



LEARNING OBJECTIVES

1. Know how **performance measurement and evaluation work together** to help strengthen program impact
2. Identify ways to be a **learning organization and build a culture of evaluation**
3. Refresh **AmeriCorps evaluation requirements**
4. Clarify **what type of evaluation** is best for what you want to learn about your program
5. Ideas for how to “spice up” your need and outcome data using **social math**
6. Develop preliminary **ideas of research questions** for your evaluation

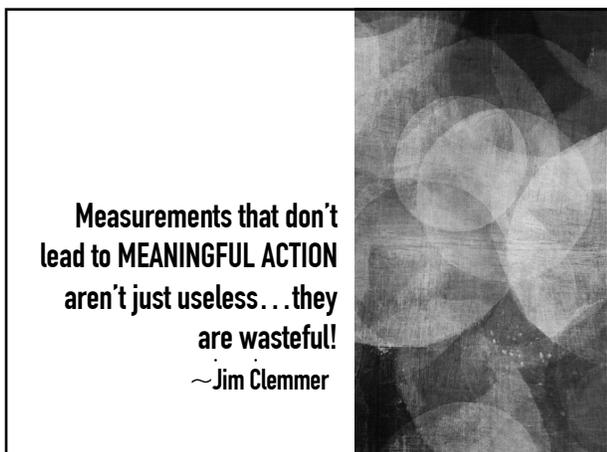
Think BIGGER...
(Not) Evaluation is “JUST” an AmeriCorps requirement

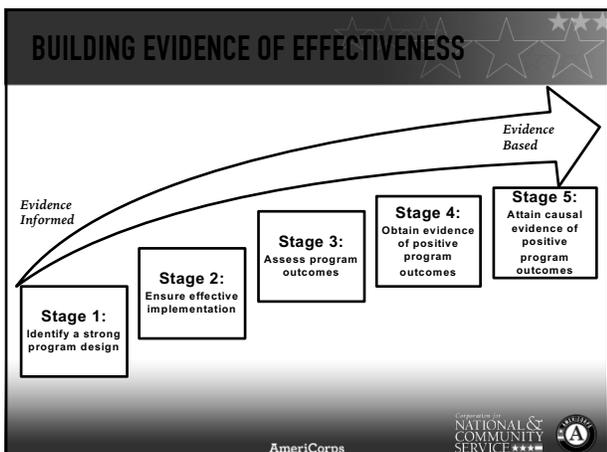
Need to be able to confidently talk about the specific difference(s) created by your program? More than PMs...

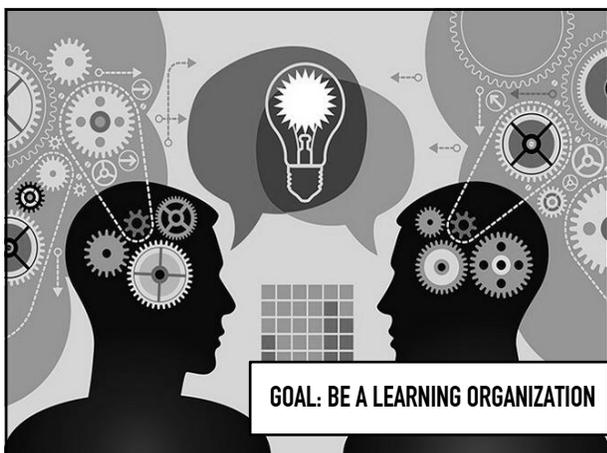
WHAT TO MEASURE?

It's All About Strategy...& Long Term View

Need to learn something about how a component of your program works? What to improve?







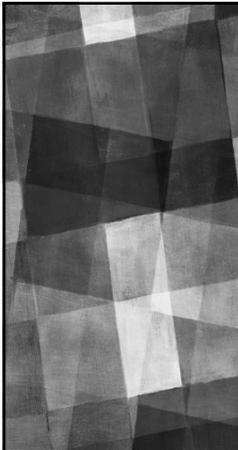


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TAKE ACTION NOW

Brainstorm:

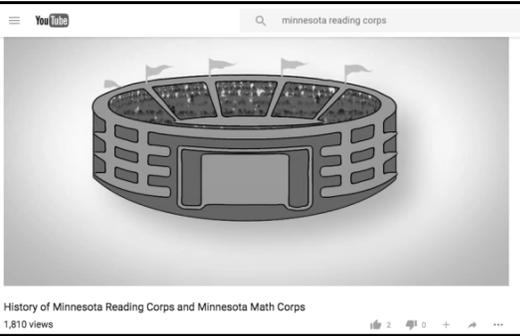
- 1. What you want be say about the value of your program?**
- 2. What implementation challenges have you experienced?**

SOCIAL MATH
What is That...?



