

## Section 2

# Implementing The Web of Support

Now that you've learned some of the key elements of Save the Children's Web of Support — its history, philosophy, success to date and standards for success; as well as how the Web of Support serves as a framework for fulfilling the Five Promises of America's Promise, it's time to focus on the steps for implementing an outstanding out-of-school-time program. As mentioned in Section I, there are seven steps for implementation, which are treated as separate chapters in this section. They are:

Step One: Develop a Program and Evaluation Plan  
**(Chapter Two)**

Step Two: Recruit Consistent Caring Adults  
**(Chapter Three)**

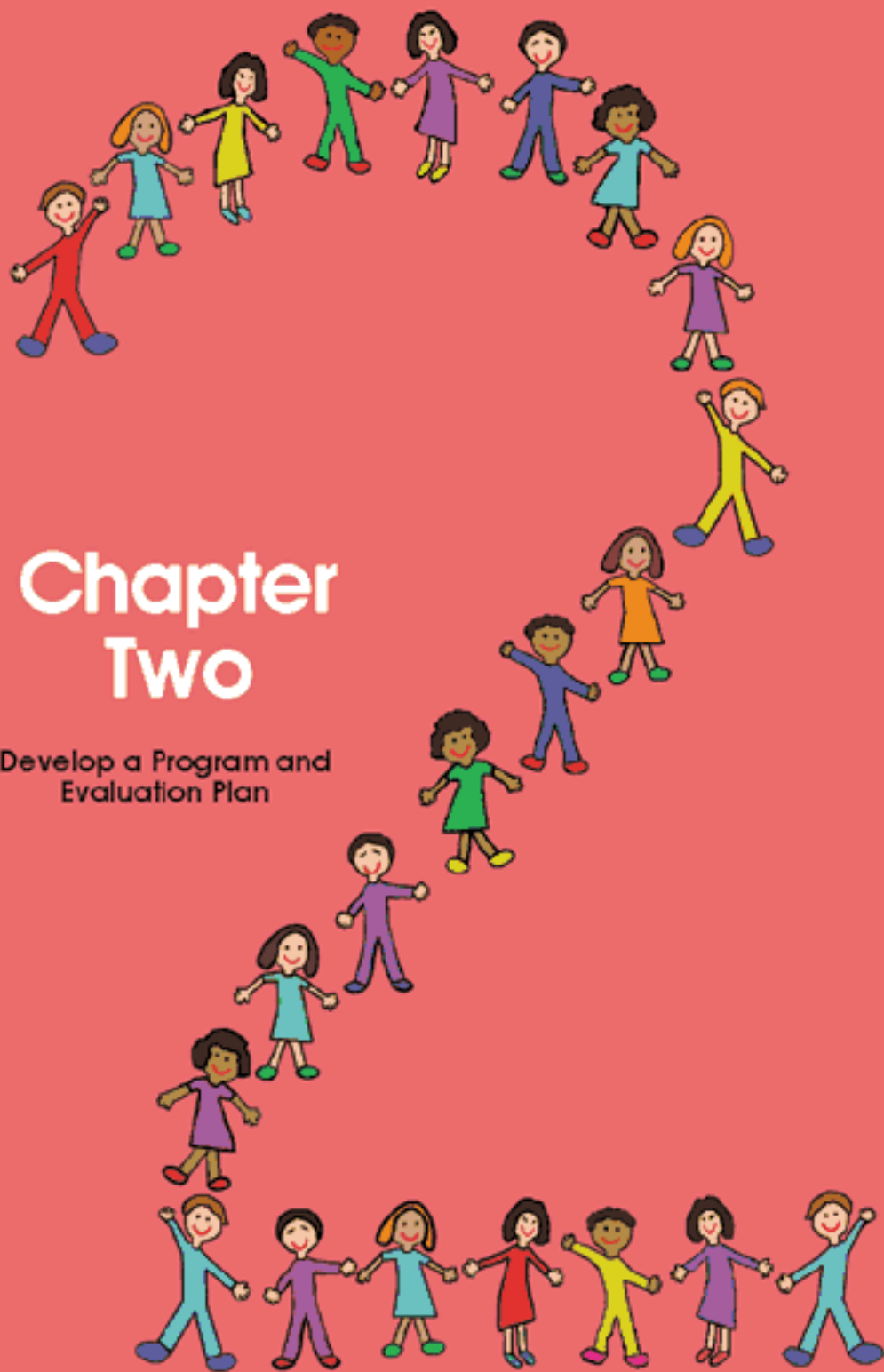
Step Three: Create a Safe and Nurturing Learning Environment  
**(Chapter Four)**

Step Four: Implement Constructive Activities  
**(Chapter Five)**

Step Five: Involve Young People  
**(Chapter Six)**

Step Six: Maintain a Healthy Organization  
**(Chapter Seven)**

Step Seven: Consider Other Components That Will Enhance Your Program  
**(Chapter Eight)**



# Chapter Two

Develop a Program and  
Evaluation Plan

## Chapter Two

# Develop a Program and Evaluation Plan

In implementing a Web of Support program, it is highly recommended that you develop a plan to help guide your activities. Consider that your program and evaluation plan is like a road map. It guides you to where you want to go, provides road signs indicating where you are in your journey, tells you when you've gotten off the road, and lets you know when you reach your final destination. A plan should:

- Identify the needs of the children you serve
- Articulate a mission statement
- Identify long-term impacts
- Develop measurable program outcomes
- Select activities that support the outcomes
- Use evaluation to improve your program.

