.
- Determine whether your evaluation questions require you to compare two or more groups of individuals.
- If your evaluation questions require the comparison of two or more groups, can you randomly assign individuals to these groups?

Conclusion

In this chapter, we began to operationalize your evaluation questions by considering what type of study design you will want to use for your self-evaluation. Selection of an appropriate evaluation design is critical because it dictates *when* and *of whom* you will gather evaluation information. Your evaluation design tells you whether you will need to gather information once or twice. It also tells you if you need to gather information from one or more groups of people. It tells you how to assign individuals to groups—randomly or some other way. In addition to selecting an evaluation design, this chapter presented a discussion of two major types of data—qualitative and quantitative—and discussed possibilities for selecting one or the other or using both in your self-evaluation. Finally, this chapter presented information on four types of quantitative data: nominal, ordinal, interval, and ratio. Make sure that you understand these concepts before proceeding to Chapter 6. The scale of measurement that you use dramatically affects which statistical tests you can use and what you can learn from your data.



BEFORE YOU LEAVE THIS CHAPTER, MAKE SURE YOU—

- have chosen an evaluation design
- understand the difference between qualitative and quantitative data; and
- Have completed Worksheet 5.1: *Choosing a Design*.



PROGRAM EXAMPLE: THE CAN SELF-EVALUATION

The CAN evaluation team reviewed their current program structure. Evaluation team members noted that youth enrolled in the mentoring program could be divided into two groups: youth who are mentored, and youth who are not mentored but participated in the after-school drop-in center while awaiting a mentoring match. The evaluation team decided to use a quasi-experimental design with three groups:

- Mentored youth.
- Nonmentored youth participating in the drop in center activities.
- Nonmentored youth who did not participate in any of the program activities but attended the same school and were matched by age, race/ethnicity, grade, and residence. (The school counselor on the evaluation team reported that she would be able to obtain data from this group to support the program evaluation.)

This design meant that the evaluation team would collect data at least twice – at the beginning of the school year, when program activities had just begun, and at the end of the school year. Some evaluation team members noted that some of the mentored youth had been in the program in the last school year; other youth were new to the program this school year. The team decided to collect the same data from all youth, but to note which students were returning and which were new to the program. This factor would be addressed during the analysis of the data. In other words, regardless of when the youth began their participation, each would be measured on (or about) the same day. The team reviewed the material regarding different types of data and proceeded to the next chapter of the workbook.



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Choosing a Data Collection Method



Key terms in this chapter:

- ✓ *Indirect observational methods*
- ✓ *Direct observational methods*
- ✓ *Archival records*
- ✓ *Interviews*
- ✓ *Questionnaire*
- ✓ *Survey*
- ✓ *Focus group*
- ✓ *Standardized instruments*
- ✓ *Pilot test*
- ✓ *Internal validity*

This chapter presents different methods of data collection and administration. For each desired output, outcome, and goal, you need to identify at least one method for measuring it. For example, if the desired outcome of your tutoring program is to enhance school performance, the appropriate measures might be school grades, attendance records, and teacher assessments. Another example is if a desired result is for the mentee to bond positively with the mentor, then the measure may be a mentee satisfaction or attitude survey.

Understanding Data Collection Methods and Administration

There are many ways to collect data: indirect and direct observation, archival records, interviews, and questionnaires. Each method provides different types of information. Selecting the best method depends on your evaluation questions, your target population, and your available resources. As you consider the following methods of data collection, remember that you don't have to limit yourself to one method or instrument. For example, many programs rely on indirect observation to supplement the information gathered through participant questionnaires. Remember to select the data collection method(s) and instrument(s) that are most appropriate for your program.

Indirect Observational Methods

Indirect observational methods of data collection are ways to gather information about a group without the group members being aware that they are being studied. These methods include unobtrusive methods such as using pre-existing data from another source or touring the community and taking notes about your observations.



Indirect methods are often used to help get *the complete picture* or *tell the full story*. These methods complement other methods but usually do not provide sufficient information about a specific program alone. Indirect observation is only one of many ways to gather data that can be valuable to your self-evaluation. For example, indirect observation may help you and your evaluation team determine whether mentor training changed the way mentors interacted with youth in the program. Indirect observation methods may also help illustrate the ways in which receiving help with homework changed the way youth felt about attending school. Though these methods may be exploratory and descriptive, they may not explain what is going on in your program.

Direct observational methods

Video- and audiotapes are sometimes used to collect **direct observational data**, which are later coded and scored, or the evaluation team or staff could be designated as participant observers. This technique is often used to observe young children in the classroom. Here, however, the presence of the evaluator is known. This raises the possibility of changes in the participant's behavior and, potentially, bias of the observer because someone new is present. If you use this method and have more than one observer, you need to consider ways of ensuring that the different observers code and record behavior the same way (inter-rater reliability). Again, this type of data collection is often inexpensive to implement and can complement other data collection methods.

Archival records

The **archival records** method involves collecting information on the subject population from records kept by schools, juvenile services, and other agencies or institutions. Many programs gather data from archival records because it is often inexpensive and unobtrusive to do so. The major disadvantage is that it depends on others to keep and release records. Agencies may not have systematically collected and recorded the information you need, or they may be reluctant to release the information to you. Therefore, you may not be welcomed by the agency, or you may be charged a fee for searching, printing, or copying the records. Within your own agency, searching for mentee-mentor files can be time-consuming. Finally, this method may require a significant investment of evaluation staff time. Before deciding to use archival records, it is a good idea to check with the source of the records to see what information is kept, what information may be released to you, and what charge, if any, applies to accessing this material.

MINI-LESSON

Criteria for Instrument Selection



You need to consider many factors when selecting instruments for use in your evaluation. One of the most important measures of a scale's usefulness is its *reliability*. Reliability is a measurement of how well an instrument consistently measures what it is supposed to measure. When shopping for instruments, you will often see reliability expressed as a *Cronbach's alpha*. An instrument with a correlation of .80–.95 is highly reliable. An instrument with a correlation coefficient of .50 or less is not very reliable.

Validity is another important consideration. It tells you how well the instrument measures what it is supposed to measure. Many accepted instruments have not been used extensively with ethnic populations. If the instrument you are considering using has not been used with members of the same ethnic group as those enrolled in your program, you may want to pilot test the instrument, seek feedback from a professional who has experience working with that population, or choose a different instrument.



Interviews

Interviews involve collecting facts about people and exploring their opinions and attitudes. Careful planning is essential to a good interview. Interviews can range from unstructured or semistructured, in which the interviewer ad-libs a good portion of the discussion, to completely structured (resembling a questionnaire), in which the interviewer essentially reads from a script.

The two main types of interview questions are closed-ended and open-ended. For a closed-ended question, the respondent is asked to choose from prepared answers; for an open-ended question, the respondent is free to answer in any way he or she chooses. Closed-ended questions allow you to tally answers easily; however, open-ended questions may yield information that is more complete because they allow respondents more flexibility in expressing responses. The degree to which an interview is structured depends on your need to explore different issues and the skill level of your interviewer(s).

Questionnaires and Surveys

Questionnaires and **surveys** are highly structured but can have both open-ended and closed-ended questions. Questionnaires and surveys can be administered in person or over the telephone or mailed to individuals and groups. They allow individuals ample time and privacy in which to complete their responses. Unfortunately, the return rate may be low if surveys are mailed. You can increase the return rate of mailed surveys by offering incentives (e.g., money or prizes) for each one returned or remind respondents about those not returned (e.g., call or send reminders). The advantages of using questionnaires and surveys are that they are relatively inexpensive, easy to administer, and can be anonymous. A questionnaire or survey may be a good choice if you plan to gather information from a large group. Further, many questionnaires and surveys have already been developed (see *Using Standardized Instruments* later in this chapter). The disadvantages of using questionnaires and surveys include low response rates and limitation of use (e.g., they cannot be used with a target population that cannot read and write).

Focus Groups

A **focus group** gathers information from a group of subjects about a particular topic. Usually a trained professional who guides the discussion to elicit useful information leads the focus groups. Focus groups are often used in marketing research and may be a valuable addition to the evaluation design. You may not want to rely too heavily on the results because group dynamics have been shown to alter individual attitudes and beliefs. Focus groups can be time consuming and expensive, but they can also be an extremely efficient way of getting input from members of different groups (e.g., teachers, mentors, and administrators), and may be less expensive than conducting interviews with individuals.



TABLE 6.1: SUMMARY OF DATA COLLECTION METHODS

Method	Description	Advantages	Disadvantages
Indirect Observation	Includes analysis of content, analysis of available data, or observation of a group that is unaware it is being studied.	Generally inexpensive. Avoids subject reactivity.	Does not usually give a complete picture of what is being studied. Should not be used alone, but is useful in conjunction with other methods. Potential issue of observer bias.
Direct Observation	Often involves analysis of videotapes or audiotapes that are observed and scored. Participants know they are being studied. Can involve having staff be “participant observers.”	Can be relatively unstructured and allows participant flexibility in responses. Allows the observer to gather data such as mood, atmosphere, or feelings that may be difficult to gather with other measures.	Can involve a substantial commitment of staff resources. Issues of inter-rater reliability. Issues of participant reactivity. Should not be used alone, but is useful in conjunction with other methods. Potential issue of observer bias and inter-rater reliability.
Archival Records	Gleans information from existing records that are kept by your own or another agency to gather data for your evaluation.	Can be inexpensive and unobtrusive. Does not require staff to complete additional forms or paperwork.	Agencies may be reluctant to release or share information. A fee may be charged to print or copy records. Records may be inaccurate or incomplete. May be restricted by law or policy.
Interviews	Observer talks with a subject face to face or over the telephone. Interview content can range from tightly scripted to unstructured. Can use open-ended or closed-ended questions.	May yield information that is more precise because respondents have greater flexibility in their responses, if asked open-ended questions.	Can involve a substantial time commitment from staff and participants. Participants may be reluctant to respond truthfully face-to-face.
Questionnaires and Surveys	Participants answer a series of prepared questions, which can be open-ended, closed-ended, or both.	Can be anonymous. Particularly useful with larger groups. Allows respondents ample time and privacy in which to complete the survey. Many questionnaires with known reliability and validity are already available. If mailed, may save time in administering the measure.	Potentially low response rates of mailed questionnaires. Respondents must be able to read and write, and questions must be phrased in a culturally appropriate manner. May be difficult to locate transient subjects. Mail may be cost-prohibitive, especially in light of low response rates.
Focus Groups	A group of subjects meet with a facilitator to give feedback on a particular subject. Generally led by a trained professional.	Allows subjects greater flexibility in phrasing responses. Allows information to be gathered from more than one subject in a given session.	May be time-consuming and expensive. Group dynamic can influence responses. Requires a trained group facilitator, which may be cost-prohibitive.



Using Standardized Instruments

Indirect and direct methods of data collection can be valuable components of an evaluation. They often provide rich information about different aspects of a program and give evaluators clues about which parts of the program are working well and which are not as beneficial to program participants. The disadvantage to using these methods of data collection is that it can be difficult to compare data across groups. These methods often do not produce the same types of information about different groups. Information may be present in different forms that also make comparison difficult. For this reason, many programs use standardized instruments in their self-evaluations.

MINI-LESSON Pilot Testing



A **pilot test** is a small-scale version or a “trial run” of a larger study. A pilot test allows you to determine whether there are flaws in your study design (including instrument selection) before you have invested a great deal of time and money in conducting the full-scale study. Often, researchers will submit their results of a pilot test to a granting agency to show that the larger research effort is worth the financial investment. You may want to use a pilot test to:

- ✓ test data collection instruments;
- ✓ develop better approaches to research subjects;
- ✓ develop categories for proposed research questions; and
- ✓ determine whether or not a larger study would yield useful information.

Standardized instruments are tools that measure a specific skill, quality or characteristic, or related groups of these attributes. When using a standardized instrument, the same information is gathered from every subject, in the same form, making comparison among individuals and groups possible. Although it is possible for programs to develop their own standardized instruments, we recommend that you select an instrument from the standard measures that have been developed professionally. For several reasons, developing a measure is hard work – developing a good measure is even harder.

More often than not, standard surveys have undergone extensive field-testing. Further, your findings can be more easily compared with those of other programs. Many instruments for measuring concepts like self-esteem; alcohol, tobacco, and other drug (ATOD) use; and other mental health and social behaviors are available. Appendix C lists the instruments used as part of the national JUMP evaluation. Appendix D lists where many standardized instruments can be found. You may already be using some of these instruments in your program as part of another data collection effort. If so, you may be able to use some of this information in your evaluation. Though using a standardized instrument can simplify your evaluation process and save time, you need to choose the right instrument for your program.

By far, the most important consideration in selecting a measure is relevance (i.e., does the instrument measure what you are trying to measure?). For example, if your program is interested in measuring alcohol and drug use, don’t assume a measure of self-esteem is appropriate. Although there may be a relationship between drug and alcohol use and self-esteem, self-esteem is not a direct measure of drug use. Some additional factors to consider in selecting a standardized instrument include the following:



1. **Cost of the Instrument.** Some instruments can be obtained from the developer at no cost, others require payment for the instrument itself, the answer sheets, and the scoring templates and services.
2. **Availability and Timeliness of Scoring.** Some instruments can be scored by your program staff, others must be scored by the instrument developer. Consider whether there is an additional charge for scoring. Also, determine how long it will take to score the instrument, and whether scoring can be done by your program staff or has to be sent to the developer and returned.
3. **Length and Complexity of the Instrument.** Some instruments are too lengthy or complex to be used with the population you will be testing. Pilot testing can help you determine whether the instrument you are considering is appropriate for use with your population. The developer may also have information regarding the appropriateness of the instrument for use with a particular population.
4. **Cultural Considerations.** Many standard instruments have not been tested with members of different cultures. If you will be testing members of a particular racial or ethnic group, make sure that the instrument has been validated with the same group before you decide to use it.

You may also decide to use only some sections or certain questions of a standardized instrument. Remember that altering an instrument can change the results. If an instrument is too long or includes questions on topics that you don't wish to address with your participants, contact the instrument's developer. They can discuss with you the effects of removing certain questions. Similarly, changing the way that questions are worded or altering the responses can change the results or render an instrument invalid. This is also a concern if you plan to translate an instrument into another language.

If you decide to develop your own instruments, do so with caution and, when possible, with an experienced instrument specialist. Developing your own measure may require extensive testing to determine internal consistency of scale items, reliability and validity, and acceptance by respondents. Refer to the references at the end of this chapter for more information and resources about developing your own instruments.

Identifying Threats to Internal Validity

Internal validity refers to the accuracy with which your data reflects what you set out to discover. For example, if your study was to determine whether tutoring helped to raise students' grades, you might have compared students' grades before and after they began participating in the tutoring sessions and seen an improvement in their grades. *How do you know the improvement in grades is due to the tutoring and not some other factor?* These other factors are referred to as threats to internal validity. Some of the most common follow:



- **History** – Any event that happens between the time of your first measurement (pretest) and your second (posttest) that can affect the measurement. In the example above, perhaps the school reduced class size between the pretest and posttest and now all students receive more individualized attention. This could account for the improved grades.
- **Maturation** – The normal processes of development that occur over time could affect your outcomes, independent of your intervention. For example, as children grow and mature, they are likely to develop longer attention spans, according to available research on child development. This naturally occurring phase of development may occur while the child is enrolled in your program, making it difficult to separate program effects of skills such as being able to pay attention in class from normal developmental growth.
- **Testing** – The effects test-taking have on the study results. Taking a pretest may influence the behavior of your subjects as much as or more than your intervention does. You cannot be sure that the effects you see are due to your intervention and not due to the administration of a pretest.
- **Instrumentation** – Any flaws in your measurement device that can skew your results. For example, if you collect information from an observer, he or she may be less attentive to collecting data on one night than on another.
- **Statistical Regression** – A general tendency for extreme scores on any measure to move toward a less extreme score at a different time. If you measure something at the lowest possible amount, there is no way for it to change except to increase. Statistical regression occurs when you select study participants based on their extreme scores (for example, if you decide to study only very depressed adolescents). When you re-measure, there is a tendency for these extreme scores to move back toward the overall group average regardless of the effects of any intervention provided.
- **Selection Bias** – Any determination, except random placement, by which you place some subjects in a study group and other subjects in a control group is a type of selection bias. Subjects assigned to groups in any way other than random placement opens the possibility that the groups differ in important ways that can affect the results of your study. For example, students who volunteer to attend a tutoring session may be more academically motivated than students who do not volunteer to attend this group. Different levels of motivation may affect these two groups as much as or more than the tutoring groups did. Random assignment to groups is the best way to protect against the effects of selection bias.



- **Experimental Mortality** – The loss of subjects from your study for any reason before your evaluation is complete. Subjects may move to a new neighborhood and leave your program. They may decide they are no longer interested in the program and not return. When subjects leave before the experiment is complete, you cannot guess what their posttest scores would have been. In other words, you cannot assume that they would have behaved similarly to the remaining subjects had they stayed until the end of your study. For example, if 15 of the children in your tutoring group moved out of the neighborhood before your study was completed, you cannot assume that their grades would have improved similarly to those of the group that completed the study.
- **Selection and Maturation Interaction** – This refers to the combination of selection and maturation effects. In other words, a maturation effect that affects only part of your study sample is an example of this type of problem. For example, if half of the kids in your tutoring program have participated in similar programs for the past 3 years and are bored, the program may not have the same effect on these kids as it does on children who have never before participated in this type of program.

It is nearly impossible to design an evaluation that is free from any of these threats to internal validity. Various statistical methods will allow you to minimize the effects of these various factors; however, these types of statistics are most likely beyond the scope of your evaluation team. It is important only that you recognize these terms and be aware of their possible impact on your evaluation. Do not be discouraged or feel that your evaluation will produce no relevant information. Even within the presence of these considerations, it is still possible to demonstrate with some certainty that your mentoring program had an effect. Thus, you need to understand which ones might affect the results of your evaluation and be familiar with these terms should you decide to seek outside help from an evaluator or statistics consultant.

Comparing Your Data to National, State, and Local Indicators

There are several groups nationally that collect annual ATOD and juvenile data. (See Appendix E for a partial list of surveys, reports, and databases available from federal, state, and local agencies.) Data from federal, state, or local groups can serve as an assessment of how the subjects in your program compare to larger samples of a similar population. Bear in mind that communities differ in the amount and types of data they collect. What is available in your area may be different from what is available to programs in other locales. This list is not meant to be all-inclusive; it only provides suggestions. Use the resources that are available to you to find information that is most pertinent to your program. You may have already gathered some local or state data when you were preparing grant applications or seeking community support for your program. You need to recognize, however, that the usefulness of this information to your evaluation depends on how similar your target population is to the sample



What you will need:

- ✓ Worksheet 6.1:
Comparing Program Outcomes to National Standards



reflected by the indicator. Use Worksheet 6.1: *Comparing Program Outcomes to National Standards* to help you match indicators with your targeted level of responses (i.e., outcomes or goals).

SECTION CHECKLIST: SELECTING DATA COLLECTION METHODS

- Review the information summarized on your Worksheet 4.1: *Developing Your Evaluation Questions*. Determine which method(s) of information collection could give you the information you need to answer your evaluation questions.
- Review the information on Worksheet 2.2: *Reviewing Your Program's Target Population*. Are there any cultural, language, or other issues that might affect the way you collect data?
- Complete Worksheet 6.1: *Comparing Program Outcomes to National Standards* to match broader indicators with you projects outcomes and goals.

Conclusion

By now, your self-evaluation plan should really be starting to take shape. In Chapter 5 you selected a structure for your evaluation and determined when and from whom you would gather your data. In this chapter, you decided how you would collect your data. Whether you chose one or more data collection methods, you are almost ready to begin gathering the information that will help you answer your evaluation questions.

In the next chapter, you will learn about some additional types of data such as demographic information and follow-up data that may be useful in your self-evaluation effort. You will also review confidentiality regulations and learn how to ensure good data. Then you will be ready to begin your data collection.

**BEFORE YOU LEAVE THIS CHAPTER, MAKE SURE YOU—**

- have decided which data collection method(s) you will use to gather your data;
- have scheduled time to pilot test any standardized instruments you plan to use;
- understand threats to internal validity and have taken steps to minimize their effect on your evaluation; and
- have begun to consider sources of national, state, and local indicators against which you might compare your program.

**PROGRAM EXAMPLE: THE CAN SELF-EVALUATION**

The CAN's evaluation team decided to collect a variety of data for their evaluation. The evaluation team decided to conduct focus groups with teachers at the end of the school year to gather information about changes in students' behavior after participation in the mentoring program. The evaluation team also decided to collect indirect observational data about student life at the school to support grant applications and present a more thorough picture of student life to potential funders. The evaluation team decided to develop a standardized instrument to give to teachers and parents to gather information about changes in students' behavior and attitudes. The evaluation team also decided to collect student grades and school-based disciplinary records, which were available to them through their agreement with the school system. Finally, the evaluation team decided to use the Problem-Oriented Screening Instrument for Teens, available from the National Institute on Drug Abuse, to assess a variety of risk domains. The evaluation team concluded that this was an ambitious amount of information to try to collect; however, much of this information was already being collected to support their participation in the JUMP national evaluation.

The members of the evaluation team familiarized themselves with some of the threats to internal validity in case they later decided to approach an outside evaluator for assistance with their self-evaluation.

Finally, the evaluation team decided to collect standardized reading test scores for their students. Team members felt that a comparison of these scores to those for the school district and the state would illustrate the risk factors and challenges faced by EMS students because EMS had a history of performing poorly on these examinations.



Chapter 6 References

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Preparing To Gather Your Data



Key terms in this chapter:

- ✓ Demographic data
- ✓ Follow-up data
- ✓ Confidentiality
- ✓ Back-translating

Now that you have decided what, how, when, and whom you will measure, it is time to begin gathering data. This chapter will guide you and your evaluation team as you consider what demographic and follow-up data you might want to consider collecting in your evaluation. Additionally, you will review information about maintaining confidentiality, ensuring good data, and assigning responsibility for data collection. By the time you and your evaluation team have completed this chapter, you will have a reliable plan in place for collecting good data for your evaluation.

Including Demographic Data

Demographic data include age, gender, ethnicity, and school grade, but may also include other respondent characteristics (e.g., descriptive information on your mentors and mentees). Collecting demographic information will help you and your team determine whether the program is equally effective for different types of participants. Review the information you listed on Worksheet 2.2: *Reviewing Your Program's Target Population*, for ideas about the different types of youth you hope to serve. Be aware that some people are uncomfortable giving personal information such as race, religion, marital status, income, or type of housing. Think back to Worksheet 6.1 regarding comparison to national, state, and local indicators. *Do you need to gather information from your program participants to compare youth in your program to youth represented by those indicators?* Collect only the information you need. The background information you collect depends on the characteristics of your participants and the evaluation questions you ask. For example, you may want to –

- gather information on the relationship between various demographic characteristics and certain risk factors;



What you will need:

- ✓ Copies of your completed Worksheet 2.2: *Reviewing Your Program's Target Population*
- ✓ Copies of your completed Worksheet 6.1: *Comparing Program Outcomes to National Standards*



- gather data on whether youth in your program come from single-parent families or two-parent families to see if there is a correlation between family structure and school performance; and
- collect information about the gender or race/ethnicity of your program participants to see if there is a relationship between these variables and truancy.

