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Using Evaluation to Improve and Promote America Reads

Support & Training for Assessing Results

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Using Evaluation to Improve and Promote America Reads

Reading Ahead:
2nd Annual Statewide Conference on America Reads in Minnesota

March 19, 1999
University of St. Thomas, St. Paul



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Project Objectives



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Powerful Project Objectives

Components of an Objective

Project objectives are the blueprint of your outcome evaluation. They express your goal (desired outcome), how you will get there (project activities), how you will determine your progress (measure), and how much change you are shooting for (standard of success). Below is an explanation of each of these four components.

| Component | Question it Answers | How to Answer | Example |
|------------------------|--|---|---|
| 1) Desired Outcome | 1) What will change as a result of your efforts? | Describe what <i>meaningful</i> change will occur in individuals or in the community. | <i>First to third grade children will increase their interest in reading.</i> |
| 2) Project Activities | 2) What will you do to achieve this change? | Describe your service with enough detail and quantitative description of time and effort, e.g. "beancounting," to convince readers that you will achieve your anticipated outcome. | <i>Safe Child will provide a 20-hour interactive workshop to parents and their first to third grade children to 30 low-income families over a three month period. The workshops include a tour of the local library, tracking of 20 book club members and computer-assisted book writing.</i> |
| 3) Measure | 3) How will you measure your outcome(s)? | Describe the: <ul style="list-style-type: none"> • indicator of your outcome (what specific item you will measure that is indication of the outcome), • method you will use to collect this indicator (e.g. survey, test, interview, focus group), and • name and source of the instrument you will use. | <i>Children's interest in reading will be measured by the pre and post survey developed for this program, called the Reading Interest Inventory.</i> |
| 4) Standard of Success | 4) How much change are you striving for? | State your goal as measured by your measure above. State how many will change by how much. | <i>70% percent of children will show an increase of at least 20% in their interest, as measured by the pre and post survey results.</i> |

Objective Statement

String the four components together into a statement for a concise and powerful description of your project. Example:

In 1999, Safe Child aims to increase the interest in reading in 30 low-income children attending first to third grade by offering them and their parents 40-hour workshops. The workshops a tour of the local library, tracking of 20 book club members and computer-assisted book writing. Safe Child will measure the change in interest in reading with a pre and post survey. Safe Child hopes to increase interest in reading in the children by at least 20%, as measured by the pre and post survey results, in at least 70% of the children.

Objective Worksheet

1) What will change as a result of your project (i.e. what is the desired outcome)?

2) What will you do to achieve this change (i.e. what are the project activities)?

3) How will you measure your outcomes (i.e. what are the indicator, method and instrument)?

4) How much change are you striving for (i.e. what is your standard of success)?

Checklist for Project Objectives

Make sure they are:

✓ Outcome-Based

The outcome is truly a change in individuals. E.g. it doesn't leave you asking "so what?"

✓ Measures

There is something being measured. It is not merely a statement of intent.

✓ Aligned

The measure truly measures the outcome, and the standard of success is expressed in terms of the measure. E.g. you do not have grades as a measure of resiliency.

✓ Baseline

There is a "before and after" comparison.

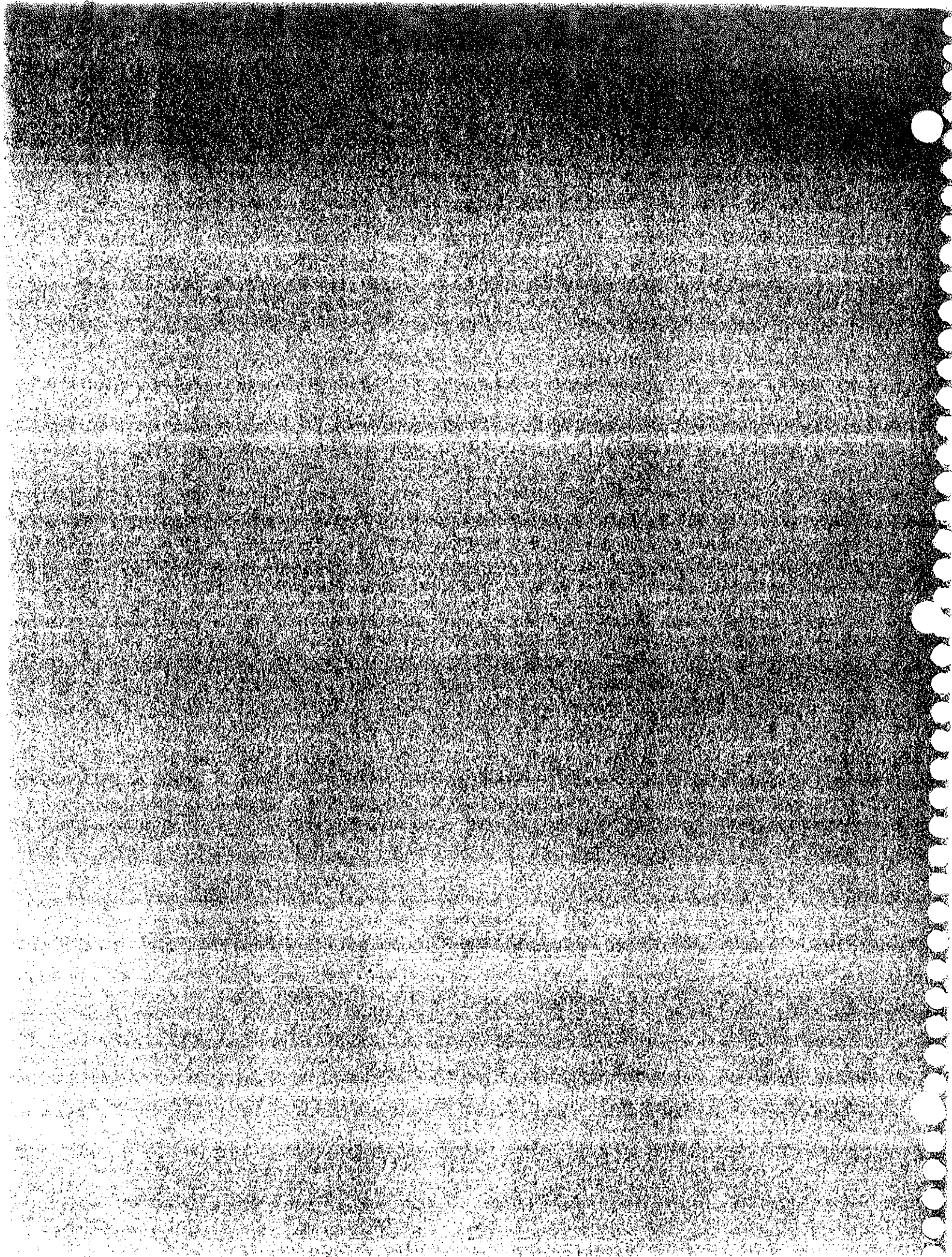
Remember this checklist with the mnemonic:

"Oh, My Aching Brain"






Collecting Data



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Common Data Collection Methods

| | |
|--|---|
| <p>Standardized Tests</p>  | <p>Characteristics: Pre-existing tests with a large group of respondents. Tests are administered at two points in time (i.e., the beginning and end of activities).</p> <p>Advantages: They offer a rigorous, ready-made context for documenting improvement. They are widely accepted as credible evidence if appropriate for the activity. They may allow for comparison across programs or schools.</p> <p>Constraints: The tests may not be designed to measure outcomes the program expects. They lose validity if changes in content, administration, or context occur. Usually cost money to obtain.</p> |
| <p>Developed Measures</p>  | <p>Characteristics: Pre-existing, published tests or inventories. Tests or inventories may be administered at two points in time (i.e., the beginning and end of activities).</p> <p>Advantages: They offer a context for documenting improvement more closely matched to your program services than standardized tests. They are accepted as credible evidence if appropriate for the activity. They may allow for comparison across programs or schools.</p> <p>Constraints: The tests may not be designed to measure outcomes the program expects. Some inventories or tests may cost money to obtain.</p> |
| <p>Rubrics and Alternative Assessments</p>  | <p>Characteristics: Rubrics and other alternative assessment measures such as journals and goal setting can be used to measure changes in your beneficiaries. Rubrics provide a detailed scale that can be used to measure performance. Rubrics are used either with other records, such as portfolios or written work, or with direct performance, such as conversation.</p> <p>Advantages: Alternative assessments can be used to measure a variety of abilities and behaviors. When well constructed, they are relatively easy to administer.</p> <p>Constraints: Developing a good rubric and alternative assessments takes time. Off-the-shelf instruments may be useful, but you need to match the rubric to the services you provide. Individuals administering a rubric must be thoroughly trained in its use.</p> |
| <p>Pre/Post Program-Based Instruments</p>  | <p>Characteristics: An alternative to existing tests. Programs can create tests to document specific knowledge or performance that capture gains directly related to program activities. These tests are administered at two or more points in time (e.g., the beginning, quarterly, and the end of activities).</p> <p>Advantages: The tests are widely accepted as credible evidence of accomplishments, if they are directly related to the services provided. They must be administered to respondents both before their participation (a "pre-test") and upon the conclusion of their participation (a "post-test").</p> <p>Constraints: It is difficult to verify the degree to which the responses to test questions are an accurate representation of changes in knowledge or skills because of the program. They may not show changes in a consistent manner.</p> |
| <p>Logs or Tally Sheets</p>  | <p>Characteristics: Logs and tally sheets document a participant's attendance or achievement. These can also be used to record grades, attendance and other information collected about students.</p> <p>Advantages: Logs and tally sheets are performance-based. They accommodate a range of starting and ending points and are easy to complete.</p> <p>Constraints: Data may not be useful if observation/recording is not systematic. Logs should include specific questions or categories directly tied to the results and indicators to prompt the user.</p> |

Criteria for Selecting a Measure

✓ **Valid:** It measures what it purports to measure.

