Seating

|  |  |  |  |
| --- | --- | --- | --- |
| X | Malcolm Townes | Dan Ferris | X |
| Melissa Stone | X | James Tillis | X |
|  | Jacob “Jake” Fussell |  |  |

Notes

Summative evaluation 🡪 determine success in achieving outcomes

Formative evaluation 🡪 identity opportunities for improvement

Effectiveness 🡪 are outcomes being achieved

Efficiency 🡪 are we making the best use of resources (i.e., outcomes per unit of input resources)

Ex Ante 🡪 before implementation to choose options

Ex Post 🡪 after implementation to evaluation ongoing program and make changes

Uses of Logic Models

* Develop consensus among partners
* Facilitate strategic planning
* Facilitate project implementation
* Communicate with stakeholders
* Facilitate evaluation

Program activity statements begin with an infinitive verb.

Program outputs are tangible and countable or measureable.

Questions

* What is the difference between a policy and a program? (See Lecture 01 presentation, slide 4)
* How well do logic models apply to policy evaluation?
* What modifications must be made to apply logic models to policy?
* In practice, do program funders systematically review similar programs that have been tried before?
* Must one have an underlying hypothesis about the causes of an undesired social phenomenon in order to develop a logic model?

Evaluation design focuses on describing the policy or program and defining what will be measured.

Research design focuses on examining the linkages between policy and program constructs and observed outcomes.

It’s not uncommon to experience 15 to 20 percent attrition in program participation.

* Factor attrition into program design.

To mitigate resentful demoralization

* Informing participants in the control group they are on a wait list to receive the treatment or intervention.

Control group used more in experimental design.

Comparison group used more in quasi-experimental

Non-experimental designs don’t have explicit comparison groups.

Absent from class. No notes taken.

Qualitative research is different from qualitative evaluation

* Qualitative evaluation is the use of qualitative methods (i.e., words rather than numbers) to answer specific questions about a program.
* Qualitative research is a methodology that uses certain methods and techniques to capture and analyze qualitative data.

Empowerment evaluation enables participants to perform the evaluation themselves.

Sampling methods

* Sample bias is a risk with snowball sampling.
* Convenience sampling is susceptible to credibility challenges and sample bias.
* Deviant case (also called unique case) sampling is useful for exploratory research to quickly identify the range of themes.

Class project

* literature review
  + Mentoring programs
  + Measurement tools
* Literature review will give guidance for what tools to use

Relationship between needs assessment and program logic models

* Needs assessment feeds into the program logic model.
* Once the need has been identified and defined (i.e., undesired state in the environment) then a program can be designed to address the need.

Per my request, Dr. Nhial Tutlam will post a sample Institutional Review Board (IRB) protocol.

* SLU IRB submission website eirb.slu.edu

Examples of needs assessments

* 2011 Community Health Needs Assessment, Saint Louis County Health
* 2013 Saint Louis County Health Assessment: Local Public Health System Assessment
* 2013 Saint Louis County Health Assessment: Community Themes and Strengths Assessment
* National Public Performance Standards: Local Assessment Instrument

Assignment 01 Instructions

* Per Dr. Nhial Tutlam, due date is flexible; can be extended.
* The deliverable for preparation of tools is the actual assessment instrument.
* Per Dr. Nhial Tutlam, an IRP protocol is not needed for this project.
* Dr. Nhial Tutlam to:
  + Arrange conference call with the director of Vitendo 4 Africa.
  + Move template for proposal to the team Google drive

The term paper is a group assignment.

The difference between performance measurement and program evaluation

* Performance measurement 🡪 what results occurred
* Program evaluation 🡪 why results occurred

Class Mini-Project

* Questions for Dr. Walter Siganga, program coordinator for the Vitendo4Africa Mentoring Program

1. What does he hope to learn from the program evaluation?
2. Was he involved in the initial implementation of the mentoring program?
   1. If so, what did he observe about the high school and college students that led him (the organization) to decide that a mentoring program was needed?
3. Are the students from the local community only?
4. What constitutes a failure of the program?
5. What frustrates him the most when it comes to operating the program?
6. Why only mentors with African (i.e., Kenyan) heritage?

* Conference call with D’Andrea Weeks, chairperson of the board of directors for Vitendo4Africa next Thursday, October 25, 2018 at 4:30 PM during class.
* Prepare rough draft of proposal by October 25, 2018
* Complete proposal by November 2, 2018
  + Including interview guide and survey questionnaire

Notes from conversation with Dr. Walter Siganga

* Immigrants from Kenya
* Parents don’t know a lot culturally
* Children not getting the direction because the parents didn’t know
* Want young people to become better adjusted
  + Even keel with other students
    - Colleges
    - Jobs and careers
    - How to apply; not helping select
* Program started in July 2017
  + Mid-year evaluation in January 2018
* Introduce subjects (areas of work) about which Kenyan people have no idea
* Parental involvement is challenging because of culture
  + Parents are not necessarily professionals
  + Parents are stuck in their ways
* Success
  + More mentors
  + More participants
  + Well attended monthly meetings (3rd Saturday of every month)
* Shortcomings
  + Mentors and mentees don’t connect
  + Communication problems
  + Administration of the program
* Mentor-Mentee pairing
  + Primarily based on students interest in a field
  + Ratio of mentors to mentee
    - Currently 1:2 or 1:3
* Currently don’t provide any training to mentors or mentees
  + How to be a mentor for professional participants
  + How to get the most out of a mentor relationship for mentees
  + Provide a little for the mentors at the very beginning but doesn’t feel the mentors understood
  + Wants to be able to compete for small grants to enable training and programs
* Would like more hands on programming
  + One or two workshops a year
* Competition from other Vitendo4Africa programs
  + Could be part of the mentoring program
* Potential problems
  + Communication among the various stakeholders is the big barrier
    - Mentors
    - Mentees
    - Parents
  + Keeping people involved and motivated
    - Show an outcome that is positive
  + Awareness by the mentees of who is the program coordinator
  + Mentees more likely to use phone than check email
* Vitendo4Africa executive director promotes the mentoring program
* System for tracking mentor-mentee relationships hasn’t worked very well
  + Looking for some direction on this issue
* Look at program with a very critical eye
  + Not afraid of harsh criticism
  + Wants to know how to improve the program
  + Wants to know how to speed up the process

Class Mini-Project

* Data collection from participants
  + At regular group meeting on November 17, 2018
  + Administer questionnaire (e.g., 1 page) first
  + In person interview (in small focus groups)
* Data collection from mentors
  + In person during class session if they are available
  + Otherwise phone interviews
* Request attendance records for meetings