Remember that you need to decide in advance what information is of interest to you or you will spend a lot of time asking for information that you will not use in your evaluation.

Collecting Follow-up Data

Many evaluation plans include a provision for collecting data from individuals after their relationships with the agency or program have ended. This type of information is called **follow-up data**. Collecting follow-up data from both your experimental and your control group (if your evaluation plan has both groups) can provide your evaluation with valuable information about whether changes are sustained over time, to what degree they are sustained, and for how long they are sustained. Perhaps the most difficult part of gathering follow-up data from your program is contacting the participants after a period of separation. However, data can be collected via telephone interviews or with written questionnaires that are mailed to participants. Collecting follow-up data can be logistically difficult, especially from families who are transient or do not have a telephone. Nonetheless, the efforts of such data collection are often rewarding.

You may want to document a change that has occurred and was sustained over time in your program. Although this may be pertinent and useful information, it is difficult to assess because of the problems associated with obtaining information from individuals no longer participating in your program. Therefore, before you collect follow-up data, you must decide how long you will wait before gathering relevant information. If you are interested in how much youth learn about the dangers of drug and alcohol use after a lecture, collect the follow-up data immediately after the program ends. However, if you are interested in seeing how much information they retain over time, gather the data at several points over time (e.g., immediately after the lecture, 1 week later, 1 month later, and 3 months later). If you want to look at the grade performance of students who participated in after-school tutoring, you may have to wait longer to gather follow-up data, perhaps for a quarter, a semester, or longer. The length of time between the intervention and the collection of follow-up data depends on the kind of information you are collecting and the characteristics of the population you are studying.

Some programs may want to consider incentives to encourage participants to provide follow-up information. Many mentoring programs conduct a closing ceremony when youth graduate from the program. Tell students that you may be interested in gathering



information from them in the future. Ask them to stay in touch with your program. Let them know that you are interested in hearing from them in the future. If you have the resources, offer an incentive (e.g., gift certificates, lunch, or passes to the local amusement park) if they provide follow-up data. Be creative in the way you approach program participants for this information and the incentives you offer to encourage them to provide information. Use what you know about your target population to offer incentives that will yield the highest returns. It is also a good idea to maintain some contact with participants just to keep address files current and accurate.

You also may want to solicit support from collaborating community organizations such as schools or churches early in the evaluation phase. Strong relationships with families can also prove useful when you are trying to reconnect with program participants who have left the area or lost touch with the program. Encourage parents, siblings, and other family members to stay in touch with the program even after students have graduated. For example, a mentoring program was interested in seeing how well its graduates transitioned from middle school to high school. They had little success in receiving information via forms that were mailed to these students. Instead, they planned lunchtime reunions at the different schools and invited former mentees to come for a pizza lunch during their regular lunch breaks. Under the umbrella of this festive event, program staff gathered the data that they needed for their evaluation.

Understanding and Implementing Confidentiality Regulations and Policies

Much of the information you collect is sensitive; therefore, handle it with the utmost attention to protecting client confidentiality. Most school districts and agencies have policies that address **confidentiality** and informed consent. Before you begin your evaluation, make sure you are familiar with the policies of your own agency and the agencies with which you will be working. Funders, including the federal government, may have additional requirements for protecting participants and their data. Be aware of these requirements *before* you begin to collect data, and make sure that your evaluation plan adequately reflects these policies.

Many youth programs require parental or guardian consent before the child is allowed to enroll. It may be easier to include parental and guardian consent for data collection in your regular participation consent form. Make sure these forms are consistent with your agency's and funder's guidelines for confidentiality and informed consent before you use them.



Ensuring Good Data

You will need to consider many factors—including age, cultural, and literacy issues—before you begin collecting your data. The attention span of young children is much lower than that of older youth. Reading levels differ by age and educational status. Language differences among your participants may necessitate developing your instruments in a language other than English.

Cultural appropriateness is another issue to consider. Few instruments have been fully tested for cultural appropriateness and sensitivity. Translating an instrument into another language does not ensure its cultural appropriateness. For example, questions and answers may not have the same meaning across cultures. You should select your data collection methods and instruments based on what you know about your community and your target population. Pilot testing your instruments before you begin collecting data can help you determine whether the instrument you have selected is appropriate for use with the population you are studying.

Make sure you review the instruments and their questions even if they are standardized. When possible, test the instrument on a few of your participants to see if it is appropriate or if you need to make changes. If extensive changes are needed to a standardized test, consult the instrument's developer when possible. If existing measures are inappropriate, you may want to use a different instrument or create a new one, rather than trying to adapt an inappropriate one. If so, you may need to seek an expert in the field of measurement design.

Collecting Your Data

After you have selected your measures and determined when and whom you will measure, you are ready to collect the data. Clearly delineating responsibility is vital to good data collection. All members of the evaluation team should know who is collecting data. You should have established procedures to ensure that data collection continues uninterrupted during staff absences. Worksheet 7.1: *Data Collection Plan* can guide you with this process.

Also vital to good data collection is clarity and consistency. If more than one person will be collecting data (as is often the case, especially in larger programs), it must be collected in the same way by all team members. For instance, you would not want some participants to fill out a questionnaire immediately after a program while others are mailed questionnaires to be filled out days later unless you intended to build in a delay for some participants. It is important to be as consistent as possible in the way you gather data from all of your subjects. Those administering the instrument must answer questions and interpret test items for respondents in a similar fashion. Finally, you may want to consider having agency staff (or other individuals) who are not



Back-translating may be useful when translating instruments from English into another language. Give the original instrument to someone to translate into the desired language. Have a different person fluent in both languages translate the instrument back into English. Check the English translation against the original to determine whether you can use the non-English version of your instrument.

Finding translators can be difficult and expensive. Here are some alternatives:

- ✓ Use program staff who are fluent in the both the language in which the instrument is written and the language to which it must be translated.
- ✓ Seek assistance from colleges or universities.
- ✓ Ask churches or volunteer organizations for translation assistance.



What you will need:

- ✓ Worksheet 7.1 *Data Collection Plan*
- ✓ Copies of Worksheet 3.1 *Logic Model*



affiliated with the program administer an instrument. Having staff interview youth or mentors might bias the answers on your instrument.

Conclusion

In this chapter, you considered whether demographic and follow-up information were appropriate forms of data collection for your evaluation. You also reviewed information on back-translating and cultural sensitivity in instrument selection. You read about confidentiality regulations and were given some hints for ensuring good data. As you collect your data, periodically review the information in this chapter and Chapter 6 with your staff. Make sure everyone is up-to-date on the evaluation process. Continue meeting with your evaluation team to ensure that the evaluation effort is proceeding according to schedule. Now you are ready to gather the data that will help you answer your evaluation questions. After your data collection is complete, you will be ready to move on to the next chapter, where you will analyze this information.



BEFORE YOU LEAVE THIS CHAPTER, MAKE SURE YOU—

- understand the value of collecting demographic data and have decided whether you need to collect this type of information for your evaluation;
- understand the value of collecting follow-up data and have decided whether you need to collect this type of information for your evaluation;
- have taken the appropriate steps to ensure the confidentiality of your subjects in accordance with your agency's and funder's guidelines;
- have reviewed your agency's guidelines for parental/guardian consent and release and use of information;
- have made all aspects of your data collection culturally and literacy sensitive and appropriate for your subject population; and
- have developed a data collection plan using Worksheet 7.1: *Data Collection Plan*.



PROGRAM EXAMPLE: THE CAN SELF-EVALUATION

The CAN decided to collect the following basic demographic information about the different groups in their study:

- Gender
- Ethnicity
- Age
- School grade
- Family structure (e.g., both parents, single parent, and extended family members as primary caregivers)

The evaluation team was particularly interested in seeing if there was a relationship between any of these factors and the outcomes of the evaluation.

Additionally, the CAN evaluation team decided to collect follow-up data from students at the end of their participation in the program using the same form that was required of them for the JUMP national evaluation (see Appendix C for a copy of this form). They also decided to host annual lunchtime reunions at the local high school at which most EMS students were enrolled. They are currently designing a questionnaire to be given to mentoring program graduates who attend these reunions that will allow them to give anonymous information about school attendance, delinquent behavior, substance abuse, and plans for the future.

Because many of the students participating in the evaluation are Spanish-speaking, the evaluation team decided to offer their data collection instruments in English and Spanish. A Spanish-speaking mentor was asked to translate these instruments. Also, the evaluation team assembled a group of African-American and Hispanic teachers at EMS and asked them to evaluate their data collection instruments for cultural appropriateness. This group was able to offer valuable suggestions about the content and wording of the instruments that enabled evaluation team members to make them more appropriate for use with these populations. Finally, the evaluation team assigned data collection responsibilities as follows:

- PC—collect data from youth whose last names start with the letters A-L.
- APC—collect data from youth whose last names start with the letters M-Z.
- School counselor—distribute information to and collect data from teachers and school records about school grades and disciplinary records for all youth involved in the evaluation.
- With these assignments, the CAN evaluation team set out to collect data for their evaluation.



Chapter 7 References

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Learning from Your Data



Key terms in this chapter:

- ✓ Frequency (frequencies)
- ✓ Arithmetic mean
- ✓ Average
- ✓ Median
- ✓ Mode
- ✓ Measures of variability
- ✓ Range
- ✓ Standard deviation
- ✓ Comparing means
- ✓ Statistical significance
- ✓ Correlation
- ✓ Regression



What you will need:

- ✓ Your data, either raw data or scores compiled on a spreadsheet
- ✓ A calculator (for basic tests or small data sets)
- ✓ A computer with a spreadsheet package (for larger data sets or more complex tests)—*optional*

You have learned to ask good evaluation questions, and choose measures and research designs that will enable you to find meaningful answers. You have an impressive-looking pile of information, which you've worked hard to create, and you may be tempted to stop here. But . . . *What does this pile of information tell you? How can you make sense of it?* In this chapter, you will find some simple data analysis techniques that will help you understand the information you have collected and draw some useful conclusions. Remember that data analysis can be quite complex—this chapter merely scratches the surface of available tools for analyzing data. We will discuss some simple tests you can complete yourself and give you an overview of the more complex methods you may see referenced in other studies. This chapter begins the final stage of the self-evaluation process, learning from your evaluation.

Using Standard Statistics

You can analyze your data without hiring statisticians or purchasing extensive software packages. For example, you may already own computer software that you are using to complete statistical calculations. Less complicated statistical calculations include frequencies, mean, median, mode, and range, which you may be able to complete using a calculator, depending on the amount of data you have collected. Some computer programs you may already have on your computer are Microsoft Excel, Claris-Works, Lotus, or other standard spreadsheet software. These types of programs often include tutorials and help screens that can assist you in entering and analyzing data. This software can also be used to create tables or graphs for data presentation. If you don't already know how to use this software, you may want to complete a brief, introductory class at a computer learning center or local high school or college.

Frequencies

Statistics are mathematical expressions of data. The most basic of these are **frequencies**, which are based on counting. Frequencies are so basic that, if you have a small amount of data, you won't even need a computer to calculate them. You merely decide which categories are of interest and count the number of subjects in each category. Frequencies can be reported as numbers or percentages and can be



effectively presented in graphic forms (such as pie charts for displaying percentages or bar and line graphs for displaying numbers or percentages). Think back to our discussion of nominal data in Chapter 6. Nominal data that are categorical labels (such as gender or occupation) are often used in calculations of frequencies. For example, you may gather data about the school grades of youth in your program. Frequencies are statements such as “the program enrolled 20 6th-graders, 10 7th-graders, and 10 8th-graders.”

Arithmetic Mean

Most people are familiar with an **arithmetic mean**, which is the sum of a set of scores divided by the number of scores in the set. It is often referred to as the **average**. The mean is a useful statistic because it gives you one number that represents the entire data set. The mean is a type of central point for the data set and can give you a sense of the “typical” value. However, the mean is sensitive to extreme scores. One very high or very low score can drastically affect the mean. For example, imagine a small company of five employees. The following data represent the hourly wages of those employees:

\$6, \$8, \$10, \$10, \$14

To calculate the average hourly wage, add all of the hourly wages together and divide that total by the number of employees in the company. The mean hourly wage in this example is \$9.60. If you were to tell someone what a “typical” wage is for that company, \$9.60 per hour seems like an appropriate value to say (see Example 1 in right margin). However, if the owner of this company who is currently earning \$14 per hour decides to give herself a healthy raise, say to something extreme such as \$100 per hour, the mean becomes \$26.80, a substantial change. Now, if you were to tell someone that a “typical” wage for that company is \$26.80, you’d be misrepresenting the salaries. A majority of the company’s employees earn only a fraction of that amount (see Example 2 in right margin).

Median

The **median** is the middle score. Half of the scores in the set are greater than the median, and half of the scores in the set are less than the median. The median is often used in place of the mean when there are extreme scores because it is insensitive to extremes.

To calculate the median by hand, put your scores in order from smallest to largest, then find the score that occupies the middle of the list. For the wage examples above (regardless of whether the top wage was \$14 or \$100), the middle score is \$10—and, therefore, the median is \$10. When the middle score is tied with other positions, as it is in this example, you can adjust the value to more accurately represent the middle. However, this is rarely done. If there are an even number of units (in which case there is no middle score), you would average the two values around the middle.

Mode

The **mode** is the value that occurs most frequently in a given set of values. There can be more than one mode in any given set. For our wage data set above, the mode would



Calculation of Mean Hourly Wage Example 1

$$6+8+10+10+14=48$$

$$48 \div 5 = 9.60$$

\$9.60 is the mean hourly wage.



Calculation of Mean Hourly Wage Example 2

$$6+8+10+10+100=134$$

$$134 \div 5 = 26.8$$

\$26.80 is the mean hourly wage.



Calculation of the Median

\$6, \$8, **\$10**, \$10, \$14
 ↑
 middle wage (score)

\$6, \$8, **\$10**, \$10, \$100
 ↑
 middle wage (score)



Calculation of the Mode

\$6—occurs once
 \$8—occurs once
\$10—occurs twice
 \$14—occurs once

\$10 is the mode. It occurs more often than any other score.



be \$10 because there are more \$10 salaries than any other value, regardless of whether the boss is earning \$14 or \$100 per hour. The mode is also not sensitive to extremes, as demonstrated by the two data sets above (one in which the boss earns \$14/hour, the other in which the boss earns \$100/hour), both of which have the same mode.

Measures of Variability

The mean, median, and mode usually give the reader a sense of what is typical. However, just providing what is typical does not fully characterize the whole data set. Another important concept is its **variability**. In other words, *How close are the scores to the mean?* They can be quite spread out or bunched up on or near the same value. For example, consider the following two data sets:

Set 1: \$6, \$8, \$10, \$10, \$14

Set 2: \$9.60, \$9.60, \$9.60, \$9.60, \$9.60

Both sets of data have the same arithmetic mean. Clearly, however, Set 1 has greater variability within it than does Set 2. Two common statistics used to express variability are the *range* and the *standard deviation*.

Range

The **range** is the highest and the lowest score. This information is sometimes useful, although not as useful as the standard deviation, because it only considers two scores in the set. In the example of Set 1, the range is \$6 to \$14. If you wish to report the number of scores within that range, subtract the lowest from the highest and then add one measurement unit. So for Set 1, the value would be calculated as follows:

$$\$14 - \$6 + \$1 = \$9$$

Standard Deviation

While the range only uses the highest and lowest values, the **standard deviation** (*sd*) is a measure of variability that uses all the data. Basically, it is a modified average distance each score is from the mean. The standard deviation tells you how much variability there is in your data. A larger *sd* indicates more variability in your data; a lower *sd* indicates less variability in your data. In the example above, Set 1 would have a higher *sd* than would Set 2. We will not provide the formula for the *sd* here because most people use calculators or computers to calculate it, and the formula uses mathematical symbols not discussed in this workbook. Nonetheless, you should understand what this calculation can tell you about your data.

MINI-LESSON
Statistical Symbols



Although we have not used statistical symbols in this workbook, you may wish to familiarize yourself with some of the more common ones, particularly if you opt to work with a statistician or professional evaluator.

Sym	Meaning
N	Sample size
f	Frequency
M	Median
x	Sample mean
μ	Population or universal mean
Σ	Sum
SD	Standard deviation
P	Probability
r	Correlation coefficient
Y	Dependent variable
X	Independent variable
H	Hypothesis
H ₀	Null hypothesis
t	Students t-test

When calculating the *sd*, two different formulas are typically used: one is used with a sample of subject data, the other is used with data from an entire population. We rarely have data from an entire population, so the *sample* formula is most frequently used. Be



sure you know which one your software or calculator is using before you compute the *sd*.

Understanding More Sophisticated Analyses

More sophisticated statistical analyses will allow you to answer different types of evaluation questions than will the simple calculations. More sophisticated analyses look at the relationships between variables and can help to answer these types of questions: *Did participation in a tutoring program relate to higher grade point averages (GPAs)? Did teaching self-esteem classes correlate with experimentation with drugs and alcohol?*

Although you don't have to learn how to perform these analyses yourself, you do want to be familiar with them and the logic behind them should you decide to work with a professional evaluator or statistician to analyze your data. Also, understanding how these tests are used can enhance your understanding of the research results published in professional journals in your field.

Comparing Means

Comparing means is used to determine whether or not change has occurred. For instance, the mean GPA for the group before mentoring subtracted from the mean GPA after mentoring could be a valuable indication of program effectiveness. However, the difference between the means is not all that is required to support an evaluation. It would be rare for the two means to be precisely equal anyway, even if the program had no effect. It is, therefore, important to test the significance of any differences observed.

Statistical Significance

Statistical significance is a measure of the likelihood that an event occurred by chance (instead of occurring as a direct result of your intervention). It is one of the most important concepts in statistical analysis. If something is statistically *significant*, that means it is unlikely that it occurred by chance alone. For example, assume you were seeking to increase self-esteem scores among your program's participants. At the end of the program, if the self-esteem scores of participants were higher than those of kids in a nontreated control group, then the evaluator may be tempted to say that the program worked. However, before he or she can do that, he or she must first decide if it is probable that, just by chance alone, the treatment group would have a higher mean self-esteem score than the control group. Tests of statistical significance determine the probability of that change occurring by chance. If the probability is very low, then he or she could confidently state that the treatment group had higher self-esteem scores because of something other than chance.

Correlation and Regression

Correlation and **regression** analyses tell you the extent to which a relationship exists between two (or more) variables and the strength of that relationship. Correlation and regression are both popular techniques for trained statisticians, but calculating and using them are beyond the scope of this workbook. Understanding the meanings of



It is tempting to confuse *correlation* with *causation*, but they are two very different concepts. Finding a *correlation* between two variables (for example, Variable A and Variable B) does **not** allow you to say that A caused B. For *causation* to be asserted, three standards must be met:

1. There must be a logical relationship between A and B.
2. A must precede B in time (A cannot cause B if A occurs after B).
3. Other possible causes for B must be ruled out.

For further discussion of the relationship of correlation and causation, refer to the resource list at the end of this chapter.



these terms is important if you read research articles or decide to take your data to a professional evaluator to be analyzed. Correlation and regression differ from one another in the technique used to calculate the data. Both terms refer to the strength of a relationship between two or more variables. Statistical significance is a test that should be performed on your data in addition to whatever other statistical analyses you have elected to use.

Table 8.1 explains what each simple and complex test tells you and the types of questions each test may help to answer. Understanding and applying these tests takes practice.

TABLE 8.1: TESTS USED TO ANALYZE DATA

Name of Test	Tells You...	Types of Questions that Can Be Answered
Standard Tests		
Frequencies	The number of items (students, volunteers, etc.) in each category	How many students are in the program? How many mentors completed the training?
Mean	The average of a list of values	What is the average GPA of our enrolled students? How many parents are usually at the support group?
Median	The middle score on a list that is arranged in numerical order	What is the median match duration for our program?
Mode	The value that occurs most frequently in a set of values	What score did most of the students get on the assessment? What question did most of the mentors miss on the post-test?
Range	The highest and lowest value in a set	What were the highest and the lowest GPAs among our students last year? What are the highest and lowest income levels of families enrolled in our program?
Standard Deviation	The amount of variability of the set. Tells how similar or different the values are to each other.	Were the post-test ratings relatively similar for all mentors in the program? Are our students all earning about the same GPA?



TABLE 8.1: TESTS USED TO ANALYZE DATA (Continued)

Name of Test	Tells You...	Types of Questions that Can Be Answered
Sophisticated Tests		
Comparing Means	How two or more groups compare to one another	Is there a difference in GPA between students participating in the mentoring program and those not participating?
Statistical Significance	How likely it is that something happened by chance as opposed to it happening because of your intervention	Is there a statistical significance between mean GPAs of students in and not in the program?
Correlation and Regression	To what degree one variable increases as you increase another variable (or decreases as you decrease another variable)	Is there a relationship between GPA and school attendance?

SECTION CHECKLIST: STEPS IN SELECTING STATISTICAL TESTS FOR DATA ANALYSIS

- Review the different types of statistical tests available for data analysis.
- Determine whether you have resources to seek assistance with more complex data analysis. If not, select tests for data analysis that you can complete using paper and pencil, a calculator, or a spreadsheet program.
- Determine which statistical test allows you to best answer your evaluation questions. *Do you need counts of individuals who participated in an activity? Do you need to show change in time? Do you need to know how individuals scored, or do you need one representative score from the group?*

Finding Additional Sources of Assistance

Calculating averages and simple differences in scores can provide useful information. However, these basic analyses do have limitations. Consulting with a statistician can help you interpret more precisely the averages and differences you compute. The statistician can be a professional evaluator, a college or graduate student, or a university professor. You might also consider using software packages and reference books for assistance.



Conclusion

Statistics can seem intimidating at first, but they are invaluable tools for helping you draw conclusions from your data. Selection of appropriate statistical methods is critical to the self-evaluation process. This chapter has introduced you to some of the most common statistical analyses available for analyzing your data, many of which you can do yourself with a calculator or spreadsheet package. For more sophisticated analyses of your data, you can find expert assistance in most communities—either professional analysts or graduate students or professors from colleges and universities. What is important to learn from this chapter is to look at your data and learn valuable information about your program.

In the next chapter, you will discover various ways of presenting your data and sharing the lessons you have learned with others.



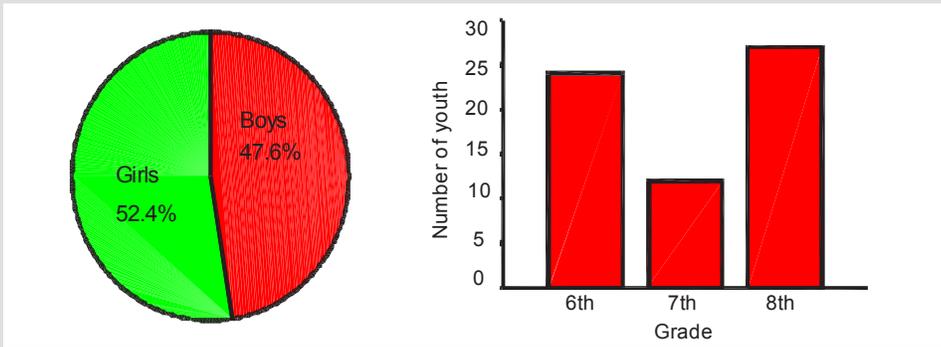
BEFORE YOU LEAVE THIS CHAPTER, MAKE SURE YOU—

- have reviewed the material on standard statistics and understand the difference between frequency, mean, median, and mode and know how to calculate each;
- understand the principles behind more sophisticated analyses such as standard deviation, comparison of means, statistical significance, and correlation and regression;
- recognize the difference between correlation and causation; and
- can compile a list of possible sources for additional assistance with data analysis.