✓ **Feasible:** You have the resources (time, money, skills, etc.) to use this measure.

**THREATS TO DATA VALIDITY &
STRATEGIES FOR IDENTIFYING AND OVERCOMING EACH THREAT**

| Strategies for Identifying and Overcoming Threats | Biased sample | Biased interviewer/ observer | Data entry and other processing errors | Evaluation methods elicit positive results | Inaccurate interviewer/observer | Inappropriate indicator | Sensitive questions | Small sample | Unintended responses recorded |
|---|---------------|---------------------------------|---|---|------------------------------------|----------------------------|---------------------|--------------|----------------------------------|
| Conduct formal validity/reliability tests | ☺ | ☺ | ☺ | ☺ | ☺ | ☺ | ☺ | ☺ | ☺ |
| Cross-check data accuracy | | | ✂ | | | | | | |
| Format instrument clearly and cleanly | | | ✂ | | | | | | ✂ |
| Pilot test method | | | | ☺ ✂ | | ☺ ✂ | ☺ ✂ | | ☺ ✂ |
| Provide anonymity/confidentiality | | | | ✂ | | | ✂ | | |
| Standardize conditions | | | ✂ | | ✂ | | ✂ | | ✂ |
| Train interviewers / observers | | ✂ | | | ✂ | | ✂ | | |
| Use off-the-shelf tools | | | | | | ✂ | | | |
| Use control/comparison group | | ☺ | | ☺ ✂ | | | | | ☺ |
| Use large sample | | | | | | | | ✂ | |
| Use multiple sources | ☺ | | | | | | ☺ | | ☺ ✂ |
| Use multiple methods | | ☺ ✂ | | ☺ ✂ | | ☺ ✂ | | | ☺ ✂ |
| Use random sampling | ✂ | | | | | | | | |
| Use clear questions | | | | | ✂ | | | | ✂ |
| Weigh your data | ✂ | | | | | | | | |

Code:

- ☺: Helps identify this threat.
- ✂: Helps overcome this threat.

Choosing Instruments Off-the-Shelf

Many National Service programs measure their outcomes with pre-existing, or off-the-shelf, instruments. When used correctly, these instruments can save development time, gather high quality data that can be compared with similar programs using the same instrument, and help demonstrate program outcomes. However, if these instruments are used incorrectly, it may mask your program effects, increase your evaluation burden, and confuse clients about the purpose and scope of your program efforts. This article contains helpful tips to guide you in selecting off-the-shelf instruments.



Determine Your Need

Most National Service programs have a choice between using off-the-shelf instruments, creating their own



instruments, or using a combination of both. Consider the pro's and con's of each instrument for your program activities, beneficiaries, intended results, and your program resources. The following is a brief list of issues to consider.

- ✓ Select instruments intended to measure activities similar to your program activities.
- ✓ Make sure that the instrument has some successful history of being used with people similar to your beneficiaries. Consider factors such as beneficiary age, gender, language, and culture.
- ✓ Be sure that the instrument will provide the information you need (e.g., if your standard of success says "80% of youth will increase their reading rates by 5 words per minute", the instrument you select should measure in words per minute).
- ✓ Some off-the-shelf instruments are administered at specific times or points in the program (e.g. standardized tests that are given only once per year). Be sure administration times work for your program. Remember you need to show your results within one year.
- ✓ Some off-the-shelf instruments are intended for diagnostic purposes or large group use only. Make sure the instrument you choose is intended to demonstrate outcomes for your beneficiaries.

Correct Instrument Use

Many off-the-shelf instruments have administration guides or manuals and some require training to administer. If the directions are not followed the data you collect may be meaningless. Check the instrument directions to find out:

- The training required to administer the instrument
- The qualifications of the person administering the instrument
- A description regarding how the instrument should be administered
- Information about scoring or compiling data Collected

In addition, adding, changing or deleting items on an instrument may change how that instrument works.

Don't Jump to Conclusions

Some off-the-shelf instruments come with score interpretation guides. These guides help you to draw conclusions about the outcomes of your program. Follow the directions in the guide and use caution when comparing data within your program sites or with other programs. Just because an instrument is used across many programs does not mean it will work in the same way for each program.



Get the Facts

Call Project STAR at 1-800-548-3656 if you need more information on selecting or using off-the-shelf instruments.

| | Pro's | Con's |
|-------------------------------|---|---|
| Off-the-Shelf Instruments | <ul style="list-style-type: none"> ▪ Short development time. ▪ Information on use in other settings may be helpful. ▪ Can compare your data with other programs using the same instrument. | <ul style="list-style-type: none"> • May not be appropriate for your program activities or beneficiaries. • May not show the changes for which you are looking. • Data may be meaningless if the instrument is inappropriate for your program, administered incorrectly, or poorly developed. • May be costly |
| Program Developed Instruments | <ul style="list-style-type: none"> ▪ Instrument and administration methods Can be tailored to your program activities, beneficiaries and intended results. ▪ No fees involved. | <ul style="list-style-type: none"> ▪ Takes time to develop and pilot. ▪ Data is not comparable with the data of other programs. ▪ Data may be meaningless if the instrument is poorly developed or administered inconsistently. |

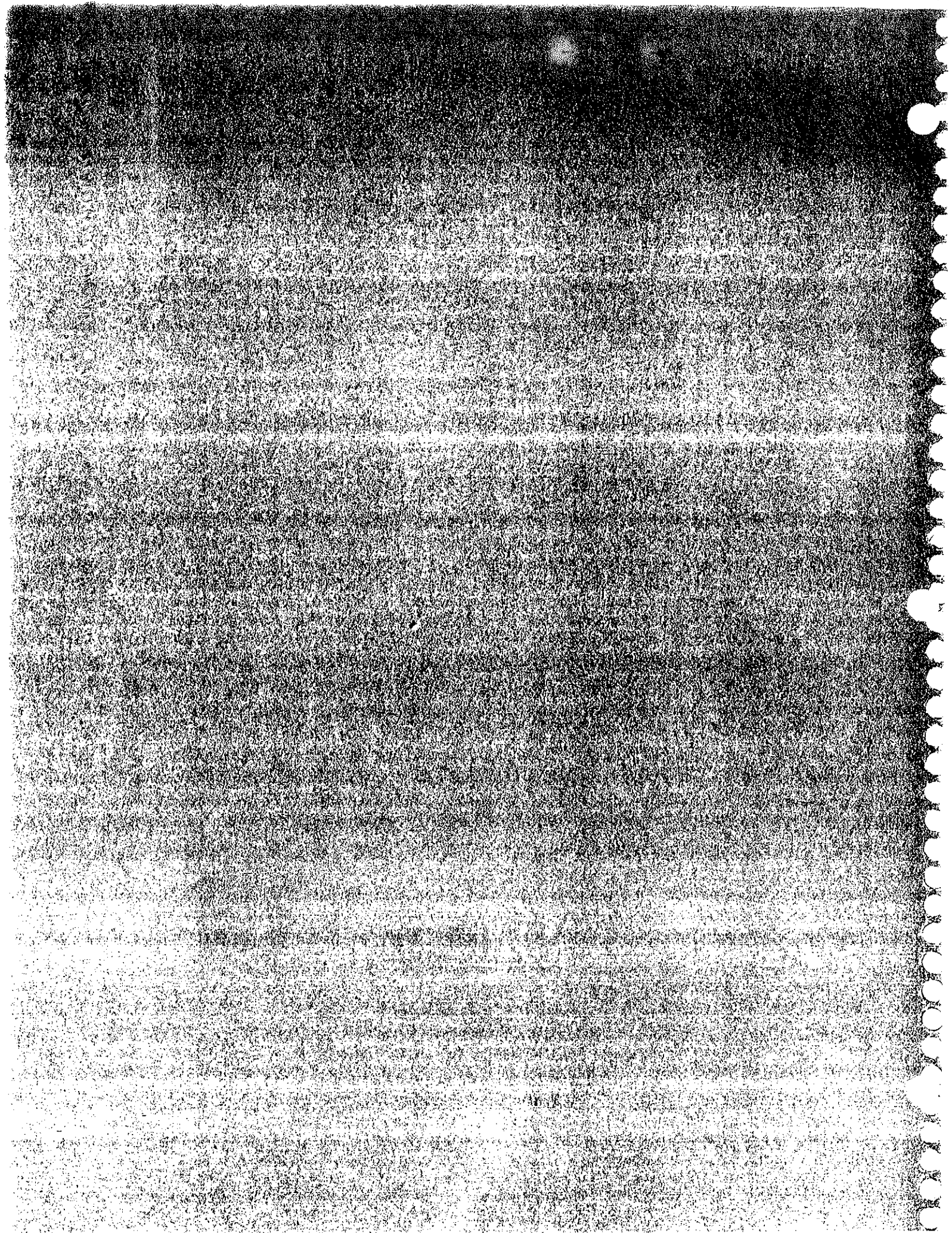
Check the Fit

If you plan to use an off-the-shelf instrument, make sure there is a good fit between the instrument you select and your program activities, beneficiaries, information needs, reporting timeline, and intended use of data.