As you begin to develop your plan, keep in mind that you are serving the “whole child.” This means that quality programs include all dimensions of healthy child development, such as:

- Intellectual /cognitive
- Social/emotional
- Physical/recreational
- Cultural/spiritual.

With this in mind, consider involving other members of your community who work with children in your planning and evaluation process. This might include:

- Teachers
- Pediatric health care professionals
- Athletic coaches
- Mentors
- Group leaders
- Clergy
- Mental health professionals
- Nutritionists
- Law enforcement officials
- Parents
- Grandparents
- Other partners or collaborators
- The young people themselves.

## Identify the Needs of the Children You Serve and the Assets Available to Meet Those Needs

The first step in creating a plan for your out-of-school-time program is to identify the most critical needs of the children and young people whom you serve. Once you establish the most pressing needs, you can design program activities that will meet these needs. For example, if you learn from the schools that children in grades 2-5 are reading below the national reading level, you might want to create a formalized reading program that is targeted toward improving the reading level. Or, if you determine that the adolescent pregnancy rate in the county that you serve has increased over the past three years, you may want to implement a program that addresses this issue directly. The chart on page 5 illustrates how you can take a community problem, identify the outcome that you want to achieve, and measure these outcomes and long-term impacts.

The process of identifying and documenting needs is called a **needs assessment**. Think of a needs assessment as a fact-finding mission. It is a process of collecting the information needed to determine the mission and scope of activities that will be implemented in your Web of Support program. When conducting your fact-finding mission, it is important to understand both the needs and the resources available to meet those needs. By looking at both sides, you have a better opportunity to help create the community you want for your children. Understanding the assets, often called “asset mapping” or “community regeneration,” will provide you with better tools to build strong collaboration. It is also very important to include children and young people in the identification process. They are a great resource to identify both the needs and assets available.

### What do you need to know?

As you conduct your assessments, consider the following questions:

- What policies, prevention, and intervention activities currently exist within the schools and the community at large to prevent violence, adolescent pregnancy, and substance abuse?
- How prevalent is drug use and drug dealing by youth within the schools and the community?
- What is the rate of adolescent pregnancy as compared with other parts of the county and/or state?
- What percentage of students graduate from high school?
- What percentage of young people attend college?

- How do the students in your community rank on state/national test scores?
- What subject areas require the most out-of-school attention?
- What recreational/sports programs are available within the schools?
- What is the family configuration of the children served in your program?  
Do most live within single-parent households?
- What percentage of the parents of children served work out of the home?
- What are the health and nutritional needs of children in your community?
- What is the incidence of juvenile crime in your community?
- What is the incidence of juvenile drug-related arrests?
- What local expertise could be consulted?

### **The fact-finding mission: where can you find the information?**

Although the process of conducting an assessment seems daunting, much of the information that you need already exists in other places. Your job is to uncover it. Make sure that the information you gather is based upon “objective” data, and not influenced by assumption or opinion. Objective data is information collected in school records and surveys, as well as in law enforcement and community records. Consider checking:

- Copies of school policy statements
- School records documenting drug and violence incidents and referrals
- School records reporting incidence of adolescent pregnancy
- Compulsory school attendance records
- Copy of the current drug/violence prevention curriculum
- Listing of school-based drug/violence prevention programs and activities by grade level
- Law enforcement records that document the number of juvenile arrests
- Average test scores on nationally distributed tests, by grade
- County and state ranking of your community on nationally distributed tests
- Report cards of children served in your out-of-school-time program (you may need parental permission to obtain this information)
- Youth surveys that provide self-reported data on drug/alcohol usage, weapon possession, incidences of sexual intercourse, presence of gangs, etc.
- Various websources.

A highly effective way to collect information about what the children and young people in your program need is to ask the young people themselves.

## How can you make the schools your partner?

Because your work is strongly linked with the work of the schools, it is important that you develop a good working relationship with school administrators, counselors, and teachers. The exchange of information between the schools and your Web of Support program is critical to your mutual efforts. Nevertheless, there are laws that restrict the release of information contained in a student's educational record. The Family Educational Rights and Privacy Act (FERPA), enacted in 1974, was created to protect students by restricting unnecessary disclosure of educational records. Because the failure to comply with this law can result in the loss of federal funding, schools have established strict policies that limit information sharing. Schools have information, however, that can provide direction to your planning process. Whereas you might not be able to get information about individual students, schools might be willing to share information about overall incidence rates, recurrent behavior problems, average test scores within a grade, etc. If you need information about a specific child, ask the parent and/or guardian to sign a release form.

## Who can you ask for help?

Save the Children has learned through years of experience that effective programs cannot operate alone. Collaboration with other people and organizations throughout the community will enable you to build support and enthusiasm for your work. There are several people in your community who can provide information and insight that will help in the assessment process. Consider speaking with the following individuals:

- Parents of the children served in your out-of-school-time program
- Administrators within the school district who track disciplinary actions
- Administrators within the school who handle disciplinary issues; this could be the principal, assistant principal, school resource officer (if such a person exists within the school), or guidance counselor
- School counselors
- Young people in your program
- College students
- Health professionals responsible for working with students who are having problems
- Law enforcement officers who work with juvenile justice issues
- Community leaders who work in close contact with young people (e.g., athletic coaches, clergy)
- Professionals from other religious and/or community organizations that deal with youth issues
- Nutritionists
- Mental health professionals.

