Program Evaluation & Logic Models

Anne Vo
SRM Evaluation Group

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Prepared for the UCLA APEP Program Committee Meeting

SRM Evaluation Group

- Who We Are
  - Directed by Professor Marv Alkin
  - A team of doctoral students and future evaluators
- What We Do
- Where We Are
  - On campus
  - Housed under the GSE&IS' Education Department
  - Evaluation Office in Math Sciences Building

Evaluation

What my parents think I do.

What my friends think I do.

What funders think I do.

What teachers and administrators think I do.

What society thinks I do.

What I hope you think I do.

What Evaluation Is and Isn't

Evaluation vs. Research

Evaluation and Research have many similar characteristics;

however, they are very different in the following ways:

Evaluation

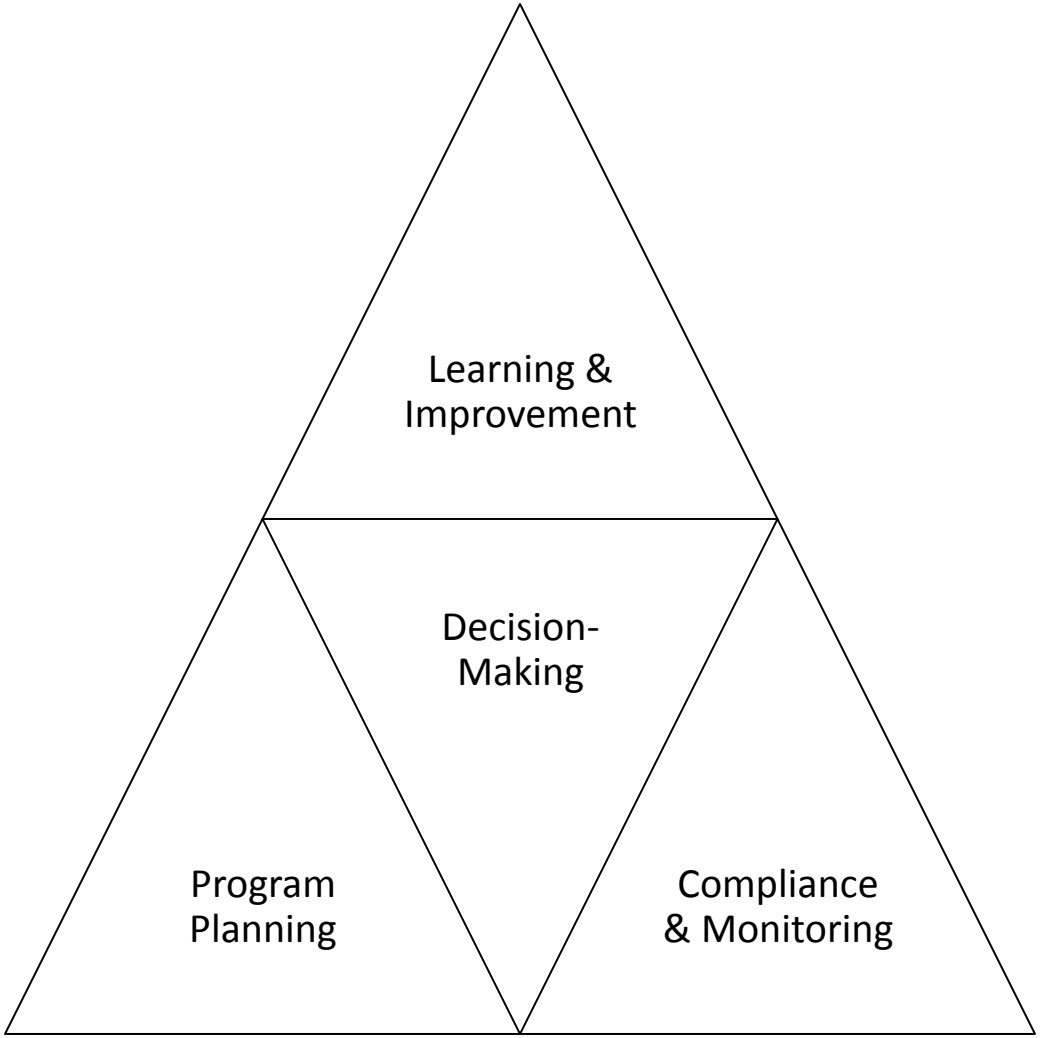
- Intended for:
  - Program decision making
  - Rendering judgments
- Stakeholders set the agenda
- Primary audience for the study:
  - Program staff & stakeholders
- Findings are:
  - Program & context specific
  - Shared on an ongoing basis