Sample Instruments



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Concepts of Print Checklist (Emergent Levels): Individual Profile

| Name: | | Date: | | |
|--|---|-------|---|--|
| Teacher Questions | + | ✓ | - | Concept |
| <i>Before reading, ask the child:</i> Where is the front of the book? | | | | Book concepts - front cover |
| Where is the back of the book? | | | | Book concepts - back cover |
| Can you point to the title? | | | | Book concepts - title |
| Can you point to the title page? | | | | Book concepts - title page |
| Which page do we read first? | | | | Directionality - beginning of text |
| Where does it tell the story? | | | | Reading concepts - print carries the message |
| Which way do we go when we're reading? | | | | Directionality - left-to-right in a sentence |
| Where do we go when we get to the end of the line? | | | | Directionality - return sweep |
| <i>During reading, ask yourself:</i> As the child reads and points to the text, is there an exact match between number of words spoken and number of words printed? | | | | Reading Concepts - one-to-one correspondence |
| <i>After reading, ask the child:</i> Can you put your fingers around a word? | | | | Word concept |
| Can you find two words that are the same? | | | | Word concept |
| Where is the first word on this page? | | | | First word |
| Where is the last word on this page? | | | | Last word |
| Can you put your fingers around a letter? | | | | Letter concept |
| Can you tell me the names of some letters on the page? | | | | Letter concept |
| Can you find a capital letter? | | | | Capital letter |
| Can you find a small letter? | | | | Small letter |
| What's this? . (period) | | | | Punctuation marks |
| , (comma) | | | | |
| ? (question mark) | | | | |
| " " (quotation marks) | | | | |
| Notes: | | | | |

Student Post Survey

| | |
|-----------------|------------|
| TCLC Site: | Date: |
| Student's Name: | Grade: |
| Age: | Gender: |
| Tutor's Name: | Ethnicity: |

| Has the tutoring by the AmeriCorps Member helped you: | | | |
|---|--|---|--|
| Check One: |  Helped |  Not Helped |  Don't Know |
| -- be a better reader | | | |
| -- want to read more books | | | |
| -- enjoy reading at home | | | |
| -- like reading in class more | | | |
| -- learn more from what you read | | | |

| | | |
|--|------------|-----------|
| Can you tell me one special thing tutoring has done for you? (circle one) | YES | NO |
| If yes, what was that? | | |

Teacher Pre-Survey

Dear Teacher: We would like to collect information on the student listed in question #1 to whom we provide tutoring. This information will help us improve our program and help us serve this student more effectively.

1. Student's Name (completed by America Reads):

[Empty text box for student name]

2. Teacher's Name and Grade:

[Empty text box for teacher name and grade]

3. School:

[Empty text box for school name]

4. Date:

[Empty text box for date]

5. How would you rate this student's current reading level?

- significantly below norm
- somewhat below norm
- at norm
- somewhat above norm
- significantly above norm

6. How would you rate this student's academic achievement during the last month?

- significantly below norm
- somewhat below norm
- at norm
- somewhat above norm
- significantly above norm

7. How much interest in reading has this student demonstrated during the last month?

- no interest
- some interest
- a high level of interest

8. Does this student have any needs other than those covered above?

[Large empty text box for additional needs]

9. Do you have any suggestions on how the Vista America Reads program can best serve this student?

[Large empty text box for suggestions]

10. What strengths do you feel this student has?

[Large empty text box for student strengths]

THANK YOU. YOUR RESPONSES WILL HELP US TREMENDOUSLY!

Handwritten notes at the bottom of the page, including the number 17.

Teacher Post-Survey

Dear Teacher: We would like to collect information on the student listed in question #1 to whom we provide tutoring. This information will help us improve our program and help us serve this student more effectively.

1. Student's Name (completed by America Reads):

2. Teacher's Name and Grade:

3. School:

4. Date:

5. How would you rate this student's current reading level?

- significantly below norm somewhat below norm at norm somewhat above norm significantly above norm

6. How would you rate this student's academic achievement during the last month?

- significantly below norm somewhat below norm at norm somewhat above norm significantly above norm

7. How much interest in reading has this student demonstrated during the last month?

- no interest some interest a high level of interest

8. Have you noticed any changes in this student over the course of the school year?

9. Do you feel the America Reads assistance has helped this student? Please explain.

10. Do you have any comments or suggestions for our program?

THANK YOU. YOUR RESPONSES WILL HELP US TREMENDOUSLY!

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From: Henk, William A. and Steven A. Melnick. "The Reader Self-Perception Scale (RSPS): A new tool for measuring how children feel about themselves as readers." *The Reading Teacher*, Vol. 48, no.6 (March 1995). Pp. 470 - 482.

APPENDIX A The Reader Self-Perception Scale

Listed below are statements about reading. Please read each statement carefully. Then circle the letters that show how much you agree or disagree with the statement. Use the following:

SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree

Example: I think pizza with pepperoni is the best SA A U D SD

If you are *really positive* that pepperoni pizza is best, circle SA (strongly agree)

If you *think* that is good but maybe not great, circle A (agree)

If you *can't decide* whether or not it is best, circle U (undecided)

If you *think* that pepperoni pizza is not all that good, circle D (disagree)

If you are *really positive* that pepperoni pizza is not very good, circle SD (strongly disagree)

- | | | | | | |
|--|----|---|---|---|----|
| 1. I think I am a good reader. | SA | A | U | D | SD |
| 2. I can tell that my teacher likes to listen to me read. | SA | A | U | D | SD |
| 3. My teacher thinks that my reading is fine. | SA | A | U | D | SD |
| 4. I read faster than other kids | SA | A | U | D | SD |
| 5. I like to read aloud. | SA | A | U | D | SD |
| 6. When I read, I can figure out words better than other kids. | SA | A | U | D | SD |
| 7. My classmates like to listen to me read. | SA | A | U | D | SD |
| 8. I feel good inside when I read | SA | A | U | D | SD |
| 9. My classmates think that I read pretty well. | SA | A | U | D | SD |
| 10. When I read, I don't have to try as hard as I used to. | SA | A | U | D | SD |
| 11. I seem to know more words than other kids when I read | SA | A | U | D | SD |
| 12. People in my family think I am a good reader. | SA | A | U | D | SD |
| 13. I am getting better at reading. | SA | A | U | D | SD |
| 14. I understand what I read as well as other kids do. | SA | A | U | D | SD |
| 15. When I read, I need less help than I used to. | SA | A | U | D | SD |
| 16. Reading makes me feel happy inside. | SA | A | U | D | SD |
| 17. My teacher thinks I am a good reader. | SA | A | U | D | SD |
| 18. Reading is easier for me than it used to be. | SA | A | U | D | SD |
| 19. I read faster than I could before. | SA | A | U | D | SD |
| 20. I read better than other kids in my class. | SA | A | U | D | SD |
| 21. I feel calm when I read. | SA | A | U | D | SD |
| 22. I read more than other kids. | SA | A | U | D | SD |
| 23. I understand what I read better than I could before. | SA | A | U | D | SD |
| 24. I can figure out words better than I could before. | SA | A | U | D | SD |
| 25. I fell comfortable when I read. | SA | A | U | D | SD |
| 26. I think reading is relaxing. | SA | A | U | D | SD |
| 27. I read better now than I could before. | SA | A | U | D | SD |
| 28. When I read, I recognize more words than I used to. | SA | A | U | D | SD |

| | | | | | | |
|-----|--|----|---|---|---|----|
| 29. | Reading makes me feel good. | SA | A | U | D | SD |
| 30. | Other kids think I'm a good reader. | SA | A | U | D | SD |
| 31. | People in my family think I read pretty well. | SA | A | U | D | SD |
| 32. | I enjoy reading. | SA | A | U | D | SD |
| 33. | People in my family like to listen to me read. | SA | A | U | D | SD |

