

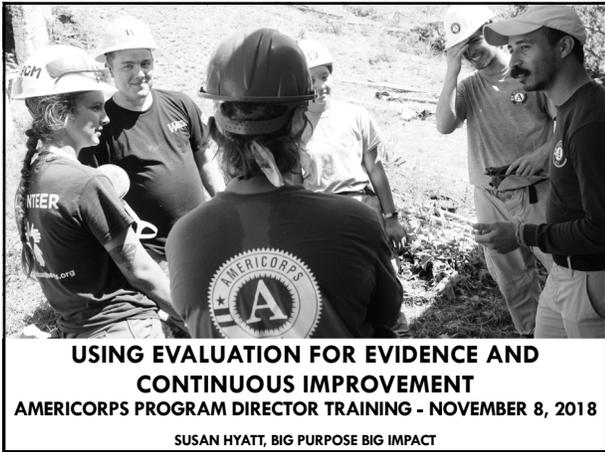
How to Build an AmeriCorps Evaluation From the Program's Logic Model

AmeriCorps Program Logic Model

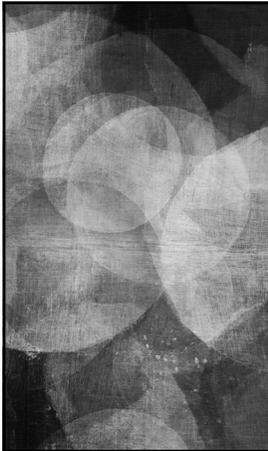
Problem	Inputs	Activities	Outputs	Outcomes		
				Short-term	Mid-term	Long-term
Community problem program activities (interventions) are designed to address	Resources necessary to deliver program activities, e.g., training, materials, number of locations/sites; #/type of AmeriCorps members	Core activities that define intervention or program model that members will implement or deliver, including design, dosage and target population	Direct products from program activities (e.g., # people served, # things done)	Changes in knowledge, skills, attitudes, opinions	Changes in behavior or action that result from participants' new knowledge	Meaningful changes in condition or status in life

AmeriCorps Program Evaluation Types

Type of Evaluation	PROCESS/IMPLEMENTATION EVALUATION	OUTCOME/IMPACT EVALUATION
Evaluation Goal	<ul style="list-style-type: none"> Document what the program is doing Document to what extent and how consistently program has been implemented as intended Informs changes or improvements in the program's operations 	<ul style="list-style-type: none"> Identify the results or effects of a program Establish causality and build evidence of effectiveness Measures program beneficiaries' changes in knowledge, attitude(s), and/or behavior(s) that result from a program
Common Features	<ul style="list-style-type: none"> Does not require a comparison group Includes qualitative and quantitative data collection Does not require advanced statistical methods 	<ul style="list-style-type: none"> Uses a comparison or control group to provide additional evidence that observed changes in program beneficiaries were due to program or intervention Typically requires quantitative data Often requires advanced statistical methods
Sample Research Questions	<ul style="list-style-type: none"> Are activities delivered as intended? Is the program being implemented the same way at each site? Are promising practices used by members at different host sites that appear to positively affect student outcomes? Is the program reaching the intended target population with the appropriate services at the planned rate and "dosage"? Are there any components of program that not working well? Why or why not? Did training adequately prepare members to provide service? What are the causes of our low member retention? What can we do to improve our member retention rate? 	<ul style="list-style-type: none"> What changes occurred as a result of the program? Did the program change beneficiaries' knowledge, attitude, behavior, or condition? Are there differences in outcomes for program beneficiaries compared to those not in the program? Did all types of program beneficiaries benefit from the program or only specific subgroups?

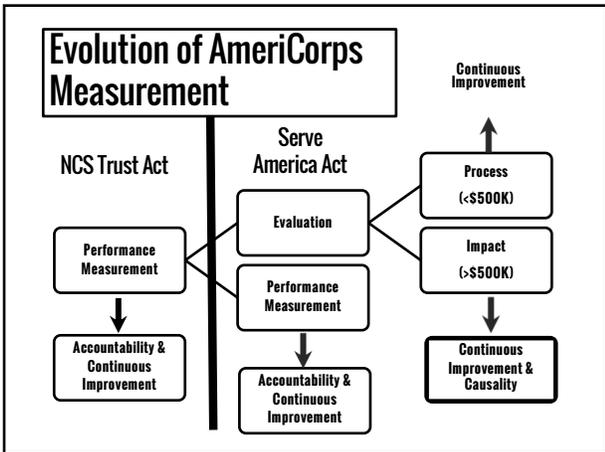


USING EVALUATION FOR EVIDENCE AND CONTINUOUS IMPROVEMENT
AMERICORPS PROGRAM DIRECTOR TRAINING - NOVEMBER 8, 2018
 SUSAN HYATT, BIG PURPOSE BIG IMPACT



Session Overview

1	Where we have come from and where we're going
2	Evidence and expanded CNCS requirements
3	Implication of increased emphasis on evidence
4	Review the five elements of data quality for AmeriCorps grants



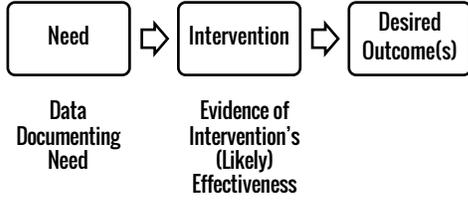
PROCESS EVALUATION
 FOCUS: PROGRAM IMPLEMENTATION