PROGRAM EXAMPLE: THE CAN SELF-EVALUATION

The CAN mentoring program has amassed a set of data over the course of 1 year that they felt would be useful for answering the evaluation questions they had developed. Included in the measures were demographic information about the youth participating, and the youths' grades both before and after the mentoring program.

The CAN PC decided that the first analyses she would conduct would be some simple frequencies, designed to summarize features of the youth her program serves. She counted the number of boys and girls and looked at their distribution of grades and race/ethnicity. She found it especially helpful to graph these frequencies, a couple of which are shown below. One is a pie chart of the gender of the participants, and the other is a bar graph of the participants' grades.



Next, she decided to compare the mean grades received by the participants before versus after being a participant in the program. She calculated the mean grade before to be 2.1 and after mentoring to be 2.9. Just looking at the difference, she was pleased to see that the grades had increased by an average of 0.8, almost a full point.

However, she knew that the increase could have been attributable to chance, so she contacted a statistical consultant at a local university and asked her to conduct a significance test. The statistician conducted a *t*-test for a correlated sample and determined that, indeed, the difference in means was significant, meaning that it was probably not due to chance.

However, the PC also knew that just looking at the difference in grades of her participants didn't tell the whole story. She also had the grades of a comparison group who had not received any mentoring but had gone to the same schools, were in the same grades, and had similar gender and race/ethnicity distributions. She calculated the means of that comparison group and found that over the same period, their grades, on average, had gone from 2.2 to 2.4. She noted that the comparison group's grades did improve, but not nearly as much as the mentored participants. She again recruited her statistician to determine whether she could reliably state that the participants improved more than the comparison group. After conducting an analysis of variance test, the statistician reported that, indeed, the participants did appear to improve more than the comparison group.

With that analysis in hand, the director finished a report that described the participants in the mentoring program, and featured the finding that participation seemed to improve grades when compared with a group of similar youth who did not receive mentoring.



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Presenting and Applying Lessons Learned



Key terms in this chapter:

- ✓ *Program improvement*
- ✓ *Resource development*
- ✓ *Community education*
- ✓ *Advocacy*



What you will need:

- ✓ Your evaluation results
- ✓ A list of software available to you for creating presentations and graphics
- ✓ Statement of available funds for printing and distributing evaluation information
- ✓ A copy of your completed worksheet 2.3: *Identifying Your Program's Collaborating and Supporting Partners*.

Now that you have reviewed your program and designed and conducted your evaluation, it is time to look back and remember what you planned to do with the evaluation information. Review the work you and your evaluation team completed in Chapter 1. At that point, you decided what your goals for evaluation were and how you planned to use the information. Indeed, your intended uses for the evaluation information shaped the way you structured your evaluation. In this chapter, we will discuss in depth some ways to use the results of your evaluation and how you might effectively present those results to your target audience.

What You Can Do with Evaluation Information

Evaluation information can be used for many purposes. In Chapter 2, you and your evaluation team considered different pieces of information that would be useful to your program's future. Perhaps you wondered how many youth were involved in your program, whether their grades improved, or what activities they preferred. Maybe you wanted to see if the areas of your program that required the most resources actually produced the best outcomes. You might have wondered how well the program fit with your community. Perhaps you wanted to use the evaluation results to demonstrate the challenges your community faces and how your program affects these challenges. All of these questions relate to one of four types of information: program improvement, resource development, community education, and advocacy.

Program Improvement

Program improvement is the most common reason for conducting an evaluation. To provide the best service to your clients, it is important for you to know what works well, what has no effect, and what is actually detrimental to those being served. One of the most valuable uses of evaluation information is to make positive changes to programs. Because evaluation can show you what works and what doesn't, this information can help shape your program structure in the future.



Remember that occasionally your evaluation results will be not consistent with what you had hoped to discover. Say, for example, that your program offers after-school tutoring to youth to improve their academic performance. You enter the evaluation process expecting to find that the tutoring program results in a high percentage of students improving their grade point averages (GPAs).

After you have gathered your data and analyzed it, you discover that the students' GPAs have not changed after they participated in the tutoring program.

- *What does this say about your program?*
- *Does it imply that the program is a waste of time and money?*
- *Should your program close its doors?*
- *Was a mistake made in the evaluation process that resulted in erroneous results?*

In situations involving unanticipated – and perhaps unpopular – results, the way the information is used may be more important than the results themselves. In this case, it is critical that the evaluation team look at why the tutoring program didn't result in higher grades for students. Even more important is to look at what your evaluation tells you about why the tutoring program didn't work the way you expected. For example, if your students were already receiving additional academic help from another source, ask, *Is our program providing duplicate services?* Another example: if your students were already earning high grades, ask, *Would maintaining current grades or offering academic enrichment have been more appropriate goals than increasing student GPAs?* In any event, the evaluation team must decide what to do with the program. Whether the program is adjusted or eliminated, the evaluation has done its job by highlighting an aspect of your program that uses a portion of your limited resources but does not produce the results you had anticipated.

Often, evaluation results will demonstrate what you and your staff already believed to be true. Perhaps, in addition to tutoring, your program offers mentoring as a way to enhance the self-esteem of youth enrolled in your program. If your evaluation demonstrates that this aspect of your program works the way you anticipated, you may ask, *What now?* The temptation is to think *I knew it!* and shelve the information. Again, remember that the evaluation involved a lot of time and effort. Share these positive results with your staff, your volunteers, and even your program participants. Praise those involved in your program for their accomplishments.

Evaluation results are also used in program development for goal setting. You can use the evaluation results as a benchmark for future performance. You can also use them to maintain or improve upon the program's current performance.

Resource Development

Throughout this workbook, we have referred to your program's limited resources for operations. This is often a reason for the reluctance to begin the evaluation of the



Use unanticipated evaluation results to make positive changes in your program. These results will allow you to direct valuable resources to more effective areas of your program to ensure that you are providing the best and most appropriate services to your clients.



program: it requires a commitment of resources that program stakeholders may feel can be better spent providing direct services. Because of the ways that evaluation results can be used for **resource development**, evaluation can virtually pay for itself. As we discussed in the previous section, you can use evaluation results to help you use the available resources efficiently. For example, perhaps your mentoring program is spending a substantial amount of money recruiting mentors by placing advertisements on billboards along several main roads. Your evaluation reveals that your most successful mentor recruitment tool is presenting volunteer opportunities to employees of several local businesses. Your evaluation, then, highlights an aspect of your program that may not produce benefits that are comparable to the associated costs.

Additionally, you can use the information to secure new resources for your program. In today's environment of limited funding, worthy community-based programs often find themselves competing against one another for funding. Being able to state, unequivocally, what your program does and how it makes a difference can be the key factor in persuading potential funders to donate their money and volunteers to donate their time to your program. Later in this chapter, we will examine ways of disseminating your evaluation results to different populations and the best way to present your results to those populations.

Community Education

In Chapter 2, you and your evaluation team examined your current support from various community agencies. At that time, you listed not only agencies that currently support your program, but also organizations with which to establish relationships in the future. Now that your evaluation results are available, re-examine this list. Just as evaluation findings can help you persuade funders to support your program, they can also assist you in developing and strengthening your program's ties to the community.

One way you can use the evaluation results is for **community education** – to tie your program to community needs via the community needs assessment. Whether you opted to conduct a formal needs assessment or to assemble facts about your community based on available information, a statement of community needs can help you demonstrate why your program is vital to the well-being of the community. An evaluation allows you to demonstrate that you are directing resources appropriately and providing interventions that address challenges faced by your specific community.

Evaluation results can also point to challenges in your community that have not yet been addressed. This can pave the way for discussions about expanding current programs or creating new ones to meet these challenges. Say, for example, that your evaluation reveals that your mentoring program is effective in increasing the self-esteem of the youth enrolled. You know from previous experience and research that increased self-esteem is related to higher academic performance and lower rates of delinquent behavior. These are definitely benefits for both the youth involved and the community at large. Suppose, however, that your program has only been able to recruit enough mentors to work with 30 children, and you would like to expand to 75. If your



evaluation results demonstrate that mentoring is a worthwhile endeavor, this can help you increase support in the community and recruit more volunteers. Proven effectiveness can go a long way toward persuading communities to invest in programs.

Finally, use what you have learned from your evaluation to educate others. Educate the community about the interventions that work and the ones that don't. Assist other programs, agencies, schools, and individuals in developing appropriate strategies for meeting various challenges. Investing in the evaluation process has increased your expertise in your field. Share your knowledge with others working in similar fields!

Advocacy

An often overlooked use for evaluation results is **advocacy**. An evaluation can inform you about the group, services, or legislation you are advocating. Collecting solid information about your issue can support your contention that the challenges are real and need attention, assistance, and creative solutions.

Evaluation can also assist groups with self-advocacy. Community-based programs that have direct service as their primary function may find it valuable to assist groups in advocating for themselves. Evaluation results can empower individuals by highlighting areas in which interventions and services help them face the challenges in their communities. An evaluation can also help groups identify areas in which they need more support. By targeting effective programs and demonstrating a need to expand or add to these programs, individuals and communities are better able to articulate their needs and develop a specific, realistic advocacy agenda.

Similar programs in other communities that are seeking support for start-up or expansion can also use your program's evaluation results. Demonstrating that your program has had positive results implies that similar programs could be successful in communities with similar challenges. Use your success and the lessons you've learned to help other organizations advocate for similar programs in their areas.



SECTION CHECKLIST: DETERMINING A USE FOR YOUR EVALUATION RESULTS

- Review the four purposes of evaluation results: program improvement, resource development, community education, and advocacy.
- Review Worksheet 1.3: *Developing Evaluation Goals*. Focus on responses to Question 3, *What would your evaluation team members do with the information they learn from the evaluation?* Determine how the answers to this question relate to program improvement, resource development, community education, and advocacy.
- Determine the best uses for your evaluation results. Remember that you may select one primary purpose, all four purposes, or any combination of the purposes, depending on the needs of your program.

Disseminating Evaluation Information



The JUMP Management Information System (JUMP MIS) is a computerized data collection and analysis program used by JUMP grantees. It collects all of the data collection elements contained in the JUMP Forms in Appendix C.

Whether you use your evaluation results only within your agency or share them with individuals outside your community, your method of disseminating information is critical for ensuring that the results are interpreted appropriately and used wisely. Your work can be wasted if the information does not reach the appropriate population or is not presented appropriately. Look at the work you and your evaluation team completed in Chapters 1 and 2. *What were the goals of your evaluation? Who was supposed to use this information and for what purpose? Who was supposed to hear your evaluation message? What were they going to do with it?*

With your target audience in mind, begin to plan the dissemination of your evaluation information. Presentation can be everything. Make sure that you give the information to your population in a form that they can use. Written reports are the most conventional way of disseminating information to interested individuals. If you present your evaluation findings this way, use simple graphics, available on most word-processing or statistical/spreadsheet programs, to enhance it. Use pictures, tables, and charts to help summarize a lot of information in a small space. Some basic charts and graphs are available to JUMP grantees via the JUMP MIS.

Often, people don't have the time or inclination to read a written evaluation summary. Therefore, it may be more appropriate to plan an oral presentation. You can enhance your presentation with visual aids (e.g., charts and graphs) and an overhead projector. Many software packages, such as Microsoft PowerPoint®, are available for creating slides or overheads. Oral presentations also offer you the flexibility of using various forms of communication such as showing videotapes or having presentations from



program participants. If you present information this way, have written information available to give to anyone who might request it.

You don't have to disseminate all your evaluation results at one time, and you don't have to give all your evaluation information to every group you address. Consider other possible uses for your evaluation information. For example, if your evaluation revealed that your program's adult volunteers experienced great satisfaction from their roles in your program, you may want to use this information in your literature to recruit other volunteers. If the youth in your program were more likely to consider attending postsecondary education after being enrolled in your program, consider adding this information to your agency's annual report. Evaluation information can also be added to press releases for the media, which are often hungry for positive news or human-interest stories. Consider distributing your evaluation findings about improved academic performance to the media at the end of the school year. If your evaluation indicates that your youth need extra support around the holidays, think about a press release around Thanksgiving or Christmas. Both the timing and the presentation of your dissemination go a long way in determining how your message will be received.

Depending on the evaluation results, you may have to expand the population receiving this information. For example, you may have intended to share the evaluation results with your board of directors to help them increase outside funding. Suppose, however, your evaluation survey revealed several youth responded negatively to a particular activity that is scheduled to be repeated next month. Obviously, you will need to share this information with the staff planning the activity so they can adjust the activity to better meet the needs of the participants.



Remember the importance of presenting all evaluation information positively. Even negative results can be used positively because they offer you the opportunity to adjust your program to enhance the benefits or to redirect resources to interventions that are more effective.

SECTION CHECKLIST: DETERMINING HOW TO DISSEMINATE YOUR EVALUATION INFORMATION

- Consider the intended audience for your evaluation report. *What sort of evaluation presentation is most appropriate for this population?*
- Think about how your evaluation results can enhance your existing program literature. Evaluate your program's existing brochures, advertisements, and other materials. *Are there places where evaluation results can help you transmit your message more effectively?*
- Review your evaluation results. *Can you use the numerical data to create pie or bar graphs? What other graphics can enhance your presentation?*
- Determine the resources available to you to help you disseminate evaluation results. *Do you have computer software with which to create charts and graphs for slides and overheads? Are funds available in your budget for printing and distributing a written report?*



Conclusion

The way you use and disseminate your evaluation results is almost as important as the evaluation itself. Even the most carefully executed evaluation can be rendered useless if the information does not reach the necessary people or is not presented in an appropriate fashion. Tailoring your presentation of the evaluation results, even those that were unanticipated, to the audience is important if you want to derive the greatest benefit possible. Dissemination of your evaluation results is not a one-time event and it may not be appropriate to give all the results to everyone involved. After investing the time and effort to conduct a thorough evaluation, be sure to do it justice by using the results for relevant purposes.



BEFORE YOU LEAVE THIS CHAPTER, MAKE SURE YOU—

- have decided how you will use your evaluation results; and
- have chosen a method or methods of presenting your evaluation results.

PROGRAM EXAMPLE: THE CAN SELF-EVALUATION

The CAN evaluation team determined that they had several concrete uses for their evaluation information. After reviewing the work they did at the beginning of the evaluation process, the team decided to use their evaluation results to support applications for continued funding for the program. Evaluation team members used Microsoft PowerPoint© to create charts and graphs that they could insert into these applications.

The evaluation team also decided to use this information within their agency to spotlight some of the successes of the program. Other CAN programs, including the program for teen parents, began to investigate implementing a mentoring component into their program activities. Staff members also used some of the evaluation results in their mentor recruitment materials.

Finally, the evaluation team used the evaluation results to set benchmarks for future goals for the program.



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Taking the Next Steps



Congratulations on completing this part of the self-evaluation process! Throughout this workbook, you have visited the beginnings of your program, taken a critical look at its present state, and laid the foundation for the future. Now it's time to congratulate your staff and evaluation team members on a job well done.

Having done so, it's time to begin again.

Evaluation Never Really Ends

Evaluation is an ongoing process. As long as your program exists, you will need to evaluate continuously what your program is doing. Communities change and grow, and their needs shift. Evaluation can help you monitor these changes to ensure that your program continues to reach and meet the challenges of the community—today and tomorrow.



What you will need:

- ✓ Worksheet 10.1:
*Developing Your
Evaluation Timeline*

The good news is that it is not always necessary to begin at the start of the evaluation process each time you do a self-evaluation. You may continue to ask the same evaluation questions, over and over, as long as it is appropriate. By now, your evaluation team is accustomed to meeting regularly and working together as a group. Your staff has become used to ongoing data collection, and you have made provisions to analyze the data and interpret the results. Your evaluation team may choose to continue certain aspects of the evaluation indefinitely. You may wish to analyze your program's effects in the long term. The foundation has been laid for you to monitor various aspects of your program in the future.

Now that your evaluation project has been completed successfully, it is time to consider adding new questions to your evaluation. To do this, return to the beginning of this workbook and start by deciding whether you should add new members to your evaluation team. Remember that the evaluation team determines the goals and, therefore, the agenda for your evaluation. If you are considering new questions, you



will need to select the appropriate individuals to address the relevant issues. Worksheet 10.1 can help you develop a timeline for this new phase of evaluation.

You may be tempted to expand your evaluation efforts as your experience grows and your program staff become more confident in their evaluation skills. Asking more questions and gathering more information is often appropriate, but be realistic about what you reasonably can hope to accomplish. It is far better to evaluate thoroughly one aspect of your program rather than attempt to look at too many parts and risk addressing none of them well. Remember that different evaluation questions are appropriate at different times during the life of your program.

Congratulations!

You have now completed this workbook, which signifies a great deal of hard work by everyone involved in the evaluation process. Be proud of the steps you and your evaluation team have taken to analyze your program critically and to use that information to plan. It takes initiative and flexible thinking to step back from your program and evaluate it objectively. Indeed, it would be far easier to do things the same way from year to year without stopping to reconsider what you are doing—and why. Completing this first evaluation exercise is no small achievement. Take a minute to celebrate your accomplishment and share your achievement with everyone involved.

And then—begin again!

BEFORE RETURNING TO CHAPTER 1—

- congratulate yourself and your evaluation team on a job well done; and
- reflect on all you have learned and accomplished since you first opened this workbook.





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Glossary of Key Terms

Activities are the specific interventions that your program offers to a target population. Examples include arranging tutors, matching youth with volunteer adult mentors, or conducting information sessions. (*Chapter 3*)

Advocacy is the act of representing or defending others (individuals, communities, etc.) and using evaluation results to promote and inform. (*Chapter 9*)

Archival records are kept by schools, juvenile services, and other agencies or institutions. These types of records can be used to gather data for self-evaluation. (*Chapter 6*)

Arithmetic mean—See “mean.” (*Chapter 8*)

Average—See “mean.” (*Chapter 8*)

Back-translating is a mechanism for ensuring that instruments are translated into other languages appropriately. Back-translating involves the use of two bilingual translators: one translates the original instrument into the language desired and the second translates the new version back into the original language. The original and the translation are then compared to determine the accuracy of translation. (*Chapter 7*)

Community education uses evaluation findings to assist in developing and strengthening your program’s ties to the community. (*Chapter 9*)

Community needs assessment is a process, generally done before programs are implemented, that provides information about the unique needs of each community and the existing resources to address those needs. (*Chapter 2*)

Comparing means is used to determine whether change has occurred. It is the difference between two or more means. (*Chapter 8*)

Confidentiality is a procedure used to ensure that subject information is protected. (*Chapter 7*)

Correlation is a statistic that indicates the extent to which a relationship exists between two or more variables and the strength of that relationship. Correlation differs from regression in the direction of the relationship. (*Chapter 8*)

Demographic data include age, gender, ethnicity, and school grade, but may also include other respondent characteristics. (*Chapter 7*)

Direct observational methods are ways to gather data in which the subjects are aware that the researchers are present. They include direct observation and the use of video- and/or audiotapes. (*Chapter 6*)

Effectiveness questions address outcomes, outputs, and goals. (*Chapter 4*)

Efficiency questions address the cost per unit of service related to the benefits achieved. (*Chapter 4*)

Effort questions are related to what services were provided and to whom. (*Chapter 4*)

Evaluation goals shape the evaluation’s design and implementation. These goals reflect what the evaluation team hopes to gain from the process. (*Chapter 1*)

Evaluation questions are related to what you hope to answer by conducting an evaluation. (*Chapter 4*)



Evaluation team is a group of individuals involved in the evaluation process. (*Chapter 1*)

Experimental design uses two groups: an experimental group and a control group. Individuals are assigned to the groups randomly. The intervention is introduced to the experimental group only. Data are gathered before and after the intervention is introduced. (*Chapter 5*)

Focus group is a way to gather information from a group of subjects about a particular topic. The focus group is led by a professional facilitator who guides the discussion so that useful information is elicited. (*Chapter 6*)

Follow-up data document the changes that have occurred and are sustained over time. This method involves collecting information from program participants when they are no longer participating in the program. (*Chapter 7*)

Frequency is a numerical expression of how many items fall into each category within a data set (frequencies). (*Chapter 8*)

Goals are broad statements of purpose for the organization and the community as a whole. (*Chapter 3*)

Indirect observational methods are ways to gather information about a group without them being aware that they are being studied. These methods include unobtrusive measures such as content analysis and use currently available data. (*Chapter 6*)

Inputs are the resources a program uses to perform actions. (*Chapter 3*)

Internal validity is the accuracy with which your data reflect what you set out to measure. (*Chapter 6*)

Interval scale includes properties of ordinal measurement but requires that there is equal space between units of measure. (*Chapter 5*)

Interviews can range from unstructured, in which the interviewer ad-libs, to highly structured, in which the interviewer reads from a script. Interviews can include closed-ended or open-ended questions. (*Chapter 6*)

Logic model is a series of statements that link the challenges, actions, responses, outcomes, and goals of a program in an organized fashion. (*Chapter 3*)

Mean is the sum of a set of scores divided by the number of scores in a set. It is also called the “arithmetic mean” or the “average.” (*Chapter 8*)

Median is the middle score. Half of the scores in a set fall below this number and half of the scores fall above it. (*Chapter 8*)

Measures of variability express how close the data are to the mean; in other words, how much the data are spread out. “Standard deviation” and “range” are common statistical expressions of this information. (*Chapter 8*)

Mode is the value that occurs most often in a given set of values. (*Chapter 8*)

Nominal scale categorizes qualitative objects by name and/or classifies observations into categories. Numbers sometimes are assigned to characteristics for identification but have no mathematical value and cannot be used for mathematical functions. (*Chapter 5*)

Ordinal scale allows the observations to be ordered or ranked by degree according to relative magnitude. This type of scale places objects in order but offers no means for determining the distance between objects. (*Chapter 5*)

Organizational goals are broad statements of purpose for an agency or parent organization. (*Chapter 2*)



Organizational mission is a statement reflecting the values inherent in an agency or parent organization. (*Chapter 2*)

Outputs are direct effects of your program activities that contribute toward outcomes. (*Chapter 3*)

Outcomes are long-lasting or sustained changes in behavior, attitudes, knowledge, or environmental conditions that occur with the targets of the intervention. (*Chapter 3*)

Outcome evaluation is concerned with whether your program is achieving what it set out to achieve in terms of immediate, intermediate, and long-range outcomes. (*Chapter 4*)

Pilot test is a small-scale version or a “trial run” of a larger study that allows you to determine whether there are flaws in the study design and test instruments and/or determines whether a larger study would be useful. (*Chapter 6*)

Pre- and post-test design compares one individual (or group of individuals) at two points in time, before and after an intervention. (*Chapter 5*)

Process evaluation is a study of whether your program is doing what it set out to do in terms of inputs, activities, and outputs. (*Chapter 4*)

Program improvement is the most common reason for conducting the evaluation process to provide the best services for your clients. (*Chapter 9*)

Post-test-only design measures an individual or group at one point in time only, after an intervention has been introduced. (*Chapter 5*)

Qualitative data describe the attributes of data without referring to quantity. These data are often expressed in words and can include obser-

vations, conversations, anecdotes, letters, and progress notes. (*Chapter 5*)