## Articulate a Mission Statement

All successful businesses, organizations, and programs are created to address an issue and to impact change within an environment. *Quality programs are designed to achieve a mission.*

Prior to developing any organization and/or program, you must define and articulate the mission that you are trying to achieve. Are you trying to impact poverty, eliminate crime in your community, or prevent child abuse? What exactly are you trying to achieve?

**Mission statements** are broad statements that simply state your mission. Unlike a statement that targets a specific outcome, mission statements project:

- A broad vision
- A glimpse of how the world might change as a result of your program
- A short, succinct statement of what you want to accomplish through your program

Some sample mission statements for a Web of Support program might be:

- To make lasting, positive changes in the lives of children in need  
(Save the Children's mission statement)
- To enable young people to grow and thrive in a nurturing and safe environment
- To provide a safe and loving place for children in their out-of-school time.

## Identify the Long-Term Impacts

With your mission statement developed, you have set forth a broad vision for what you want to accomplish in your program. The next step in the planning and evaluation process is to further define your mission statement by identifying the long-term impacts that you are trying to achieve. If your mission is “To make lasting, positive changes in the lives of children in need,” what are the impacts that need to occur to achieve this mission?

As seen on the chart on page 5, some impacts for a Web of Support program might be:

- To increase the number of young people who graduate from high school
- To increase the number of young people who attend college
- To decrease the incidence of juvenile crime
- To decrease the incidence of substance abuse among young people.

Impact evaluation measures the change in a group of people, an individual, or a situation over a specified period of time. Save the Children's model focuses on impact evaluation of the children and young people as a group.

Save the Children recognizes that quality Web of Support programs need time to develop and grow. Since impacts cannot be accurately measured until programs are well-established and stable (and this could take several years), Save the Children recommends measuring outcomes on an annual basis.

## Develop Measurable Program Outcomes

Now that you have documented the needs of the children served in your Web of Support program and established the mission and impacts, it is time to develop measurable outcomes that will build up to make an impact. The needs assessment is the tool that drives the development of these outcomes. In fact, your program outcomes should directly relate to the information that was identified in your needs assessment.

### What is an outcome?

If your plan is a road map, the impact is your *final destination*. The **outcome** is the measure that you intend to achieve through your program plan. An outcome is one that quantifies your accomplishments and shows the benefits made because of your program. For example, a measurable outcome might be: to improve the math grades for 70% of the 8- to 10-year-old children served in the program by at least one letter grade within two marking periods. This outcome can be contrasted with one that is not easily quantified: to improve the math grades of the children served. In this example, any progress toward achieving this outcome would be difficult to measure because improvement is not clearly defined. An outcome is different from an impact, discussed above, because it can be achieved and measured over a short time period.

Below are examples of measurable outcomes that might be appropriate for your out-of-school-time program:

- **Increase children's interest in reading**, so that 75% of the 45 children in the program check out 10 or more books over the 16-week program period.
- **Improve athletic ability in soccer and basketball** by 10% of 40 10- to 14-year-old students
- **Develop the computer proficiency** of 50 8- to 9-year-old children in basic Microsoft programs (e.g., Word and Excel).

## Select Activities that Support the Outcomes

Now that you have established measurable outcomes for your program, the next step in the planning process is to select the activities that will help to achieve them. Chapter Six discusses a wide variety of *constructive activities* that can enhance your Web of Support. When selecting these activities, be sure that they correlate directly with your desired outcomes. For example, if you've identified that the children in your program need to improve reading skills, and your resources allow you to have one academic program, you might consider using your resources to implement a reading program, rather than a computer training program. Similarly, if you find out that the students served in your program do not have adequate athletic programs in the schools, you may choose to have an after-school sports program to compensate for this need.

Below is a list of activities that support the sample outcomes listed above:

- A book club to encourage reading that will serve 45 children, ages 7-9, and will take place at least one day per week for at least 16 weeks.
- An after-school program that offers soccer and basketball to 40 middle and high school students three days per week, three hours per day.
- A computer training program, two days per week for 20 weeks, for 50 children, ages 8-9, which will introduce them to the basics of computers, such as Microsoft Word and Excel.

Save the Children programs focus on measuring **outcomes**. Activities can result in:

- Cognitive/Intellectual Outcomes (e.g., improved reading or math skills, increased proficiency in computers)
- Social/ Emotional Outcomes (improved social skills with peers, increased leadership skills, increased self-esteem).

Both types of outcomes are equally important to the overall growth and development of children and young people, and they should both be considered when planning your program activities.

Sample planning worksheets that will help you document your outcomes and activities can be found on pages 29-32.

## Use Evaluation to Improve Your Program

How do you know whether your program activities are meeting their stated outcomes? How do you know whether your work is actually making a difference?

Evaluation results are an integral step in your planning process. According to the evaluation consulting firm Aguirre International, “Outcome evaluation is the measurement of the benefit that participants receive from participating in a program. Common youth outcomes are: attainment of academic skills (reading, science, math), computer skills, or a positive self-image.”<sup>13</sup> Also, according to Aguirre's evaluation expert, Ken Terao, “program staff can learn how to integrate evaluation with program improvement so that evaluation is your friend.”