IMPACT EVALUATION
 FOCUS: CAUSALITY & PROGRAM IMPACT

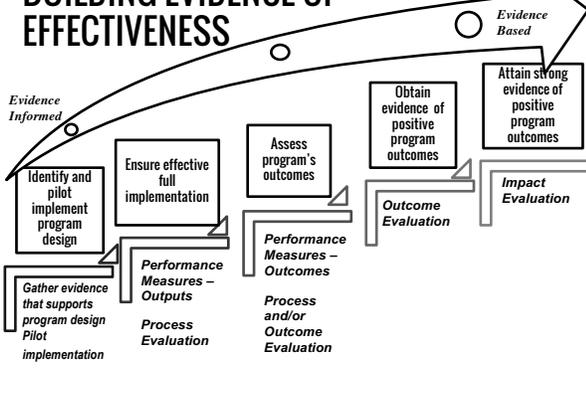
EVALUATION DESIGNS		
Type of Outcome Evaluation Design	Control or Comparison	Ability to produce causal evidence about a program
Experimental (RCT)	Randomly assigned intervention and control groups	
Quasi-Experimental (QED)	Statistically matched intervention and comparison groups	
Non-Experimental	No statistically matched groups or group compared to itself	



AMERICORPS THEORY OF CHANGE



BUILDING EVIDENCE OF EFFECTIVENESS

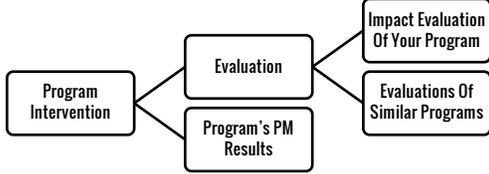


Corporation for
NATIONAL & COMMUNITY SERVICE **2018 CNCS TRANSFORMATION AND SUSTAINABILITY PLAN**

**Goal 3:
 Prioritize evidence-based interventions**

“Going forward, CNCS will target those interventions that have demonstrated success based on data and evidence.”

MOVING FORWARD



The Bottom Line to Strengthen Evidence:

1. Find evaluations of **SIMILAR PROGRAMS** (design and dosage) to reference
2. **DO YOUR OWN IMPACT EVALUATION**

EVIDENCE TIERS

PRE- PRELIMINARY 46%	PRELIMINARY 40%	MODERATE 5%	STRONG 9%
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2018-19 AmeriCorps Competition Successful Applicants

EVIDENCE TIERS

PRE- PRELIMINARY 46%	PRELIMINARY 40%	MODERATE 5%	STRONG 9%
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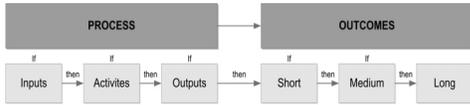
2018-19 AmeriCorps Competition Successful Applicants

MOVING FORWARD: + EVIDENCE QUALITY

EVALUATION DESIGN

What type of evaluation design will you use?

- The two “sides” of a program’s logic model align with the two types of evaluation designs: process evaluation and outcome/impact evaluation.



EVALUATION TASK FLOW

- Cycle 1 Year 3 – Prepare evaluation plan
- Cycle 2+ Year 1 – Operationalize plan
- Cycle 2+ Year 2 – Collect data
- Cycle 2+ Year 3 – Analyze data and prepare report
Plus prepare new plan



EVALUATION PLAN SECTIONS

1. Introduction (Program Background & Eval Scope)
2. Program Theory of Change and Outcome(s) of Interest
3. Research Questions
4. Study Components
 - Evaluation Design
 - Data Collection (Sampling, Tools, and Procedures)
 - Analysis Plan
5. Evaluator Qualifications
6. Budget and Other

PLAN FIRST!

AVOID COMMON WEAKNESSES IN EVALUATION PLANS

- Evaluation plan is just a more detailed presentation of performance measurement data collection
- Too many research questions
- Not using CNCS evaluation lingo (especially when using outside evaluators)
- Weak methodology, sampling, and analysis section
- No budget

AVOID COMMON WEAKNESSES IN EVALUATION REPORTS

- Not following the CNCS template
- Cut and paste - use of future tense for TOC and methodology
- Not addressing research questions
- No Conclusions and Recommendations sections
- Highlighting any weaknesses and options for future evaluation framing

YOUR TURN

- Get in a Group Based on Your Evaluation Stage
- Discuss the following:
 - Type of evaluation
 - Research questions
 - Challenges
 - Key learnings



Evidence Base Checklist

There are four tiers of evidence. The higher the evidence presented and the higher the quality of the submitted evaluations, the more points received for the grant application.

DEFINITION OF SAME INTERVENTION DESCRIBED IN THE APPLICATION: The intervention evaluated in submitted evaluation reports must match the intervention proposed in the application in the following areas, all of which must be clearly described in the Program Design and Logic Model sections of the application:

- Characteristics of the beneficiary population
- Characteristics of the population delivering the intervention
- Dosage (frequency, duration) and design of the intervention
- The setting in which the intervention is delivered
- Outcomes of the intervention

For details/definitions of each item listed below be sure to review the 2019 NOFO and the Submission of Additional Documents section, as appropriate.

Program Name:

Item	Yes	No	Notes
1. Pre-Preliminary Evidence			
Described current (or prior) performance measurement data on intervention outputs or outcomes)	<input type="radio"/>	<input type="radio"/>	
Described how program design is evidence informed (Use the best available knowledge, research, and evaluation to guide program design and implementation, but do not have scientific research or rigorous evaluation of the intervention described in the application. Applicants may be evidence-informed if they have incorporated research from other evidence-based programs into their program designs and/or have collected performance measurement data on the intervention described in the application.)	<input type="radio"/>	<input type="radio"/>	
No outcome or impact evaluation report submitted	<input type="radio"/>	<input type="radio"/>	
2. Preliminary Evidence			
Submitted one or two outcome studies of the SAME INTERVENTION that yielded positive results on one or more key desired outcomes of interest in logic model	<input type="radio"/>	<input type="radio"/>	
Provided details about how interventions studied and proposed intervention ARE THE SAME for each submitted outcome evaluation report	<input type="radio"/>	<input type="radio"/>	
Option 1: Who Conducted the Evaluation? (Choose one.)			
A. Outcome evaluation conducted internally by program or applicant organization	<input type="radio"/>	<input type="radio"/>	
B. Outcome evaluation conducted by entity external to applicant	<input type="radio"/>	<input type="radio"/>	
Option 2: Type of Study Design (Choose one.)			
A. Pre and post-assessments without a comparison group	<input type="radio"/>	<input type="radio"/>	
B. Post-assessment comparison between intervention and comparison groups	<input type="radio"/>	<input type="radio"/>	
C. Retrospective pre-post assessment (may be considered if use is justified in evaluation report)	<input type="radio"/>	<input type="radio"/>	