Quantitative data consist of measured items, which are most often expressed in numbers. These data generally represent the presence or amount of something that can be counted or measured. (*Chapter 5*)

Quasi-experimental design compares two similar groups that already exist (therefore, group assignment is not random) to determine whether an intervention had a measurable effect. Both groups are measured before and after the intervention. (*Chapter 5*)

Questionnaire is a set of written questions seeking facts or opinions on a given subject. They are highly structured, but can have both open- and closed-ended questions. (*Chapter 6*)

Range is a reporting of the highest and lowest scores. The range is calculated by adding the highest score to the lowest score and adding one measurement unit. (*Chapter 8*)

Ratio scale incorporates all of the features of an interval scale; however, there is a meaningful zero value point for the scale. (*Chapter 5*)

Regression statistically indicates the extent to which a relationship exists between two or more variables and the strength of that relationship. (*Chapter 8*)

Resource development is a way to evaluate results to assist in processing or using available resources more efficiently. (*Chapter 9*)

Standard deviation is a measure of variability that uses all the data. Basically, it is a modified average distance of each score from the mean. (*Chapter 8*)

Standardized instruments measure a specific skill, quality, or characteristic or related groups of these attributes. (*Chapter 6*)



Statistical significance is a measure of the likelihood that an event occurred by chance rather than as a direct result of your intervention. *(Chapter 8)*

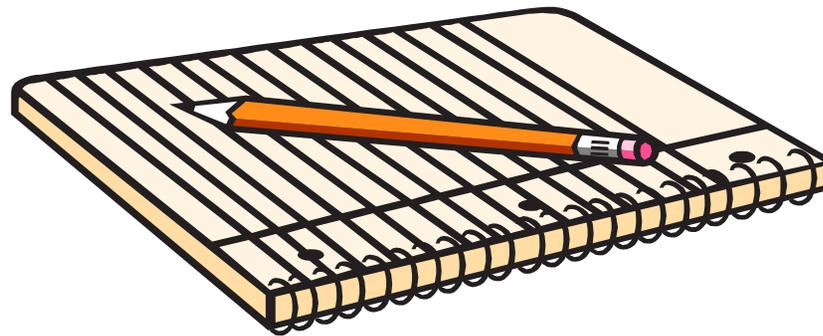
Survey is a systematic information-gathering procedure in which specific series of questions are asked through written or oral questionnaires. *(Chapter 6)*

Target population is the specific group of people that your program aims to serve. *(Chapter 2)*

Theory of causation is a systematic account of the relations among a set of variables. *(Chapter 3)*

Variable is a concept with a specified, constructed meaning given to it by the researcher. Anything that can vary (have more than one type) and be measured can be a variable. *(Chapter 5)*

Worksheets with Samples







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Chapter 1

Getting Started





SAMPLE WORKSHEET 1.1: EVALUATION TEAM ROSTER

NAME	CONTACT INFORMATION	WHY SELECTED	AGREED TO PARTICIPATE? (Y OR N)
A. Anderson, Program Coordinator	555-555-1111	Director of program	Yes
B. Boyd, Program Dir. of Community Resources	555-555-2222	Access to information re:volunteer resources	Yes
C. Clark, Assistant Program Coordinator	555-555-3333	Clerical assistance; knowledge of program policies and records	Yes
E. Early, Principal EMS Middle School	555-555-5555	100% of program participants enrolled in this school; LEA partnership	No
F. Franklin, School Counselor	555-555-6666	Responsible for referrals to program from school	Yes



WORKSHEET 1.1: EVALUATION TEAM ROSTER

NAME	CONTACT INFORMATION	WHY SELECTED	AGREED TO PARTICIPATE? (Y OR N)



SAMPLE WORKSHEET 1.2: MEETING MINUTES FORM

TOPIC	DISCUSSION	ACTION	RESPONSIBLE PERSON	RESPONSE DUE DATE
Introduction	The meeting was called to order by A. Anderson, Program Director. Ms. Anderson discussed the decision to begin a self-evaluation process and distributed materials to the team.	All team members are to read the distributed materials before the next meeting.	All	January 4, 2000
Discussion of Evaluation Goals	Ms. Anderson asked the team to think about what evaluation information would be useful to them. The information they want can be general or specific. It does not matter if it is something we currently collect.	Each team member will write a list of three types of information he or she would like to gain from the self-evaluation by the next meeting.	All	January 4, 2000
Discussion of Program Goals	The focus for the next meeting will be a review of our program goals and current structure. Different committee members are to bring relevant information to the next meeting.	Bring JUMP grant application to next meeting. Bring program mission statement to next meeting.	A. Anderson B. Boyd	January 4, 2000 January 4, 2000



WORKSHEET 1.2: MEETING MINUTES FORM

TOPIC	DISCUSSION	ACTION	RESPONSIBLE PERSON	RESPONSE DUE DATE



SAMPLE WORKSHEET 1.3: DEVELOPING EVALUATION GOALS

Developing goals is an important part of laying the foundation for the evaluation process. Using this worksheet and the information in your workbook, determine what goals will provide the focus for your evaluation.

WHAT DO THE TEAM MEMBERS HOPE TO GAIN FROM THE SELF-EVALUATION PROCESS?

A better understanding of what works about our program and what doesn't work.
Positive information about our program's work for use in recruiting volunteer mentors and new sources of funding.

WHAT QUESTIONS WOULD THE EVALUATION TEAM MEMBERS LIKE TO HAVE ANSWERED?

Do mentored kids do better in school?
Do mentored kids demonstrate increased resistance to ATOD use?

WHAT WOULD YOUR EVALUATION TEAM MEMBERS DO WITH THE INFORMATION THEY LEARN FROM THE EVALUATION?

Use information to support funding applications.
Alter the program's structure of content to produce the best possible fit for our clients

WHAT ARE THE TEAM MEMBERS FEARS ABOUT THE EVALUATION PROCESS? WHAT ARE SOME POSSIBLE SOLUTIONS FOR THESE FEARS?

Fear	Possible Solution
That the evaluation will show that the program is not effective.	Evaluation results will be used to improve the program so it better meets our client's needs.
We don't know what we are doing—where do we even start?	The workbook will walk us through the process, step by step. We don't have to be experts!
This is going to take too much time—time that we could spend with the kids!	Evaluation saves time in the long run by showing us which parts of our program are and aren't working. We don't have time not to evaluate.



WORKSHEET 1.3: DEVELOPING EVALUATION GOALS

Developing goals is an important part of laying the foundation for the evaluation process. Using this worksheet and the information in your workbook, determine what goals will provide the focus your evaluation.

WHAT DO THE TEAM MEMBERS HOPE TO GAIN FROM THE SELF-EVALUATION PROCESS?

WHAT QUESTIONS WOULD THE EVALUATION TEAM MEMBERS LIKE TO HAVE ANSWERED?

WHAT WOULD YOUR EVALUATION TEAM MEMBERS DO WITH THE INFORMATION THEY LEARN FROM THE EVALUATION?

**WHAT ARE THE TEAM MEMBERS FEARS ABOUT THE EVALUATION PROCESS?
WHAT ARE SOME POSSIBLE SOLUTIONS FOR THESE FEARS?**

Fear	Possible Solution



SAMPLE WORKSHEET 1.4: DEVELOPING YOUR EVALUATION TIMELINE

MEETING	DATE
1. First Evaluation Team Meeting	11/08/99
2. Tentative Meeting Date	11/22/99
3. Tentative Meeting Date	12/06/99
4. Tentative Meeting Date	12/20/99
5. SCHOOL CLOSED FOR	12/23/99
6. HOLIDAY BREAK	01/04/00
7. Tentative Meeting Date	01/06/00
8. Tentative Meeting Date	01/20/00
9. Tentative Meeting Date	02/03/00
10. Tentative Meeting Date	02/17/00
11. Tentative Meeting Date	03/02/00
12. Tentative Meeting Date	03/16/00
13. Tentative Meeting Date	03/30/00
14. Tentative Meeting Date	04/13/00
15. SCHOOL CLOSED FOR	04/16/00
16. SPRING BREAK	04/24/00
17. Tentative Meeting Date	05/04/00
18. Tentative Meeting Date	05/18/00
19. END OF SCHOOL YEAR	06/04/00
20. Tentative Meeting Date	06/20/00
Date we want to have evaluation results available:	December 21, 2000



WORKSHEET 1.4: DEVELOPING YOUR EVALUATION TIMELINE

MEETING	DATE
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	



Chapter 2

Re-Examining Your Program





SAMPLE WORKSHEET 2.1: REVIEWING YOUR PROGRAM'S MISSION AND GOALS

DO YOU HAVE A COPY OF YOUR AGENCY'S MISSION STATEMENT AND GOALS?

Yes

DO YOU HAVE A COPY OF YOUR MENTORING PROGRAM'S MISSION STATEMENT AND GOALS?

Yes. The program's and the agency's are the same.

WHEN WERE THE MENTORING PROGRAM'S MISSION STATEMENT AND GOALS LAST REVIEWED OR REVISED?

The agency's have never been revised. The program does not have a separate mission statement and goals. The PC will recommend to her supervisor that the agency's mission statement and goals be reviewed within the agency and perhaps revised. She will also recommend that the staff of the mentoring program receive assistance in writing a mission statement and goals specific to the mentoring program.

ARE THE MISSION STATEMENT AND GOALS STILL RELEVANT TO THE NEEDS OF YOUR COMMUNITY?

Yes. Although the community has changed in some ways since the mission and goals were written, the community's fundamental needs, and the resources available to address those needs, are largely unchanged.

ARE THE MENTORING PROGRAM'S MISSION AND GOALS REPRESENTATIVE OF THE WORK YOU DO EVERY DAY? WHY OR WHY NOT?

Yes! The CAN's mission statement addresses the importance of community residents working together for a better future. The mission statement and goals place special emphasis on the needs of our community's youth. The CAN's program staff are involved in recruiting members of the community to volunteer in various program. The CAN programs empower community residents by giving them the tools to achieve their goals.

HOW CLOSELY RELATED IS THE WORK OF YOUR MENTORING PROGRAM TO THE MISSION AND GOALS OF YOUR AGENCY?

The work of the mentoring program is very closely related to the mission and goals of the agency. The mentoring program at EMS specifically targets youths who are in need of positive adult role models. This addresses the goal of meeting the needs of the community's at-risk youths. Additionally, mentors are recruited from within the community, which is reflected in the goal of empowering community residents to tap strengths within neighborhoods to achieve a brighter future.

ARE THE MISSION AND GOALS REFLECTED IN THE DAILY LIFE OF YOUR PROGRAM? IF SO, HOW?

Yes! Everything we do in our program fundamentally supports progress toward our mission of providing a safe and healthy community for neighborhood residents.



WORKSHEET 2.1: REVIEWING YOUR PROGRAM'S MISSION AND GOALS

DO YOU HAVE A COPY OF YOUR AGENCY'S MISSION STATEMENT AND GOALS?

DO YOU HAVE A COPY OF YOUR MENTORING PROGRAM'S MISSION STATEMENT AND GOALS?

WHEN WERE THE MENTORING PROGRAM'S MISSION STATEMENT AND GOALS LAST REVIEWED OR REVISED?

ARE THE MISSION STATEMENT AND GOALS STILL RELEVANT TO THE NEEDS OF YOUR COMMUNITY?

**ARE THE MENTORING PROGRAM'S MISSION AND GOALS REPRESENTATIVE OF THE WORK YOU DO EVERY DAY?
WHY OR WHY NOT?**

HOW CLOSELY RELATED IS THE WORK OF YOUR MENTORING PROGRAM TO THE MISSION AND GOALS OF YOUR AGENCY?

**ARE THE MISSION AND GOALS REFLECTED IN THE DAILY LIFE OF YOUR PROGRAM?
IF SO, HOW?**



SAMPLE WORKSHEET 2.2: REVIEWING YOUR PROGRAM'S TARGET POPULATION

The target population is the group of people your program hopes to serve with its interventions. Defining the target population is critical to both the functioning of your agency and evaluating your program. The following questions will help you define your target population and express that definition clearly and concisely.

HOW MANY YOUTH DOES YOUR PROGRAM HOPE TO SERVE? DOES YOUR PROGRAM SERVE BOYS, GIRLS, OR BOTH?		FOR EACH RACIAL OR ETHNIC GROUP LISTED, HOW MANY YOUTHS FROM EACH GROUP ARE ENROLLED IN YOUR PROGRAM? FOR EACH AGE LISTED, HOW MANY YOUTH OF THAT AGE ARE ENROLLED IN YOUR PROGRAM?	
Gender	Total Number in Program	Ethnicity	Total Number in Program
Boys	42	White	2
Girls	40	African-American	38
		Hispanic/Latino	36
		Other	6
WHAT IS THE AGE RANGE FOR THE YOUTH IN YOUR PROGRAM? FOR EACH AGE LISTED, HOW MANY YOUTH OF THAT AGE ARE ENROLLED IN YOUR PROGRAM?		LIST ANY OTHER TERMS YOU USE TO DEFINE YOUR TARGET POPULATION. WRITE HOW YOU DETERMINE WHICH YOUTH FALL UNDER THIS DEFINITION. BE SPECIFIC.	
Age	Total Number in Program	Term	Definition
12	30	Risk of academic failure	Has less than C average
13	26		
14	26		
1	1	Misses 10 days per grading period	Chronic absenteeism
7	7		



WORKSHEET 2.2: REVIEWING YOUR PROGRAM'S TARGET POPULATION

The target population is the group of people your program hopes to serve with its interventions. Defining the target population is critical to both the functioning of your agency and evaluating your program. The following questions will help you define your target population and express that definition clearly and concisely.

HOW MANY YOUTH DOES YOUR PROGRAM HOPE TO SERVE? DOES YOUR PROGRAM SERVE BOYS, GIRLS, OR BOTH?		FOR EACH RACIAL OR ETHNIC GROUP LISTED, HOW MANY YOUTH FROM EACH GROUP ARE ENROLLED IN YOUR PROGRAM? FOR EACH AGE LISTED, HOW MANY YOUTHS OF THAT AGE ARE ENROLLED IN YOUR PROGRAM?	
Gender	Total Number in Program	Ethnicity	Total Number in Program
Boys			
Girls			
WHAT IS THE AGE RANGE FOR THE YOUTHS IN YOUR PROGRAM? FOR EACH AGE LISTED, HOW MANY YOUTH OF THAT AGE ARE ENROLLED IN YOUR PROGRAM?		LIST ANY OTHER TERMS YOU USE TO DEFINE YOUR TARGET POPULATION. WRITE HOW YOU DETERMINE WHICH YOUTH FALL UNDER THIS DEFINITION. BE SPECIFIC.	
Age	Total Number in Program	Term	Definition



SAMPLE WORKSHEET 2.3: IDENTIFYING YOUR PROGRAM'S COLLABORATING AND SUPPORTING PARTNERS

The beginning of the evaluation process is a good time to revisit the organizations with which your program collaborates. A clear understanding of these relationships is vital to the functioning of the program and the self-evaluation process. Complete the following table listing all Agencies that provide any sort of support or collaboration to your program. List the Agency name, the contact person, and the type of support the Agency provides. Include Agencies that you and your team would like to have support from that don't currently support you. Include even those Agencies that you have approached for collaboration in the past but do not currently provide support to your program.

AGENCY NAME	CONTACT PERSON	CONTACT INFORMATION	TYPE OF SUPPORT PROVIDED/ DESIRED	SUPPORT CURRENTLY PROVIDED? (YES/NO)
Office of Juvenile Justice and Delinquency Prevention	Cora Roy, Program Manager 202-307-5929	OJJDP 800 K Street, NW, 3 rd Floor Washington, DC 20531	Grant to fund program	Yes—through April 2000
Eastside Middle School	David Drake, Principal 555-555-7654	Smalltown Middle School 456 Main Street Anytown, CA 90775	Access to student grades Referrals to program	Yes
Eastside Middle School	David Drake, Principal 555-555-7654	Smalltown Middle School 456 Main Street Anytown, CA 90775	Use of facilities and equipment	No—concerns about adult supervision
Eastside Fire Department	Jon Smith, Fire Chief 555-555-4321	Smalltown Fire Dept 789 Main Street Anytown, CA 90775	Assist with mentor recruitment Offer educational program	Yes



WORKSHEET 2.3: IDENTIFYING YOUR PROGRAM'S COLLABORATING AND SUPPORTING PARTNERS

The beginning of the evaluation process is a good time to revisit the organizations with which your program collaborates. A clear understanding of these relationships is vital to the functioning of the program and the self-evaluation process. Complete the following table listing all Agencies that provide any sort of support or collaboration to your program. List the Agency name, the contact person, and the type of support the Agency provides. Include Agencies that you and your team would like to have support from that don't currently support you. Include even those Agencies that you have approached for collaboration in the past but do not currently provide support to your program.

AGENCY NAME	CONTACT PERSON	CONTACT INFORMATION	TYPE OF SUPPORT PROVIDED/ DESIRED	SUPPORT CURRENTLY PROVIDED? (YES/NO)



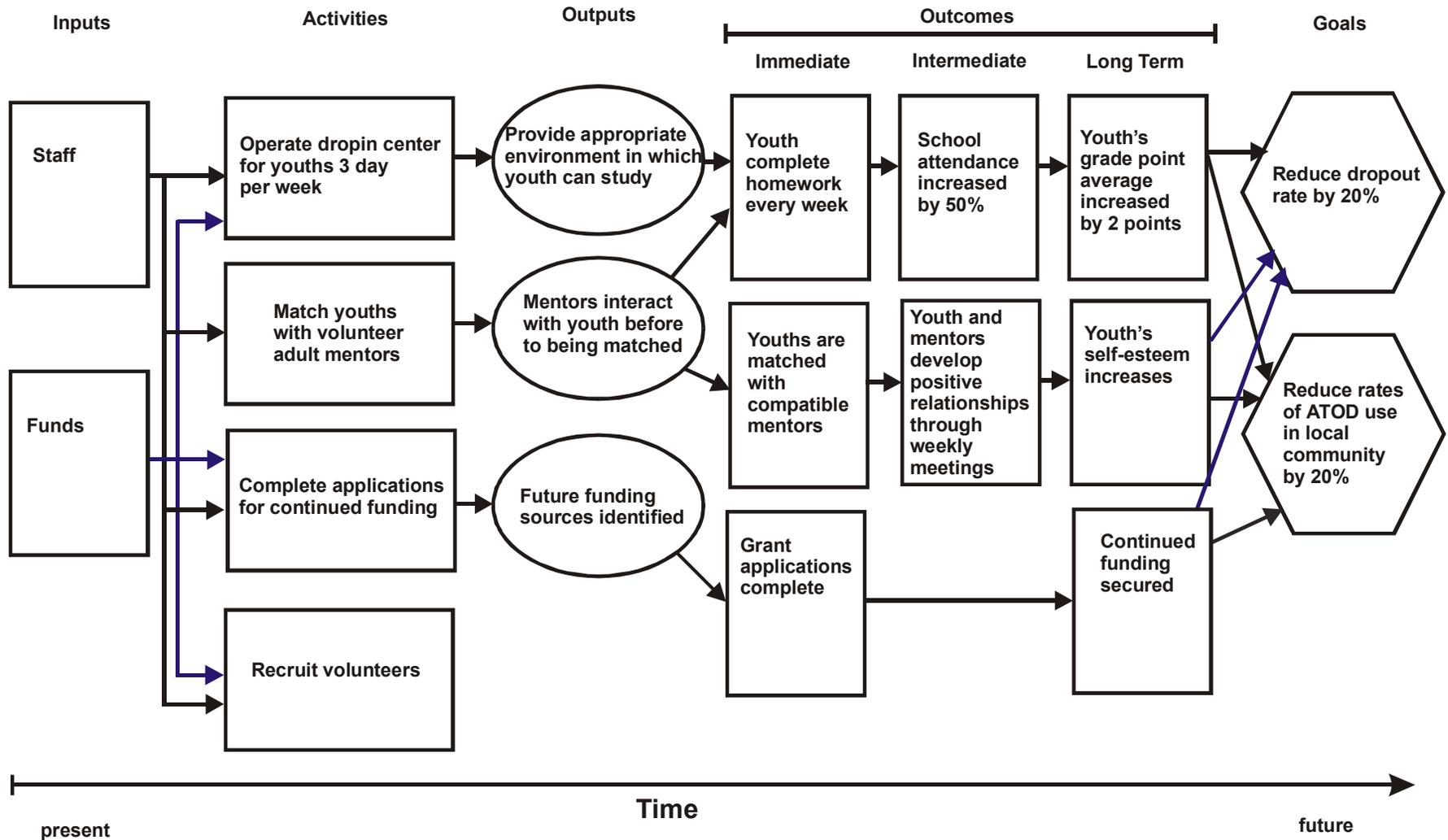
Chapter 3

Developing Your Logic Model

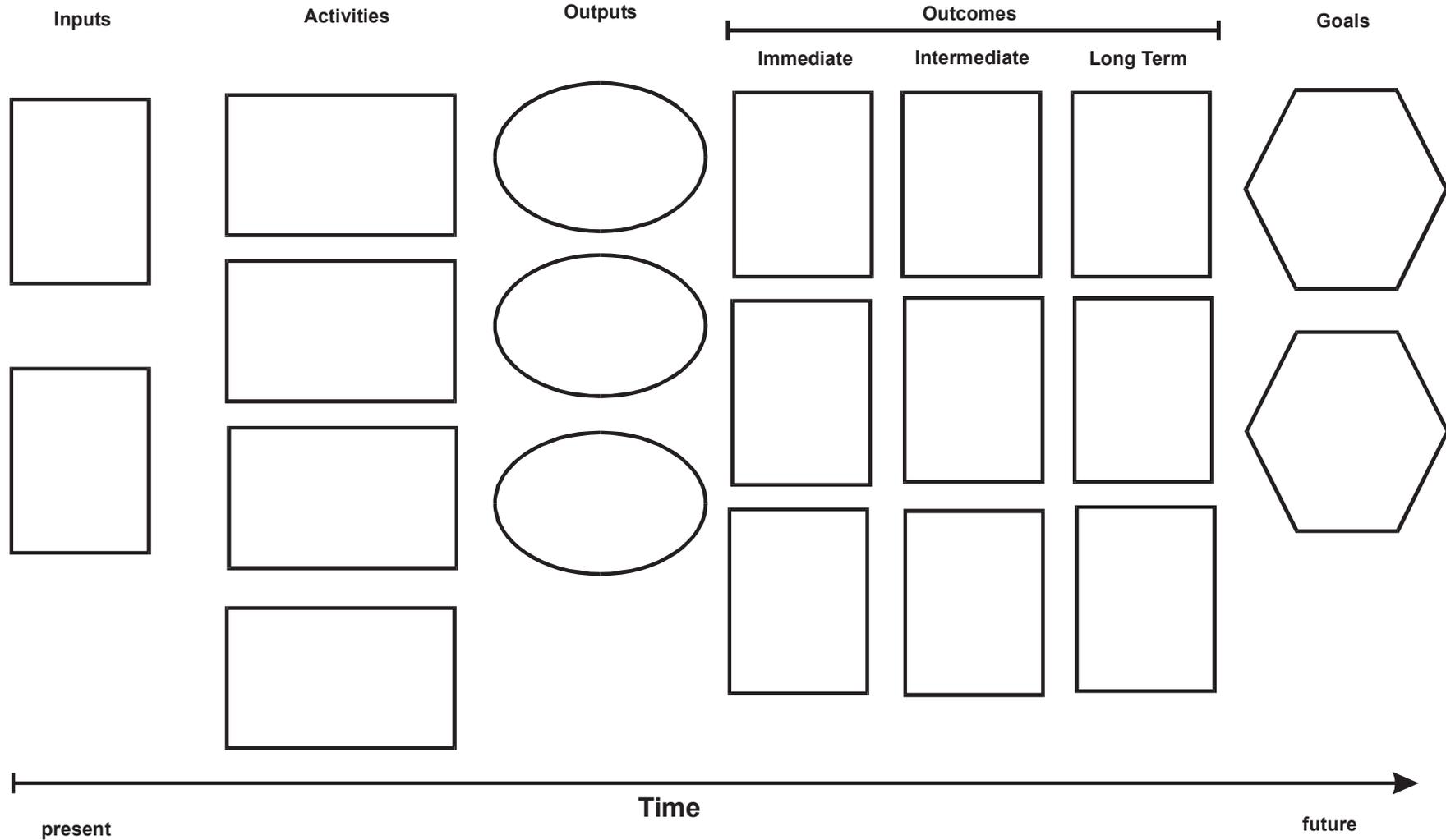




SAMPLE WORKSHEET 3.1: LOGIC MODEL (PARTIAL EXAMPLE FOR CAN MENTORING PROGRAM)



WORKSHEET 3.1: LOGIC MODEL





Chapter 4

Using Your Logic Model To Focus the Evaluation





SAMPLE WORKSHEET 4.1: DEVELOPING YOUR EVALUATION QUESTIONS

Input Level Evaluation Question(s): *Effort Questions:*

QUESTIONS	WHO WANTS TO KNOW?	FOR WHAT WILL WE USE THIS INFORMATION?
How many mentors are recruited from each advertising source (newspaper, billboard, word of mouth?)	Director of Community Resources	Change mentor recruitment strategies to focus on most effective means to recruit volunteers.