SOCIAL MATH BASICS

- ▶ Compare number with something easily understandable to audience
- ▶ Make numbers smaller and more familiar
- ▶ Compare amount with what's spent on issue now
- ▶ Good for Both Need and Outcome Data



History of Minnesota Reading Corps and Minnesota Math Corps
1,810 views

<https://youtu.be/AgPr4RF0B8U>



Pin it

15,189
ONLINE CONVERSATIONS WORLDWIDE

OBESSE CHILDREN

CONVERSATION

Pin it

AND YET WE TALK ABOUT SOME "AHEM" NOT-SO-IMPORTANT STUFF

IN ONE MONTH WE MENTION:	JUSTIN BIEBER	CALL OF DUTY	THE OLYMPICS
	6,653,854 TIMES	536,779 TIMES	13,811,304 TIMES

MAKES THOSE 15,189 CHILDHOOD OBESITY DISCUSSIONS SEEM PRETTY UNSUBSTANTIAL, HUH?

YET OBESITY IS ONE OF THE TOP ANNUAL CAUSES OF DEATH IN THE US

THE COST TO INCARCERATE ONE PERSON FROM BALTIMORE

COULD BUY 1 MONTH OF HOUSING FOR 30 FAMILIES

JusticePolicy.org/TheRightInvestment

Math for Vermont's Working Families

Heat 10 two-bedroom homes for 1 year [†]

Child care for two pre-schoolers for 1 year ^{††}

[†]Based on Energy Cost Index, DOE Bulletin No. 07-24, 6/13/07. For details, see <http://www.energysavings.com/energyindex>. ^{††}Child Development Center, statewide average based on the 100th percentile of a national child care cost survey of 750 centers, as of November 2008.

NEVADANS spend \$8,223* for every STUDENT we EDUCATE... ..but up to \$130,101* for each YOUTH we INCARCERATE.

*U.S. Census Bureau, States Ranked According to Per-Pupil Public Elementary Secondary School System Finance Amounts, Fiscal Year 2012
**\$130,101 + cost per day in most expensive confinement option (Nevada Youth Training Center, Day 101) provided FY 2015. Figures courtesy of Steve McInnis, Deputy Administrator of Juvenile Services Nevada State Juvenile Justice Program Office.

States are spending *too much* on youth incarceration
Learn more at JusticePolicy.org/StickerShockNV

**If every person in the US changed their page margins from 1.25 to .75...
We would save a forest around the size of Rhode Island each year.**

TAKE ACTION NOW

**What numbers do you use to talk about YOUR program?
How could you use social math?**



WHY ARE RESEARCH QUESTIONS IMPORTANT? ★★

- **Foundation** of a successful evaluation
- **Defines topics** evaluation will investigate
- **Guides planning** process
- **Provide structure** to evaluation activities

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STEPS FOR DEVELOPING RESEARCH QUESTIONS ★★

- **Step 1:** Use your **logic model** to clarify program design and theory of change
- **Step 2:** Define the evaluation's **purpose and scope**
- **Step 3:** Determine the **type of evaluation design**: process or outcome
- **Step 4:** Draft and finalize evaluation's **research questions**

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STEP 1: USE A LOGIC MODEL TO CLARIFY THE PROGRAM DESIGN

- Logic model = graphic “snapshot” of how program works (theory of change)
- Research questions should test some aspect of program’s theory of change as identified in logic model.

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STEP 2: DEFINE EVALUATION’S PURPOSE AND SCOPE

- **Why** is the evaluation being done? What information do you or your stakeholders need or hope to gain?
- What **requirements** does the evaluation need to fulfill?
- **Which components of the program** are the strongest candidates for evaluation?

NOTE: You do not need to evaluate your whole program at once

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STEP 2: DEFINE EVALUATION’S PURPOSE AND SCOPE

- How does the evaluation align with the **long-term research agenda** for your program?
- What **resources (budget, staff, time)** are **available** for the evaluation?

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STEP 3: DETERMINE TYPE OF EVALUATION: PROCESS OR OUTCOME

PROCESS EVALUATION	OUTCOME EVALUATION
<ul style="list-style-type: none"> • Goal is generally to inform changes or improvements in the program's operations • Documents what program is doing and to what extent and how consistently program has been implemented as intended • Does NOT require a comparison group • Includes qualitative and quantitative data collection 	<ul style="list-style-type: none"> • Goal is to identify the results or effects of a program • Measures program beneficiaries' changes in knowledge, attitude(s), behavior(s) and/or condition(s) that result from program • May include a comparison group (impact evaluation) • Typically requires quantitative data and advanced statistical methods

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STEP 4: DRAFT AND FINALIZE EVALUATION RESEARCH QUESTIONS

Research questions = list of questions to be answered at the end of the evaluation.

- ✓ Clear, specific, and well-defined
- ✓ Focus on a program or program component
- ✓ Measurable by the evaluation
- ✓ Aligned with your logic model

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DESIGNING RESEARCH QUESTIONS

Research questions for PROCESS EVALUATIONS ask:

Who?	About: Inputs/resources Program activities Outputs Stakeholder views
What?	
When?	
Where?	
Why?	
How?	