Option 3: Supplemental Documents Submitted (Choose one.)		
A. Submit copy of 1 or 2 outcome evaluation reports on same intervention	<input type="radio"/>	<input type="radio"/>
B. (3 rd cycle) Submit 1 outcome evaluation report PLUS required program evaluation report (2 total)	<input type="radio"/>	<input type="radio"/>
C. (3 rd cycle) Submit 2 outcome evaluation reports PLUS required program evaluation report (3 total)	<input type="radio"/>	<input type="radio"/>
<i>NOTE: Applicants not required to submit their own evaluation report can NOT submit three reports</i>		
3. Moderate Evidence		
Submitted one or two well-designed and well-implemented evaluation reports of SAME INTERVENTION as proposed in application	<input type="radio"/>	<input type="radio"/>
Studies identified evidence of effectiveness on one or more key outcomes listed in own logic model	<input type="radio"/>	<input type="radio"/>
Effectiveness determined using experimental design (RCT) or quasi-experimental design (QED) with statistically matched treatment and comparison groups	<input type="radio"/>	<input type="radio"/>
Ability to generalize beyond study context may be limited (e.g., single site)	<input type="radio"/>	<input type="radio"/>
Study(ies) conducted by independent external entity	<input type="radio"/>	<input type="radio"/>
Option: Supplemental Documents Submitted (Choose one.)		
A. Submit copy of 1 or 2 outcome evaluation reports on SAME INTERVENTION	<input type="radio"/>	<input type="radio"/>
B. (3 rd cycle) Submit 1 outcome evaluation report PLUS required program evaluation report (2 total)	<input type="radio"/>	<input type="radio"/>
C. (3 rd cycle) Submit 2 outcome evaluation reports PLUS required program evaluation report (3 total)	<input type="radio"/>	<input type="radio"/>
<i>NOTE: Applicants not required to submit their own evaluation report can NOT submit three reports</i>		
4. Strong Evidence		
Submitted one or two evaluation reports of SAME INTERVENTION as proposed in application tested in multiple sites - nationally, regionally or state level	<input type="radio"/>	<input type="radio"/>
Well designed and well-implemented quasi-experimental design (QED) or random control trial study (RCT)	<input type="radio"/>	<input type="radio"/>
Overall pattern of study findings is consistently positive on one or more key desired outcomes in logic model	<input type="radio"/>	<input type="radio"/>
Findings are generalizable beyond study context	<input type="radio"/>	<input type="radio"/>
Studies conducted by independent external entity	<input type="radio"/>	<input type="radio"/>
Option: Where Study Conducted (Choose one.)		
A. Same intervention studied in different locations	<input type="radio"/>	<input type="radio"/>
B. Same intervention studied with different populations within a local geographic area	<input type="radio"/>	<input type="radio"/>
Option: Supplemental Documents Submitted (Choose one.)		
A. Submit copy of 1 or 2 outcome evaluation reports on same intervention	<input type="radio"/>	<input type="radio"/>
B. (3 rd cycle) Submit 1 outcome evaluation report PLUS required program evaluation report (2 total)	<input type="radio"/>	<input type="radio"/>
C. (3 rd cycle) Submit 2 outcome evaluation reports PLUS required program evaluation report (3 total)	<input type="radio"/>	<input type="radio"/>
<i>NOTE: Applicants not required to submit their own evaluation report can NOT submit three reports</i>		



Evidence Quality Checklist

For details/definitions of each item listed below be sure to review the 2019 NOFO and the Submission of Additional Documents section, as appropriate.

Program Name: _____

Item	Evaluation Report 1		Evaluation Report 2	
	Yes	No	Yes	No
Evidence Quality Criteria (Preliminary, Moderate, or Strong Evidence)				
SAME INTERVENTION DESCRIBED IN APPLICATION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Characteristics of the beneficiary population studied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Characteristics of the population delivering the intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dosage (frequency, duration) and design of the intervention studied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The setting in which the intervention was delivered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outcome(s) of the intervention studied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EVIDENCE QUALITY				
Report shows meaningful and significant positive effect on program beneficiaries in at least one key outcome of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation conducted relatively recently, preferably in last 6 years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Satisfactory methodological quality and rigor for the type of evaluation conducted (e.g., adequate sample size and statistical power, internal and/or external validity, appropriate use of control or comparison groups, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence Quality Criteria (Pre-Preliminary)				
The applicant uses relevant evidence, including past performance measure data and/or cited research studies, to inform their proposed program design;	<input type="radio"/>	<input type="radio"/>		
The described evidence is relatively recent, preferably from the last six years;	<input type="radio"/>	<input type="radio"/>		
The evidence described by the applicant indicates a meaningful positive effect on program beneficiaries in at least one key outcome of interest.	<input type="radio"/>	<input type="radio"/>		