Activities Level Evaluation Question(s): *Effort Questions:*

QUESTIONS	WHO WANTS TO KNOW?	FOR WHAT WILL WE USE THIS INFORMATION?
How many kids are attending the after-school drop in center?	Program Coordinator Assistant Program Coordinator	Adjust hours of center so kids will be more likely to come in.

Outcomes Level Evaluation Question(s): *Effectiveness Questions:*

QUESTIONS	WHO WANTS TO KNOW?	FOR WHAT WILL WE USE THIS INFORMATION?
Did youth complete homework assignments every week? (immediate outcome)	All team members	Supporting applications for continued funding. Modifying program structure and content to meet student needs more appropriately.
Did youth class attendance increase by 50%? (intermediate outcome)	All team members	Supporting applications for continued funding. Modifying program structure and content to meet student needs more appropriately.
Did youth grade point average increase by at least 2 points? (long term outcome)	All team members	Supporting applications for continued funding. Modifying program structure and content to meet student needs more appropriately.
Did youth risk of ATOD use decrease after participation in the mentoring program? (long-term outcome)	All team members	Supporting applications for continued funding. Modifying program structure and content to meet student needs more appropriately.

Outcome Level Evaluation Question(s): *Efficiency Questions:*

QUESTIONS	WHO WANTS TO KNOW?	FOR WHAT WILL WE USE THIS INFORMATION?
Is it more cost effective to run an after-school tutoring group than to offer one-to-one mentoring?	All team members	Further discussions about program structure and content.

If you can't complete both boxes for a particular question, DON'T ASK THE QUESTION!



WORKSHEET 4.1: DEVELOPING YOUR EVALUATION QUESTIONS

Input Level Evaluation Question(s): *Effort Questions:*

QUESTIONS	WHO WANTS TO KNOW?	FOR WHAT WILL WE USE THIS INFORMATION?

Activities Level Evaluation Question(s): *Effort Questions:*

QUESTIONS	WHO WANTS TO KNOW?	FOR WHAT WILL WE USE THIS INFORMATION?

Response Level Evaluation Question(s): *Effectiveness Questions:*

QUESTIONS	WHO WANTS TO KNOW?	FOR WHAT WILL WE USE THIS INFORMATION?

Outcome Level Evaluation Question(s): *Effectiveness Questions:*

QUESTIONS	WHO WANTS TO KNOW?	FOR WHAT WILL WE USE THIS INFORMATION?

Outcome Level Evaluation Question(s): *Efficiency Questions:*

QUESTIONS	WHO WANTS TO KNOW?	FOR WHAT WILL WE USE THIS INFORMATION?

If you can't complete both boxes for a particular question, DON'T ASK THE QUESTION!



Chapter 5

Measuring Outputs and Outcomes





SAMPLE WORKSHEET 5.1: CHOOSING A DESIGN

Picking your design? Consider the following:

ARE YOU USING MEASURES WITH KNOWN STANDARDIZED SCORES?

Yes No

Notes:

Student grades in core subjects

Student scores on Problem-Oriented Screening Instrument for Teenagers (POSIT)

CAN YOU MEASURE PARTICIPANTS MORE THAN ONCE?

Yes No

Notes:

At the beginning of the program, when students leave the program, and throughout high school

WILL YOU HAVE ACCESS TO AN EXISTING GROUP OF SIMILAR YOUTH WHO HAVE NOT RECEIVED THE INTERVENTION?

Yes No

Notes:

Matched group of youth currently enrolled at EMS

DO YOU FEEL YOU HAVE THE RESOURCES AND EXPERTISE TO CONDUCT RANDOMIZED TRIALS?

Yes No

Notes:



WORKSHEET 5.1: CHOOSING A DESIGN

Picking your design? Consider the following:

ARE YOU USING MEASURES WITH KNOWN STANDARDIZED SCORES?

Yes No

If you checked yes, then you may want to compare your participants to the known standards. Doing this may be in addition to other comparisons you would make; or, if your resources are limited, it may be the only test conducted for your evaluation. Note that if this is the only test, you will be conducting one of the weakest evaluation designs, so consider whether there are any ways to enhance the design by answering the questions that follow.

CAN YOU MEASURE PARTICIPANTS MORE THAN ONCE?

Yes No

If you checked yes, then you may want to use a pre- and post-test design. Participants (and comparison youth) would be measured before the intervention and after the intervention. Then, you look at the difference between the pre- and post-tests to determine the amount of change that has occurred.

WILL YOU HAVE ACCESS TO AN EXISTING GROUP OF SIMILAR YOUTH WHO HAVE NOT RECEIVED THE INTERVENTION?

Yes No

If you checked yes, then you may want to consider a quasi-experimental design. Such a design uses a pre-existing similar group to act as a comparison to the treated group. The more similar the nontreated group is to the treated group, the more reliable your conclusions will be.

DO YOU FEEL YOU HAVE THE RESOURCES AND EXPERTISE TO CONDUCT RANDOMIZED TRIALS?

Yes No

Randomized trials are the strongest design for your evaluation. It requires that you place some participants in a treated condition and others in a nontreated condition. Further, that placement **must** be random. No consideration of need, suitability, or other motivation can play a role in who gets the treatment and who doesn't. To make the design even stronger, the participants should not know which condition they are in. All of this makes randomized trial difficult, ethically sensitive, and often completely inappropriate for a service-providing program. We recommend you only use this design if you have on staff (1) trained researchers, (2) the support of your institution and funding agency, (3) proper human subjects safeguards in place, and (4) an important research question that justifies the withholding of treatment. Usually, for program evaluations, at least one of these features is not present; therefore, a randomized trial is inappropriate.



Chapter 6

Choosing a Data Collection Method





SAMPLE WORKSHEET 6.1: COMPARING PROGRAM OUTCOMES TO NATIONAL STANDARDS

Using the list in Appendix E, and other resources available to you, list the national indicators that are relevant to your program in the first column. In the next column, list agencies, web sites, or publications that provide the information. In the last column, note how this information is relevant to your evaluation plan.

NATIONAL INDICATOR	WHERE YOU CAN FIND THIS INFORMATION	HOW THIS IS RELATED TO THE EVALUATION PLAN
Student movement in and out of schools	State Board of Education	Will help us demonstrate that children enrolled in EMS are more transient than children across the state; therefore, they may need additional academic assistance.
Average daily attendance	State Board of Education	Will show that the children in our program miss significantly more days of school than do children across the state. Important because improved school attendance is one of our main project goals.
High school drop-out rate	State Board of Education	Will be used to compare the rate in the neighborhoods around EMS to the rest of the state to demonstrate that EMS students are at increased risk of dropping out.



WORKSHEET 6.1: COMPARING PROGRAM OUTCOMES TO NATIONAL STANDARDS

Using the list in Appendix E, and other resources available to you, list the national indicators that are relevant to your program in the first column. In the next column, list Agencies, web sites, or publications that provide the information. In the last column, note how this information is relevant to your evaluation plan.

NATIONAL INDICATOR	WHERE YOU CAN FIND THIS INFORMATION	HOW THIS IS RELATED TO THE EVALUATION PLAN



Chapter 7

Data Collection Plan





SAMPLE WORKSHEET 7.1: DATA COLLECTION PLAN

MEASURE	WHO?	WHEN?	METHOD?	NOTES
General demographic questionnaire	Program Coordinator (PC) to collect data from youth with last names A–L Assistant Program Coordinator (APC) to collect data from youth with last names M–Z	Beginning of each school year	Survey	All students complete every year so 10 cards are updated
School records (grades and disciplinary records)	School counselor	End of each school semester	Archival	School counselor will give collected data to APC each semester
Teacher reports	PC to conduct two focus groups	End of current school year	Focus group	Two groups of five teachers
POSIT	PC to distribute to students	Beginning of each school year (September), and end of each school year (June)	Standardized instrument	From National Institute of Drug Abuse



WORKSHEET 7.1: DATA COLLECTION PLAN

MEASURE	WHO?	WHEN?	METHOD?	NOTES



Chapter 8

Learning from Your Data





SAMPLE WORKSHEET 8.1: PRACTICING STANDARD TESTS

TEST	SAMPLE DATA	WORK SPACE	SOLUTION
Frequency	<p>Your program offers a study group to 9th graders who are having trouble with algebra. Twenty youth express an interest in the group, but you can only offer the program to 10. You randomly assign 10 to a control group, who do not participate in the study group. The remaining 10 are placed in the experimental group and participate in the study group. You then collect grades from all 20 students for the algebra final exam. Grades for the students in the experimental group are as follows:</p> <p>Student A – 78 (C) Student B – 94 (A) Student C – 82 (B) Student D – 71 (C) Student E – 89 (B) Student F – 92 (A) Student G – 85 (B) Student H – 99 (A) Student I – 79 (C) Student J – 84 (B)</p> <p>Calculate the frequency, mean, median, mode, and range for the experimental group's scores on the algebra final exam.</p>	Count the number of students who earned each grade: A – III B – IIII C – III	A – 3 B – 4 C – 3
Mean		$78+94+82+71+89+92+85+99+79+84 = 853$ $853 \div 10 = 85.3$ Round to an even number.	The mean score on the final exam is 85%
Median		Put the scores in order: 71, 78, 79, 82, 84, 85, 89, 92, 94, 99 ↑ ↑ middle scores	The median scores are 84 and 85 (or 84.5).
Mode		Which score occurs the most? A – 3 B – 4 ← occurs most frequently C – 3	The mode score for these data is "B."
Range		$\text{Range} = (\text{highest} - \text{lowest}) + 1 \text{ measurement unit.}$ $\text{Range} = (99 - 71) + 1$ $\text{Range} = 28+1$ $\text{Range} = 29$	The lowest score is 71, the highest 99, so the range is 29.



WORKSHEET 8.1: PRACTICING STANDARD TESTS

TEST	DATA	WORK SPACE	SOLUTION
Frequency	<p>Your program offers a study group to 9th graders who are having trouble with algebra. Twenty youth express an interest in the group, but you can only offer the program to 10. You randomly assign 10 to a control group, who do not participate in the study group. The remaining 10 are placed in the experimental group and participate in the study group. You then collect grades from all 20 students for the algebra final exam. Grades for the students in the experimental group are as follows:</p> <p>Student A – 78 (C) Student B – 94 (A) Student C – 82 (B) Student D – 71 (C) Student E – 89 (B) Student F – 92 (A) Student G – 85 (B) Student H – 99 (A) Student I – 79 (C) Student J – 84 (B)</p> <p>Calculate the frequency, mean, median, mode, and range for the experimental group's scores on the algebra final exam.</p>		
Mean			
Median			
Mode			
Range			



Chapter 10

Taking the Next Steps





SAMPLE WORKSHEET 10.1: DEVELOPING YOUR EVALUATION TIMELINE

One way to ensure that evaluation activities will not become lost among the day-to-day responsibilities in your mentoring program is to set a timeline for the evaluation process. This worksheet, used with the information in your workbook, may be used to outline a schedule for your evaluation activities. Evaluation tasks are listed in the first column of the worksheet. Use the second column to establish deadlines for completion of the task. Finally, write in the actual date of completion in the third column. This information is useful for future evaluation efforts because it will allow you to see how much time was actually needed to complete various aspects of the evaluation.

EVALUATION TASK	ESTIMATED COMPLETION DATE	ACTUAL COMPLETION DATE
INITIAL PREPARATION		
GETTING STARTED		
Identifying who should be involved	01/15/00	
Holding the first evaluation team meeting	01/30/00	
Developing the goals of the evaluation process	02/15/00	
REVISITING YOUR CURRENT PROJECT MODEL		
Reaffirming your agency's goals	02/15/00	
Examining the role of community needs assessment	02/15/00	
Understanding the significance of your program's target population	02/28/00	
Revisiting levels of community consensus and support	02/28/00	
Re-examining your program model	03/15/00	
APPLYING THE LOGIC MODEL TO YOUR PROGRAM		
Developing a logic model for your program	03/31/00	



DESIGNING YOUR EVALUATION

DEVELOPING YOUR EVALUATION PLAN

Developing your evaluation timeline	Done	
Developing your evaluation questions	04/15/00	
Evaluating your evaluation questions	04/30/00	
Identifying the information you need to answer your questions	05/15/00	
Deciding where to start	05/15/00	

GATHERING AND ASSESSING DATA

JUST DO IT

Assigning responsibilities	05/15/00	
Scheduling periodic reviews of the evaluation process	05/15/00	
Data collection	09/01/00	

LEARNING FROM YOUR DATA

Deciding what tests to use	09/15/00	
Completion of data analysis	10/01/00	
Deciding how to use your evaluation data	10/15/00	
Congratulating your team	10/15/00	

BEGINNING AGAIN

Beginning the next evaluation process	11/01/00	
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WORKSHEET 10.1: DEVELOPING YOUR EVALUATION TIMELINE

One way to ensure that evaluation activities will not become lost among the day-to-day responsibilities in your mentoring program is to set a timeline for the evaluation process. This worksheet, used with the information in your workbook, may be used to outline a schedule for your evaluation activities. Evaluation tasks are listed in the first column of the worksheet. Use the second column to establish deadlines for the completion of the task. Finally, write in the actual date of completion in the third column. This information is useful for future evaluation efforts because it will allow you to see how much time was actually needed to complete various aspects of the evaluation.

EVALUATION TASK	ESTIMATED COMPLETION DATE	ACTUAL COMPLETION DATE
INITIAL PREPARATION		
GETTING STARTED		
Identifying who should be involved		
Holding the first evaluation team meeting		
Developing the goals of the evaluation process		
REVISITING YOUR CURRENT PROJECT MODEL		
Reaffirming your agency's goals		
Examining the role of community needs assessment		
Understanding the significance of your program's target population		
Revisiting levels of community consensus and support		
Re-examining your program model		
APPLYING THE LOGIC MODEL TO YOUR PROGRAM		
Developing a logic model for your program		



DESIGNING YOUR EVALUATION

DEVELOPING YOUR EVALUATION PLAN

Developing your evaluation timeline		
Developing your evaluation questions		
Evaluating your evaluation questions		
Identifying the information you need to answer your questions		
Deciding where to start		

GATHERING AND ASSESSING DATA

JUST DO IT

Assigning responsibilities		
Scheduling periodic reviews of the evaluation process		
Data collection		

LEARNING FROM YOUR DATA

Deciding what tests to use		
Completion of data analysis		
Deciding how to use your evaluation data		
Congratulating your team		

BEGINNING AGAIN

Beginning the next evaluation process		
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Jump Instruments



MATCH INFORMATION

MATCH INFORMATION						
Youth ID	Mentor ID	Date Matched MM/DD/YYYY	Date Match Ended MM/DD/YYYY	Reason for Ending Match (Check only <u>ONE</u> primary reason)		Another Youth Match Will Be (Has Been) Made? (If yes, list new match on a new line)
				<input type="checkbox"/> End of school year/time limited program <input type="checkbox"/> Mentor time/schedule conflict <input type="checkbox"/> Mentor family/personal/health crisis <input type="checkbox"/> Mentor moved <input type="checkbox"/> Mentor no longer interested <input type="checkbox"/> Incompatibility/cultural issues <input type="checkbox"/> Parent withdrew youth <input type="checkbox"/> Other (specify): _____	<input type="checkbox"/> Youth time/schedule conflict <input type="checkbox"/> Youth family/personal/health crisis <input type="checkbox"/> Youth moved <input type="checkbox"/> Youth no longer interested <input type="checkbox"/> Youth graduated from school <input type="checkbox"/> Youth dropped out/withdrew from school <input type="checkbox"/> Youth aged out of program <input type="checkbox"/> Youth had behavioral problems	<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> End of school year/time limited program <input type="checkbox"/> Mentor time/schedule conflict <input type="checkbox"/> Mentor family/personal/health crisis <input type="checkbox"/> Mentor moved <input type="checkbox"/> Mentor no longer interested <input type="checkbox"/> Incompatibility/cultural issues <input type="checkbox"/> Parent withdrew youth <input type="checkbox"/> Other (specify): _____	<input type="checkbox"/> Youth time/schedule conflict <input type="checkbox"/> Youth family/personal/health crisis <input type="checkbox"/> Youth moved <input type="checkbox"/> Youth no longer interested <input type="checkbox"/> Youth graduated from school <input type="checkbox"/> Youth dropped out/withdrew from school <input type="checkbox"/> Youth aged out of program <input type="checkbox"/> Youth had behavioral problems	<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> End of school year/time limited program <input type="checkbox"/> Mentor time/schedule conflict <input type="checkbox"/> Mentor family/personal/health crisis <input type="checkbox"/> Mentor moved <input type="checkbox"/> Mentor no longer interested <input type="checkbox"/> Incompatibility/cultural issues <input type="checkbox"/> Parent withdrew youth <input type="checkbox"/> Other (specify): _____	<input type="checkbox"/> Youth time/schedule conflict <input type="checkbox"/> Youth family/personal/health crisis <input type="checkbox"/> Youth moved <input type="checkbox"/> Youth no longer interested <input type="checkbox"/> Youth graduated from school <input type="checkbox"/> Youth dropped out/withdrew from school <input type="checkbox"/> Youth aged out of program <input type="checkbox"/> Youth had behavioral problems	<input type="checkbox"/> Yes <input type="checkbox"/> No



YOUTH PROFILE

PART I: YOUTH DEMOGRAPHICS

Complete this form for each youth served by your project, **AT INTAKE**.

Agency ID:

Youth ID:

1. Intake Date: / /

2. Date of Birth: / /

3. Gender: Male
 Female

4. Age:

5. Prior Mentoring Experience?

Yes
 No
 Don't know

6. Race/Ethnicity (choose **ALL** that apply):

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Other (please specify): _____

7. Living Situation (choose **ALL** that apply):

- With mother
- With father
- With step-parent
- With parent's partner
- With other relative
- Guardian (non relative)
- Foster care
- Treatment center
- Shelter
- Detention center
- Other (specify): _____

8. Referral Source (choose **ONE** only):

- School
- Healthcare professional
- Mental health professional
- Juvenile justice/court
- Own agency program
- Other agency
- Parent/guardian
- Self
- Other (specify): _____

9. POSIT (Intake) Scores:

Substance abuse

Physical health

Mental health

Family relationships

Peer relationships

Educational status

Vocational status

Social skills

Leisure/recreation

Aggressive behavior/delinquency



PART II: YOUTH ISSUES

Complete this section for each youth served by the project, **AT INTAKE, ANNUALLY, AND AT EXIT.**

Agency ID

Youth ID

Date:

 / /

Intake

Annual

Exit

10. Family Issues: (choose **ALL** that apply):

- | | |
|--|---|
| <input type="checkbox"/> Separation/divorce/blended family | <input type="checkbox"/> Parental incarceration |
| <input type="checkbox"/> Parental AOD use or abuse | <input type="checkbox"/> Parental absence |
| <input type="checkbox"/> Domestic violence | <input type="checkbox"/> Other (specify): _____ |

11. Social/Peer Issues: (choose **ALL** that apply)

- | |
|--|
| <input type="checkbox"/> Difficulty making/keeping friends |
| <input type="checkbox"/> Negative peer influence |
| <input type="checkbox"/> Loss of a friend |
| <input type="checkbox"/> Other (please specify): _____ |

12. Medical/Mental Health Issues: (choose **ALL** that apply)

- | | |
|--|---|
| <input type="checkbox"/> Medical problems | <input type="checkbox"/> Other psychiatric disorder |
| <input type="checkbox"/> Depression/suicidal | <input type="checkbox"/> Pregnancy/related issues |
| <input type="checkbox"/> Physical disability | <input type="checkbox"/> Early parenting |
| <input type="checkbox"/> ATOD involvement | <input type="checkbox"/> Other (specify): _____ |

13. Vocational Issues: (choose **ALL** that apply):

- | |
|---|
| <input type="checkbox"/> Lack of educational/career goals |
| <input type="checkbox"/> Need for employability training |
| <input type="checkbox"/> Need for vocational training |
| <input type="checkbox"/> Unemployment |
| <input type="checkbox"/> Other (specify): _____ |



PART III: YOUTH ACADEMIC INFORMATION

Complete this section for each youth served by your project, **AT INTAKE, ANNUALLY, AND AT EXIT** from the project.

Agency ID:

Youth ID:

Date: / /

Intake

Annual

Exit

14. Is the youth currently enrolled in school?

If yes, current grade:

Yes
 No

If yes, current school (optional):

15. If youth is not enrolled in school, why not?
(choose **ONE** only)

16. What is the highest educational grade the youth has completed?

Dropped out
 Expelled
 Immigration status
 Graduated
 Other (specify): _____

ACADEMIC INFORMATION: GRADES

17. Report card date: / /

18. Does the youth receive grades utilizing a traditional "A, B, C, D, F" grading scale?

Yes
 No

If no, skip to question #19

Using the traditional scale, list the youth's total grade point average (GPA) for the last completed grading period, as it appears on the report card. If no GPA is provided on the report card, leave blank.

Using the traditional scale, list the youth's individual grades in each of the following areas for the last completed grading period.

English

History

Science

Math

19. If youth does not receive traditional letter grades, describe the grading scale used in the space below or attach it to this form.



Using alternative scale, list the youth's total grade performance for the last completed grading period as it appears on the report card. If no measure of total grade performance is provided on the report card, leave blank.

Using the alternative scale, list the youth's individual grades in each of the following categories for the last completed grading period.