Research

- Intended for:
  - Adding to the existing knowledge base
- Researcher sets the agenda
- Primary audience for the study:
  - Scientific/academic community
- Findings are:
  - Intended to be broadly applicable or generalizable
  - Shared at the end of the study

Why Evaluate Anyway?

Purposes of Evaluation



What Can Evaluation Help Us Know

- *Know-about problems*
  - Knowledge about health, wealth and social inequities
- *Know what-works*
  - Policies, programs, strategies that bring about desired outcomes at acceptable costs and with relatively few unwanted consequences
- *Know-how* (to put into practice)
  - Effective program implementation
- *Know-who* (to involve)
  - Estimates of clients needs as well as information on key stakeholders necessary for potential solutions
- *Know-why*
  - Knowledge about why an action is required (e.g., the relationship between values and policy decisions)

Adapted from Ekblom (2002) cited in Nutley, Walter & Davies (2007)

Tools of the Trade

- Theories
  - Social science theory
  - Evaluation theory
  - Program theory
- Methods
  - Evaluation designs
  - Data collection tools (e.g., surveys, protocols, etc.)
  - Data analysis techniques & programs

What Is a Program Theory?

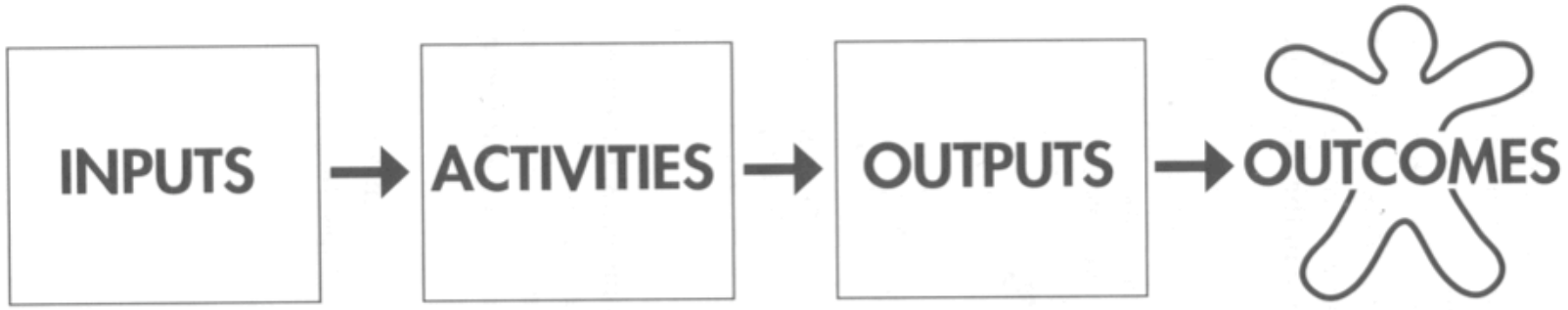
Program Theory

Implicit reasoning about the ways in which a program reaches its goals given a set of resources and activities.

What is a Logic Model?

A visual representation of the relationships between various elements of a program and how they are expected to contribute to the program's goals.