AmeriCorps Evaluation Plans and Report Comparison Side by Side

Preliminary Evaluation Plan (Develop for Recomplete Application)	Revised Evaluation Plan (Revise During Year 1 of Grant Cycle)	Final Evaluation Report (Submit During Year 3 of Grant Cycle with Next Recomplete Application)
		Executive Summary The executive summary is a short section, usually two pages or less at the beginning of the report. • It is a condensed version of the report and should provide a brief understanding of the purpose of the evaluation and the key findings.
	Introduction a. Program Background b. Literature Review: Overview of Prior Research	Introduction a. Program Background b. Literature Review: Overview of Prior Research
Program Theory of Change, Logic Model and Focus	Program Theory, Logic Model and Focus	Program Theory of Change, Logic Model and Focus
Research Questions	Research Questions	Evaluation Overview
Methodology - Study Components	Methodology - Study Components	Methodology - Study Components
a. Evaluation Design, including a rationale for the design selected, an assessment of its strengths and limitations, and a description of the process and/or impact assessment components	a. Evaluation Design, including a rationale for the design selected, an assessment of its strengths and limitations, and a description of the process and/or impact assessment components	a. Evaluation Design, including a rationale for the design selected, an assessment of its strengths and limitations, and a description of the process and/or impact assessment components
b. Sampling Methods, Measurement Tools, and Data Collection Procedures	b. Sampling Methods, Measurement Tools, and Data Collection Procedures	b. Sampling Methods, Measurement Tools, and Data Collection Procedures Used
c. Analysis Plan	c. Analysis Plan	c. Analysis Conducted
Evaluator Qualifications	Evaluator Qualifications	d. Internal Review Board (IRB) Clearance (if applicable)
Estimated Budget and Other	Reporting Results, Timeline and Budget	
a. Three-year budget b. Internal Review Board (IRB) Clearance (if applicable)	a. Three-year budget b. Internal Review Board (IRB) Clearance (if applicable)	
		Evaluation Results Conclusions and Recommendations Future Evaluation Opportunities References (Literature Review) Appendices

HOW TO WRITE UP EVALUATION SURVEY RESPONSES

SAMPLE 1

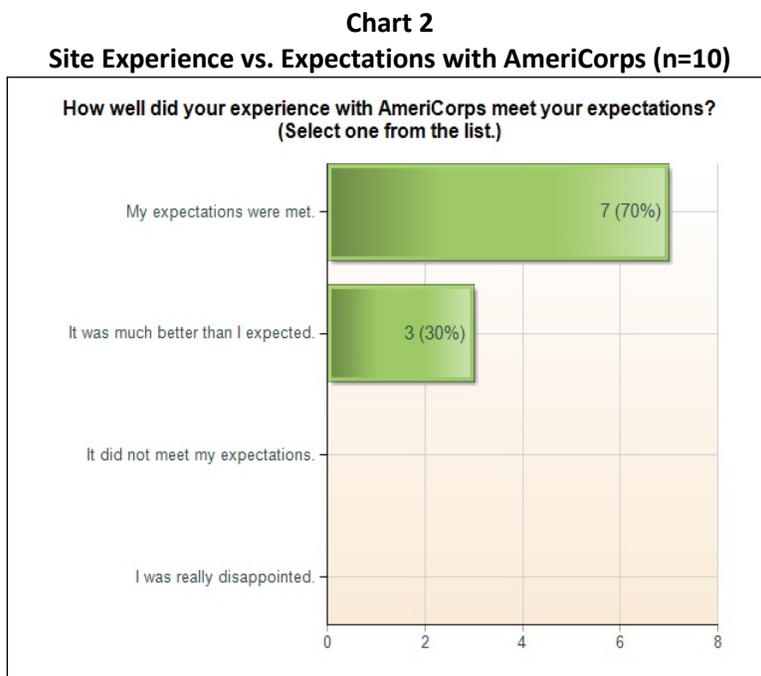
Survey Question: How well did your experience with AmeriCorps meet your expectations? (Select one from the list.)

- It was much better than I expected.
- My expectations were met.
- It did not meet my expectations.
- I was really disappointed.

Please explain your response:

Summary of Results:

Site supervisors were asked to rate how well their actual experience with AmeriCorps had met their expectations using a 4-point scale from “My expectations were met” to “I was really disappointed. Of the who responded, all expressed that their expectations were at least met, with three supervisors (30%) rating their AmeriCorps experience as “It was much better than I expected” and seven (70%) as “My expectations were met.” No supervisors reported feeling “It did not meet my expectations” or “I was really disappointed.” (See Chart 2 below.)



Selected comments provided about their experience were as follows:

- I feel that if the AmeriCorps member is placed in a good environment they will thrive, and move up into another level, failure will not be an issue.
- The lack of funds to adequately fund the project.
- Without the AmeriCorps member we would not have been able to keep the RX program running.

SAMPLE 2

Survey Question: Please describe how members helped strengthen either the organizational capacity and/or service provision of your host site.

Summary of Results:

The survey included an open-ended question asking supervisors to describe how AmeriCorps members had strengthened their organizational capacity and/or direct service provision at their host site. Ten supervisors provided at least one comment. Table 16 below provides a summary of the key themes that were identified during the content analysis of comment provided by the supervisors.

Rank	Frequency - Percentage	Response
1	8 - 80%	Prescription Assistance Program (2), provided direct service to clients (5), translation services (1)
2	4 - 40%	Conducted community outreach (2) and assisted with community programming (2)
3	2 – 20%	Referrals to other needed services (2)
4	1 – 10%	Provided volunteer opportunities to community (1)

80% of the comments made by site supervisors about how members had strengthened their organizational capacity related to providing direct services to clients including the prescription program assistance and Spanish translation. 40% of comments mentioned the value of member provision of community outreach and assistance with community programming. Two comments mentioned member referrals for clients to other needed services as having strengthened the host site. One supervisor mentioned member's provision of volunteer opportunities to other community members.

Selected comments about how members strengthened host sites were as follows.

- Members provided outreach into areas/communities not previously engaged
- AC members strengthen our capacity to provide prescription assistance
- They expanded our direct services to the larger community as a whole.
- They provide uninsured and underinsured individuals access to prescription assistance, connect individuals to other services, and provide volunteer opportunities to individuals in the community.
- Members were great interpreting for Hispanic farm workers. Connecting people to health resources. Plan "green" education and experiences.
- Corps member strengthened the organization capacity by implementing the PAP in our local community.

2018-19 AmeriCorps Evaluation Plan Components

Introduction (Optional)

A. Program Background/Program Model

Describe any information which is needed to provide the reader with an understanding of the background and intervention of the program that is being evaluated.

- What is the problem or issue that your program is designed to address?
- Briefly describe the program model, including key information beneficiaries and outcomes.

B. Purpose of Current Evaluation

Identify the purpose(s) for the evaluation (in addition to meeting AmeriCorps and Commission funding requirements.)