English

History

Science

Math

ACADEMIC INFORMATION: SPECIAL NEEDS

20. Has the youth EVER been required to repeat a grade or grades?

- Yes
 No

If yes, which grade(s)?

21. Has the youth EVER skipped a grade or grades?

- Yes
 No

If yes, which grade(s)?

22. Is the youth enrolled in a nontraditional school/program?

- Yes No

If yes, which of the following best describes the youth's level of enrollment in the nontraditional school/program?

- Youth attends nontraditional classes for part of the day/week
 Youth attends nontraditional classes all day, every day
 Youth attends a nontraditional school

If yes, which of the following best describes the nontraditional school/program in which the youth is enrolled? (choose **ONE** only)

- Alternative school Home school
 Charter/magnet school Residential school
 GED Vocational school/program
 Other (specify): _____

23. Which of the following best describe(s) the primary reason(s) for the youth's enrollment in a non-traditional school/program? (choose **ALL** that apply)

- Advanced placement/gifted and talented Pregnancy/early parenting
 Behavior/discipline difficulties Psychiatric diagnosis (autism, bipolar, etc.)
 English as a second language Substance abuse
 Physical disability Other (specify): _____



24. Is the youth enrolled in a special education school or program?

Yes No

If yes, which of the following best describes the youth's level of enrollment in the special education school/program?

Youth attends special education classes for part of the day/week
 Youth attends special education classes all day, every day
 Youth attends a special education school

25. Which of the following best describe(s) the primary diagnosed disability(ies) for which the youth receives special education services? (choose **ALL** that apply)

Developmental delay
 Learning disability
 Mental retardation
 Other diagnosed disability (specify):

ACADEMIC INFORMATION: ATTENDANCE/SCHOOL-BASED DISCIPLINE

26. What was the total number of days that the youth was enrolled in school for the last completed grading period?

27. How many EXCUSED absences did the youth have during the last completed grading period?

28. How many UNEXCUSED absences did the youth have during the last completed grading period?

Total Absences

29. Did the youth receive any disciplinary referrals during the last completed grading period?

Yes
 No

If yes, how many disciplinary referrals did the youth receive?

30. Did the youth receive detention during the last completed grading period?

Yes
 No

If yes, how many times did the youth receive detention?



31. Was the youth suspended from school during the last completed grading period?

Yes
 No

Number of in-school suspensions

Number of off school grounds suspensions

Total suspensions

32. Was the youth transferred to a different academic setting during the last completed grading period DUE TO A DISCIPLINARY ACTION?

Yes
 No

33. Disciplinary actions during the last completed grading period resulted from: (choose **ALL** that apply)

<input type="checkbox"/> Truancy/tardiness/skipping class	<input type="checkbox"/> Verbal abuse to teacher
<input type="checkbox"/> ATOD possession	<input type="checkbox"/> Verbal abuse to other student(s)
<input type="checkbox"/> Weapon possession	<input type="checkbox"/> Physical altercation with teacher
<input type="checkbox"/> Possession of inappropriate object/item	<input type="checkbox"/> Physical altercation with other student(s)
<input type="checkbox"/> Violation of school/classroom rules	<input type="checkbox"/> Property damage
	<input type="checkbox"/> Other (specify): _____



PART IV: YOUTH INVOLVEMENT WITH LAW ENFORCEMENT

Complete this section for each youth served by your project **AT INTAKE, ANNUALLY AND AT EXIT** from the project.

Agency ID:

Youth ID:

Date:

Intake

Annual

Exit

34. Does the youth claim membership in, or affiliation with, a gang?

- | | |
|---|--|
| <input type="checkbox"/> Yes, youth is currently a member of a gang | <input type="checkbox"/> No, youth is not affiliated with a gang |
| <input type="checkbox"/> Yes, youth is formerly a member of a gang | <input type="checkbox"/> Don't know |

35. Has the youth been involved (either as a victim or a perpetrator of a crime) with law enforcement officials in the last 12 months?

If yes, how many times?

- | |
|------------------------------|
| <input type="checkbox"/> Yes |
| <input type="checkbox"/> No |

(If no, stop here. If yes, complete items 36 and 37)

36. The youth's contacts resulted from:

- | |
|---|
| <input type="checkbox"/> youth being the victim of a crime |
| <input type="checkbox"/> youth being the perpetrator of a crime |
| <input type="checkbox"/> youth being both perpetrator AND a victim of a crime |

37. If the youth was a victim of a crime, stop here. If youth's contacts resulted from him or her committing a crime, describe the nature of the contacts below.

Contact 1

Date:

Circumstance/Offense (choose ALL that apply)	Disposition (choose ALL that apply)																							
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 2px;"><input type="checkbox"/> Status offense</td> <td style="width: 50%; padding: 2px;"><input type="checkbox"/> Burglary/theft/ B&E</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Curfew violation</td> <td style="padding: 2px;"><input type="checkbox"/> Weapons offense</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Driving offenses (reckless driving, DUI, etc.)</td> <td style="padding: 2px;"><input type="checkbox"/> Assault</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Auto theft</td> <td style="padding: 2px;"><input type="checkbox"/> Sexual offense</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Disorderly conduct</td> <td style="padding: 2px;"><input type="checkbox"/> Prostitution</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Property damage/vandalism</td> <td style="padding: 2px;"><input type="checkbox"/> Noncompliance w/court order</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> ATOD offense</td> <td style="padding: 2px;"><input type="checkbox"/> Other (specify): _____</td> </tr> </table>	<input type="checkbox"/> Status offense	<input type="checkbox"/> Burglary/theft/ B&E	<input type="checkbox"/> Curfew violation	<input type="checkbox"/> Weapons offense	<input type="checkbox"/> Driving offenses (reckless driving, DUI, etc.)	<input type="checkbox"/> Assault	<input type="checkbox"/> Auto theft	<input type="checkbox"/> Sexual offense	<input type="checkbox"/> Disorderly conduct	<input type="checkbox"/> Prostitution	<input type="checkbox"/> Property damage/vandalism	<input type="checkbox"/> Noncompliance w/court order	<input type="checkbox"/> ATOD offense	<input type="checkbox"/> Other (specify): _____	<table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;"><input type="checkbox"/> No charges filed/NA</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Charges dropped</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Preadjudication/diversion</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Fine/restitution</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Probation/suspended sentence</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Home Detention and/or outpatient rehab</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Detention center/inpatient rehab/locked facility</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Pending: _____</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Other (specify): _____</td> </tr> </table>	<input type="checkbox"/> No charges filed/NA	<input type="checkbox"/> Charges dropped	<input type="checkbox"/> Preadjudication/diversion	<input type="checkbox"/> Fine/restitution	<input type="checkbox"/> Probation/suspended sentence	<input type="checkbox"/> Home Detention and/or outpatient rehab	<input type="checkbox"/> Detention center/inpatient rehab/locked facility	<input type="checkbox"/> Pending: _____	<input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> Status offense	<input type="checkbox"/> Burglary/theft/ B&E																							
<input type="checkbox"/> Curfew violation	<input type="checkbox"/> Weapons offense																							
<input type="checkbox"/> Driving offenses (reckless driving, DUI, etc.)	<input type="checkbox"/> Assault																							
<input type="checkbox"/> Auto theft	<input type="checkbox"/> Sexual offense																							
<input type="checkbox"/> Disorderly conduct	<input type="checkbox"/> Prostitution																							
<input type="checkbox"/> Property damage/vandalism	<input type="checkbox"/> Noncompliance w/court order																							
<input type="checkbox"/> ATOD offense	<input type="checkbox"/> Other (specify): _____																							
<input type="checkbox"/> No charges filed/NA																								
<input type="checkbox"/> Charges dropped																								
<input type="checkbox"/> Preadjudication/diversion																								
<input type="checkbox"/> Fine/restitution																								
<input type="checkbox"/> Probation/suspended sentence																								
<input type="checkbox"/> Home Detention and/or outpatient rehab																								
<input type="checkbox"/> Detention center/inpatient rehab/locked facility																								
<input type="checkbox"/> Pending: _____																								
<input type="checkbox"/> Other (specify): _____																								



PART V: YOUTH EXIT INFORMATION

Complete this section for each youth served by your project **EXIT** from the project. Please note that this is not necessarily the same time that a match with a particular mentor ends.

Agency ID:

Youth ID:

38. Discharge Date:

39. Which of the following best describes the primary reason for the youth's discharge from the project? (choose **ONE** only)

- Time limited project ended
- Youth no longer interested in project
- Youth changed schools and/or moved out of project area
- Youth graduated from school
- Youth dropped out of school
- Youth had time/schedule conflict
- Youth no longer had need for project
- Parent withdrew youth from project
- Mentor match ended/youth did not want another mentor
- Youth aged out of project
- Other (specify): _____

40. Youth Exit Information Form completed?

- Yes
- No

41. POSIT Exit Scores:

<input type="text"/>	Substance abuse	<input type="text"/>	Educational status
<input type="text"/>	Physical health	<input type="text"/>	Vocational status
<input type="text"/>	Mental health	<input type="text"/>	Social skills
<input type="text"/>	Family relationships	<input type="text"/>	Leisure/recreation
<input type="text"/>	Peer relationships	<input type="text"/>	Aggressive behavior/delinquency





NARRATIVE REPORT

Quarter (Check the fiscal year quarter for which you are reporting)

~ Q1 (10-01/12-31) ~ Q2 (01-01/03-31) ~ Q3 (04-01/06-30) ~ Q4 (07-1/09-30)

Agency Name: _____ Project Name: _____

Project Address: _____

Person Completing Form: _____

Phone Number: _____

1. STATUS OF PROJECT GOALS/ACTIVITIES:

In your proposal, you identified goals and activities that you would be working to accomplish throughout the life of your grant project. Please state each activity that was either continued from a previous quarter, or was expected to be completed in the past quarter, and for each one, indicate the status, issues and barriers faced in trying to reach the goal, and anticipated actions to support future accomplishment of the activity. (Use additional pages if necessary)

Activity 1:

Status ~ Completed ~ Partially Met ~ Not met at all

Describe:

Activity 2:

Status ~ Completed ~ Partially Met ~ Not met at all

Describe:

Activity 3:

Status ~ Completed ~ Partially Met ~ Not met at all

Describe:

Activity 4:

Status ~ Completed ~ Partially Met ~ Not met at all

Describe:

Activity 5:

Status ~ Completed ~ Partially Met ~ Not met at all

Describe:

2. MODIFICATIONS IN THE IMPLEMENTATION OF SERVICE DELIVERY PLAN

As your project has progressed, you may have found it necessary to request approval from your Program Manager to modify the plan you presented in your original proposal. Please identify any changes that you have proposed this quarter in either your implementation or service delivery activities and discuss the factors making these changes necessary. Please also discuss how you will monitor these changes to ensure they are effectively meeting your goals.

3. SUMMARY OF SIGNIFICANT ACCOMPLISHMENTS OF THE PROJECT THIS QUARTER.

4. SUMMARY OF SIGNIFICANT MENTEE/MENTOR PROJECT ACTIVITIES THAT HAVE OCCURRED DURING THIS QUARTER

	<u>Activity</u>	<u># Participants</u>	
		Mentors	Youth
1.	_____		
2.	_____		
3.	_____		
4.	_____		
5.	_____		
6.	_____		
7.	_____		
8.	_____		
9.	_____		
10.	_____		

5. TRAINING ACTIVITIES YOUR PROJECT HAS CONDUCTED OR PARTICIPATED IN DURING THIS QUARTER

	<u>Training Topics</u>	<u># Sessions</u>	<u># Participants</u>
1.	_____		
2.	_____		
3.	_____		
4.	_____		
5.	_____		
6.	_____		
7.	_____		
8.	_____		
9.	_____		
10.	_____		

6. THE PROBLEMS, IF ANY, YOUR JUMP PROJECT HAS FACED DURING THIS QUARTER, AND TECHNICAL ASSISTANCE THAT YOU WOULD LIKE TO RECEIVE TO ADDRESS EACH PROBLEM:

PLEASE MAIL ONE COPY OF THIS FORM TO YOUR JUMP PROGRAM MANAGER. ATTACH COPIES OF THE COMPLETED DATA FORMS TO A SECOND COPY OF THE NARRATIVE REPORT AND MAIL IT TO:

National JUMP Evaluation
Information Technology International
10000 Falls Road, Suite 214
Potomac, MD, 20854



JUMP AGENCY AND PROGRAM PROFILE

Agency Name: _____
OJJDP JUMP Grant Number: _____
Agency ID: _____ Cohort: _____
Agency Executive Director: _____
Agency Address: _____ _____
Agency Type: <input type="checkbox"/> Local Education Agency <input type="checkbox"/> Public/Private Non-Profit Organization
Agency Phone: _____ FAX: _____
Name of JUMP Program: _____
JUMP Program Address (if different): _____ _____
JUMP Program Director/Coordinator: _____
Coordinator's Phone: _____ FAX: _____
JUMP E-mail Address: _____

PROGRAM MODEL: *Your responses to these items should reflect the way your mentoring program operates. If you are a new grantee, use your JUMP grant proposal as a guide for completing this form. You will have an opportunity to update this information as you implement changes to your program.*

14. JUMP program goals focus on: (check **ALL** that apply)

- | | |
|---|--|
| <input type="checkbox"/> Anger management | <input type="checkbox"/> Independent living skills |
| <input type="checkbox"/> ATOD prevention | <input type="checkbox"/> School attendance |
| <input type="checkbox"/> Career development | <input type="checkbox"/> School performance |
| <input type="checkbox"/> Delinquency prevention | <input type="checkbox"/> Violence prevention |
| <input type="checkbox"/> Gang involvement | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Goal planning | |

15. Do you provide services directly, or indirectly through a subcontracted agency?

- Directly Indirectly

16. If indirectly, to what type of organization(s) do you provide a subcontract? (Check ONE box to indicate whether the subcontractor is a public or private agency, and then check ALL the boxes that indicate the type of services provided.)

- Public Private
- Type: School/educational Recreation
 Mental health Other
 ATOD (specify): _____

17. Your own agency is an affiliate of...?

- Big Brothers/Big Sisters America's Promise
 One to One Communities in Schools
 N/A – no affiliation Other (specify): _____

18. Your subcontracting agency is an affiliate of...?

- Big Brothers/Big Sisters America's Promise
 One to One Communities in Schools
 N/A – no affiliation Other (specify): _____

19. The geographic area your JUMP program serves is primarily: (check ONE)

- Urban Suburban Rural

20. Your youth/mentor match model is best described as: (check ONE)

- One youth with one mentor (1:1)
 Two or more youth with a single mentor (n:1)
 One youth with two or more mentors (1:n)
 Two or more youth with two or more mentors (n:n)

21. How many staff persons does your JUMP program have? (enter NUMBER of staff in each category)

	JUMP Grant Supported	Other Agency Supported	Volunteer
Full Time:	_____	_____	_____
Part Time:	_____	_____	_____

22. What are your JUMP program's other sources of funding in addition to the JUMP grant? (check ALL that apply)

- | | |
|---|---|
| <input type="checkbox"/> General agency funds | <input type="checkbox"/> Other federal funds |
| <input type="checkbox"/> City, county, or state education funds | <input type="checkbox"/> Foundation or private grants |
| <input type="checkbox"/> City, county, or state justice funds | <input type="checkbox"/> Individual contributions |
| <input type="checkbox"/> City county, or state substance abuse prevention/treatment funds | <input type="checkbox"/> Fees for service |
| <input type="checkbox"/> City, county, or state mental health funds | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Other public funds | |
- None – the program is supported ONLY with OJJDP JUMP grant funds

23. Your JUMP program agreement with the local education agency (LEA) allows: (check ALL that apply):

- | | |
|--|--|
| <input type="checkbox"/> Access to youth grades | <input type="checkbox"/> Administrative support |
| <input type="checkbox"/> Access to youth attendance records | <input type="checkbox"/> Participation by school staff |
| <input type="checkbox"/> Access to other youth information | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Use of school facility and equipment | |
| <input type="checkbox"/> None – the agreement with the LEA does not provide for any special support. | |

24. Is your JUMP program designed specifically to serve youth living in residential facilities?

- Yes No

25. If yes, specify the type of residential facility you target: (check ALL that apply)

- | | |
|---|--|
| <input type="checkbox"/> Detention centers | <input type="checkbox"/> Treatment centers (mental health) |
| <input type="checkbox"/> Foster homes | <input type="checkbox"/> Treatment centers (substance abuse) |
| <input type="checkbox"/> Shelters/group homes | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Residential schools | |

26. Identify the youth-mentor matching criteria your JUMP program requires and/or prefers: (check ALL that apply)

Our program **REQUIRES** that youth and mentors:

- be the same gender
- be the same race/ethnicity
- be in proximate geographic locations
- have similar interests
- other (specify): _____

- N/A – there is no requirement

We **PREFER** that, when possible, youth and mentors:

- be the same gender
- be the same race/ethnicity
- be in proximate geographic locations
- have similar interests
- other (specify): _____

- N/A – there is no preference

27. The frequency with which JUMP staff members are expected to have contact with mentors for monitoring and supervision purposes is: (circle ONE number)

1 2 3 4 >4 times per month

Other requirement (specify): _____

N/A - The program guidelines have no defined expectation for supervision

28. The frequency with which mentors are expected to provide JUMP staff with written or oral reports regarding their contacts with youth is: (check ONE in each category):

Written reports are expected:

- Weekly
- Monthly
- Other (specify): _____

Oral reports are expected:

- Weekly
- Monthly
- Other (specify): _____

N/A – written reports are not required

N/A – oral reports are not required

PROJECT ACTIVITIES: *The following questions gather information about the way you operate your JUMP program. If you are a new program, please use your original proposal to guide you as you complete the following items.*

29. The primary schedule for JUMP mentoring ACTIVITIES is: (check ONE)

- At full intensity year round (12 months)
- Only during the nine-month school session
- Primarily during the school year, with supplemental activities during the summer
- Other (specify): _____

30. Your JUMP program guidelines define the expected length of a mentor/mentee MATCH to be (check ONE):

- One school term (usually about 9 months)
- One year (12 months)
- More than one year
- Other (specify): _____

- N/A – Matches are ongoing and their length is determined mutually by the youth and mentor based on the youth's needs and interests, and/or on the program's eligibility criteria (e.g. age)

31. **JUMP mentoring activities primarily include:** (check no more than **TWO** primary activities)

- Activities selected and done individually by each mentee/mentor pair
- Program structured group social/recreational activities done with multiple mentee/mentor pairs together
- Program defined and structured educational/vocational activities
- Community service projects
- Other (specify): _____

32. **The frequency with which JUMP mentors are expected to have individual, in-person contacts with their mentee each MONTH is:** (circle **ONE** number)

1 2 3 4 >4 times per month

Other (specify): _____

N/A – there is no defined expectation regarding frequency of in-person contacts

33. **EACH in-person contact is expected to last:** (circle **ONE** number)

1 2 3 4 >4 hours

Other (specify): _____

N/A – there is no defined expectation regarding length of contact

34. **The frequency with which JUMP mentors are expected to have phone contacts with their mentee each MONTH is:** (circle **ONE** number)

1 2 3 4 >4 times per month

Other (specify): _____

N/A – there is no defined expectation regarding frequency of phone contacts

35. **The frequency with which JUMP mentors are expected to participate in group activities with their mentee each YEAR is:** (circle **ONE** number)

1 2 3 4 >4 times per year

Other (specify): _____

N/A – there is no defined expectation regarding participation in group activities

36. **Other related program activities supported by the JUMP grant include:** (check **ALL** that apply)

- Parent education/support groups
- Self-help groups
- Referral for other services (within the parent agency)
- Referral for other services (outside of the parent agency)
- Case management
- Advocacy
- Other (specify): _____

- None – the JUMP grant does not support any additional activities

37. **Your JUMP program guidelines require that parents must:** (check **ALL** that apply)

- Participate in a home visit assessment and orientation meeting
- Participate in selection and approval of mentor
- Attend a group orientation at the program site
- Participate in scheduled program activities
- Participate in an ongoing way in the mentoring relationship
- Other (specify): _____

- N/A – parents are not required to participate

38. **When a youth leaves the JUMP program, the discharge process includes:** (check **ALL** that apply)

- Exit interview
- Administration of a *youth satisfaction/client feedback* form
- Administration of a *parent feedback* form
- Administration of a *mentor feedback* form
- Administration of a post-program *youth assessment* instrument
- Completion of the client file/record
- Other (specify): _____

- N/A – There is no defined discharge process

39. **Do your JUMP Policies and Procedures define guidelines for continuation of mentor/mentee relationships following discharge from the JUMP project?**

- Yes
- No (If no, skip to question 41)

40. If yes, check the relevant guidelines for your JUMP project: (check ALL that apply)

- All further contact is prohibited
- Contact is prohibited for a defined period of time
(specify time) _____
- Mail, e-mail, or phone contacts only are permitted
- In-person contacts for SUPERVISED activities only are permitted
- In-person contacts for APPROVED, but non-supervised activities are permitted
(specify type) _____

- Other (specify):

YOUTH (MENTEES): *The following questions gather information about the youth your JUMP program targets to receive services. Use your JUMP grant proposal to guide you as you complete the following section.*

41. Indicate the age and/or grade level eligibility criteria for youth served by your JUMP program. Use those criteria that are defined in your JUMP proposal or have been negotiated with your JUMP OJJDP Program Manager.

Are there defined age limits for the youth you serve? Yes No

If YES: The youngest youth served is _____ years old.

 The oldest youth served is _____ years old

Are there defined grade limits for the youth you serve? Yes No

If YES: The lowest grade a youth may be in is _____.

 The highest grade a youth may be in is _____.

