

Saturday, November 4, 11:10 P.M. to 11:55 P.M.

SESSION 519: Presidential Strand Panel

Room: Lanai

Awarding Capacity and the Capacity To Win Awards

Chair: Roger Straw, Health Resources and Services Administration
Presenters: Winner, Marcia Guttentag Award
Winner, Robert Ingle Award
Winner, Alva and Gunnar Myrdal Award (Government)
Winner, Alva and Gunnar Myrdal Award (Practice)
Winner, Paul F. Lazarsfeld Award
Winner, Outstanding Evaluation Award

SESSION 520: Demonstration

Room: Akaka

Sponsored by the Topical Interest Group on Business and Industry

STEM Evaluation: Using Technology To Evaluate Impact

Facilitators: Zita M Unger, Strategic Training Evaluation
Anthea Rutter, Strategic Training Evaluation

STEM Evaluation is an integrated multimedia tool designed to develop return on investment indicators (financial and non-financial) and survey instruments to ascertain the effectiveness of training. The STEM system is a stakeholder driven process with the capacity to analyze qualitative and quantitative information as well as manage the evaluation process. Two case studies (involving training programs within the Australian Defense Force and Thiess Contractors, a multi-disciplined engineering, construction and mining company) will be discussed to illustrate issues of implementation.

SESSION 521: Demonstration

Room: Koko

Sponsored by the Topical Interest Group on Assessment in Higher Education

Demonstrating a Toolbox for Evaluating an Undergraduate University Degree Program

Chair: Catherine C Dunlop, Simon Fraser University
Facilitators: Catherine C Dunlop, Simon Fraser University
Kathryn S Hanson, Simon Fraser University

The Integrated Studies Program at Simon Fraser University in Vancouver, Canada is an innovative undergraduate degree completion program tailored to suit the combined experience and previous education of mid-career, mature students. The program, developed in 1995, offers the opportunity to complete the final two years of an undergraduate degree through part-time, day-time study while working full-time over a three year period. Students are selected on the basis of 'readiness' for third year university study through a flexible admissions policy based on recognition of participants' workplace experience and performance, professional development, and other non-transferable educational experiences. This 'readiness template' is the initial component of an ongoing, comprehensive evaluation of the entire program that analyzes students' progress in, through and out of the program. The evaluation focuses on: students' reactions, academic performance, transfer of learning to the workplace, and internal/external stakeholder perceptions. This session will demonstrate the toolbox used to evaluate the entire program, with attention given to the strengths and weaknesses of the various evaluation tools and implications for optimal application.

SESSION 522: Panel

Room: Waimea

Sponsored by the Topical Interest Group on Environmental Program Evaluation

Making Connections: The Use of Stakeholders and Logic Models in the Creation of a Conservation Education Program Evaluation

Chair: Cindy J Somers, The Ohio State University

This session will focus on the processes and techniques utilized in the development of a comprehensive program evaluation plan for the Wonders In Nature - Wonders In Neighborhoods (WIN-WIN) urban conservation education

program. WIN-WIN attempts to bridge the gap between urban children and natural places by providing long-term, ongoing support to teachers and students and has been jointly developed and managed by the Denver Zoo and the Colorado Division of Wildlife (DOW) for the past five years. In order to improve the many program components and to measure the program's long-term effectiveness against its stated goals, WIN-WIN staff and partners have worked with a team from The Ohio State University to develop a systematic evaluation plan using stakeholders and program logic models. The session will emphasize both the techniques utilized to develop the plan and the benefits and costs that such methods incur.

Panelists: *Wonders In Nature - Wonders In Neighborhoods: Its Stakeholders and Why We Wanted To Involve them*, Craig Piper, Denver Zoological Foundation

The WIN-WIN program is a large urban conservation education initiative currently serving 16,000 students in 27 schools in the Denver metro area. The program attempts to bridge the gap between urban children and natural places by providing long-term, ongoing support to teachers and students. This presentation will give a brief introduction to WIN-WIN by outlining the major components of the program and emphasizing the various funding streams that support the program and the rapid growth that program has experienced in the last three years. The presentation will then focus on the motivation behind the decision to develop an evaluation system for WIN-WIN and why, among the various alternatives, the Denver Zoo and the Colorado Department of Wildlife decided to use a stakeholder-based, utilization-focused (Patton, 1997) approach.