Common options could include:

- Contribute to evidence base
- For continuous program improvement
- Check effectiveness of program design or fidelity across sites
- To report to existing funders
- As a management and decision making tool
- To write grants for additional funding
- To develop new knowledge for dissemination
- Assess the effectiveness of program

C. Scope of Current Evaluation

Explain which of the intervention's activities will be evaluated. Why these activities? What time period? Which of the program's sites? Remember: You don't need to evaluate all activities for all interventions your program provides!

I. Theory of Change and Evaluation Outcome of Interest

A. Theory of Change

Provide a summary of your program's theory of change including the need, intervention, and short, mid and long-term outcomes.

B. Outcome of Interest

Describe outcome of interest – a clear and measurable outcome that is aligned with the theory of change and will be assessed during the evaluation (impact). Or, in the case of a process evaluation, identify the outcome that is affected by the component of program implementation you will study. (For example, member skills in reading tutoring influence student reading proficiency. If the evaluation will look at effectiveness of member training in building skills for reading tutoring, the outcome of interest is ultimately student reading proficiency.)

II. Evaluation Research Questions

List the specific questions about the component of your program (which align with your logic model) evaluation will address.

NOTE: Don't go overboard - **five or fewer** clear questions can be plenty. Sample questions:

- *Process/implementation:* For example, Are the activities being performed as planned? Is the project reaching the intended target population? How satisfied are the participants with their involvement in this project? Is the project reaching the intended number of participants? Is the project providing the planned services?
- *impact:* Did the participants experience greater changes in their knowledge, attitude(s), behavior(s) or condition compared to people not receiving the service?

III. Methodology – Study Components

A. Evaluation Design

Identify the type of evaluation you plan to conduct and why you selected it:

- **Process/Implementation** - examines what the program actually does on the ground; fidelity with model or
- **Impact** examines changes in beneficiaries (or participants) and ideally provides evidence about whether the program causes the observed changes using comparison (or control) groups..

Detail design's strengths and limitations

- **Strengths:** Think beyond the AmeriCorps requirements to explain why the design you selected will be useful for continuous improvement and/or for building evidence of effectiveness.

- **Limitations:** This section spells out any limitations to interpretation and generalizability of the evaluation. Also describe potential threats to the reliability and validity of evaluation design and instrumentation.

B. Data Collection

(For each evaluation question, what data you will collect, from whom, using what tools, and the process you will use including who will collect the data and when.)

- **Sample**
Specify the population (or “who”) data will be collected from (or about) during the evaluation. Describe the population and how it will be selected (sample selection method). • Program participants • Program staff and stakeholders • Comparison/control group • Existing datasets / administrative data
- **Measurement Tools/Instruments**
What data collection tools will be used to collect the data – such as online survey, observation checklist, interview or focus group protocol, etc.
- **Data Collection Procedures**
What process will be used to collect the data? Include who will collect the data and when.

C. Data Analysis Plan

(Data analysis is a process of inspecting, cleaning, transforming, and modeling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision-making).

Describe how collected data will be analyzed. You may be collecting both quantitative and qualitative data – if so, describe both.

- Quantitative data - Statistical analyses such as mean, median, chi-square, t-test, ANOVA, regression, etc.
- Qualitative data – Content analysis, thematic coding, cross-site analysis, case study analysis, etc.

IV. Evaluator Qualifications

Describe the type of necessary skills, experience and qualifications you need to insure a high quality evaluation process. Typical considerations used to identify appropriate evaluators include: approximate years of experience, successful completion of similar types of evaluations for similar programs, experience evaluating in similar settings. Identify whether you will be using a staff member/evaluator internal to your program/organization and/or an independent evaluator from outside your organization.

V. Budget, Timeline and Other

A. Budget

Provide estimated budget costs for each of the line items below, broken out by each year of the grant cycle, and then totaled. NOTE: Amounts will likely vary by year based on what evaluation activities are happening and when.

	Line Item	Total	Year 1	Year 2	Year 3	Notes
	Staffing					
	Travel					
	Other Direct Costs					
	Overhead					
	Program Support Costs					
	Budget Total					

B. Timeline

Describe evaluation activities over the 3-year grant cycle using actual dates.

C. Other

Describe any Internal Review Board (IRB) approval process required by your organization or your evaluator’s.

SAMPLE EVALUATION PLAN

Legal Aid Society's Project Impact is an AmeriCorps program dedicated to improving the lives of economically disadvantaged State ABC residents through legal services, outreach and education and volunteer management. Project Impact places 18 members in 8 Legal Aid offices to provide legal assistance to low- and moderate-income individuals on a range of legal issues such as family law, access to public assistance benefits, housing, debt collection and income preservation.

EVALUATION SCOPE:

As a Grantee receiving corporation funds of less than \$500,000 annually, Project Impact will conduct an internal process/implementation evaluation. The proposed process evaluation for the 2018-2021 grant cycle will focus on member training, supervision, and support to insure fidelity of implementation of the two service delivery models across sites and types of members. Results will be used for continuous program improvement and the assessment of program effectiveness in empowering economically disadvantaged individuals to navigate the civil legal system.

THEORY OF CHANGE:

Significant barriers exist for low- and moderate-income individuals in State ABC that limit access to needed legal assistance including the ability to afford an attorney, language and cultural barriers, lack of knowledge of one's legal rights, lack of knowledge of available legal services, and difficulty in accessing legal services programs. These barriers are heightened by numerous factors including disability, homelessness, domestic abuse, financial instability. Only 1 in 5 low- and moderate-income households in State ABC have their legal needs met and legal service providers are able to provide an attorney for 1 in 3 of those who contact them for assistance.

Project Impact members provide legal self-help and brief services, counsel and advice for low and moderate individuals using two service delivery models (courthouse based self-help and Legal Aid's main and satellite offices). Assistance focuses on educating disadvantaged individuals about their legal rights and options, strategies for navigating the civil legal system, filing legal documents, accessing and preserving public assistance benefits and providing education about specific legal issues and the availability of legal services. Common legal issues addressed by members include public assistance benefits, family law, housing preservation and debtor protections.