SUMMERBRIDGE WRITING RUBRIC

| Dimensions: | A Workmanship | B Mechanics | C Style | D Organization | E Content |
|--------------------------------------|--|---|--|--|--|
| Components: When scoring consider... | <ul style="list-style-type: none"> - Presentation (timeliness, neatness, legibility, format) - Completeness (all components, appropriate length) | <ul style="list-style-type: none"> - Capitalization and punctuation - Spelling - Grammar (parts, of speech, verb tenses, complete sentences) | <ul style="list-style-type: none"> - Vocabulary and word choice - Awareness of audience and task - Sentence structure - Presence of narrative voice | <ul style="list-style-type: none"> - Overall structure (clear order and development, introduction and conclusion) - Thesis/topic sentences - Transitions | <ul style="list-style-type: none"> - Ideas/Argument (persuasiveness, originality, accuracy) - Support (use of evidence, examples, details) |
| 6 | <ul style="list-style-type: none"> - Exemplary presentation and completeness, assignment goes beyond what is expected. | <ul style="list-style-type: none"> - Exemplary use of capitalization and punctuation. - All words spelled correctly. - Exemplary application of grammar. | <ul style="list-style-type: none"> - Highly effective use of vivid vocabulary and accurate word choice. - Compelling awareness of audience and task. - Highly varied sentence structure. - Distinctive narrative voice. | <ul style="list-style-type: none"> - Exemplary overall structure, carefully organized from beginning to end. - Consistently lucid and identifiable thesis/topic sentences. - Consistently clear, effective transitions. | <ul style="list-style-type: none"> - Argument is complex and highly persuasive: ideas are highly original. - Support is consistently convincing, risk and interesting. |
| 5 | <ul style="list-style-type: none"> - Highly commendable presentation and completeness, meets all set expectations. | <ul style="list-style-type: none"> - Highly commendable use of capitalization and punctuation. - Almost all words spelled correctly. - Highly commendable application of grammar. | <ul style="list-style-type: none"> - Consistently effective use of broad vocabulary and accurate word choice. - Clear awareness of audience and task. - Consistently varied sentence structure. - Evidence of narrative voice. | <ul style="list-style-type: none"> - High commendable overall structure, clearly organized from beginning to end. - Consistently clear thesis/topic sentences. - Generally clear, effective transitions. | <ul style="list-style-type: none"> - Argument is persuasive: generally original ideas. - Support is very strong, but may lack a high degree of richness. |
| 4 | <ul style="list-style-type: none"> - Commendable presentation and completeness, meets most set expectations. | <ul style="list-style-type: none"> - Commendable use of capitalization and punctuation. - Most words spelled correctly. - Commendable application of grammar. | <ul style="list-style-type: none"> - Generally effective use of varied vocabulary and mostly accurate word choice. - General awareness of audience and task. - Generally varied sentence structure. - Attempts at narrative voice. | <ul style="list-style-type: none"> - Commendable overall structure, organized but may have minor lapses in order or structure. - Generally clear thesis/topic sentences. - Frequent use of transitions | <ul style="list-style-type: none"> - Argument is generally persuasive: ideas are strong, but not necessarily original. - Support is strong and generally reinforces the focus. |
| 3 | <ul style="list-style-type: none"> - Adequate presentation and completeness, meets some expectations. | <ul style="list-style-type: none"> - Many capitalization and punctuation errors. - Many words spelled incorrectly. - Many grammatical errors. | <ul style="list-style-type: none"> - Adequate use of basic vocabulary and sometimes imprecise word choice. - Basic awareness of audience and task. - Some sentence variation. - Undeveloped narrative voice. | <ul style="list-style-type: none"> - Adequate overall structure, evidence of basic organizational structure. - Sometimes unclear thesis/topic sentences. - Occasional use of transitions. | <ul style="list-style-type: none"> - Argument is somewhat persuasive: ideas are rather predictable. - Support is adequate but misses some detail. |
| 2 | <ul style="list-style-type: none"> - Inadequate presentation and completeness, meets minimal expectations. | <ul style="list-style-type: none"> - Significant number of capitalization and punctuation errors. - Significant number of words spelled incorrectly. - Significant number of grammatical errors. | <ul style="list-style-type: none"> - Limited vocabulary and often incorrect word choice. - Limited awareness of audience and task. - Minimal sentence variation. - Undeveloped narrative voice. | <ul style="list-style-type: none"> - Inadequate overall structure, unfocused and difficult to follow. - Limited use of thesis/topic sentences. - Rare use of transitions. | <ul style="list-style-type: none"> - Argument is not very persuasive: ideas are faulty. - Support is insufficient. |
| 1 | <ul style="list-style-type: none"> - Extremely poor presentation and completeness, does not meet any expectations. | <ul style="list-style-type: none"> - Riddled with capitalization and punctuation errors. - Extreme difficulties with spelling and grammar significantly impeded comprehension. | <ul style="list-style-type: none"> - Inadequate vocabulary and incorrect word choice. - No awareness of audience and task. - No sentence variation. - Undeveloped narrative voice. | <ul style="list-style-type: none"> - Lack of structure, impediment to basic comprehension. - No thesis/topic sentences. - No transitions. | <ul style="list-style-type: none"> - Absence of argument or relevant ideas. - No evidence of support. |

SAMPLE PAGE - FOR FULL
INSTRUMENT GO TO PROJECT
STAR 1-800-548-3656
WWW.PROJECTSTAR.ORG

1. What is your name?

2. How old are you?

3. Please circle the face that best answers the question for you.

How do you feel about:

| | 1 | 2 | 3 | 4 | 5 |
|--------------------------------------|---|---|---|---|---|
| a. Reading new words? | | | | | |
| b. Solving puzzles? | | | | | |
| c. Playing new games? | | | | | |
| d. Learning something new? | | | | | |
| e. Finding the answer to a question? | | | | | |
| f. Helping others? | | | | | |
| g. Being nice to others? | | | | | |
| h. Giving others a chance to play? | | | | | |

You're done! Thank you.

Pretest

Date

Total points 3a-3e

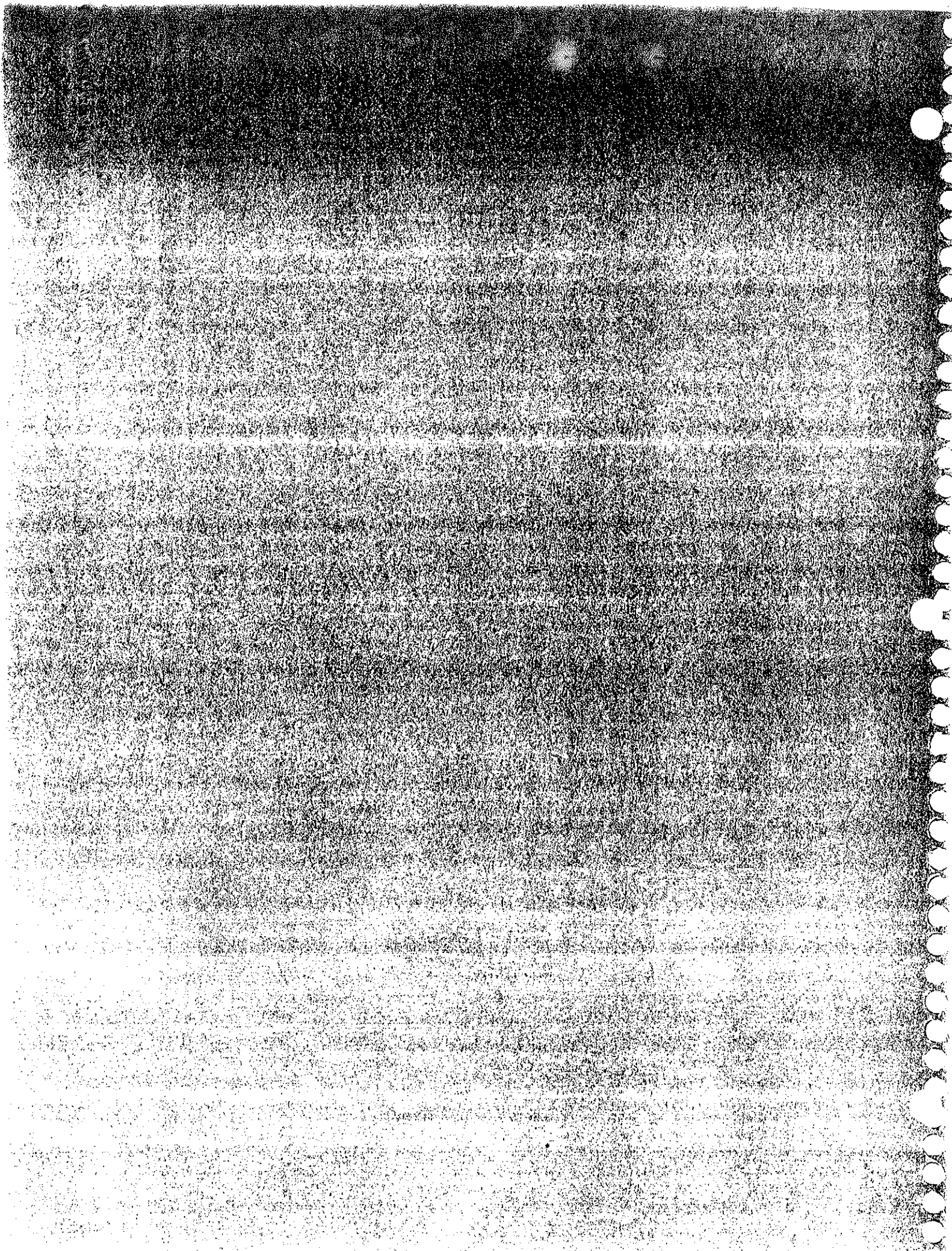
Total points 3f-4h

Posttest

Analyzing Data



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Analyzing Data: Summary

Quantitative Data

- Compare one or more of these statistics before and after (unless using a retrospective question):
 - 1) Frequency
 - 2) Percent frequency
 - 3) Average (mean)
 - 4) Most common response (mode)

Qualitative Data

- Can report directly to add richness and depth to quantitative data.
- Make qualitative data measurable by following the steps below.
 - 1) Choose a unit of analysis (e.g. one day of journal entry, observations over a week, one person's journal over a year)
 - 2) Decide what criteria to look for (e.g. increased awareness to diversity issues, problem-solving skills, self-reported increase in skills).
 - 3) Tabulate number of times, or percent of times, the key criteria appear per unit.

Introduction

Data analysis acts as the “construction phase” of the evaluation. The process of analyzing data includes deciding on the appropriate analysis to conduct for each question, preparing data for analysis, aggregating data, and summarizing results. For outcome data, the result of analysis should enable you to answer the question, “What changed during your program’s activities?”

This packet illustrates a simple way to analyze information using the example of a Youth Reading Attitude Survey. Each step includes explanations and examples. A sample of the Youth Reading Attitude Survey is on page 8. You will find a Data Analysis Summary Sheet for your use on page 9. *A flawed sample evaluation plan with the pre/post survey example is on page 10 and a flawed sample evaluation plan with the post survey only data example is on page 11. These are to be used during the “It’s Your Turn” activities.* An updated sample evaluation plan (with suggested corrections) is on page 12.