### Why is evaluation so critical to a Web of Support program?

As mentioned above, evaluation is important because it lets you know whether you have reached your stated outcomes or whether you've gone off the road. Evaluation is critical because it enables you to:

- Make decisions about how to improve and modify activities so that they will better meet the stated outcomes
- Measure the effectiveness of your activities
- Determine whether certain activities should be continued or be terminated
- Be accountable to others involved in the program, such as school administrators, teachers, parents, and funders.

### What evaluation model is recommended for Web of Support programs?

Save the Children recommends using an empowering/participatory approach, which enables organizations to improve their programs through establishing outcomes and using a self-evaluation process. This approach:

- Provides organizations with information that will assist them in the continuous improvement of the quality of their services
- Allows for customized evaluations to address a diverse selection of programs and activities
- Promotes self-sufficiency within an organization
- Encourages those involved in the program to participate at all levels of the evaluation process.

*As a result, evaluation is a critical component of continuous program improvement.*

Because the core of continuous improvement is learning from experience, Save the Children recommends that foundations recognize and embrace the value of continuous improvement to avoid loss of funding by exposing programmatic areas that need to be improved. Save the Children believes that program planning and evaluation work hand-in-hand. This model ensures that evaluation is a dynamic process, which results in continuous program improvement.

According to Catherine Milton, executive director of Save the Children, U.S. Programs, **“continuous improvement is a way of thinking that permeates every activity in your organization. It involves continually seeking better ways of doing things — ways that lead to more satisfied customers and better results, often without increased spending.”** Prior to coming to Save the Children, Ms. Milton served as the Vice President of Programs at the Corporation for National Service, where she developed the “Principles of Continuous Improvement,” found in Appendix C. These principles serve as a solid framework for any organization implementing a Web of Support program. More detailed information about the evaluation process and worksheets and samples that will assist in your program evaluation can be found at the end of this chapter.

### Outcome versus Process Evaluation

Save the Children encourages organizations to conduct both outcome and process evaluation. **Process evaluation** looks at what has been done, rather than the outcomes achieved. For example, a process evaluation might measure how many children participated in an activity over a given time period. Conversely, an **outcome evaluation** focuses on the outcomes achieved as a result of the activity. It determines **what change occurred in the children** (the outcome) as a result of participation in the program over a given time period. Historically, programs have focused on process evaluation; while that information is needed (number of children served, etc.), the utilization of outcome evaluation, when intertwined with program quality improvement, has resulted in much better results for children. This is an approach to evaluation, pioneered by Save the Children, which uses the evaluation process to drive program planning and improvement.

## How is an evaluation conducted?

There are five steps to conducting an outcome evaluation. They are:

**Step A:** Develop an Evaluation Plan

**Step B:** Identify Evaluation Instruments

**Step C:** Collect Data

**Step D:** Analyze Data

**Step E:** Write Evaluation Report

### *A: Develop an Evaluation Plan*

The first step to conducting an evaluation is to develop a plan. An evaluation plan works much like a road map. It spells out what information will be collected, when, and by whom. Most importantly, it tells you what results you want to achieve from your program, so that you know when you've reached your desired outcome or how much further you have to go.

Most evaluation plans contain the following information:

- Issue(s) concerning young people and/or children
- Program activities
- Participants or beneficiaries
- Desired outcomes
- Indicators
- Instruments
- Level of success
- Who is responsible for what parts of the evaluation, when, and how often.

As mentioned earlier, Save the Children programs are designed to have both cognitive/intellectual and social/emotional outcomes. Outcomes are those changes one can reasonably identify in program participants given a certain time frame, usually one year. Careful strategy in the selection of activities and the evaluation of those activities will ensure that your program tracks accomplishments and uses results for continuous improvement.

## B. Identify Your Evaluation Instruments

When developing the instruments for your evaluation, it is important to ask the question, “what information do I need to document the effectiveness of the program/activity?” For example, one way of demonstrating the effectiveness of a reading program is to obtain input from the participants' teachers. In this case, the evaluation instrument might be a questionnaire for teachers. Other types of information might be:\*

- Information from existing records  
*The evaluation instrument might be a data recording sheet.*
- Information about whether an idea, opinion and/or behavior exists  
*Consider using a checklist or a list with YES-NO format.*
- Information that assesses a change in knowledge and/or skills  
*The instrument should be a pre/post test or personal observation.*
- Information that assesses quality or satisfaction  
*Consider using an instrument that gives a rating using a scale of numbers or phrases.*
- Detailed information about an experience and/or overall opinion about something  
*The instrument should be a questionnaire that asks open-ended questions.*
- Follow-up questions  
*Consider using an in-person interview, phone survey, or focus group.*

There are different outcomes that you might want to measure in an evaluation. Both direct and indirect measures can provide information about participants' knowledge, skill, behavior, attitudes, and opinions. Below is a description of evaluation instruments that can be used to measure each of these changes.