The outcome goals of the project are to serve 2700 clients at 175 points of service, produce at least 30 self-help materials and participate in outreach events reaching 2000 individuals. The short-term outcome goals are that disadvantaged individuals are informed of their eligibility for services, legal options, and strategies for navigating the civil legal system; have tangible resources to refer to in assisting them to understand their options and to navigate the system; and obtain information about legal assistance or particular legal issues. Mid-Term outcome goal is that clients are able to obtain or maintain benefits and/or to access and navigate the civil legal system. Long-Term outcome is that clients will have increased security and obtain critical

resources, relief from domestic violence, maintain housing, relief from creditors or other legal relief. Even those who do not “win” are educated & empowered &/or obtain access to the justice system.

OUTCOMES OF INTEREST:

The outcome of interest underlying this process evaluation is that disadvantaged individuals are more knowledgeable of the civil legal system (including their eligibility for services, legal options, and/or strategies for navigating the system) as a result of the services provided by the Project Impact members. This process evaluation will study the preparation and ongoing member support for delivering high quality legal services to underserved individuals using Project Impact’s two service delivery models.

RESEARCH QUESTIONS:

This process evaluation will address the following questions:

- (1) Are the legal services delivery models being implemented with fidelity across sites? Have the recommended enhancements to the service models based on the 2015-2018 evaluation results been implemented at all sites? If not, why not.
- (2) Does the training provided by the program and its host sites adequately prepare members to effectively deliver legal services via Project Impact’s service delivery models?
- (3) Do the sites’ member management practices (including supervision) adequately support members to effectively deliver legal services via Project Impact’s service delivery models? Have the recommended enhancements to member management based on the 2015-2018 evaluation results been implemented at all sites? If not, why not.

STUDY COMPONENTS:

PROPOSED RESEARCH DESIGN:

The design selected is an internal implementation evaluation using mixed methods. According to the W.K. Kellogg Foundation Evaluation Handbook, for a program that has been up and running for several years, implementation evaluation provides project staff with feedback to help them recognize which activities are working and which activities need modification or restructuring. The strength of an implementation evaluation is that it will yield information to help improve the effectiveness of current activities by helping initiate or modify initial activities, provide insight into why certain goals or outcomes are or are not being accomplished, and help program staff make decisions. One of the downsides of using an implementation evaluation design is its inability to determine causality and the impact of program service delivery on clients. Also, process data are sometimes difficult to obtain with an acceptable level of reliability and validity. For example, members, site supervisors, and clients are not always interested in responding to multiple surveys, recall can be faulty, outcome data for legal services can be difficult to obtain, existing documentation is not always complete, and survey responses can be biased toward a favorable view of members, sites and client outcomes.

To answer the evaluation questions, high quality qualitative and quantitative data will be collected using a variety of methodologies including surveys, pre- and post-training tests, interviews, and secondary data from existing sources.

Existing pre and post-training tests and other member training and management data collection tools will be reviewed and updated as necessary. Pre and post-tests of member knowledge and readiness to provide high quality client services will be administered by program staff during year two at the beginning and end of member onboarding training provided both by the program and host sites. Member and supervisor surveys will be administered during the last quarter of year two to all supervisors and full- or quarter- time members. Questions will focus on implementation of the two service delivery models, member training, supervision, and management. During the last quarter of year two, after the two surveys have been collected, follow-up interviews using semi-structured interview protocol will be conducted to ask additional questions and clarify any questions or discrepancies noted in the surveys. Secondary data collected during year two such as client surveys and member's mid- and end of year reflections and program evaluations will also be utilized.

DESCRIPTION OF SAMPLING METHODS:

Due to the small numbers, all supervisors and members will be included in data collection via surveys, interviews and/or pre/post-tests of training. All client satisfaction surveys will be reviewed. No sampling method is needed.

ANALYSIS PLAN:

As this is an internal evaluation, data analysis will be conducted by the program staff team. Content and thematic analysis will be conducted with qualitative data collected from interview transcripts and open-ended questions on the member and supervisor surveys. Quantitative member and supervisor survey and pre/post test data will be aggregated, and basic descriptive statistics calculated, including frequencies, means, and/or ranges, as appropriate to the question type. Response comparisons between supervisors and members serving in different service delivery sites along with client responses will be made to determine any differences in perspectives.

REPORTING RESULTS & TIMELINE:

Results will be compiled in the final report of the process evaluation. In addition to answering the current evaluation questions, the data collected will be compared to the prior 2015-18 evaluation results. Based on the findings, recommendations for continuous improvements to legal services delivery methods, member training, and/or management systems will be developed.

In 2018-19 (Year One), program staff will operationalize the evaluation plan in Q1. In Q2 and Q3, Data collection tools (surveys, pre/post-tests, and interview protocols) will be piloted and finalized. Program staff and members will collect data during the second full program year (2019-20). Data will be analyzed and recommendations prepared for the final evaluation report in Quarter One of Year Three (2020-2021) for submission with our next recompute application

due to CNCS in January 2021. In Year Three during Q1 and Q2, the Program Director will create dissemination and post-evaluation action plans.

QUALIFICATION OF EVALUATOR:

The evaluation will be completed by the existing staff dedicated to the Program. The Program Director, Project Coordinator and Director of Grants Management will work together to lead the internal process/implementation evaluation in coordination with AmeriCorps members and their supervisors.

Program Director Angela Smith is a licensed attorney with a long history of devotion to public-interest law and public service with approximately 19 years of experience at Legal Aid, including 10 years as AmeriCorps Project Director. As Program Director, Ms. Smith has extensive experience with performance measure data collection and progress reporting. Ms. Smith designed and conducted the prior process evaluation and completed the evaluation report submitted with this application. Maggie Jones will continue to serve as Project Coordinator. Ms. Jones has provided assistance to this project for over 7 years. Ms. Jones has 7 years of data collection, performance measure and reporting experience. Director of Grants Management, Lisa Robin, brings more than 15 years of grant development, management and oversight experience to the project. Ms. Robin has attended USDA data collection and performance measure training as well as a week-long intensive USDOL performance measurement training. AmeriCorps Vista member, Susan Meredith, currently serving in the organization, will be consulted during operationalization phase of year one. Ms. Meredith has a Master's of Science in Data Science, Big Data and HealthCare Analytics from the University of St. Thomas and four years' experience as a Data Analyst.