Elements of a Logic Model



Resources dedicated to or consumed by the program

e.g.
- money
- staff and staff time
- volunteers and volunteer time
- facilities
- equipment and supplies

Constraints on the program

e.g.
- laws
- regulations
- funders' requirements

What the program does with the inputs to fulfill its mission

e.g.
- feed and shelter homeless families
- provide job training
- educate the public about signs of child abuse
- counsel pregnant women
- create mentoring relationships for youth

The direct products of program activities

e.g.
- number of classes taught
- number of counseling sessions conducted
- number of educational materials distributed
- number of hours of service delivered
- number of participants served

Benefits for participants during and after program activities

e.g.
- new knowledge
- increased skills
- changed attitudes or values

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- modified behavior

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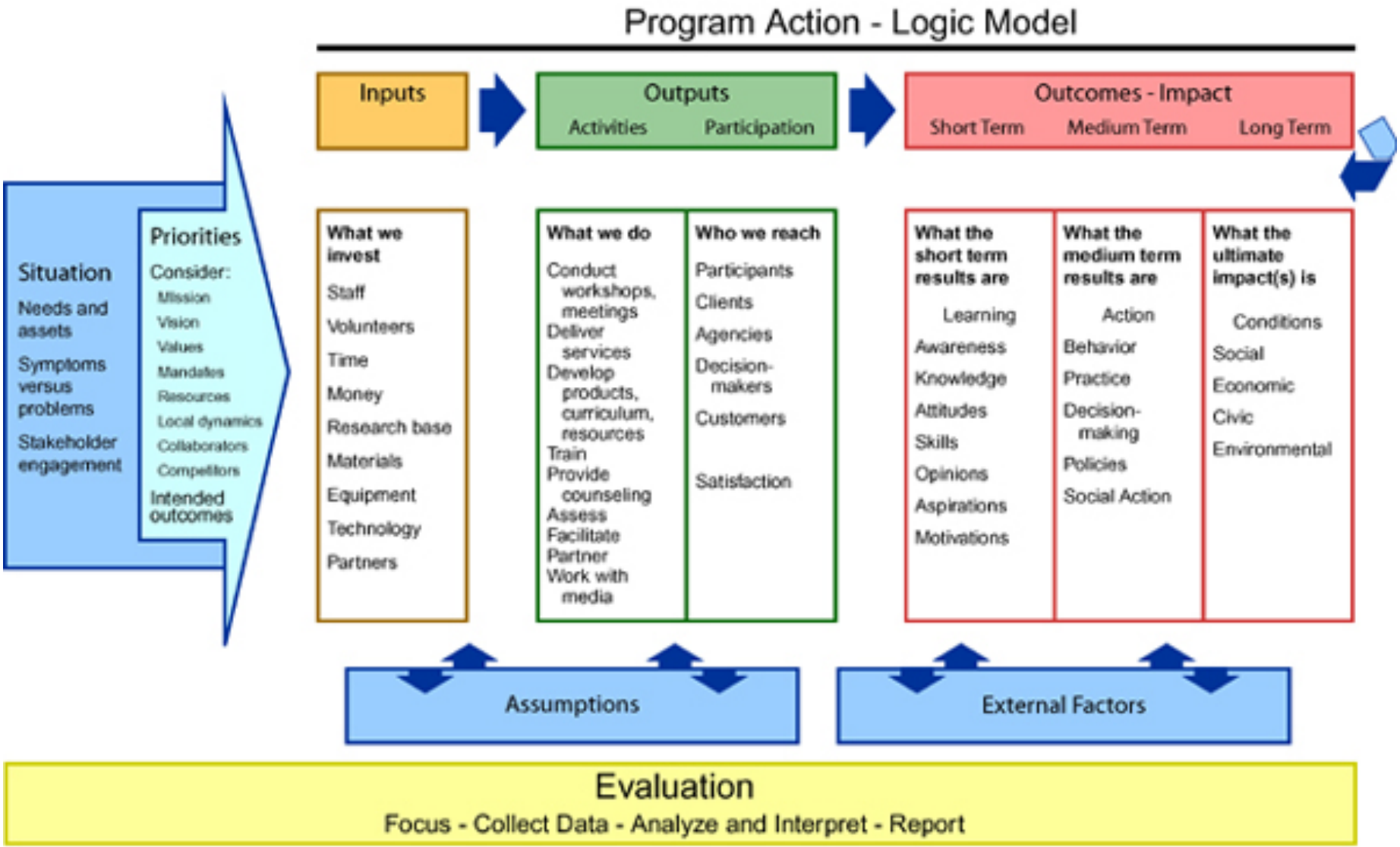
- improved condition
- altered status