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>BEHAVIOR</b>	<b>ATTITUDES/ OPINIONS</b>
<b>DIRECT MEASURES</b>	<ul style="list-style-type: none"> <li>• Tests or other assessments (pre/post test)</li> </ul>	<ul style="list-style-type: none"> <li>• Skill observation by trained third party</li> <li>• Pre/post test</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Records (e.g., attendance, arrests, adolescent pregnancy)</li> </ul>	<ul style="list-style-type: none"> <li>• Self-report of attitude change (surveys, interviews, focus groups, questionnaires, etc.)</li> </ul>
<b>INDIRECT MEASURES</b>	<ul style="list-style-type: none"> <li>• Self-reports of knowledge gained (surveys, interviews, questionnaires, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Self-report of skill gained</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reports of behavior change (surveys, interviews, etc.)</li> <li>• Others' reports of behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Others' reports of attitude change</li> <li>• Observation records</li> </ul>

\*Adapted from Aguirre International: *Developing Evaluation Instruments*, Evaluation Training, 1999.

### *C. Collect Your Data*

Once you have developed the evaluation instrument, the next part of the process is to determine how you will collect the data. Will you distribute questionnaires to the children's parents and teachers? Will you observe the children in your program to assess whether their athletic skills have improved? Will you administer a test to assess knowledge gained in math? Will you use a form for children to fill out each time they check a book out of your library to measure the number of books they read each week?

Once you know what you need to measure and develop the appropriate evaluation instrument, it is relatively easy to collect the data. In collecting information, you might want to consider the following: \*

- Provide written directions to the people who administer surveys and conduct interviews.
- Train phone surveyors, interviewers, focus group facilitators, and other data collectors so they are able to administer the instruments properly. Provide a written sample of the instrument.
- Make sure that instruments do not exceed two pages when possible.
- Make sure there are clear instructions about where to return the survey, questionnaire, etc.
- Provide a self-addressed, stamped envelope for mail survey, if possible.
- Give the young people in your program information about how the data/information will be used to make their lives better.
- Pilot test all instruments, with similar audiences under similar conditions.

\*Adapted from Aguirre International, *Using Instruments, Save the Children U.S. Participant Manual*, Evaluation Training, 1999.

### *D. Analyze Your Data*

After collecting your data, the next part of the evaluation process is to make sense of the data and summarize it in such a way that will answer the question, “what benefits did the children receive as a result of this program/activity?” This process is called *data analysis*.

## A Word About Confidentiality

Oftentimes the data you will be collecting can contain potentially sensitive information about a child. It might contain information about school grades, drug use, arrest records, sexual activity, opinions about teachers, parents, etc. This information might even have legal implications when it contains information about child abuse, drug use, etc.

In order to collect information that is accurate and will not have a negative impact on the children who respond, it is important that you ensure adequate confidentiality. Some easy ways to do this are:

Make surveys anonymous

- Have children use code numbers or names if you need to collect pre/post survey information.
- Use fictitious names for children when getting information from interviews, focus groups, or observations.
- Assign each child a code when collecting grades, school reports on drug use/violence, discipline records, or other existing data.

In communicating the confidentiality guidelines, be sure to do the following:

- Keep all information locked in a secure place.
- Inform all respondents about these guidelines prior to beginning your data collection. These can be included in directions or in a cover letter.
- ALWAYS provide the confidentiality that you promise.

\*Adapted from Aguirre International, *Using Instruments, Save the Children U.S. Participant Manual*, Evaluation Training, 1999.

## E. Write Your Evaluation Report

The final part of preparing your evaluation is to turn your results into a report. This report is the grand finale of the evaluation process. The report can be used to showcase your program success to parents, teachers, school administrators, program funders, law enforcement officers, and others who have an interest in the young people in your community. It can also be used to illustrate where and how you can improve the program to achieve even better results. The continuous improvement model discussed on page 23 is a process of continual changes and quality improvements. Use this evaluation to help continuously improve your program and activities. A sample evaluation report can be found on page 33.

## C Checklist

Now that you have reviewed the steps for planning and evaluating your program, use this checklist, along with the following worksheets, to help you stay on track.

### Have You?

- ✓ Identified the needs of the children you serve?
- ✓ Identified the resources needed to meet these needs?
- ✓ Identified the long-term impacts?
- ✓ Developed measurable program outcomes?
- ✓ Selected activities that support the outcomes?
- ✓ Developed an evaluation instrument?
- ✓ Developed an evaluation plan?
- ✓ Collected your data?
- ✓ Maintained confidentiality?
- ✓ Analyzed your data?
- ✓ Written your evaluation report?
- ✓ Used your evaluation results to improve your program?

# W Worksheet

## Web of Support Outcome: Cognitive/Intellectual

Date: \_\_\_\_\_

Program Name: \_\_\_\_\_

Your Name: \_\_\_\_\_

Beginning Date of Program/Activity: \_\_\_\_\_

End Date of Program/Activity: \_\_\_\_\_

### Objectives

A. What issue(s) concerning youth would you like to improve?  
(e.g., poor academic performance, lack of computer knowledge)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Program/Activity to address this issue:

- What is the Constructive Activity or program you will be conducting?

\_\_\_\_\_  
\_\_\_\_\_

- What Caring Adult characteristics are needed for this program/activity?

\_\_\_\_\_  
\_\_\_\_\_

- What constitutes a Safe Place for this program/activity?

\_\_\_\_\_  
\_\_\_\_\_

C. Number of Youth

What is the number of youth this activity or program will serve?