HCNCS has provided annual training on evaluation, data collection and performance measures which Ms. Smith and program staff have participated in over the past five years. We will also tap the assistance of the AmeriCorps evaluation consultant(s) provided to the State ABC portfolio as part of the ongoing T/TA funded by CIF from HCNCS to review the more detailed evaluation plan and data collection tools.

BUDGET:

There will be no additional cost incurred to conduct the evaluation. The personnel expenses and fringe benefits for program staff dedicated to the evaluation are included within the existing budget. Additional costs in Years One and Two may include mailing, online surveys software fees (such as SurveyMonkey), copying and other supplies, but will be de minimis and will be covered by Legal Aid as grantee share.

2018-19 Evaluation Plan Checklist

PROGRAM NAME: _____

AVERAGE CNCS FUNDING: _____ per year GRANT CYCLE YEAR _____ of _____

Use this checklist to assess the strength of evaluation plans for AmeriCorps programs either formula or competitively funded and receiving an average annual CNCS grant less than \$500,000.

CNCS REQUIREMENTS		YES	NO	?	NA
1	Does the plan indicate the program will conduct an internal evaluation?				
	Does the plan indicate the program will conduct an independent evaluation? <i>NOTE: Grantees less than \$500K may conduct either an internal or independent evaluation.</i>				
2	Is the program is proposing to conduct a process/implementation evaluation? <i>NOTE: Grantees less than \$500K may conduct either a process or impact evaluation.</i>				
3	Is the program proposing to conduct an impact evaluation? <i>NOTE: For impact evaluation, CNCS strongly encourages grantees to build on outcome data collected through existing performance measurement efforts and implement a design that includes assessment of program outcomes and a study comparison group, which can help to determine whether outcomes can be attributed to the program.</i> Does the proposed plan align with this suggestion?				
4	Does the plan align with the CNCS-required timeline? <i>NOTE: AmeriCorps grantees must (1) submit an evaluation plan when they recompetete for funding subsequent to their initial three-year grant award; (2) conduct an evaluation during the period of their second three-year grant award; and (3) submit a report of the findings from the evaluation when they recompetete for funding (§2522.730).</i>				
5	Does the plan propose to collect data for at least one year of CNCS-funded service activity?				
6	Has the program previously completed an evaluation?				
	If yes, does the proposed evaluation being reviewed continue to build on the findings from their previous evaluation efforts in order to strengthen the evidence-base for their program and/or make continuous improvements to the program?				
7	If the proposed evaluation is an impact evaluation, will it measure the impact of service on: Service beneficiaries?				
	Or the community?				
	Or members?				
	<i>NOTE: The regulations do not require that impact evaluations measure the impact of the primary service activity on the service beneficiaries or the community. Evaluations may measure the impact on service beneficiaries, the community, and/or members. CNCS strongly encourages grantees to conduct evaluations that will provide rigorous evidence of community impact and demonstrate that the program is an effective means to solve community problems.</i>				
8	If the proposed evaluation is an impact evaluation, does it propose to provide statistical evidence of how well a program works and what effect it has on service recipients and/or service participants compared to what would have happened in the absence of the program?				
9	Does the proposed evaluation method proposed appear to match the size, scale, and purpose of the program?				
10	Is the program a multi-site program?				
	If yes, CNCS recommends that multi-site grantees evaluate a representative sample of operating sites, if not all of the sites. If a sample of sites are selected, the evaluation results should articulate how the results can be generalized to other sites and describe any key elements in variation (e.g. operations, size, type of location, program activity) among the included and excluded sites. The most important factors are that sites chosen for evaluation are appropriate within the context of the evaluation design/methodology and can serve as a representative sample for all of the program sites. Does the described evaluation plan follow the CNCS recommendation?				

EVALUATION PLAN COMPONENT REVIEW RATING KEY	
0	“Missing” - Rating indicates that the element is not included in the plan
1	“Poor” - Rating reflects that the section of the proposed plan inconsistently or poorly responds to the requested criteria and has no potential for success as described.
2	“Fair” - Rating indicates that the section of the proposed plan is below standard, especially in ability, skill, or quality; indicating that this element of the program will most likely not succeed as described
3	“Average” - Rating indicates that the section of the proposed plan generally meets requirements for a reasonable chance of success but is neither especially strong nor especially weak.
4	“Good” - Rating indicates that the section of the proposed plan is solid, good-quality and has great potential for success.
5	“Excellent” - Rating indicates that the section of the proposed plan is compelling, consistently excellent in quality and addresses all requirements; thereby showing the highest potential for success.

EVALUATION PLAN COMPONENT REVIEW												
When fully developed, an evaluation plan should include the components in the outline below. Check whether or not a thorough description of each component is included in the plan.						0	1	2	3	4	5	
I. Introduction (Optional)												
	a. Overview of Program Model/Background											
	b. Problem Definition (the problem or issue that the program is designed to address)											
	c. Overview of Prior Research on the program or similar programs											
	d. Purpose of current evaluation											
	e. Scope of current evaluation											
II. Program Theory and Logic Model												
	a. Need and Intervention Summary (resources, activities)											
	b. Desired Results (outputs, outcomes of interest, impact)											
III. Evaluation Methods (design, data collection, analysis)												
	a. Research Questions to be Addressed in the Study											
	b. Evaluation Design (including rationale for design selected, assessment of strengths and limitations, and description of process and/or impact assessment components)											
	c. Sampling Methods, Measurement Tools, and Data Collection Procedures (Does the proposal describe what data will be collected, how it will be collected, from whom it be collected, and when it will be collected?)											
	d. Data Analysis Plan (statistical analysis for quantitative; content analysis for qualitative)											
IV. Evaluator Qualifications												
V. Timeline												
	a. Evaluation Plan Operationalization (including IRB clearance if applicable), sampling/comparison group identification as appropriate, id/development of instruments											
	b. Data Collection (baseline, post-testing, follow-up periods)											
	c. Analysis											
	d. Report Writing (including drafts if applicable)											
VI. Estimated Budget and Other												
	a. Staffing, Materials, Supplies, Equipment, Travel for each major evaluation component											
	b. Internal Review Board (IRB) Clearance (if applicable)											
Subtotals Per Rating												
Totals Per Rating (Number of Ratings in Column x Rating Points)												
RATINGS SUMMARY												