Data Analysis Steps: Pre/Post Survey or Post Survey Only

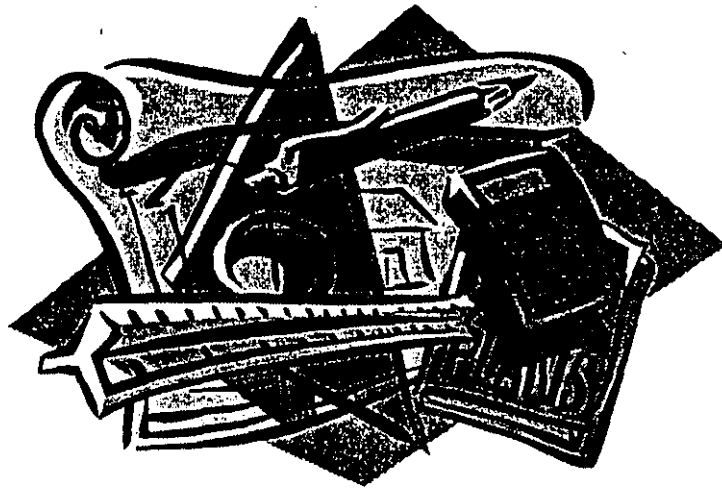
- 1. Gather Necessary Materials**
- 2. Review and Update the Evaluation Plan**
- 3. Respond to the Standard of Success**
- 4. Organize the Responses**
- 5. Tabulate the Data**

Step 1

Gather Necessary Materials

Before you begin, you will need to gather:

- Evaluation plans for your activity (see pages 10 and 11 for flawed sample evaluation plans)
- Raw data (e.g., surveys)
- A calculator
- Significant contact information (telephone numbers of program/activity leaders, people who collected data, evaluators)
- Plenty of scratch paper
- A "Data Analysis Summary Sheet" (see page 9)
- A blank copy of the measurement instrument (to be used as a tally sheet, see page 8 for the sample "Youth Reading Attitude Survey")



Step 2

Review and Update the Evaluation Plan

Read over your evaluation plan to determine if the information contained on these forms is current. If necessary, update the information. After you update your evaluation plan, check to see if any **clarifications** need to be made. Remember, if you have post data only or no other baseline data, you will not be able to state that there was an *increase* in skills, knowledge, or attitude, (unless participants report "my attitude improved") because you have no beginning point from which to compare the results.

Reviewing and revising an activity might look like the following example:

Twenty-five AmeriCorps members will tutor 100 teacher-identified third-grade students in reading at Clarkstonburg Elementary School for forty-five minutes in the classroom ~~one afternoon~~ *three afternoons per week for twelve weeks.*



Clarifying the standard of success might look like the following examples:

Pre/Post Survey Example

Eighty percent (80%) of youth will ~~improve in reading~~ *increase their reading attitude from the pre to the post reading attitude survey, by three or more points on a fifteen-point scale.*

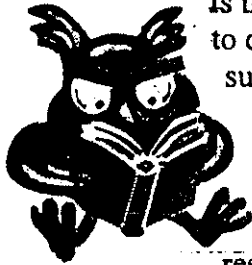
Post Survey Only Example

Eighty percent (80%) of youth ~~will increase in reading~~ *will demonstrate positive attitudes about reading and books as indicated by their positive responses to nine or more points on the fifteen-point survey.*

Step 3

Respond to the Standard of Success

a) Review the standard of success and the measurement instruments.



Is the instrument collecting the appropriate information that will allow you to determine if the program/activity reached the stated standard of success? If yes, continue with your analysis. If no, you may need to discuss your options with an evaluation specialist. For example, if the instrument used is a book check-out form, but the standard of success reads, "Eighty percent (80%) of the youth will increase their reading attitude," the instrument will not collect the information you need to respond to the standard of success.

b) Determine which items from the instrument respond to the standard of success.

Example:

Standard of Success: Eighty percent (80%) of youth will demonstrate positive attitudes about reading and books as indicated by their positive responses to nine or more points on the fifteen-point survey.

- 1. As a result of the program, I know more words (omit this item, it does not specifically address the standard of success)***
- 2. As a result of the program, I like to read (include this item, it does address the standard of success)***

Step 4

Organize the Responses

- a) Count the number of your completed surveys. For pre/post surveys, pair completed youth pre and post surveys. If you have youth who have completed only the pre or the post survey, but not both, pull these surveys out and set them aside.
- b) Take the pile of matched surveys of youth that responded to both the pre and the post survey and separate them into three piles. (If you only have post surveys, separate by post surveys)



Pile One (60 surveys)

Pre and post surveys of youth who *achieved* the stated standard of success.

Post surveys of youth who *achieved* the stated standard of success.

Pile Two (15 surveys)

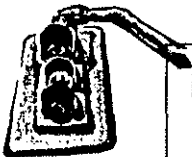
Pre and post surveys of youth that *improved but did not reach* the stated standard of success.

Post surveys of youth that *responded positively to some of the items, but not enough to meet* the stated standard of success.

Pile Three (5 surveys)

Pre and post surveys of youth that *maintained or decreased* from the pre to the post survey.

Post surveys of youth that *did not respond positively* to any of the items.



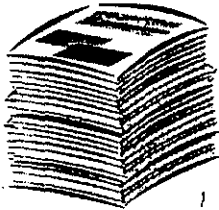
Note: If it is easier for you, you can color code the piles with stickers.
Pile One = Green Pile Two = Yellow Pile Three = Red

Step 5

Tabulate the Results

- a) Determine the percentage (%) of youth who achieved the stated standard of success.

Divide the number of post surveys in pile one by the total number of post surveys (pile one, two, and three).



Pile One = 60 surveys
(achieved standard of success)

Pile Two = 15 surveys
(developed/improved - did not
achieve standard of success)

Pile Three = 5 surveys
(maintained/decreased - did not
achieve standard of success)

| | |
|-----------------|--|
| Formula: | $\frac{\text{Pile One}}{\text{Pile One} + \text{Pile Two} + \text{Pile Three}} \times 100 = \text{ \% }$ |
| Example: | $\frac{60}{60 + 15 + 5} = 75 \times 100 = 75\%$ |

Pre/Post data example statement: Seventy-five percent (75%) of youth participating in this activity increased their reading attitudes as measured by the pre and post reading attitude surveys by three or more points a fifteen-point scale.

Post data example statement: Seventy-five percent (75%) of the youth demonstrated a positive attitude about reading and books as indicated by their positive responses to nine or more points on a fifteen-point reading attitude survey.

b) Determine the percentage (%) of youth who increased (pre/post data) or who demonstrated a positive attitude (post data only).

1. Add the number of post surveys in pile one and pile two.
2. Divide by the total number of post surveys in pile one, two, and three.



Pile One = 60 surveys
(achieved standard of success)

Pile Two = 15 surveys
(developed/improved - did not achieve standard of success)

Pile Three = 5 surveys
(maintained/decreased - did not achieve standard of success)

Formula: $\frac{\text{Pile One} + \text{Pile Two}}{\text{Pile One} + \text{Pile Two} + \text{Pile Three}} \times 100 = \text{Percentage}$

Example: $\frac{60 + 15}{60 + 15 + 5} = .94 \times 100 = 94\%$

Combine information from your two analyses to create your data analysis statement.