42. The JUMP program serves: Males Females Both

43. The JUMP program specifically targets youth of the following race/ethnicity: (check only PRIMARY targets)

- American Indian or Alaska Native White
- Asian Native Hawaiian or Other Pacific Islander
- Black or African American
- Hispanic or Latino Other (specify): _____

- None – program does not target a specific race/ethnicity

44. **The JUMP program specifically targets youth at risk of:** (check **TWO** primary target risk factors)

- | | |
|---|---|
| <input type="checkbox"/> Educational failure | <input type="checkbox"/> ATOD use |
| <input type="checkbox"/> Dropping out of school | <input type="checkbox"/> Early parenting |
| <input type="checkbox"/> Involvement in delinquent activities | <input type="checkbox"/> Family crises |
| <input type="checkbox"/> Gang involvement | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Poverty/long-term dependence on welfare system | |
- None – the program does not target specific risk factors

45. **Other JUMP youth eligibility requirements include:** (check **ALL** that apply)

- Geographic location
 - Written parental permission
 - Youth interest in, and commitment to, a mentoring relationship
 - Agency referral
 - Court referral
 - School referral
 - Other (specify): _____
- None – program does not have any other youth eligibility requirements

46. **YOUTH are expected to make a commitment to participate in the JUMP program for a minimum of:** (check **ONE**)

- One school term (usually about 9 months)
 - One year (12 months)
 - More than 1 year
 - Other
- N/A – Youth are not asked to make any minimum commitment to the program

VOLUNTEERS (MENTORS): *The following questions gather information about the adults that you proposed as potential mentors in your grant application. Even though you may operate a comprehensive mentoring program, please describe here ONLY those mentors who are directly involved with, and supported by, your JUMP grant.*

47. **Your JUMP program mentors are:** Male Female Both

48. **Your JUMP program requires that JUMP mentors must be at least _____ years old.**

49. **Your program specifically targets recruitment of JUMP mentors who are:** (check only **PRIMARY** targets)

Race/Ethnicity

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Other (specify):

N/A – no targeted race/ethnicity

Employment Status

- Employed
- Unemployed
- Retired
- Student
- Other
(specify): _____

N/A – no targeted status

50. **Your JUMP program targets mentors whose employment category is:** (check only **PRIMARY** targets)

- Managerial/professional
- Technical/sales/administrative
- Service
- Military

- Law enforcement/justice
- Religious
- Other (specify): _____
- N/A – mentors are students

N/A – no targeted employment category

51. **Your initial JUMP mentor eligibility is based on:** (check only **TWO** primary criteria)

- Interest
- Availability
- Appropriate skills/experience
- Recommendations

- Agreement to background checks
- Other (specify): _____
- N/A – no eligibility requirement

52. **BEFORE being matched with a youth, your JUMP mentors must:** (check **ALL** that apply)

- Participate in an in-home individual screening interview
- Participate in an on-site individual screening interview
- Attend an orientation session(s)
- Complete a written application
- Obtain references
- Obtain a negative TB test report
- Obtain a medical clearance from a physician
- Agree to, and successfully complete, a criminal background check
(see question # 53)
- Have/obtain first aid and/or CPR certification
- Participate in training session(s)
- Sign a written mentor contract
- Other (specify): _____

- N/A – There are no prematch requirements

53. **If your agency does NOT conduct criminal background investigations as part of your mentor screening process, please specify the reason(s):** (check **ALL** that apply)

- State law prohibits such background checks
- Local laws prohibit such background checks
- The local law enforcement agency will not conduct criminal background checks
- It takes so long to receive the results of such checks that the process is not useful
- The results received are of such narrow and limited information that the process is not useful
- It is expensive, and resources are not available
- All prospective JUMP mentors already have undergone criminal background checks as a part of their existing affiliation with **this** agency
- All prospective JUMP mentors already have undergone criminal background checks as a part of their existing affiliation with **another** agency (e.g. police department)
- Other (specify): _____

54. **Your JUMP mentors are required to participate in training:** (check **ALL** that apply)

- Before being matched with a youth
- During the first three months of a match
- Regularly throughout the duration of a mentor/mentee match
- Other (specify): _____

- Never – all training is voluntary

55. **MENTORS are expected to make a commitment to participate in the JUMP program for a minimum of:** (check **ONE**)

- One school term (usually about 9 months)
- One year (12 months)
- More than 1 year
- Other (specify): _____

- N/A – mentors are not expected to make any minimum commitment

INFORMATION MANAGEMENT/TECHNOLOGY: *Complete the following items describing the computer equipment currently available and used by the JUMP staff.*

56. **The following computer equipment is available to the JUMP staff:** (if more than one computer is used, please describe the **PRIMARY** computer used by JUMP staff)

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> 386 | <input type="checkbox"/> Apple/Macintosh (specify model/version) |
| <input type="checkbox"/> 486 | _____ |
| <input type="checkbox"/> Pentium | <input type="checkbox"/> Other (specify): |
| <input type="checkbox"/> Pentium II | _____ |
| <input type="checkbox"/> Pentium III | |

57. **Does the PRIMARY JUMP computer have Windows installed on it?** Yes No

If yes, what version? WIN 3.1 WIN 95 WIN 98 WIN NT Other

58. **Does the PRIMARY JUMP computer have a modem installed on it?**

- Yes No

59. **Can you access the Internet and send or receive e-mail (including OJJDP ListServe announcements) on the PRIMARY JUMP computer:**

- Yes No

60. **If e-mail is not available on the PRIMARY JUMP computer, can you access the Internet and send or receive e-mail on another agency computer?**

- Yes No

Where is this computer located? _____

61. **Are you registered for, and do you currently receive, JUMP-related announcements on JUMP ListServe?** Yes No



MENTOR PROFILE

PART I: MENTOR DEMOGRAPHICS

Complete this form for each mentor enrolled by the project **AT INTAKE**.

Agency ID: 1. Mentor ID:

2. Gender Male Female 3. Date of Birth

4. Age

5. Race/ethnicity: (choose **ALL** that apply)

- American Indian/Alaska Native Native Hawaiian/Pacific Islander
 Asian White
 Black/African American Other (specify): _____
 Hispanic/Latino

6. Current marital status: (choose **ONE** only)

- Married, spouse present Divorced
 Married, spouse absent Never married
 Widowed

7. Has the mentor candidate had experience as a parent or a parent figure?

- Yes
 No
 Don't know

8. Has the mentor candidate had experience as a mentor to youth before enrollment in this project?

- Yes
 No
 Don't know

9. What is the mentor candidate's primary reason for becoming a mentor? (choose **ONE** only)

- Wanted to give back to community
 Had a positive experience with a mentor as a child
 Organization sponsored community service project
 Wanted experience for career or educational development
 Other (specify): _____



PART II: MENTOR EDUCATION/EMPLOYMENT

Complete this form for each mentor enrolled by the project **AT INTAKE**.

Agency ID:

Mentor ID:

10. What is the mentor candidate's highest level of education completed? (choose **ONE** only)

- | | |
|--|---|
| <input type="checkbox"/> < High school diploma | <input type="checkbox"/> BA/BS degree |
| <input type="checkbox"/> High school diploma | <input type="checkbox"/> Master's degree |
| <input type="checkbox"/> College courses | <input type="checkbox"/> Ph.D. |
| <input type="checkbox"/> Associate's degree | <input type="checkbox"/> Other (specify): _____ |

11. What is the mentor candidate's employment status? (choose **ONE** only)

- | | |
|-------------------------------------|----------------------------------|
| <input type="checkbox"/> Unemployed | <input type="checkbox"/> Retired |
| <input type="checkbox"/> Employed | <input type="checkbox"/> Student |

12. If the candidate is not a student, which of the following which best categorizes the mentor candidate's current or immediate past employment? (choose **ONE** only)

- | |
|---|
| <input type="checkbox"/> Managerial/professional (teacher, doctor, social worker) |
| <input type="checkbox"/> Technical/sales/administrative |
| <input type="checkbox"/> Service |
| <input type="checkbox"/> Military |
| <input type="checkbox"/> Law Enforcement/justice |
| <input type="checkbox"/> Religious |
| <input type="checkbox"/> Other (specify): _____ |



PART III: MENTOR APPROVAL/TRAINING

Complete this form for each mentor enrolled by the project **AT INTAKE**.

Agency ID:

Mentor ID:

13. Was a criminal background check conducted on this mentor candidate?

Yes No Don't know

If yes, what was the result?

Pass
 Fail
 Pending

If no, why not? (choose **ONE** only)

Not a part of routine project screening.
 Mentor has had a background check conducted as part of prior affiliation with this agency.
 Mentor has had a background check conducted as part of an affiliation with another agency.
 Other (specify): _____

14. Was the applicant approved for one-to-one mentoring?

Yes No Pending

If yes, date approved:

/ /

If no, primary reason for non-approval? (choose **ONE** only)

Failed criminal background check
 Unable to meet program expectations
 Unrealistic expectations for program or mentor role
 Failed other screening procedure
 Withdrew application
 Other (specify): _____

15. Did the mentor candidate participate in JUMP project activities prior to final approval? Yes No

If yes, in which of the following activities did the mentor candidate participate prior to receiving final approval? (choose **ALL** that apply)

The candidate participated in training activities prior to final approval
 The candidate participated in group or supervised activities with program youth prior to final approval
 The candidate was paired with a youth and the mentoring relationship commenced prior to final approval
 Other (specify): _____

16. Was training offered to the mentor candidate?

Yes No

If yes, is training completed?

Yes
 No
 Currently in process
 Don't know



PART IV: MENTOR DISCHARGE

Complete this form for each mentor enrolled by the project **UPON EXIT FROM THE PROGRAM**. Note that this is not necessarily the same date that a match with a particular youth ends.

Agency ID:

Mentor ID:

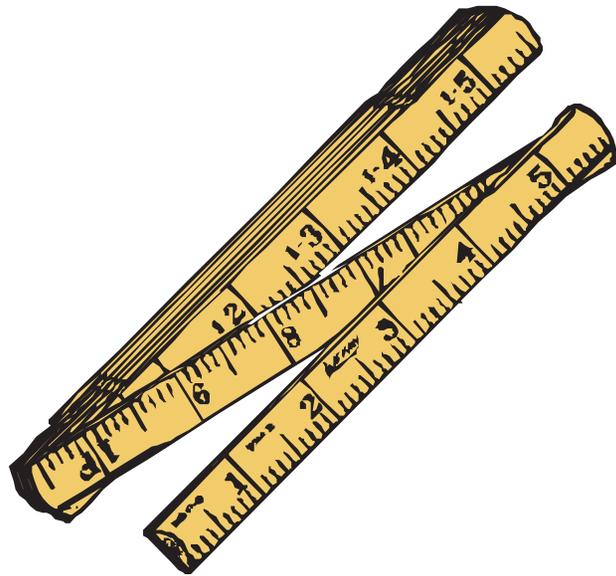
17. Date of Discharge:

18. Why was the mentor discharged from the project? (choose **ONE** only)

- | | |
|---|---|
| <input type="checkbox"/> Time commitment ended | <input type="checkbox"/> Moved out of area |
| <input type="checkbox"/> No longer interested | <input type="checkbox"/> Mentor discouraged by youth's lack of progress |
| <input type="checkbox"/> Personal/family crisis | <input type="checkbox"/> Mentor failed to maintain contacts |
| <input type="checkbox"/> Match ended & mentor didn't
Want another mentee | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Time/schedule conflict | |



Standardized Instruments





Name	Scale	Age	Availability	Notes
Adolescent Diagnostic Interview	Diagnostic and Statistical Manual diagnosis of psychoactive substance use disorder, level of functioning, severity of psychosocial stressors, memory and orientation rating, depression, mania, eating disorders, delusional thinking, hallucinations, attention deficit disorders, anxiety disorders, and conduct disorders	12–18 years	Western Psychological Services 12031 Wilshire Blvd Los Angeles, CA 900025 800-648-8857 213-478-7838 (fax)	Computerized version available Structured interview - number of items varies with subject 30–60 minutes
Adolescent Drinking Index	Alcohol use in adolescents with psychological, emotional, or behavioral problems	12–17 years	Psychological Assessment Resources P.O. Box 998 Odessa, FL 33556-9901 800-331-TEST	The primary function of this instrument is to identify adolescents who need referral for further alcohol use, evaluation, or treatment. ADI differentiates between alcohol use that is considered normal in adolescent development and that which is not normal Self-administered questionnaire 24 items 5 minutes
Adolescent-Family Inventory of Life Events and Changes (A-FILE)	Family transitions, family sexuality, family losses, family responsibilities and strains, social strains, alcohol and other drug abuse, family legal conflicts, and total recent life changes	Adolescents	Family Stress, Coping and Health Project U. of Wisconsin, Madison 1300 Linden Drive Madison, WI 53706 608-262-5070	Self-report questionnaire 50 items 15–20 minutes
Adolescent Health Survey	Frequency of alcohol and other drug use, interpersonal relationships, values, sexual behavior, and other health-related issues	12–18 years	University of Minnesota Adolescent Health Program Box 721 UMHC Minneapolis, MN 55455 612-625-5000	Self-administered questionnaire 148 items Approximately 1 hour Available in English and Spanish

Name	Scale	Age	Availability	Notes
Adult-Adolescent Parenting Inventory (AAPI)	Inappropriate development expectation of children, lack of empathy awareness of children’s needs, strong parental belief in the use of corporal punishment, and reversing parent-child family roles	Adolescents Adults	Steven Bavolek, Ph.D. Family Nurturing Center 3160 Pinebrook Road Park City, UT 84060	Self-report Likert scale inventory 32 items 10 minutes Computer package—available in English and Spanish
Alcohol Education Evaluation Instrument (AEEI)	AEEI knowledge scale, AEEI alcohol attitude scale, undifferentiated primitive attitude, reward-associated attitude, and health-related attitude	Grades 4–12	Sehwan Kim, Ph.D. Dir. of Research & Evaluation The Drug Education Center 1117 E. Morehead Street Charlotte, NC 28204 704-375-3784 704-333-3784 (fax)	Paper and pencil 61 items 25–35 minutes
Alcohol and Other Drug Use Self- Report Questionnaire (AODSR)	Ever use and past-month use of specific substances, frequency of use in past month, and frequency of “heavy” alcohol use in past month	12 to adult	Dr. Robert Flewellin or Dr. Christopher Ringwalt Center for Social Research and Policy Analysis Research Triangle Institute P.O. Box 12194 Research Triangle Park, NC 27709-2194	Confidential response sheet (self-administered or personal interview) 13 items (variable) Minimal time
Alienation Test	Four types of alienation: powerlessness, adventurousness, nihilism, and vegetativeness Five contexts of alienation: work, social institutions, family, other persons, and self	16 and older	See, Maddi, S.R., Kobasa, S.C., and Hoover, M. An alienation test. <i>Journal of Humanistic Psychology</i> , 19:73–76, 1979.	Self-administered questionnaire 60 items 20–30 minutes



Name	Scale	Age	Availability	Notes
American Drug and Alcohol Survey	Alcohol and drug use—Detailed report for group by grade level, including risk level, peer encouragement, perceived harm, problems from substance use where drugs are used, perceived availability, and high-risk behaviors	Children’s Form, grades 4–6 Adolescent Form grades 6–12	RMBSI, Inc. 2190 W. Drake Rd., Ste. 144 Fort Collins, CO 80526 800-447-6354	Likert type scale Adolescent form—57 items Children’s form—39 items 20 minutes Comparison data—available Adolescent form—available in English and Spanish
Assessment of Substance Abuse Services	Community issues as they relate to alcohol and other drug problems, perceptions, and norms	Community	William B. Hansen, Ph.D. Bowman Gray School of Medicine Wake Forest University Medical Center Blvd Winston-Salem, NC 27157-1063	Survey Multiple choice—92 items 10 minutes
Beck Depression Inventory (BDI)	Negative attitudes, performance impairment, and somatic disturbances	13–80 years	The Psychological Corp. Order Services Center P.O. Box 839954 San Antonio, TX 78282-3954 800-228-0752 512-299-2722 (fax)	Self administered 21 items 5–10 minutes
Behavior Problem Checklist—Revised (BPC-R)	Conduct disorder, socialized aggression, and attention problems—immaturity, anxiety-withdrawal, psychotic behavior, and motor excess	5–17 years	Herbert C. Quay, Ph.D. P.O. Box 248074 Coral Gables, FL 33124 305-284-5208	Observation by teacher or parent in group setting—55 items 10 minutes per case 1 hour of training for administrators
Block Boosters Organizational Assessment	Community norms and attitudes about block associations, and sense of community in block associations, activities and participation (benefits and difficulties) in block associations	Communities	David M. Chavis Rutgers University Center for Community Education 74 Easton Avenue New Brunswick, NJ 08903	Survey (Likert-type scale) Yes/no/open-ended 27 items Several minutes



Name	Scale	Age	Availability	Notes
California Substance Use Survey	Frequency of alcohol and other drug use	12–18 years	Office of the Atty. General Crime Prevention Center 1515 K Street, Suite 100 P.O. Box 94255 Sacramento, CA 94244-2550 916-322-2796	Self-administered questionnaire 75 items (senior high survey)— 40 minutes 44 items (junior high/middle school)—20 to 30 minutes Available in English and Spanish
Career Decision Scale (CDS)	Certainty, indecision, barriers to career decision making	High school and college	Psychological Assessment Resources P.O. Box 998 Odessa, FL 33556 – 9901 800-331-TEST	Self-report 19 items 10–15 minutes
Career Development Inventory	Standard scale and eight subscales: vocational maturity career planning, career exploration, decision making, world-of-work information, knowledge of preferred occupational group career development attitudes, and career development knowledge and skills	High school and college	Consulting Psychologists Press, Inc. P.O. Box 10096 Palo Alto, CA 94303-0979 800-624-1765, x300 415-969-8608 (fax)	Multiple-choice format Self-administered questionnaire 120 items 55–65 minutes Recommends machine scoring
Career Maturity Inventory	Self -approval, occupational information, goal selection, planning and problem solving	Grades 6–12	Publishers Test Service CTB Macmillan/McGraw-Hill 2500 Garden Road Monterey, CA 93940	Self-report, true/false 150 items on attitude scale 100 items on competence test 5 subtests of 20 items each
Child Anxiety Scale (CAS)	Anxiety	5–12 years	Institute for Personality and Ability Testing, Inc. P.O. Box 188 Champaign, IL 61824-0188 217-352-4739	Self-report questionnaire 20 items 15 minutes



Name	Scale	Age	Availability	Notes
Child Behavior Checklist, Revised	Withdrawn, anxious/depressed, thought problems, delinquent behavior, internalizing, competency, somatic complaints, social problems, attention problems, aggressive behavior, externalizing, and total problems	4–18 years 2–3 years Teacher report for 5–18 years	Thomas Achenback, Ph.D. Center for Children, Youth and Families University of Vermont 1 S. Prospect St. Burlington, VT 05401 802-656-4563	Self-administered questionnaire 113 items 15 minutes per case 1–2 hours training for administrators Computer scoring available
Children of Alcoholics Screening Test (CAST)	Measures children’s attitudes, feelings, perceptions, and experiences related to parent’s drinking	School-age children of alcoholics	John W. Jones, Ph.D. Weekend Family Program 6153 N. Hamilton – 2 Chicago, IL 60659 312-761-5034	Paper and pencil or computerized test 30 one-sentence items 5–10 minutes
Children’s Depression Inventory (CDI)	Severity of depression	8–13 years	Multi-Health Systems, Inc. 908 Niagara Falls Blvd. North Tonawanda, NY 14120-2060 800-456-3003	Paper and pencil test 27 items Time varies
Children’s Loneliness Scale	Feelings of loneliness and social dissatisfaction	Grades 3–6	See, Asher, S.R.; Hymel, S.; and Renshaw, P.D. Loneliness in children; <i>Child Development</i> , 55: 1456–1464, 1984.	Self-administered questionnaire 24 items 20 minutes
Children’s Self-Concept Attitudinal Survey (SCAT) Inventory	Perception of family cohesiveness, student-teacher affinity, attitude toward school, self-esteem, basic social values, advanced social values	Grades 3–9	Sehwan Kim, Ph.D. Dir. of Research & Evaluation The Drug Education Center 1117 E. Morehead Street Charlotte, NC 28204 704-375-3784 704-333-3784 (fax)	Paper and pencil 42 items on graphic rating scale 15–20 minutes

Name	Scale	Age	Availability	Notes
Classroom Environment Scale, 2nd Edition	Involvement, affiliation, teacher support, task orientation, competition, order and organization, degree of involvement, and degree of affiliation	Junior and senior high students	Consulting Psychologists Press, Inc. P.O. Box 10096 Palo Alto, CA 94303-0979 800-624-1765 x300 415-969-8608 (fax) Spanish version from: TEA Ediciones, SA Apartado 19007 Fray Bernardino de Sahagun 24 Madrid 16 SPAIN	True/false format Self-administered questionnaire 90 items 15–20 minutes
Community Attitudes and Needs Assessment Survey	Community bonding and sense of community, perceptions of community needs, fairness of alcohol and other drug (AOD) laws and enforcement, AOD accessibility, willingness to increase taxes for different types of AOD prevention activities, knowledge of AOD risk and protective factors, perception of respondent's and general community AOD norms, community problems, awareness of prevention programs, awareness of partnership media campaign ads, time spent in volunteer work, time available for volunteer work, willingness to participate as volunteer in partnership, and demographics	Random sample telephone interview protocol in general community-type population	Karol L. Kumpfer, Ph.D. HPERN-215 Department of Health Education University of Utah Salt Lake City, UT 84102 801-581-7718 801-585-3448 (fax)	Likert-type scale 66 items 10 minutes



Name	Scale	Age	Availability	Notes
Coopersmith Self-Esteem Inventory (SEI)	General self, social self-peers, home-parents, school-academic, total self, and lie scale	8–15 years 16–adult	Consulting Psychologists Free Press, Inc. P.O. Box 10096 Palo Alto, CA 94303 –0979 800-624-1765, x300 415-969-8608 (fax) French available from: Les Editions du Centre de Psychologie Appliquee 48, Ave. Victor Hugo 75783 Paris 16 (1) 45-018326	Self-report questionnaire 50 items (school form) 25 items (adult form) Available in English and French
Culture Free Self-Esteem Inventories for Children and Adults	Children: general, social/peer-related, academics/school-related, parents/home-related, and total	Children and adults	PROED 8700 Shoal Creek Blvd. Austin, TX 78758 (512) 451-3246	Self-report measure 90 items for children’s version 40 items for adult version 15–20 minutes Available in English, Spanish, and French
Direct Observation Form (DOF) of the Child Behavior Check List (CBLC)	Withdrawn, anxious/depressed, thought problems, delinquent behavior, internalizing, competency, somatic complains, social problems, attention problems, aggressive behavior, externalizing, and total problems	5–14 years	Thomas Achenbach, Ph.D. Center for Children, Youth and Families University of Vermont 1 S. Prospect St. Burlington, VT 05401	Self-report questionnaire 96 items 2–6 observations lasting 10 minutes each

Name	Scale	Age	Availability	Notes
Drug Education Center Student Survey	Frequency of alcohol and other drug use	9–18 years	Sehwan Kim, Ph.D. Dir. of Research and Education Drug Education Center 500 E. Morehead Street Charlotte, NC 28202 704-375-3807 704-333-3784 (fax)	Self-administered questionnaire 159 items 1 hour Includes items related to school and family bonding and personality factors such as self-concept and depression
Drug Use Screening Test (DUST)	Lifetime drug use or indicators	Adolescents and adults	Harvey Skinner, Ph. D. Department of Behavioral Sciences Faculty of Medicine University of Toronto McMurrich Building Toronto, Canada, M5S 1A8 416-595-6000 x7698	Self-administered, self-report 28 items 20–30 minutes
Eating Disorder Inventory–2 (EDI–2)	Drive for thinness, perfectionism, social insecurity, bulimia, maturity fears, interpersonal distrust, body dissatisfaction, interceptive awareness, asceticism, ineffectiveness, impulse regulation, and data relevant for diagnosis of an eating disorder	12 and older	Psychological Assessment Resources, Inc. P.O. Box 998 Odessa, FL 33556 800-331-8378	Self-report, paper and pencil 91 forced choice items 20 minutes
Effective School Battery (ESB)	Attachment to school, educational expectation, school effort, belief in conventional rules, involvement, positive peer associations, clarity of rules, fairness of rules, and school climate	Grades 6–12	Psychological Assessment Resources, Inc. P.O. Box 998 Odessa, FL 33556 800-331-TEST	Student and teacher survey Number of questions varies by scale 20 minutes for teacher survey 50 minutes for student survey
FACES II	Cohesion and adaptability	Adolescents and parents	David H. Olsen Ph.D. U. of MN Family Soc. Science 290 McNeal Hall 1985 Buford Ave St. Paul, MN 55108	Self-administered questionnaire 30 items 10 minutes Available in English, Spanish, French, and Hebrew