OTHER CONSIDERATIONS		YES	NO	?	N/A
Does the evaluation plan:					
1	Appear to align with the grantee's funded AmeriCorps program design as outlined in the approved eGrants application?				
2	Explicitly use the correct terminology ('AmeriCorps members' not 'volunteers,' 'employees,' 'wages', etc.)?				
3	Specifically focus on and/or include discussion of AmeriCorps program impact (not overall organizational impact)?				
4	Include state-specific data and outcomes?				
5	Include a description about how the program will disseminate and use the results of the evaluation for continuous improvement, etc.?				

SUMMARY

Items for Clarification	Resolution
Overall Strengths	Overall Weaknesses

Does the plan present an evaluation that will meet the requirements for a grantee who receives an average annual CNCS grant **less than \$500,000**? Yes No Unsure N/A

Does the plan present an evaluation that will meet the requirements for a grantee who receives an average annual CNCS grant **more than \$500,000**? Yes No Unsure N/A

Review Completed by: _____

Date: _____

NOTES:

How to Aggregate Open Ended Questions Cheat Sheet

STEP 1:

- Read each answer, pick code word that summarizes the comment provided

What do you still need help on?

- | | |
|---|---------------------------|
| • Will most likely know once I start down the road | NOT SURE YET |
| • Don't know yet | NOT SURE YET |
| • Tightening up the theory of change matrix for the program | PROGRAM DESIGN |
| • Possibly finding partners | COMMUNITY PARTNERS |
| • Understanding budgets | BUDGET |
| • Planning and collaborating with partners | COMMUNITY PARTNERS |
| • Once I get started and go through step-by-step, I'll find out | NOT SURE YET |
| • Budget | BUDGET |
| • building a program, fleshing out ideas | PROGRAM DESIGN |
| • exploring partnerships to potentially form a coalition | COMMUNITY PARTNERS |
| • Cost and expenses | BUDGET |
| • cost breakdowns chart for each member type | BUDGET |
| • Understanding budgets | BUDGET |
| • Drafting a program design | PROGRAM DESIGN |
| • Match | BUDGET |

STEP 2:

- Look for common themes, keep a running list
- Make tick mark if a theme is repeated or add a new theme to the list.
- Count how many comments total were made
- Count how many times a theme was mentioned
- Divide theme number by total number of comments. (NOTE: The percentages will NOT always add up to 100%.)

Theme	How Many	Total	n=15 comments total
Budget		6	6/15 = 40%
Program Design		3	3/15 = 20%
Community Partners		3	3/15 = 20%
Not Sure Yet		3	3/15 = 20%

STEP 3:

- Write a summary paragraph explaining the findings

How to Aggregate Fixed Choice Questions Cheat Sheet

STEP 1:

- Take each completed form and indicate response for each question using tick marks.

As a result of this event...	Strongly Disagree				Strongly Agree	Mean
	1	2	3	4	5	
1. I have ideas for how I could recruit AmeriCorps members.					 	
2. I have ideas for the best ways to retain AmeriCorps members.				 		
3. I understand the basics expectations required for AmeriCorps program management.				 		

STEP 2:

- Count the total number of responses in each category for each question.
- Add up to determine how many people answered the question.

As a result of this event...	Strongly Disagree				Strongly Agree	Mean
	1	2	3	4	5	
1. I have ideas for how I could recruit AmeriCorps members. <i>n=23</i>		(1)	(2)	(8)	(12)	
2. I have ideas for the best ways to retain AmeriCorps members. <i>n=23</i>		(1)	(4)	(12)	(6)	
3. I understand the basics expectations required for AmeriCorps program management. <i>n=22</i>			(1)	(13)	(8)	

STEP 3:

- Multiply number of responses in each category by appropriate number in the Likert scale ($12 \times 5 = 60$)
- Add the sums together for the question ($2+6+32+60 = 100$)
- Divide by the total number of people that answered the question to calculate the mean or average response ($100/23 = 4.35$)

As a result of this event...	Strongly Disagree				Strongly Agree	Mean
	1	2	3	4	5	
1. I have ideas for how I could recruit AmeriCorps members. <i>n=23</i>	$0 \times 1 = 0$	$1 \times 2 = 2$	$2 \times 3 = 6$	$8 \times 4 = 32$	$12 \times 5 = 60$	$100/23 = 4.35$
2. I have ideas for the best ways to retain AmeriCorps members. <i>n=23</i>	$0 \times 1 = 0$	$1 \times 2 = 2$	$4 \times 3 = 12$	$12 \times 4 = 48$	$6 \times 5 = 30$	$92/23 = 4.00$
3. I understand the basics expectations required for AmeriCorps program management. <i>n=22</i>	$0 \times 1 = 0$	$0 \times 2 = 0$	$1 \times 3 = 3$	$13 \times 4 = 52$	$8 \times 5 = 40$	$95/22 = 4.32$

STEP 4: Type up results

As a result of this event...	Strongly Disagree				Strongly Agree	Mean
	1	2	3	4	5	
1. I have ideas for how I could recruit AmeriCorps members.	-	1 4%	2 9%	8 35%	12 52%	4.35
2. I have ideas for the best ways to retain AmeriCorps members.	-	1 4%	4 18%	12 52%	6 26%	4.00
3. I understand the basics expectations required for AmeriCorps program management.	-	-	1 5%	13 59%	8 36%	4.32