Description of participating youth:

\_\_\_\_\_



**D. Desired Outcome**

What is the desired outcome of this activity or program?

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**E. Indicators**

What indicators can you use to see if this desired outcome was achieved?

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**F. Instrument**

What type of instrument will you use to measure the indicators of this activity or program?

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**G. Level of Success**

How will you know if you have achieved success?

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**Evaluation Plan**

1. Who will fill out instruments? How many:  
 Youth?  Staff?  Other adults?

*(Complete only those which apply.)*

2. How often will they be filled out and when?  
 Beginning  Middle  End of Activity/Program Cycle

Date(s):

3. Who is responsible for:

Collecting the data? \_\_\_\_\_

Aggregating the data? \_\_\_\_\_

Analyzing the data? \_\_\_\_\_

Reporting the results? \_\_\_\_\_

Report Due Date: \_\_\_\_\_

# W Worksheet

## Web of Support Outcome: Social/Emotional

Date: \_\_\_\_\_

Program Name: \_\_\_\_\_

Your Name: \_\_\_\_\_

Beginning Date of Program/Activity: \_\_\_\_\_

End Date of Program/Activity: \_\_\_\_\_

### Objectives

A. What issue(s) concerning youth would you like to improve?  
(e.g., poor academic performance, lack of computer knowledge)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Program/Activity to address this issue:

- What is the Constructive Activity or program you will be conducting?

\_\_\_\_\_  
\_\_\_\_\_

- What Caring Adult characteristics are needed for this program/activity?

\_\_\_\_\_  
\_\_\_\_\_

- What constitutes a Safe Place for this program/activity?

\_\_\_\_\_  
\_\_\_\_\_

C. Number of Youth

What is the number of youth this activity or program will serve?

Description of participating youth:

\_\_\_\_\_



**D. Desired Outcome**

What is the desired outcome of this activity or program?

---

---

**E. Indicators**

What indicators can you use to see if this desired outcome was achieved?

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**F. Instrument**

What type of instrument will you use to measure the indicators of this activity or program?

---

---

**G. Level of Success**

How will you know if you have achieved success?

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**Evaluation Plan**

1. Who will fill out instruments? How many:  
 Youth?  Staff?  Other adults?

*(Complete only those which apply.)*

2. How often will they be filled out and when?  
 Beginning  Middle  End of Activity/Program Cycle

Date(s):

3. Who is responsible for:

Collecting the data? \_\_\_\_\_

Aggregating the data? \_\_\_\_\_

Analyzing the data? \_\_\_\_\_

Reporting the results? \_\_\_\_\_

Report Due Date: \_\_\_\_\_

## **S** Sample

### **Cognitive/Intellectual Outcome**

Outcome Evaluation Report

Green Lake Community Center

Green Lake, California

By Sandy Jones, Julie Burton, and Becky Wilson

July 15, 2000

#### **This report contains the following items:**

- 1999-00 Web of Support Outcome: Cognitive/Intellectual Outcome Evaluation Report
- 1999-00 Evaluation Plan for Web of Support Outcome: Cognitive/Intellectual
- Green Lake Community Center Tutoring Program Attendance Log
- Green Lake Community Center Tutoring Program Grade Log
- 1999-00 Web of Support Outcome: Cognitive/Intellectual Data Analysis Summary Sheet

Note: This report is a fictitious sample created by Aguirre International to illustrate the principles discussed above.

## 5 Sample Report

### **Green Lake Community Center Outcome Evaluation Report Green Lake, California**

#### **Cognitive/Intellectual Outcome**

##### **I. Green Lake Community and Youth Issue**

Green Lake County is a rural area in central California. Fewer than 30% of the adult residents have a high school diploma and most families are living at or below the federal poverty line. Green Lake has just one elementary school to serve children in a large rural area. In Green Lake, there is a real need for more qualified teachers. Classes are large, and children are not getting the education they need. In particular, we are concerned that most are not reading at their grade levels, as demonstrated by their low reading grades.

##### **II. Green Lake Community Center: After-School Tutoring Program**

The Green Lake Community Center is located in the center of Green Lake County, California. Educators at crowded Green Lake Elementary were concerned that too many children were leaving elementary school without adequate reading abilities and would not have the ability to succeed in junior high school. To alleviate this problem, educators collaborated with the Green Lake Community Center to set up an after-school tutoring program for youth falling behind in reading skills. From October 1999 to May 2000, the Green Lake Community Center offered tutoring in reading on Tuesdays and Thursdays from 3:00 to 5:00 p.m. to children ages 8-12 referred to the program by their teachers or parents.

Four teachers and six adult volunteers from the community helped 40 children work on their reading skills. Teachers and volunteers were patient, experienced in working with young children, and had excellent reading and teaching skills. In addition, all participated in workshops throughout the year to strengthen their skills and/or the program.

The Community Center provided a separate quiet room with several round tables for tutors and children to work, as well as some individual desks. The Center also provided healthy snacks and fruit juice for the children. Staff wore Community Center t-shirts and identifying badges as part of a security system developed this year. Parents notified staff in advance if someone other than themselves would be picking up their child after tutoring. All adults were required to check in with the Center's front office upon entry to the building during tutoring hours. These precautions helped to ensure a safe place for children to study.