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DESIGNING RESEARCH QUESTIONS

Research questions for **OUTCOME EVALUATIONS** ask about:

<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Changes? Effects? Impacts? </div>	→	(Short-term)	(Medium-term)	(Long-term)
		Knowledge	Behaviors	Conditions
		Skills	Actions	Status
		Attitudes		
		Opinions		

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PROCESS EVALUATION
FOCUS: PROGRAM IMPLEMENTATION

RESEARCH QUESTIONS: PROCESS EVALUATION

Examples:

- How is the program being implemented?
- How do program beneficiaries describe their program experiences?
- What resources are being described as needed for implementing the program?

TIP: Often uses exploratory verbs, such as report, describe, discover, seek, or explore

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SAMPLE RESEARCH QUESTIONS FOR PROCESS EVALUATION		
Broad	TO	More Specific
How is the program being implemented?		Are staff implementing the program within the same timeframe?
		Are staff implementing the program with the same intended target population?
		What variations in implementation, if any, occur by site? Why are variations occurring? Are they likely to effect program outcomes?
		Are there unique challenges to implementing the program by site?

SAMPLE RESEARCH QUESTIONS FOR PROCESS EVALUATION		
Broad	TO	More Specific
How do program beneficiaries describe their program experiences?		What are the benefits for program beneficiaries?
		Are there any unintended consequences of program participation?
What resources are being described as needed for implementing the program?		What recommendations do program staff offer for future program implementers?

SAMPLE PROCESS EVALUATION QUESTIONS	
Is there any difference in member performance based on the # of hours served? (e.g., FT, HT, QT, MT etc.)	
Does supervision style affect member experience?	
Is there a difference in retention for members recruited locally versus nationally?	
Which outreach approaches yielded the best level of new target audience participation in our program?	

TAKE ACTION NOW

Identify at least 3 possible process evaluation questions for YOUR program

Handwriting lines for notes.



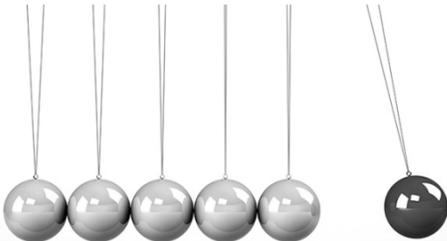
Handwriting lines for notes.

RESEARCH QUESTIONS: OUTCOME EVALUATION

- Did program beneficiaries change their (knowledge, attitude, behavior, or condition) after program completion?
• Did all types of program beneficiaries benefit from the program or only specific subgroups?



Handwriting lines for notes.



assessing real impact

What Changed? Did YOUR Program Cause the Change?
— CAUSALITY—

RESEARCH QUESTIONS: IMPACT EVALUATION ★★

- Are there differences in **outcomes for program participants compared to those not in the program?**

	Pre-test	Treatment	Post-test
Intervention Group	○	X	○
Comparison Group	○		○
Control Group	○		○

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RESEARCH QUESTION TEMPLATE: OUTCOME & IMPACT EVALUATION ★★

OUTCOME EVALUATION:
Did [model, program, program component] have a [change, effect] on [outcome(s)] for [individuals, groups, or organizations]?

IMPACT EVALUATION:
Did [model, program, program component] have an [impact] on [outcome(s)] for [individuals, groups, or organizations] relative to a comparison group?

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TAKE ACTION NOW
.....

Identify at least 1 possible outcome/impact evaluation question for YOUR program

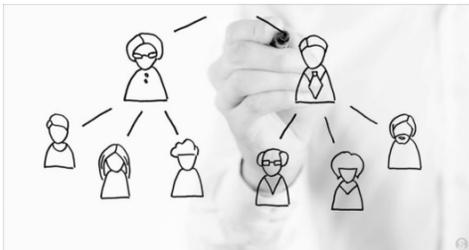
IMPORTANT POINTS TO REMEMBER

Step into an evaluation mindset, **BEFORE** you are required to.



IMPORTANT POINTS TO REMEMBER

PRIOR to developing research questions, define the evaluation's **purpose and scope** and decide the **type of evaluation design** – process or outcome.



IMPORTANT POINTS TO REMEMBER



Research questions:

- ▶ Set the stage for all evaluation activities
- ▶ Vary depending on whether process vs outcome evaluation
- ▶ Should be clear, specific, and well-defined
- ▶ Should be developed in consideration of your long-term research agenda

RESOURCES

- **CNCS's Knowledge Network**
 - <http://www.nationalservice.gov/resources/amicorps/evaluation-resources-amicorps-state-national-grantees>
- **The American Evaluation Association**
 - <http://www.eval.org>
- **The Evaluation Center**
 - <http://www.wmich.edu/evalctr/>
- **The Community Tool Box**
 - <http://ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-interventions/choose-evaluation-questions/main>
- **Choosing the Right Research Questions**
 - http://www.wcasa.org/file_open.php?id=1045

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Feel Free to Contact Me with Questions

Susan Hyatt



shyatt@bigpurposebigimpact.com

@Susan_Hyatt