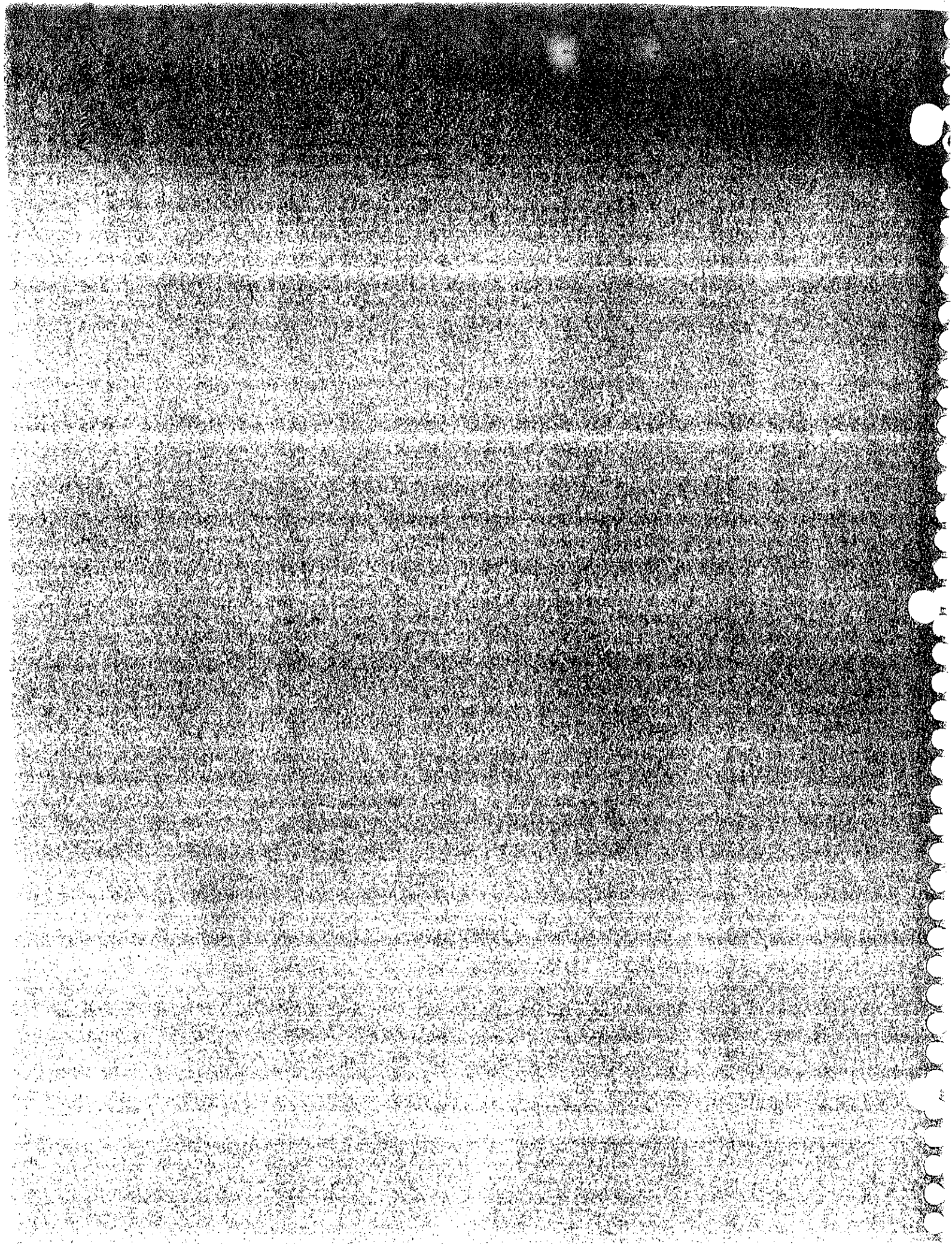
Pre/Post data example statement: Seventy-five percent (75%) of youth participating in this activity increased their reading attitudes as measured by the pre and post reading attitude surveys by three or more points a fifteen-point scale. Although this is 5% less than the stated standard of success (80%), 94% of the students did make some improvement in their attitudes about reading.

Post data only example statement: Seventy-five percent (75%) of the youth demonstrated a positive attitude about reading and books as indicated by their positive responses to nine or more points on a fifteen-point reading attitude survey. Although this was 5% less than the stated standard of success of 80%, 94% of the students exhibited a somewhat positive attitude about reading.

Using Evaluation Findings



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Introduction

Communicating your evaluation results is like having an “open house” for a completed home. It lets consumers and funders know what you have accomplished. Communicating can range from informal talks about the results of your evaluation to a formal brochure. In general, reporting your evaluation should include a summary of your program (your objective) and an example of some evaluation results. In addition, it may include an outline of the steps you took in evaluating your activities, a brief description of the instruments you used to collect your data, the results of your data analysis, and any stories or examples that illustrate your accomplishments.

This packet describes a variety of methods to use evaluation results in your reporting loop. Each step includes explanations and examples. You will find helpful worksheets on page 15 and 16.

Using and Communicating Your Evaluation Results

- 1. Planning for Your Communication**
- 2. Turning Your Data into a Report**
- 3. Choosing a Method to Share your Evaluation Results**
- 4. Writing a Good Success Story**
- 5. Involving the Press**
- 6. Designing a Brochure**
- 7. Using the Internet**
- 8. Designing a Newsletter**
- 9. Writing a Grant Proposal**
- 10. Creating a Participant Recruitment Flyer**
- 11. Additional Options to Share Evaluation Results**

Planning for Your Communication

The Evaluation Communication Plan (page 15) is a planning tool for identifying **who needs to know what and when**. There are many methods to developing an evaluation reporting plan. Results can be reported not only in a text document, but also in the form of oral reports, videos, press releases, or other forms of communication. Effective reporting is tailored to address the issues in which the user of the report is most interested. Remember that different users want different information. *Primary Users* are the individuals that you want to use your results; these people are your chief audience and often your funders (e.g., community partners providing matching funds, state commission, the Corporation for National Service, and foundations). *Secondary Users* are individuals who may be associated with your program or have an interest in what you are doing (e.g., city council, internal organization, neighborhoods, service recipients, Department of Education, national professional organizations, and governor's offices).

| Before you plan your communication, think about the following questions: | Example |
|---|---|
| Who is the individual or group that needs the information? | <i>Funders, community leaders, individuals who monitor your program, potential volunteers, or individuals who you hope will use your information to move the field further.</i> |
| What is the reader's relationship to your program? | <i>Information for a primary funder will need more lead time and effort while a report used in recruiting volunteers may be abstracted from earlier reports.</i> |
| What is the reader's primary area of concern? | <i>Knowing the readers concerns assists you to determine which of your results should be reported and how specific these points should be emphasized.</i> |
| Is this a required report? | <i>A report for a primary funder. (List the type of report and the date the report needs to be completed, which allows you to plan how much time to allocate for each report.) For Corporation for National Service reporting, see the Reporting Your Results packet.</i> |
| What information does this audience want? | <i>A primary funding source wants information on the outcome of community service; our community partner wants information on how we strengthened their service.</i> |
| Is there any jargon you should avoid? | <i>An education program that describes its beneficiaries as ESL students when its readers may not know what ESL means.</i> |
| Does the report use language that is simple, direct, and in active tense? | <i>"We found that service-learning is an effective pedagogical strategy." versus "We find service-learning an effective way to teach."</i> |
| Are there examples and anecdotes you can include? | <i>A tutor stated, "At the beginning of the semester, one student hardly ever finished his homework. By the end of the semester, not only did he complete most of his homework, his test grades went up a full level!"</i> |

Choosing a Method to Share your Evaluation Results

Different reporting methods lend themselves to different audiences. You may want to think about the benefits and considerations for each type of method for the audience to whom you need to report. The following table provides a guide listing the audiences, benefits and considerations for several reporting methods.

| Report Methods | Targeted Audiences | Benefits | Considerations |
|---|--|---|---|
| Press Releases | Potential volunteers, funders, service recipients through: Local or national newspapers Magazines Radio Television News Local PSA's | <ul style="list-style-type: none"> • Good for success stories • Reaches a large audience • Can reach multiple target groups at once • Low/no cost | <ul style="list-style-type: none"> • Very limited space • Need "buy-in" of press organization |
| Brochures, Flyers, Fact Sheets, or Outreach Materials | Local communities of program sites Potential members Volunteers Service recipients | <ul style="list-style-type: none"> • Can provide information about program purpose/outcomes • Place for photos and quotes • Can provide a "corporate" look to your services | <ul style="list-style-type: none"> • Production costs • Separate brochures needed to target separate audiences • Mailing/distribution costs |
| Website/Internet | Internal audience-national service participants, service recipients, staff, board, funders External audience-special interest listserves, bulletin boards | <ul style="list-style-type: none"> • Reaches large audience • Space for photos and great stories • Can detail evaluation results • Can be interactive • Limited expense to support website | <ul style="list-style-type: none"> • Requires technical expertise to develop • Requires frequent updates to be useful • Difficult to target audience |
| Grant Proposal | Funders Foundations Government Agencies | <ul style="list-style-type: none"> • Space to detail your program outcomes • Targeted to a specific audience/ needs | <ul style="list-style-type: none"> • Very time intensive • Limited use beyond target audience |
| Newsletter | National service participants Staff Board Service recipients Funders | <ul style="list-style-type: none"> • Good for success stories • Place to use photos • Morale booster • Shares participant's success | <ul style="list-style-type: none"> • Limited space • Production costs • Time intense • Mailing/distribution costs |
| Progress Report | Program officers Advisory Committee Organizational Boards | <ul style="list-style-type: none"> • Space to detail your program outcomes • Targeted to a specific audience/needs • Justifies continued funding | <ul style="list-style-type: none"> • Very time intensive • Limited use beyond target audience |

Turning Your Data into a Report

The following guideline provides a framework for reporting the results of your evaluation in a standard report. You can select sections of this framework to use in a variety of communication methods. In order to report evaluation data using this format, you will need:

- a copy of your objectives,
- a copy of your evaluation plan,
- the record of accomplishments this period (e.g., number of individuals served),
- the results of your data analysis transferred to an easy reference format (e.g., in a table, or on a copy of the original instrument),
- and stories collected from participants or statements from service recipients.

Including evaluation data in promotional and informational materials does not mean that the materials you produce must be long and complicated. However, for each of these products, it is important to include the following information:

1. Describe your program activity and desired results.

Refer to your objectives or evaluation plan to describe your activity, beneficiaries, and the number of people/sites affected.

2. Describe your progress toward achieving your objectives.

Include information about what changed in your service recipients. What did you do to accomplish your desired results? Who did you serve or impact? How many did you serve or impact this period? Describe your desired result and indicators used to measure the desired result.

3. Describe briefly how you measured the change (your evaluation activities).

Refer to your evaluation plan to describe how you measured your desired result. Describe the type of instruments you used (e.g., survey, test, observation, etc.). Describe the information from every instrument that you used. (Do not forget to report the data from baseline data collected during early reporting periods.) Describe who administered and completed each instrument. Describe to whom, as well as how, each instrument was administered. Describe which, and how many individuals, completed each instrument.

4. Describe relevant evaluation data and what this change means about the success of your program.

Describe the results of your analysis of your evaluation data. What quantitative statistics did you find? What qualitative information did you find? What stories do you have that relate to your quantitative or qualitative data? What is the importance of this statistical or qualitative information? How does this service address an existing need (relate to baseline data)? What does this imply about your success? What have you learned about your program? How are you expanding or changing your services because of your evaluation?

