Concepts, Tools, and Processes

The Afterschool Experience—Taking it to the Streets
November 9 & 10, 2005

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Goals for Today:

- How can programs use information that they collect in evaluation?

- What are some ways that you can involve stakeholders, including youth, in evaluation (and what are some potential problems)?
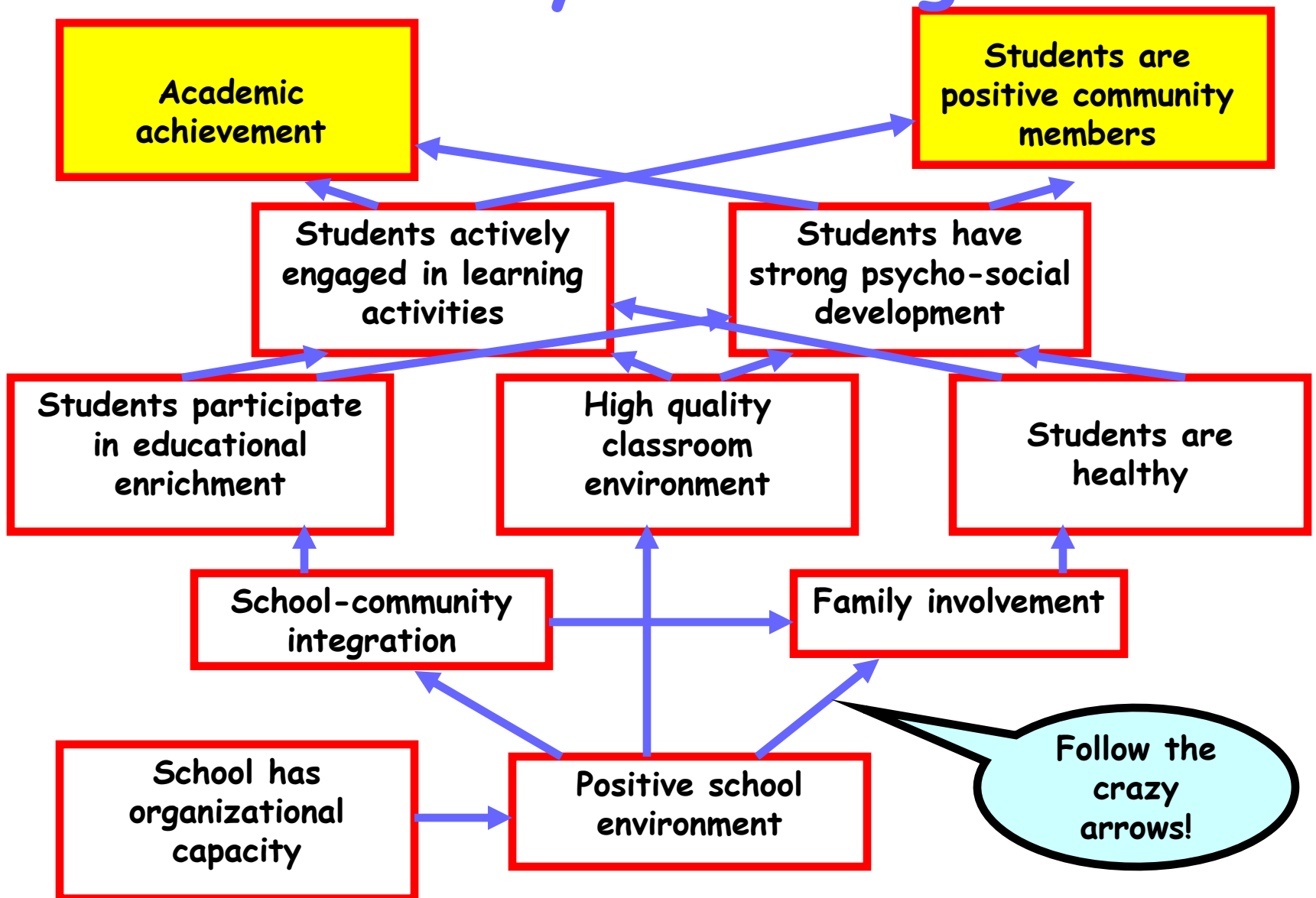
Your beliefs about how and why desired changes will occur

For:

PLANNING

EVALUATION

Some Key Concepts:

- *Outcome* – ultimate effects of a program, e.g. students read at grade level, students enjoy school (outcomes don't happen all at once; there are preconditions)

- *Output* – immediate measure of what the program did, e.g. 100 youth attended

- *Indicator* – evidence that shows the outcome has been reached, e.g. test scores, school engagement scales

- *Research Question* – what do you want to learn?

Some Sources of Data:

- *NYSAN's Program Quality Self-Assessment Tool* – quantitative & qualitative data

- *Data management systems* – e.g., level of program attendance relates to increases on state reading & math levels, participation in different activities leads to …

- *Focus groups* – in-depth qualitative data on one group's experiences

- *Youth projects* – action research, skits, mapping

How Can Youth Participate?

- How would a student define success? (theory-driven evaluation)
- Allow youth to define and understand the problem and methods
- Use creative and appropriate methods
- Develop relationships among adults, youth, and subgroups of youth

Some questions…

- Who is currently involved in evaluating and reporting, how are they involved?

- What information do you already gather that you can use to answer your research questions?

- What are the realities (relations, resources, politics)?