Source: United Way (1996) *Measuring Program Outcomes: A Practical Approach.*

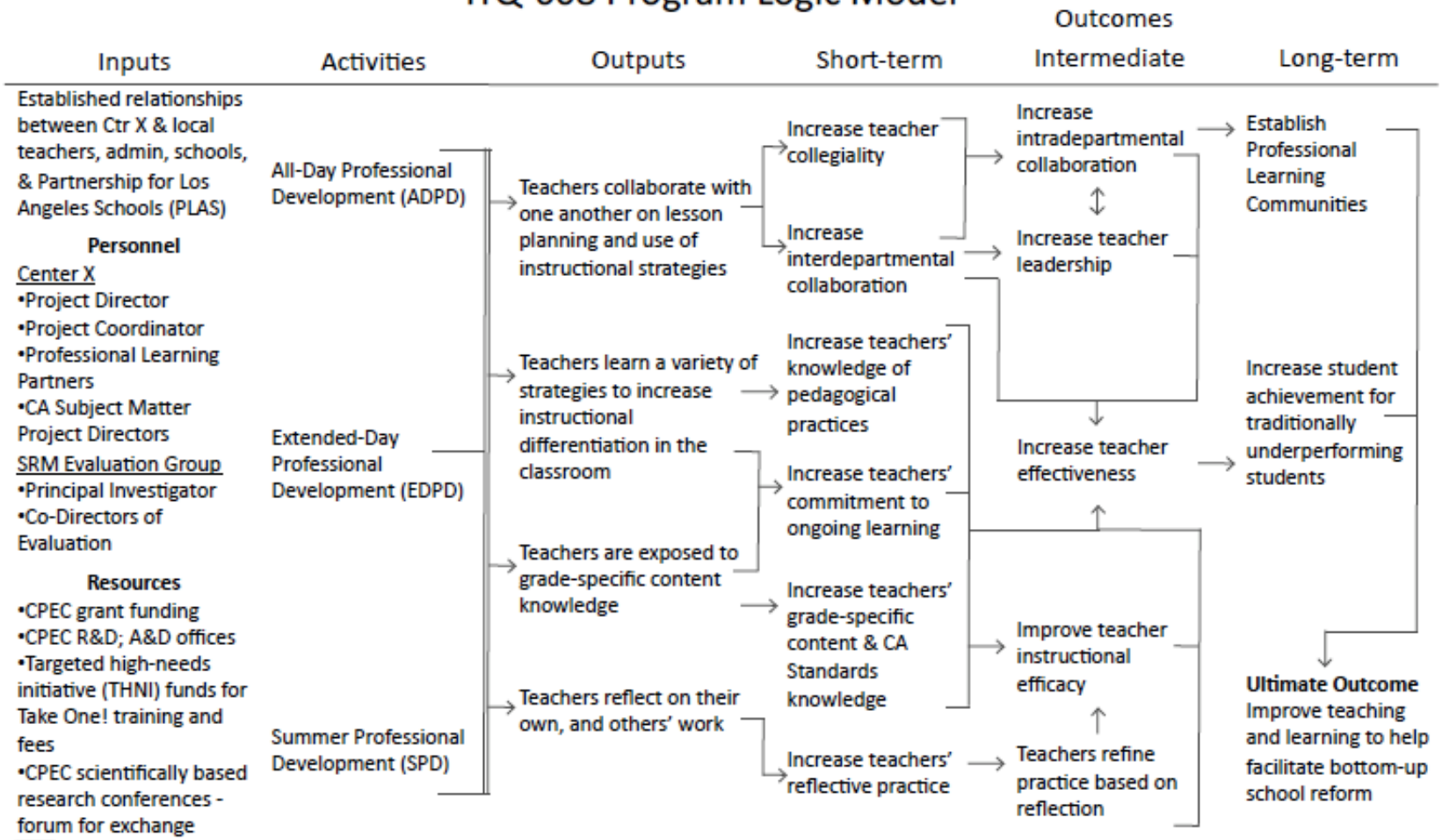
Some Examples

University of Wisconsin, Extension



Source: http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html

ITQ-608 Program Logic Model



Assumptions:

-Increases in teacher effectiveness lead to better teaching and improvement in student performance on standardized achievement measures.