Program Logic Models: Don't Leave Home without Them! Emmalou Norland, The Ohio State University

This session will review the program logic modeling process (Targeting Outcomes of Programs - Bennett and Rockwell, 1995) used to examine the relationships between WIN-WIN's inputs, outputs, and outcomes in preparation for the development of the evaluation plan. The modeling process allowed program staff and stakeholders to examine whether, logically, it appeared that the appropriate supports (inputs and outputs) are in place to obtain the outcomes desired in the program. Creating a program logic model (a form of evaluability assessment) is an important first step in determining whether a program is ready to be formally evaluated and can also be an invaluable formative evaluation (program planning) experience.

Students, and Teachers, and Staff! Oh My! Involving Stakeholders in Evaluation Design, Cindy J Somers, The Ohio State University

This session will review the process used to identify and then involve stakeholders in the development of the WIN-WIN evaluation plan. She will discuss the types of information that evaluators need to solicit from stakeholders and how to transform stakeholder questions and preferences into a plan for gathering useful information about a program. This will include ways to determine the types of data that are valued and useful to stakeholders, possible sources of information from which data about the program can be collected, and the types of instruments (questionnaires, knowledge tests, focus groups, etc.) that will be used in the evaluation.

Why We'll Never Look at Program Planning the Same Way Again, Jacque Taylor, Denver Zoological Foundation

This session will discuss the program staff's, DOW's, and other stakeholders reactions to the process used to develop the WIN-WIN evaluation plan. The presentation will include review of both positive and negative aspects of the process and will identify "lessons learned" for use by others who might undertake this process in the future. In addition, this presentation will emphasize how the processes and techniques utilized to design the evaluation plan also helped to instill a deeper understanding of evaluation and program planning in the participants.

SESSION 523: Tech Talk

Room: Niihau

Sponsored by the Topical Interest Group on Computer Use in Evaluation

Increasing Evaluation Participation Using User Friendly Web-based Intra-net Applications

Chair: Sarah E Herman, IntraTechs Inc

Presenters: Kathleen Toms, Capitol District Answers Corporation

Sarah E Herman, IntraTechs Inc

The web-based virtual working environment presented in this session is the product of a long collaboration between a group of professional evaluators and a group of software applications developers which is fairly unique. The presenters will demonstrate how a virtual working environment can be applied to comprehensive evaluation tasks including data collection, facilitated group discussions, logs, surveys, reflective logs, training and presentations, free-form discussions and provide examples of its use in evaluation. In addition, the virtual working environment has proven effective in providing expert technical assistance to programs as they build their own capacity for evaluation. It has encouraged site stakeholders in multi-site programs to work together to strengthen implementation through their own exchange of information. And, because this application is a "rentable application" we believe it provides another possibility for more efficient use of evaluation budgets.

SESSION 524: Think Tank

Room: Hilo

Sponsored by the Topical Interest Group on Non-profit and Foundations Evaluation

The Hazards of Cookbook Approaches to Building Internal Evaluation Capacity

Facilitators: Dawn Hanson Smart, The Evaluation Forum
Melanie A Hwalek, SPEC Associates

Evaluators who provide training and technical assistance often are asked to develop templates and common outcomes or indicators as a part of their work to train and support nonprofit agencies in outcome-based evaluation. We struggle with the desire to address the needs of our clients and the knowledge that it takes a committed investment of time and effort from organizations to build internal capacity. We'll kick off this Think Tank by sharing our experiences on some projects that involve these kinds of approaches, engage participants in a debate of the pros/cons, and ask them to tackle the question, "do cookbook approaches serve as a disincentive to agencies gaining real capacity or do they help agencies in their development of internal capacity?"