Name	Scale	Age	Availability	Notes
Family Environment Scale, Form R	The client's general impression of the family environment (a real impression, not an idealized impression)	12 years and older	Consulting Psychologists Press, Inc. 577 College Ave. Palo Alto, CA 94306	Self-administered questionnaire 90 items About 1 hour
Family Scale (FS)	Control and supervision, caring and trusting, identifying support, intimate communications, conflict, instrumental communication, and parental disapproval of peers	12 years and older	Steven Cernkovich and Peggy Giordano Department of Sociology Bowling Green State Univ. Bowling Green, OH 43403 419-373-2294	Interview or questionnaire with Likert-type format 24 items 15 minutes
Focus on Families (FOF)	Family management practices	Parents with children aged 3–14	Richard F. Catalano University of Washington School of Social Work Seattle, WA 98195 206-543-3188	
Friends	Participants' perceptions of their friends' attitudes toward drug use	Adolescents and pre-adolescents	IOX Assessment Associates 5420 McConnell Ave. Los Angeles, CA 90066-7028 213-822-3275	Multiple choice, self-report questionnaire 15 items 5–10 minutes Available in <i>Drug Evaluation Handbook: Drug Abuse Education</i> , catalog number PEH-22A
Hudson Child's Attitude toward Father (CAF)	Measures the degree, severity, or magnitude of a problem a child has with his or her father	Grade 5 reading level	WALMYR Publishing Co. P.O. Box 24779 Tempe, AZ 85285-4779	Paper and pencil Self-report questionnaire 25 items 10 minutes
Hudson Child's Attitude toward Mother (CAM)	Measures the degree, severity, or magnitude of a problem a child has with his or her mother	Grade 5 reading level	WALMYR Publishing Co. P.O. Box 24779 Tempe, AZ 85285-4779	Paper and pencil Self-report questionnaire 25 items 10 minutes



Name	Scale	Age	Availability	Notes
Hudson Index of Family Relations (IFR)	Measures the degree, severity or magnitude of a problem that family members have in their relationships with one another	Grade 5 reading level	WALMYR Publishing Co. P.O. Box 24779 Tempe, AZ 85285-4779	Paper and pencil Self-report questionnaire 25 items 10 minutes
Hudson Index of Parental Attitudes	This scale is completed by a parent with respect to the parent's relationship with a specific child. It measures the degree, severity, or magnitude of a problem in a parent-child relationship as seen by the parent. The child may be an infant, young child, adolescent, or adult	Grade 3 reading level	WALMYR Publishing Co. P.O. Box 24779 Tempe, AZ 85285-4779	Paper and pencil Self-report questionnaire 25 items 10 minutes
Hudson Index of Peer Relations	Measures degree, severity, or magnitude of a problem in relationships with peers	Grade 3 reading level	WALMYR Publishing Co. P.O. Box 24779 Tempe, AZ 85285-4779	Paper and pencil Self-report questionnaire 25 items 10 minutes
Hudson Index of Self Esteem (ISE)	Self-esteem	Grade 4 reading level	WALMYR Publishing Co. P.O. Box 24779 Tempe, AZ 85285-4779	Paper and pencil Self-report assessment 25 items 10 minutes.
Information Survey About You (I-SAY)	Frequency of alcohol and other drug use	Elementary school Secondary school	Information Services 2510 N. Dodge Street Iowa City, IA 52245	Self-administered questionnaire 131 items 1 hour



Name	Scale	Age	Availability	Notes
Intellectual Achievement Responsibility Questionnaire	Half the items measure the child's acceptance of responsibility of positive events; the other half deals with the negative events	School-age children	See Crandell, V.C. Katkovsky, W. and Crandell, V.J. Children's beliefs in their own control of reinforcements in intellectual-academic achievement situations. <i>Child Development</i> 36:91-109, 1965.	Self- or orally administered, depending on the age of the children 34 forced choice items 20 minutes
Interpersonal Style Inventory (ISI)	15 scales, grouped under five personality factors. (1) Interpersonal involvement: sociable, help-seeking, nurturant, sensitive; (2) self-control: deliberate, orderly, persistent; (3) stability: stable, approval seeking; (4) socialization: conscientious, trusting, tolerant; (5) autonomy: directive, independent, rule free	14 years and older	Western Psychological Services 12031 Wilshire Blvd Los Angeles, CA 90025	Self-report inventory 300 true/false items 30 minutes
Kids' Interpretation of the (School) Environment (KIDIE)	Affiliations, rule clarity, involvement, teacher support, task orientation, order and organization, innovation, teacher control, and competition	Elementary school	Angela Gover Institute of Criminology University of Maryland Lefrank Hall, Room 220 College Park, MD 20742-8235 301-405-4722	Adult-administered survey completed by children in a classroom setting 18 items Time not available
Knowledge, Attitude and Behavior (KAB) Instrument	AOD knowledge, attitude, and behavior	12-18 years	Joanna Tyler, Ph.D. R.O.W. Sciences, Inc. 5515 Security Lane Suite 500 Rockville, MD 20852 301-770-6070	Group-administered 38 items 25-30 minutes

Name	Scale	Age	Availability	Notes
Kuder Occupational Interest Survey—Form DD (KOIS)	Assesses subjects' interest in areas related to occupational fields and educational majors. Compares workers in 126 specific occupational groups and satisfied students in 48 college major groups. All respondents receive scores on all scales. The report of scales lists scales on occupational and college major scales separately, in rank order for each respondent. It also measures interests in outdoor, mechanical, scientific, computation, persuasion, artistic, literary, musical, social service, and clerical areas	Grades 11 and up	CTB Macmillan/McGraw-Hill 2500 Garden Road Monterey, CA 93940	Paper and pencil inventory 100 items 30–40 minutes
Locus of Control Scales for Children	Measures children's belief in their own internal control over events in their lives, compared to being externally controlled	Grades 3–12	Stephen Nowicki, Jr. Department of Psychology Emory University Atlanta, GA 30322	Self- and orally administered 40 items 15 minutes Available in English, Spanish, French, Arabic, Polish, German, Bengali, Czech, Norwegian, Greek, Danish, Dutch, Italian, Hebrew, Japanese, Malay, and Portuguese
Making Decisions (Forms A and B)	Systematic approach to decision making	Adolescents and preadolescents	IOX Assessment Associates 5420 McConnell Ave. Los Angeles, CA 90066-7028 213-822-3275	Self-administered, multiple-choice questionnaire Form A: 10 items Form B: 10 items 10–15 minutes
Martinek–Zaichkowsky Self Concept for Children (MZSCS)	Global self-concept	Grades 1–8	Psychologist and Educators, Inc. P.O. Box 513 St. Louis, MO 63006 314-536-2366	Culture free and nonverbal; the child chooses which picture is “most like you” in pairs of drawings of children 25 items 10–15 minutes



Name	Scale	Age	Availability	Notes
Michigan Alcohol and Other Drugs School Survey	Frequency of use, age of first use, ease of access to alcohol and other drugs, attitudes toward alcohol and other drugs, friends' attitudes, perceived risk, and past participation in and evaluation of school abuse prevention programs	Grades 8, 10, and 12	Stanley S. Robin, Ph.D. The Kercher Center for Social Research Western Michigan University Kalamazoo, MI 49008	Self-administered questionnaire 55 items 35–45 minutes
Monitoring the Future	Drug use, perceived consequences, disapproval, peer norms, availability, and grade first used	Grades 8, 10, and 12, college students, young adults	NIDA 5600 Fishers Lane Rockville, MD 20857	Self-administered questionnaire 299 items 40 minutes
Myers-Briggs Personality Test	Extroversion/introversion, sensing/intuition, thinking/feeling, judging/perceiving	Grade 7 and above	Publishers Test Service 2500 Garden Road Monterey, CA 93940-5380 408-649-8400	Self-report multiple-choice 94, 126, or 166 items (depending on form used) 20–40 minutes
My Vocational Situation	Vocational identity, occupational information, and emotional or personal barriers	14 years and older	Consulting Psychologists Press, Inc. P.O. Box 10096 Palo Alto, CA 94303-0979 800-624-1765 x300 415-969-8608 (fax)	Self-administered questionnaire 10–15 minutes to distribute and score

Name	Scale	Age	Availability	Notes
National Youth Survey (NYS)	15 types of alcohol and other drugs; 42 types of delinquency/criminal behavior including problem use of alcohol, marijuana, and other illicit drugs. Scales also include arrests, victimization, sexual behavior, mental health problems, and service utilization. Independent variables include conventional bonding, beliefs, strain, internal and external controls, and socio-demographic and neighborhood measures specific to family and neighborhood social contexts	11–30 years	Delbert S. Elliott, Ph.D. Institute of Behavioral Science #9 Campus Box 442 University of Colorado Boulder, CO 80309 303-492-1266	Face-to-face household interviews with parents and all eligible age youths in the household.
Parent/Adolescent Communication	Positive/negative aspects of communication, and aspects of process of the parent and adolescent interactions. Two subscales: open family communications and problems in family communication	12 years and older	Family Inventories Project Family Stress, Coping and Health Project U. of Wisconsin, Madison 1300 Linden Drive Madison, WI 53706	Self-administered questionnaire 20 items 30 minutes
Personal Experience Inventory (PEI)	Psychosocial risk scales: negative self-image, psychological disturbance, social isolation, uncontrolled impulses, rejecting convention, deviant behavior, absence of goals, spiritual isolation, peer chemical environment, sibling chemical use, family pathology, family and estrangement. Chemical involvement/problem severity scales: personal involvement with chemicals, effects from drug use, social benefits of drug use, personal consequences of drug use, social-recreational drug use, trans-situational drug use, psychological benefits of drug use, preoccupation with drugs, and loss of control	12–18 years	Western Psychological Services 12031 Wilshire Blvd Los Angeles, CA 90025 800-648-8857 213-478-7838 (fax)	Self-report questionnaire 300 questions 45 minutes



Name	Scale	Age	Availability	Notes
Pictorial Scale of Perceived Competence and Social Acceptance for Young Children	Cognitive competence, peer acceptance, physical competence, and internal acceptance	Kindergarten through grade 2	Dr. Susan Harter Psychology Department University of Denver Denver, CO 80208-0204	Nonverbal picture test Pictorial format 24 items Time may vary
Piers-Harris Children's Self-Concept Scale	Overall self-concept with the following subscales: physical appearance and attributes, anxiety, intellectual and school status, behavior, happiness and satisfaction, and popularity	8–18 years	Western Psychological Serv. 12031 Wilshire Blvd Los Angeles, CA 90025-1251 800-648-8857 213-478-7838 (fax)	Self-administered, Self-report questionnaire Yes/no declarative sentences 80 items 20 minutes
Preschool Interpersonal Problem Solving (PIPS)	Impulsivity, interpersonal, cognitive, and problem-solving skills	Preschool and kindergarten	Myrna Shure, Ph.D. Department of Mental Health Sciences Hahneman University Broad & Vine, M.S. 626 Philadelphia, PA 19102 215-448-7205	Child response 12 items Several hours' training for the administrator
Prevention Providers Networking Survey	Interagency networking and collaboration: participation patterns, number and frequency of contact, types of interactions (coordinating, planning, and implementing new services), and level of satisfaction with interagency contacts	Community agencies and organizations that provide alcohol and other drug prevention services	Karol L. Kumpher, Ph.D. HPERN-215 Department of Health Education University of Utah Salt Lake City, UT 84102 801-581-7718 801-585-3448 (fax)	Likert-type scales 4 sections, 42 items per section 10 minutes

Name	Scale	Age	Availability	Notes
Problem-Oriented Screening Instrument for Teenagers (POSIT)	The POSIT screens not only for problems with substance use/abuse, but also for a wide variety of drug-related difficulties in the areas of physical health, mental health, family relationships, peer relationships, education (e.g., learning disabilities), vocational planning, social skills, leisure/recreation, and aggressive/delinquent activity	12–19 years	CSAP National Clearinghouse for Alcohol and Drug Information P.O. Box 2345 Rockville, MD 20852 800-729-6686	139 yes/no items 20 minutes to administer Available in English and Spanish
Rational Behavior Inventory (RBI)	Catastrophizing; guilt; perfection; need for approval, caring, helping; blame and punishment; inertia and avoidance; independence; downing (putting oneself down); projected misfortunes; and control of emotion	12 years and older (low reading form available for 4th graders)	Clayton Shorkey, Ph.D. Social Work Building University of Texas, Austin Austin, TX 78712-1703	Self-report questionnaire 37 items 15 minutes, depending on reading ability Available in English, Spanish, Australian English (culturally adapted), Braille, and Sign Language videotape
Revised Children's Manifest Anxiety Scale	Physiological anxiety, worry/oversensitivity, social concerns/concentration, total anxiety, and lie	6–19 years	Western Psychological Serv. 12031 Wilshire Blvd Los Angeles, CA 90025-1251 800-648-8857 213-478-7838 (fax)	Self-report questionnaire Yes/no response 37 items 10–15 minutes
Rokeach Value Survey	Long- and short-term changes in values, attitudes, and behavior including 18 terminal values (“end states of behavior”) and 18 instrumental values (“modes of behavior”)	11 years and older	Consult. Psychological Press P.O. Box 10096 Palo Alto, CA 94303 – 0096 800-624-1765	Ranking values by importance 36 items divided into two lists of 18 15–20 minutes
Rosenberg Self-Esteem Scale	Adolescents' global feelings of self-worth or self-acceptance. The self-esteem items require the respondent to report feelings about the self directly	Adolescents	Department of Sociology University of Maryland College Park, MD 20742	Self-administered questionnaire 10 items 4 point Likert-type scale Several minutes



Name	Scale	Age	Availability	Notes
School Behavior Checklist	Need achievement, aggression, anxiety, cognitive or academic deficit, hostile isolation, extraversion	Form A1 for 4–6 years Form A2 for 7–13 years	Western Psychological Serv. 12031 Wilshire Blvd Los Angeles, CA 90025-1251 800-648-8857 213-478-2061 (fax)	Teacher checklist 104 or 96 items untimed
Strengthening African-American Families Program: Adult Questionnaire	Testing battery covers many risk and protective factors for AOD use: assessment of child’s school and home behaviors, attitude and characteristics; evaluation of parenting attitudes and behaviors, developmental expectations, activities, and time spent with children; assessment of family life; tobacco, alcohol, and drug attitudes, current use in family and child, family AOD modeling, family and peer pressure to use, expectation of future child AOD use, parental mood or depression; and evaluation of the community involvement, crime, and gangs	Parents or caretakers of African-American children ages 3–12 years	Karol L. Kumpfer, Ph.D. Department of Health Education HPER North #215 University of Utah Salt Lake City, UT 84112 701-581-7718	Self-administered questionnaire or interview for those with low reading ability 430 items 1–2 hours
Strengthening African-American Families Program: Child Interview	Assessment of child’s perception of school and academic performance, attitude and characteristics, homework, latchkey status, emotional behavior, sharing of feelings, self-esteem, AOD knowledge of consequences, attitudes, actual AOD use, family or peer pressure, and expectations to use in the future. Parental reactions to misbehavior, parent/child activities and time together, susceptibility to peer pressure, and self-concept	Parents in African-American families with children 3–12 years of age	Karol L. Kumpfer, Ph.D. Department of Health Education HPER North #215 University of Utah Salt Lake City, UT 84112 701-581-7718	Self-administered questionnaire or interview for those with low reading ability 185 items 1 hour



Name	Scale	Age	Availability	Notes
Strengthening African-American Families Program: Six-Month Parent Follow-up Questionnaire	Assessment of child's home and school behaviors, attitude and characteristics, parenting efficacy and discipline effectiveness, parent and child AOD 3-month use, and parent depression. 11 open-ended questions on client satisfaction with family program and suggestions for improvement	Parents in African-American families with children 3–12 years of age	Karol L. Kumpfer, Ph.D. Department of Health Education HPER North @215 University of Utah Salt Lake City, UT 84112 701-581-7718	Self-administered questionnaire or interview for those with low reading ability 195 items 1 hour
Youth Risk Behavior Survey	Six topic areas: intentional and unintentional injuries, tobacco use, alcohol and other drug use, sexual behavior, dietary behavior, and physical activity	Grades 9–12	Centers for Disease Control (CDC) Division of Adolescent School Health 1600 Clifton Road Mail Stop K-33 Atlanta, GA 30333	Self-administered 70 items 20 minutes Available in English and Spanish



Sample National, State and Local Indicators

Category	Indicator	Suggested Source
Background data	Number of children under age 18 Ages 0–5 Ages 6–12 Ages 13–17	<i>Kids Count Data Book</i> , Annie E. Casey Foundation
Availability of drugs	<ul style="list-style-type: none"> – Perceived availability of drugs – Trends in exposure to drug use 	National Institute on Drug Abuse (NIDA)
Availability of firearms	<ul style="list-style-type: none"> – Firearm sales – Firearms in home 	State government, local law enforcement, U.S. Department of Justice (DOJ)
Community laws and norms favorable to drug use, firearms, and crime	<ul style="list-style-type: none"> – Juvenile arrests for drug law violations – Juvenile arrests for violent crimes – Juvenile arrests for curfew, vandalism, and disorderly conduct – Disposition of juvenile arrest cases – Areas targeted by law enforcement for drug cleanup 	Office of Juvenile Justice and Delinquency Prevention (OJJDP), state government, local law enforcement
	<ul style="list-style-type: none"> – School discipline for behavior problems – Schools with student assistance programs 	Local school district office, state government, state board of education



Category	Indicator	Suggested Source
Transitions and mobility	<ul style="list-style-type: none"> – Existing home sales – New home construction – Rental residential properties – Rental unit turnover – Utility connections 	State government, U.S. Department of Housing and Urban Development (HUD)
	<ul style="list-style-type: none"> – Student movement in and out of school 	State government, state board of education
Extreme economic and social deprivation	<ul style="list-style-type: none"> – Persons, families, children living below the poverty line – Unemployment rates – Exhausted unemployment benefits – Recipients of temporary assistance for needy families (TANF) – Food stamp recipients – TANF and food stamp benefits as a percentage of poverty level 	HUD, state government, U.S. Department of Health and Human Services (DHHS)
	<ul style="list-style-type: none"> – Percentage of 2-year-olds who were immunized – Free and reduced lunch program participation – Median income of families with children 	<i>Kids Count Data Book</i> , Annie E. Casey Foundation
	<ul style="list-style-type: none"> – Percentage of female-headed families receiving child support or alimony – Percentage of children in extreme poverty (income less than 50% of poverty level) 	U.S. Census Bureau
	<ul style="list-style-type: none"> – Single female head of household as a percentage of all households 	DHHS, state government
	<ul style="list-style-type: none"> – Women, Infants, and Children Program (WIC) participation rates 	DHHS, local WIC office

Category	Indicator	Suggested Source
Family history of high-risk behavior	<ul style="list-style-type: none"> – Adults in treatment – Liver cirrhosis deaths – Adults/parents in prison – Educational attainment of adults – Adult illiteracy 	DHHS, NIDA, state government
Family management problems	<ul style="list-style-type: none"> – Reported child neglect and abuse cases – Confirmed child neglect and abuse cases – Runaway reports – Children living in foster homes 	Local law enforcement, child protective services (CPS)
Family conflict	<ul style="list-style-type: none"> – Domestic violence reports – Divorce rates – Households with spouse absent 	Local law enforcement, state government, U.S. Census Bureau
Child health	<ul style="list-style-type: none"> – Children without health insurance <ul style="list-style-type: none"> All children Ages 0–5 Ages 6–17 – Percentage of low-birth-weight babies – Infant mortality rate – Child death rate – Rate of teen death by accident, homicide, and suicide 	<u>Kids Count Data Book</u> , Annie E. Casey Foundation
	<ul style="list-style-type: none"> – Children enrolled in Medicaid 	DHHS



Category	Indicator	Suggested Source
Favorable parental attitudes and involvement in the problem behaviors	<ul style="list-style-type: none"> – Adult violent crime arrests – Adult property crime arrests – Adult alcohol-related arrests 	Local law enforcement, U.S. DOJ
	<ul style="list-style-type: none"> – Babies born affected by alcohol or other drug use – Alcohol/drug use during pregnancy 	DHHS
Early and persistent antisocial behavior	<ul style="list-style-type: none"> – Elementary school disciplinary problems 	Federal, state, and county departments of education
	<ul style="list-style-type: none"> – Special education classes for students with behavioral disorders 	Individual school district
	<ul style="list-style-type: none"> – Elementary school students diagnosed with behavioral disorders 	State board of education
Academic Difficulty	<ul style="list-style-type: none"> – Grade repetition – ACT test scores – SAT test scores – Reading proficiency – Math proficiency – Science proficiency – GED diplomas issued – Number of students in English as a Second Language (ESOL) classes – Students diagnosed with learning disabilities – Students repeating a grade 	State board of education

Category	Indicator	Suggested Source
Lack of commitment to school	<ul style="list-style-type: none"> – School enrollment – Average daily attendance – Truancy rates – High school completion rates – Dropout rates 	State board of education
Alienation and rebelliousness	<ul style="list-style-type: none"> – Suicide death rates – Reported gang involvement – Gang presence 	Local law enforcement
	<ul style="list-style-type: none"> – Percentage of teens not attending school and not working (ages 16–19) – Reported vandalism and graffiti damage 	<i>Kids Count Data Book</i> , Annie E. Casey Foundation
Friends who engage in the problem behavior	<ul style="list-style-type: none"> – Adolescents in juvenile justice system 	OJJDP, local law enforcement
	<ul style="list-style-type: none"> – Reported use of drugs and alcohol by friends 	DHHS, NIDA
	<ul style="list-style-type: none"> – Adolescents in treatment 	DHHS, NIDA
	<ul style="list-style-type: none"> – Adolescents diagnosed with sexually transmitted diseases – Adolescent pregnancies 	DHHS
	<ul style="list-style-type: none"> – Teen birth rate 	<i>Kids Count Data Book</i> , Annie E. Casey Foundation



Category	Indicator	Suggested Source
Favorable attitudes toward the problem behavior	<ul style="list-style-type: none"> – Disapproval of use of alcohol, cigarettes and drugs – Perceived harmfulness of use of alcohol, cigarettes and other drugs – Attitudes regarding marijuana laws – Attitudes regarding alcohol control laws 	DHHS, NIDA
Early initiation of problem behavior	– Grade of first use of alcohol, cigarettes, and drugs	NIDA, DHHS
	– Age of initial sexual activity	DHHS
	<ul style="list-style-type: none"> – School reports of disciplinary problems – Dropouts prior to 9th grade 	State board of education, local school district
	<ul style="list-style-type: none"> – Arrests related to alcohol and other drugs (ages 10–14) – Violence arrests (ages 10–14) 	OJJDP, local law enforcement



Suggested Data Sources:

America's Children: Key National Indicators of Well-Being. Available from the National Maternal Child Health Clearinghouse, 2070 Chain Bridge Road, Suite 450, Vienna, VA 22182, by telephone, (701) 356-1964, or the Internet at NMCH@circsol.com. The report is also available via the Internet at <http://childstats.gov>.

Kids Count Data Book. Available from the Annie E. Casey Foundation, 701 St. Paul Street, Baltimore, MD 21202, by telephone, (410) 547-6600, or the Internet at www.aecf.org.

Trends in the Well-Being of America's Children and Youth, 1998. Available from the United States Department of Health and Human Services, The Assistant Secretary for Planning and Evaluation, Washington, DC 20201.