-The development of small, collaborative teacher groups will lead to the establishment of Professional Learning Communities.

-Programmatic effects will translate beyond the departments to the whole school.

External Factors:

The following may impact program success:

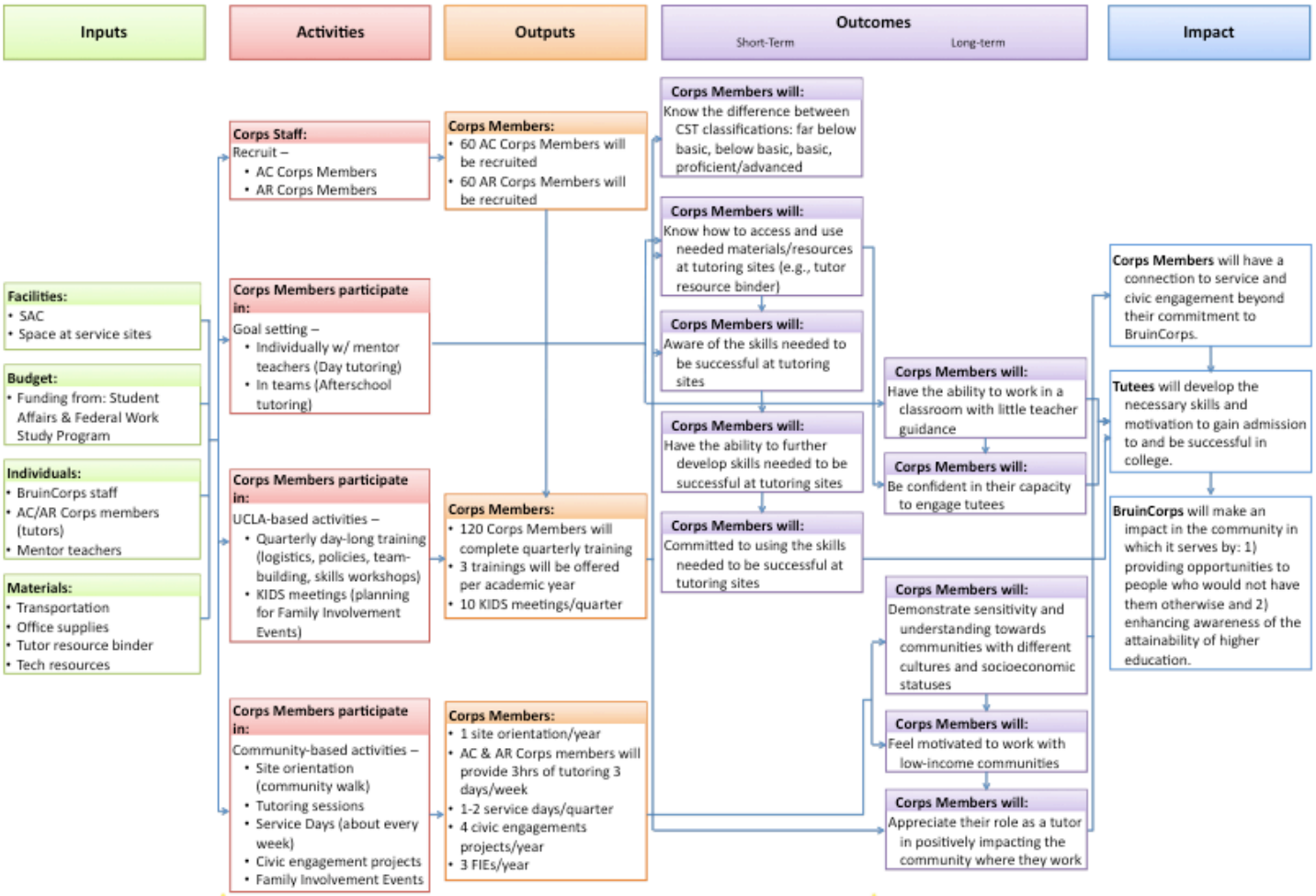
-School characteristics & demographics (i.e. admin, school culture, district & PLAS context)