If you met your standard, how will you improve?

Writing a Good Success Story*

The primary goal of a national service program is to bring about positive change in the lives of those they serve. A good success story not only illustrates the outcomes of your program; it also makes the service recipients come alive in the reader's mind through your descriptions.



| Before you write your success story, think about the following questions: | Example |
|---|--|
| Who is the individual or group you serve? | <p>Consider age, gender, ethnic group, physical appearance, demeanor, social status, income group, etc.</p> <p><i>"Nick, a second grade student from Greenbow County, stands just under 4 ft. tall. He is full of energy and quick to smile."</i></p> |
| What change has come into this recipient's life because of your service? | <p>Think of painting a picture of the recipient before and after the service was provided. Look for significant changes that have occurred; consider measured results.</p> <p><i>"Nick went from never completing his homework to successfully completing his homework 90% of the time."</i></p> |
| When (over what time span) did the change occur? | <p>Consider the length of the program or the time the individual or group participated in the program.</p> <p><i>"This change occurred during the course of the school year."</i></p> |
| Where did this occur? | <p>Pinpoint the location of the recipient, such as city, state, and program.</p> <p><i>"SCORE (Students Can Obtain Reading Enlightenment) is at Clarkstonburg Elementary School, Clarkstonburg, California."</i></p> |
| How did the service that your program provided initiate change? | <p>Describe the service your program provided to create the experience of the recipient.</p> <p><i>"This site provided one-on-one tutoring twice a week for one hour."</i></p> |
| Why does the recipient feel that his/her life is better? | <p>A direct quote can give greater impact to the story.</p> <p><i>"My tutor helps me learn new things. She makes learning fun!"</i> <i>— Frieda, national service participant.</i></p> |

Tips:

- Before using someone's name in a story, get permission. Share with them what you are going to write and who is going to read this information. It is okay to use a fictitious name, as long as you state this in your story. You could also just use the first name of the individual.
- Relating the change in a national service participant's life may be appropriate for a recruiting flyer, however, success stories should be about a primary beneficiary's experience.



* Adapted from Writing A Good Success Story by Al Schneider from Arkansas Commission on National and Community Service.

Involving the Press

Public relations are an on-going effort. Start promoting your successes right away! The best way to receive fair treatment from the media is to make sure that they are aware of your organization and have some positive feelings about it. Becoming more than just another program wanting publicity may give you an opportunity to advertise the success of your program. You can use a press release to provide the media with information you want them to report. Use your evaluation data to describe program successes, such as skills learned by new parents or decreases in recidivism rates, in these press releases. This data will provide the media with newsworthy information that they have an incentive to print. Depending on the type of news you offer, you can send these press releases to magazine and newspaper editors. You may even want to consider a letter to the editor as a way to get information about your program to press.

Resources

For more assistance formatting or developing a press release, contact the appropriate Corporation T/TA provider (see Additional Resources, page 13) or investigate local universities, the Internet, a local newspaper, radio station, or television station. See page 16 for the Fill-In-The-Blanks Press Release Worksheet.

Tips for a Press Release:

- Double space (this allows an editor to make comments and changes).
- Keep it simple and straightforward, no more than one page.
- Use an attention-getting headline, it helps readers decide if they want to read on.
- Target your audience.
- Include a photo.

Sample Press Release

FOR IMMEDIATE RELEASE
June 4, 1998

CONTACT:
Roberta Cross (500) 555-9876

Children First! makes a difference in the lives of children

During the 1997-98 school year, 100 national service participants at *Children First!* helped improve reading skills for approximately 10,000 children. In return for a modest living allowance and an educational award of roughly \$5,000, these national service participants, aged 16 to 48, serve their community full-time for a year. Each participant provided six hours of after-school tutoring, eight hours of enrichment activities and over twenty hours of mentoring to at-risk elementary school children each week. Consequently, 80% of the children receiving services each gained five new reading skills. *Children First!* also helped students develop social skills. Sixty-eight percent of the

parents of children who participate in *Children First!* said that their child become more respectful of others, and 54% said their children are able to resolve conflict amicably.

To Eddie, *Children First!* made a difference. Eddie is a third grader at Underwood Elementary in Middletown. His teacher noticed that he rarely completed his homework and showed little interest in school. Unable to give him the attention he needed in a class of 28, the teacher saw Eddie fall behind in his reading. After Eddie's teacher contacted *Children First!* regarding Eddie's situation, *Children First!* contacted Eddie's mother and enrolled Eddie in their after school program. Thanks to four months of regularly scheduled one-on-one tutoring from national service participant Frank Bering, Eddie boasts all-passing grades. His teacher also reported that he now regularly participates in class. Frank says that working with Eddie has been one of his most rewarding experiences and he plans to use his educational award towards a degree in education.

Children First! was established in 1988 to "offer all children the opportunity to reach their full potential." Since then, it has served almost 70,000 children in Georgia, California, and Indiana. *Children First!* receives support from Big Boy Groceries, National Education Corporation, and the Corporation for National Service. However, *Children First!* also relies on local support in the form of cash and in-kind contributions and volunteer time. For more information on *Children First!* services, or information on how you can help, including information on becoming a national service participant, please contact Roberta Cross at (500) 555-3546 or at children1@ctr.net.

Designing a Brochure

The purpose of a brochure is to provide an overview of the accomplishments of your program by sharing your evaluation results and other program information. A brochure can also give a professional appearance to your program. Because a brochure cannot tell the whole story, it should contain only the most important parts of the story. Give the reader the facts to engage their interest.

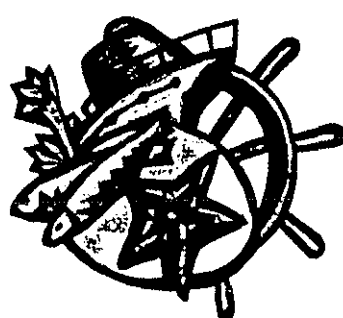
Resources

For more assistance formatting or developing a brochure, contact the appropriate Corporation T/TA provider (see Additional Resources, page 13) or investigate local universities, the Internet, community copy or printing shops, and even computer software, which may contain brochure templates.

Tips

1. Determine your target audience, Keep it easy to read, but do not be afraid to be human, warm, and personal. A brochure may cover a broad topic but it should not contain so much information that it overwhelms the reader.
2. Translate results into successes. Use illustrations or pictures to express your evaluation data. Include participants' stories. Choose two or three essential points to describe your success. If there are other important elements, consider listing them in a simple bullet list or chart.
3. Before you begin, collect and review other program or business brochures.

Brochure Sample

| | |
|---|--|
| <p>Clean Coastal Water National Service Program</p>  <p>Contact: CCWNSP c/o SC Office of Waste Management 100 N. Sandy Rd., Rm. 122 Seaside, SC 96023-3553 (555) 555-4964</p> | <p>Sewage from recreational boaters on the marine waters is threatening our natural resources. Clean Coastal Water National Service Program provides educational workshops to recreational boaters.</p> <p>In our workshops, you will learn</p> <ul style="list-style-type: none">• Details about the ecological impacts of boat sewage• Regulations surrounding boat sewage discharge• suggests the best practices for head waste disposal <p>Since the beginning of our program, boat sewage in marinas sponsoring the program has been reduced by 30%. In addition, 75% of recreational boaters participating in the program reported that they will take one or more new precautions to reduce boat sewage.</p> |
|---|--|

Using the Internet



Technology and the Internet are the fastest growing ways to spread information about your program. There is a myriad of ways to communicate via the Internet. Consider the following:

- Website: Use a brief paragraph to highlight your success. Within the paragraph, provide links to more information.
- Newsgroups: Post messages or comments regarding your success. Some groups allow you to post whatever you want. Other groups are more controlled, with a moderator who will review all messages and post selected ones. Because newsgroups are dedicated to special interests, they target the groups that are associated with your population, mission, or activities.
- Email: Send progress reports or a simple news flash to your board, funders, supporting organizations, members, or other stakeholders. Also consider creating a listserv (see your local system administrator for more information).

Resources

For more assistance formatting or developing a website, contact the appropriate Corporation T/TA provider (see Additional Resources, page 13) or investigate local universities, the Internet, your community library, and even computer software, which may contain website templates.

Website Example

| <i>Eat Well National Service Program</i> | | | | |
|--|----------------------------|--|---------------------------|------------------------|
| Return Home | Guest Book | Evaluation | Resources | Search |
|  | | <p><i>Eat Well</i>, a nutrition program for the elderly, is a highly successful program that provides cost-effective ways to better serve older Americans by providing free meals at senior centers. Our evaluation demonstrated that this program helps older Americans to receive significant nutritional support from participants and local communities. Nationally, <i>Eat Well</i> nutrition program provides an average of 1000 meals per day to older Americans. In addition, the program provides nutrition services, such as <u>nutrition assessment</u> and <u>nutrition counseling</u>. According to our internal <u>program evaluation</u>, by the end of the 1998 program year, 93% of participants reported a more positive attitude toward nutrition, 85% reported that they were more likely to eat nutritious meals on a regular basis, and 67% reported that they know more about nutrition in relation to their nutritional needs.</p> | | |
| <p>Following the program evaluation link:</p>  | | <p>During the last program year, a comprehensive evaluation of our nutrition program was conducted by the program director in conjunction with the national service participants, to assess the impact of our nutrition services on the nutrition needs of older Americans in the community. Our <u>measurement instruments</u> gathered information about nutrition choices, nutrition habits, positive attitude toward nutrition, and opportunities for nutritious meals.</p> | | |

Designing a Newsletter

Writing newsletter articles about your documented outcomes can be an effective method of encouraging people to participate in your service or organization. Offer a mix of evaluation data, great stories, and pictures related to your objectives. For example, an article highlighting a tutoring objective might describe student reading rate increases, show a picture of students reading to their tutors, and include quotes from teachers about students' skills. The following newsletter article outline example contains italicized items where you can include your evaluation data to add relevance and importance to your story.