### **III. Desired Outcome, Indicators, and Level of Success**

The desired outcome for Green Lake Community Center's Tutoring Program was to help elementary school children who have difficulty reading to improve their reading ability. Specifically, the program staff hoped that 70% of the youth who participated in 20 or more tutoring sessions would increase their reading ability. An increase in reading ability would be demonstrated by a one-letter increase in their reading grade from the beginning of the school year (October) to the end (May).

### **IV. Evaluation Activities**

Program staff asked teachers at Green Lake Elementary to complete a grade log three times during the year (October, January, and May) for students attending the Tutoring Program, to compare reading progress from the beginning of the program to the end. The reading grade was also logged at mid-year (January) in case some students were referred to the program late in the school year, or had stopped attending tutoring sessions before the end of the year. Program staff also recorded attendance at the Tutoring Program.

### **V. Evaluation Data Results**

#### **Level of Success**

The Level of Success as stated in the evaluation plan indicated that 70% of the youth that participated in 20 or more of the tutoring sessions would improve their reading grade by one grade level. Of the 40 youth that attended the tutoring sessions at some point during the year, 24 youth met the attendance criteria. Of these 24 youth, all began attending in October and finished in May, and reading grades were logged for all.

Of the 24 children:

- 75% (18 children) increased their reading grade by at least one letter from October to May.
- 17% (4 children) increased their reading grade by half a letter grade.
- 8% (2 children) showed no improvement in their reading grade.

These results show that 92% (22) of the children showed some kind of improvement in their reading grades. Further, these results indicate that the Tutoring Program achieved its Level of Success of increasing reading grades for 70% of the youth attending regularly, since 75% increased their reading grade by at least one full letter from the beginning to the end of the school year.

### Additional Results

An overview of the number of students by reading grade before attending the program and after participation in the program is shown in the table below. The biggest grade shift occurred in students who started the year with a D. Many were able to move up to a C or better.

#### Number and percent of youth in grade category (n=24)

READING GRADE	READING GRADE WHEN YOUTH BEGAN PROGRAM		READING GRADE WHEN YOUTH ENDED PROGRAM	
	NUMBER OF CHILDREN	PERCENT	NUMBER OF CHILDREN	PERCENT
A	0	–	3	13%
B	2	8%	3	13%
C	6	25%	10	42%
D	12	50%	7	29%
F	4	17%	1	4%

The program aimed to help those who were not performing well in school. It proved to be successful in this area. Fifty-eight percent of participants (16) started the year with D's or F's in reading. At the end of the year, 94% (15) of these 16 students had improved their reading grade.

### VI. Conclusion, Summary, and Suggestions for the Future

Evaluation results show that the Green Lake Community Center's Tutoring Program is successful in helping children improve their reading abilities in a supportive atmosphere. Next year, we will try to find ways to get more children to attend on a regular basis.

We are also expanding into the summer months to encourage children to read for enjoyment, which we believe will improve their skills. We are contacting large bookstores and publishing houses to request donations or discounts on book orders, so we can offer youth a wider selection of reading materials.

We also hope to encourage parents to find more time to help their kids with reading at home. And, to address the larger issue, we are looking into the possibility of beginning an adult education program at the Center.

## 5 Sample

### Web of Support Outcome: Cognitive/Intellectual

Date: August 3, 1999

Program Name: Green Lake Community Center Tutoring Program

Your Name: Sandy Jones

Beginning Date of Program/Activity: October 1999

End Date of Program/Activity: May 20, 2000

#### Objectives

##### A. What issue(s) concerning youth would you like to improve?

(e.g., poor academic performance, lack of computer knowledge)

Youth in our community have poor reading ability.

##### B. Program/Activity to address this issue:

- What is the Constructive Activity or program you will be conducting?
- What Caring Adult characteristics are needed for this program/activity?
- What constitutes a Safe Place for this program/activity?
- **Constructive Activity:** From October 1999 to May 2000, the Green Lake Community Center will offer tutoring in reading on Tuesdays and Thursdays from 3:00 to 5:00 p.m. for children ages 8 -12. Children are referred to the program by their teachers or by their parents. Four teachers and six adult volunteers from the community plan to help with the tutoring.
- **Caring Adults:** Tutors will be adults from the community who are sensitive to cultural differences. Tutors will also be patient and like to spend time with children. Tutors with no teaching experience will be oriented to the program by one of our experienced volunteer teachers.
- **Safe Place:** Children will have a quiet place to study, and some food will be available. Staff at the Center will be in contact with parents so children will never be released to unauthorized persons. Staff will wear identifying clothing and will make an effort to know all the children's names.



### C. Number of Youth

What is the number of youth this activity or program will serve? 50 Youth

Description of participating youth:

Children 8 -12 years old from the Green Lake community who need help in reading.

### D. Desired Outcome

What is the desired outcome of this activity or program?

Children will improve their reading ability.

### E. Indicators

What indicators can you use to see if this desired outcome was achieved?

School report card grades in reading.

### F. Instrument

What type of instrument will you use to measure the indicators of this activity or program?

Attendance sheets, report cards

### G. Level of Success

How will you know if you have achieved success?

70% of children who attend 20 or more tutoring sessions will increase their reading ability. An increase in reading ability will be achieved if a child increases his/her grade in reading by one letter grade from the beginning of the school year to the end.