-Teacher turnover may limit potential program effects

-District context (including political and legal issues)

-School-site funding for coaches

UCLA BruinCorps Tutoring Program Logic Model – As of 10.17.11



Assumptions – With respect to the program's design and effectiveness, it is assumed that:

1. Tutoring will help students perform better academically and on standardized tests in particular.
2. Effective tutoring has an interpersonal component; that is, the tutor-tutee relationship impacts tutees' academic success and their attitude towards schooling.
3. Tutors possess the pedagogical know-how to assist students in developing the necessary grade-appropriate academic skills.
4. Tutees want to be tutored.
5. Individual attention is the primary factor that affects students' academic success.

External Factors – The following factors are anticipated to influence the program's operations and tutoring quality :

1. Tutors have access to space that is conducive to learning.
2. Mentor teachers are actively supportive in providing guidance to tutors.
3. There will be a continuous funding source.
4. Parents are supportive of and value their child's education.
5. Transportation is always available to tutors.

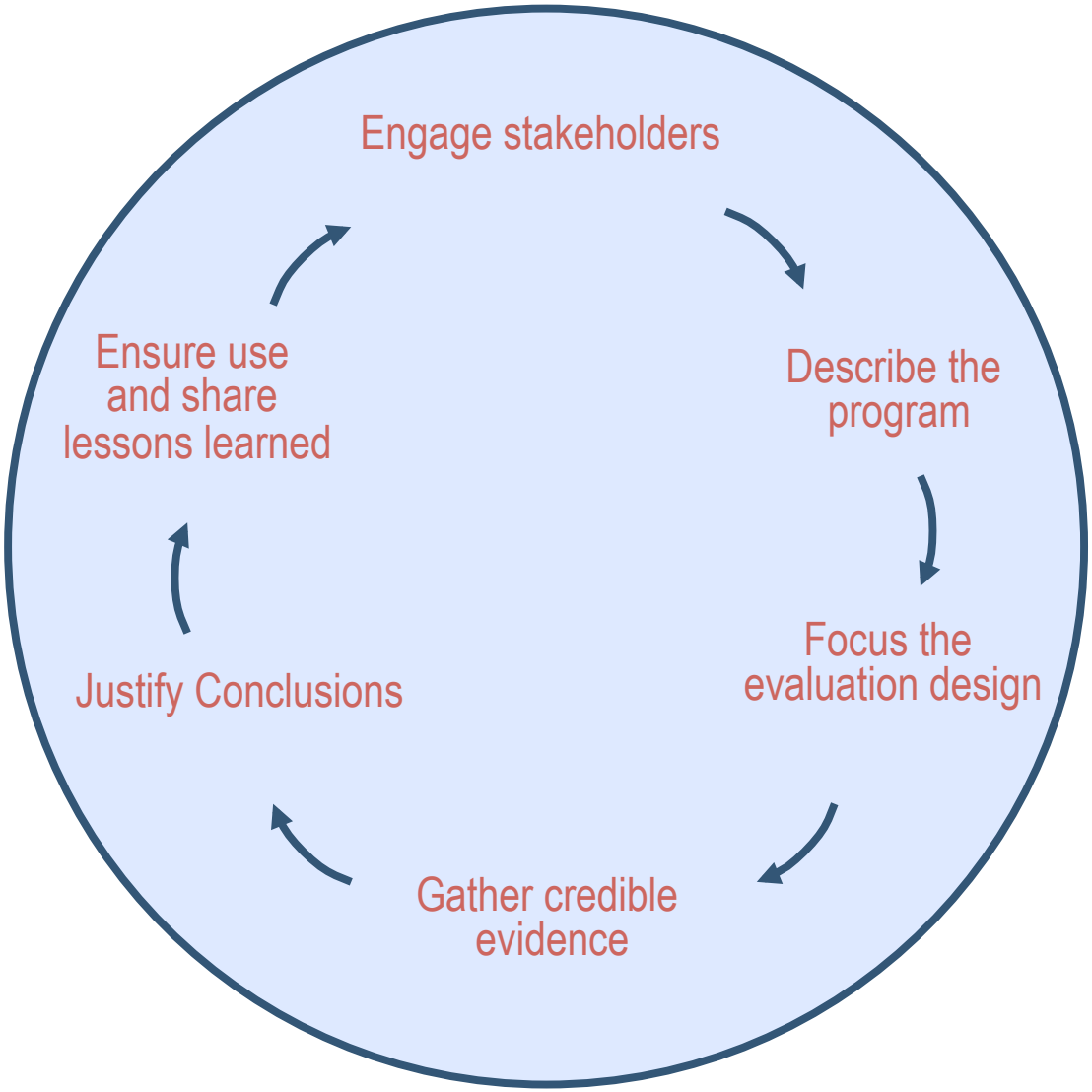
Context:

Recognizing disadvantaged students' need for additional educational support in often overcrowded and under-resourced schools, UCLA partnered with LAUSD to launch the BruinCorps Program in 1997 in an effort to enhance awareness of literacy-related issues and the importance of service learning. The Program hopes to "provide synergy between community service and service learning efforts, to build collaboration and partnerships, and to connect community service with instruction and research" (See http://www.studentaffairs.ucla.edu/studentadministration/br1.htm). The Program's main components are designed to service elementary (America Reads) and middle school students (America Counts). The America Reads component is driven by the America Reads Challenge, which the Clinton Administration announced in 1996. The initiative's goal is to help every child read "well and independently by the end of third grade" (See http://www2.ed.gov/inits/americareads/aboutus_history.html). The America Counts component of the Program is modeled on the America Reads Program and driven by the America Counts Challenge, which the Clinton Administration subsequently announced in 1999. The initiative aims to help students master mathematical skills that are needed to be proficient in algebra and geometry by ninth grade (See http://www2.ed.gov/inits/Math/index.html).