Resources

For more assistance formatting or developing a newsletter, contact the appropriate Corporation T/TA provider (see Additional Resources, page 13) or investigate local universities, the Internet, your community library, and even computer software, which may contain newsletter templates.

Example of a Newsletter Article Outline Using Evaluation Results

- I. Title: Neighborhood Watch Groups are Popping up in Jegensville**
- II. History of program (*Baseline Data*)**
 - A. Problems with car break-ins and burglaries (data from police crime records and pre-service survey of residents).*
 - B. Residents feelings about neighborhood safety and sense of community (data from pre-service survey of residents).*
 - C. Number of neighborhood watch groups and types of activities (e.g., cleanups and community services outreach) conducted before the national service participants began providing assistance.*
 - D. Relationship developed between the national service program and the police department's community policing services.
- III. Description of related national service activities**
 - A. Conduct community needs assessment.
 - B. Help organize neighborhood watch groups.
 - C. Link residents with community policing services.
- IV. Some preliminary results of the program (success stories)**
 - A. Reduction in number of car thefts in neighborhoods with watch groups (data from police records and mid and/or post-service resident survey).*
 - B. Increase in positive attitudes among residents about their neighborhood, safety, and their neighbors (data from mid and/or post-service resident survey – include quotes/stories).*
- V. Contact Information**
 - A. For national service programs that are interested in community volunteers.
 - B. For police department community policing services.

Writing a Grant Proposal

Evaluation data can be useful when writing a grant proposal for explaining the outcomes of your program to potential funders. For example, data from your last survey of community partners or volunteers can provide a funder with documentation of how your program has strengthened community ties. The following was sample sections of a grant proposal using evaluation results.

Resources

For more assistance formatting or developing a grant proposal, contact the appropriate Corporation T/TA provider (see Additional Resources, page 13) or investigate local universities, the Internet, your community library, and your organization's public relations or fund development department.

Sample Sections of a Grant Proposal Using Evaluation Results

Problem Statement (excerpt): The Clarkston County Unified School District (CCUSD) conducted an assessment of reading levels of elementary school students in May 1996. The results of the study showed that over 50 percent of students were reading at one level or more below their expected, grade-specific reading level. Furthermore, results of a student survey found that over 45 percent of the students had a low desire to read and/or improve their reading ability.

Description of Proposed Services (excerpt): The Clarkston County Unified School District (CCUSD) intends to continue its Clarkston Reading Corps program involving national service participants as reading tutors in elementary school classrooms. In fiscal year (FY) 1997, twenty-five Clarkston Reading Corps participants tutored 211, students in grades three through six with below grade level in reading ability. At the end of the first year of the program, 75 percent of the students who were tutored moved up at least one level in reading. Furthermore, 85 percent of the students tutored reported on a post-tutoring survey that they liked reading much more than they did before the tutoring experience and 75 percent reported that they would continue working on their reading skills. Because of this success, we propose the expansion of the program to include thirty participants and at least 250 students. These national service participants will also begin recruiting non-national service community volunteers to serve as reading tutors and ensure sustainability of our successful tutoring program.

Creating a Participant Recruitment Flyer

You can use evaluation data in flyers to provide information to specific audiences. For example, your program could distribute flyers at universities, health facilities, or health seminars advertising domestic violence hotline services. These could contain data about the number of clients reached through information and referral services, the type of help they received, and the outcome of that help on their lives.

Resources

For more assistance formatting or developing a flyer, contact the appropriate Corporation T/TA provider (see Additional Resources, page 13) or investigate local universities, the Internet, and your community library.

Sample Participant Recruitment Flyer

Victoria County Public Health Services Agency

Community Health Workers Needed



Victoria County Public Health Services Agency is expanding their successful community health education, information, and referral program. We are currently recruiting individuals with an interest in community health and in obtaining hands-on experience providing health services information to residents of Victoria County.

Last year, our community health counselors provided health and other community service information to over 500 Victoria County families. Of these families, 64 percent had at least one participant access health services that they needed as a result of our information and referral program. This included 112 referrals to prenatal care, 221 referrals to immunization services, 23 referrals to HIV testing and education, 85 referrals to WIC nutrition services, 72 referrals to fitness programs, 18 to primary care, and 25 to substance abuse services.

In a survey of 33 Victoria County public health clinic staff, 95 percent reported satisfaction with the additional information and referral services performed by community health counselors. Eighty percent reported a noticeable increase in the number of county residents utilizing appropriate health services.

Because of this success, Victoria County Public Health Services Agency is continuing their outreach program next year. The community health counselor experience requires a one-year commitment and provides interested individuals with valuable experience in health services and community outreach. For more information on how to become a national service participant and community health counselor, please call Dee Spacht, national service program manager, at (909) 654-9876.



Additional Options to Share Evaluation Results

In addition to the progress reports you write to your State Commission, National Direct Parent Organization, or the Corporation for National Service, your evaluation data can be used in other ways to spread the word about the results of your program. Use your evaluation data when you:

- Develop community outreach materials
- Advertise a large event (e.g., party, recognition dinner, awards ceremony) and invite the media
- Produce a video
- Create an Annual Report
- Create a display of awards, certificates, and selected evaluation results

Additional Resources

Finding additional resources is not always easy. Below is a Corporation T/TA provider whose focus is intended to help programs with reporting issues.

T/TA Provider: Campaign Consultation

Contact: Susan Hailman

Telephone: 410-243-7979, ext. 16

Email: sustainability@campaignconsultation.com

Provides services for: All Streams

Website: Coming in the near future

Evaluation Results for Continuous Improvement

The Corporation requests that programs conduct internal outcome evaluation to provide information for continuous improvement of their services. Whether the results of the evaluation are positive or negative, the important issue is how programs will use the results. Consider using internal organizational meetings or community meetings to review your evaluation results. The following are suggestions of how to use your evaluation results as tools to review program services and, if needed, make modifications to your program to increase its effectiveness.

1. **Gather useful information.** In order to use your evaluation results for program improvement, you will need:
 - the mission statement of your organization
 - a copy of your objectives and evaluation plan,
 - the record of accomplishments this period (e.g., number of individuals served), and
 - the results of your data analysis transferred to an easy reference format (e.g., in a table, or on a copy of the original instrument).
2. **Share information with key stakeholders.** When stakeholders are allowed to participate in the review of evaluation results, they may contribute richer suggestions because of their experiences. Consider the following stakeholders:
 - Organization administrators
 - Program coordinators (e.g., Program Directors, Vista volunteers)
 - Direct service employees (e.g., AmeriCorps members, Senior Corps volunteers)
 - Community volunteers
 - Service recipients
3. **Compare your evaluation results with your program goals and objectives.**
 - Did the evaluation results show that the activity met a community need?
 - How, (if at all) should the activity be modified to improve program services?
 - Do you want to expand or reduce the services to be more effective?
 - Do you want to increase the number of participants to benefit more people or reduce the number of participants to provide more in-depth services?
 - Do you need to change your desired result?
4. **Outline your next steps.** After you are finished with your review process, clarify the decisions you made and steps you will take to implement these decisions.
5. **Begin the process again.** Modify your program objectives and evaluation plans to take into account your review findings and continue evaluating your modified services.

Fill-In-The-Blanks Press Release Worksheet

FOR IMMEDIATE RELEASE

(insert date here)

CONTACT:

(insert name & telephone number here)

(Insert Organization Name) **Makes a Difference in the Lives of Children**

During 1998, (insert the amount of national service participants you have here) national service participants at (insert your organization name here) helped improve (or increase) (insert your outcomes here) for approximately (insert the number of people or families you served here) individuals (or families) it serves. In return for a modest living allowance and an educational award of roughly \$5,000, these national service participants make a commitment to provided service in their community on a full-time basis for a year. Each participant provide (insert a description of activities offered here) to (insert a description of individuals served here).

According to results from (insert description of the measure here) this helps individuals (or families) improve (or increase) (insert your outcome here) by (insert your numerical evaluation results on outcomes accomplished here). In addition, (Insert organization name here) helped individuals (insert any other significant outcomes here).

To (insert a served individual's full name here) (insert organization name here) made a difference. (Insert a 5-15 sentence success story for this individual here. Include what their original problem or situation was, how they came to work with your national service participant, what they did with the national service participant, what happened or changed and, if possible a quote from the individual or national service participant talking about the change in their life.)

(Insert organization name here) was established in (insert year here) to (insert organization mission here). Since then it has served over (insert a conservative estimate of individuals here) in (insert town, city, or county you serve here or, if applicable, United States). (Insert organization name here) receives support from (insert list of principal funders here). However, (insert organization name here) also relies on local support in the form of cash and in-kind contributions and volunteer time. For more information about (insert organization name here) services, or how you can help, including becoming a national service participant, please contact (insert name of staff person here) at (insert telephone number here) or at (insert email address here).