### Evaluation Plan

1. Who will fill out instruments? How many:  
50 Youth?                      \_\_\_\_\_ Staff?                      \_\_\_\_\_ Other adults?

*(Complete only those which apply.)*

2. How often will they be filled out and when?  
 Beginning                       Middle                       End of Activity/Program Cycle

Date(s): October 1998, January 1999, and May 1999

3. Who is responsible for evaluation plan? Sandy Jones

## Green Lake Community Center Tutoring Program

### Attendance Record

Month/Year:

Child's Name	Date:10/5	Date:10/7	Date:10/12	Date:10/14	Date:10/19	Date:10/21	Date:10/26	Date:10/28	Totals
1. _____									
2. _____									
3. _____									
4. _____									
5. _____									
6. _____									
7. _____									
8. _____									
9. _____									
10. _____									

### Grade Log for Cognitive/Intellectual Outcome

1. Name of person(s) completing form:

2. Date(s): 1) \_\_\_ / \_\_\_ / \_\_\_ 2) \_\_\_ / \_\_\_ / \_\_\_ 3) \_\_\_ / \_\_\_ / \_\_\_

Instructions: For each child, note their READING grades in appropriate time periods.

### Attendance Record

Month/Year:

Child's Name	October 1999	January 2000	May 2000	Grade Change*
1. _____				
2. _____				
3. _____				
4. _____				
5. _____				
6. _____				
7. _____				
8. _____				
9. _____				
10. _____				

\*Use this scale to calculate *grade change*:

B to an A = +1	A to an A = 0	A to a B = -1
C to a B = +1	B to a B = 0	B to a C = -1
D to a C = +1	C to a C = 0	C to a D = -1
F to a D = +1	D to a D = 0	D to an F = -1
	F to an F = 0	

## Data Analysis Summary Sheet

Program/Activity Title: Green Lake Community Center Tutoring Program

Your Name: Mrs. Jones                      Date: June 6, 2000

Check one      Outcome:    X Cognitive/Intellectual    Social/Emotional

Necessary information to write report:                      Number or Percent (%)

1. Number of youth who started the activity:  
[Participated during the first \_\_\_\_ week(s)] 40
2. Number of youth who finished the activity:[Participated during the last \_\_\_\_ week(s)] 40
3. Total number of youth who participated in the activity: 40
4. Number of youth for whom you have “pre” data: 40
5. Number of youth for whom you have “post” data: 24
6. Number of youth for whom you have both pre and post data: 24
7. Number of youth who improved/increased to the stated Level of Success: 18
8. Number of youth who improved but not to the Level of Success: 4
9. Number of youth who decreased their reading grade: 2
10. Percent (%) of youth who achieved the stated Level of Success: 75%
11. Percent (%) of youth who showed some kind of improvement: 92%
12. Optional: Number of youth who showed another form of improvement.  
Describe: \_\_\_\_\_
13. Optional: Percent of youth who showed the form of improvement described in #12:
14. Other:

## **R** Resources

### **Organizations**

Aguirre International  
480 East 4th Avenue, Unit A  
San Mateo, CA 94401-3349  
(650) 373-4900  
[www.aguirreinternational.com](http://www.aguirreinternational.com)

The Asset-Based Community Development Institute  
Institute for Policy Research  
Northwestern University  
2040 Sheridan Road  
Evanston, IL 60208-4100

Corporation for National Service  
1201 New York Avenue, NW  
Washington, DC 20525  
(202) 606-5000  
[www.nationalservice.org](http://www.nationalservice.org)

Northwest Regional Educational Laboratory  
Laboratory's Rural Education Program  
101 SW Main, Suite 500  
Portland, OR 97204  
(503) 275-9500  
[www.nwrel.org/nwreport](http://www.nwrel.org/nwreport)

Search Institute  
700 South Third Street, Suite 210  
Minneapolis, MN 55415

## **Publications**

### **A Guide to Continuous Improvement Management (CIM): For 21st Century Learning Centers**

U.S. Department of Education

[www.gse.uci.edu/afterschool/us/textmat](http://www.gse.uci.edu/afterschool/us/textmat).

### **Building Communities from the Inside Out:**

#### **A Path Toward Finding And Mobilizing A Community's Assets**

ACTA Publications, 4848

North Clark Street

Chicago, IL 60640

(800) 397-2282

### **Handbook for Continuous Improvement**

Corporation for National Service

1201 New York Avenue, NW

Washington, DC 20525

(202) 606-5000

[www.nationalservice.org](http://www.nationalservice.org)

### **KIDS COUNT Data Book**

The Annie Casey Foundation

701 St. Paul Street

Baltimore, MD 21202

(410) 547-6600

[www.aecf.org](http://www.aecf.org)

(free copies available from online database: [www.aecg.org/kidscount/kc1999](http://www.aecg.org/kidscount/kc1999))

### **Mapping Community Assets Workbook**

Northwest Regional Education Laboratory

Laboratory's Rural Education Program

(503) 275-9500

### **Toolkit - A User's Guide To Evaluation for National Service Programs**

Project STAR (Support and Training for Assessing Results)

(800) 548-3656

[www.projectstar.org](http://www.projectstar.org)

### **Understanding Evaluation: The Way to Better Prevention Programs**

U.S. Department of Education

[www.ed.gov/pubs](http://www.ed.gov/pubs)