South LA Child Welfare Project

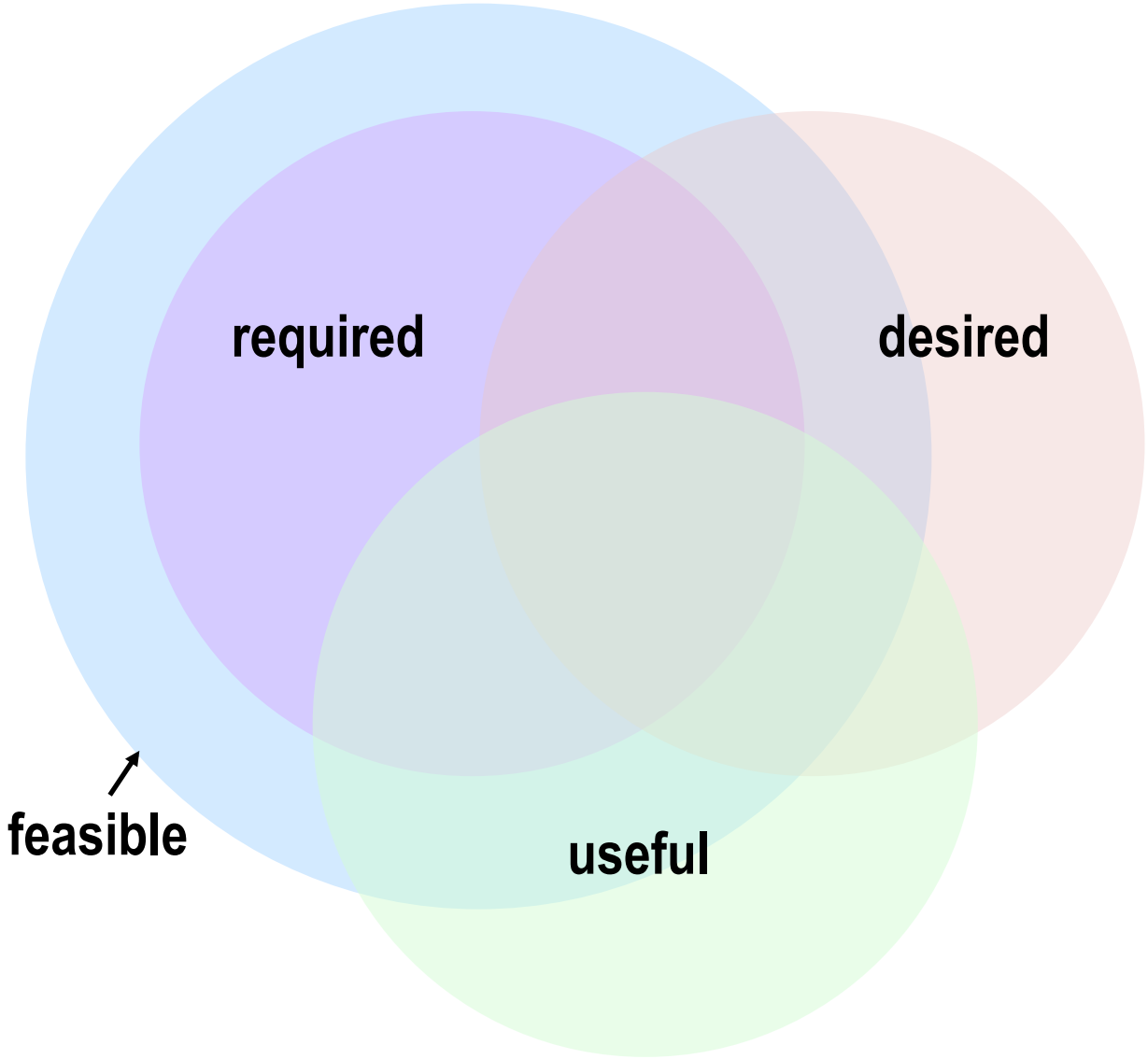
Why Logic Models?

Situating Tool



Source: Centers for Disease Control and Prevention (1999) *MMWR* 48 (No. RR-11).

Priority-Setting Tool



Panelists

- Santiago Bernal
  - UCLA Center for Community College Partnerships
- Justyn Patterson
  - Early Academic Outreach Program (EAOP)
  - BruinCorps
- Natasha Saelua
  - Student Initiated Access Center
- Leo Trujillo-Cox
  - UCLA Law Fellows Program
- Carrie Usui
  - Center X: Improving Teacher Quality Project

What We Do...

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Thank you for your time, attention, and participation!

Anne Vo

annevo@ucla.edu