SESSION 525: MultiPaper

Room: Puna

Sponsored by the Topical Interest Group on Collaborative, Participatory & Empowerment Evaluation

Participatory Evaluation of Justice Initiatives in Indian Country

Chair: Winifred L Reed, National Institute for Justice

This multi-paper session will present the background and process used for planning research and evaluation efforts for Indian Country crime and justice research by the U.S. Department of Justice. Presentations will also be given on two participatory evaluation efforts and an overview of the strategy that is being used to move forward with a comprehensive research and evaluation agenda in his area.

Presenters: *Evaluation Facilitation for the Tribal Youth Program*, William S Davidson II, Michigan State University

The Michigan Public Health Institute in partnership with the Native American Institute at Michigan State University, has proposed to serve as Evaluation Facilitator for the Tribal Youth Program. The goals of this project are to: 1) provide training and technical assistance for a participatory and empowerment-based model of evaluation; and 2) facilitate an analysis of juvenile and tribal justice system structure, operations, and relationships at each evaluation site. MPHI has developed a model based on principles of empowerment evaluation that will give tribal communities the benefit of on-site training and technical assistance to increase capacity for self-evaluation coupled with guidance from specialists in the field of tribal and juvenile justice, empowerment evaluation and Native cultures. This presentation will provide an overview of MPHI's proposed empowerment model and methodology for working with the Tribal Youth Program evaluation sites.

Background and Framework for the Evaluation of the Comprehensive Indian Resources for Community and Law Enforcement (CIRCLE) Project, Winifred L Reed, National Institute for Justice

The CIRCLE Project is a three year, federal initiative designed to empower American Indian communities to more effectively fight crime, violence and substance abuse. The CIRCLE Project is based on two key principles: first, the

CIRCLE tribal communities will play the lead role, with the assistance of the federal government, in developing and implementing crime, violence and drug control efforts. The second key principle is that the problems to be addressed require a comprehensive approach that incorporates coordinated and multi-disciplinary efforts. The National Institute of Justice has worked cooperatively with tribal stakeholders and federal partners to develop this participatory evaluation. This presentation will cover this developmental process including a discussion of challenges to incorporate tribal stakeholders in a federal process.

Hayes A Lewis, Zuni Pueblo

Mr. Lewis has most recently been involved in the development of the CIRCLE Project Evaluation. He will speak on the development of this evaluation from a tribal perspective as well as his experience and involvement with other evaluation efforts. This presentation will include information on the importance of stakeholder involvement in all aspects of the evaluation process.

Jacqueline Agtuca, Office of Tribal Justice

Ms. Agtuca will speak about the evaluation of tribal initiatives from a policy perspective. The U.S. Justice Department currently operates under a policy of Indian Sovereignty and Government to Government Relations. This policy has informed the implementation of the department's Indian Country Law Enforcement Initiative. As part of her role in the Office of Tribal Justice, Ms. Agtuca has helped to inform evaluations of this initiative from a policy perspective.

Discussant: Norena Henry, Office of Justice Programs

SESSION 526: MultiPaper

Room: Kohala

Sponsored by the Topical Interest Group on Non-profit and Foundations Evaluation

Using Evaluation Findings to Impact Performance in the Non-profit Sector

Chair: Stanley T Capela, HeartShare Human Services

Presenters: *Defining Success: American Women, Achievement, and the Girl Scouts*, James A Riedel, Girl Scouts of the USA

This study, conducted for Girl Scouts of the USA by Louis Harris & Associates, identified women's perceptions about the core ingredients for a successful life, the key influences on success, and the extent to which they've achieved it. The research explored the personal side of women's lives, including relationships with family and friends, self-esteem, and personal well being and examined the link between work, achievement, and life satisfaction, thereby providing girls and women with models of achievement to consider for success in their own lives. Telephone interviews were conducted with a representative sample of 1,339 American women, 565 women with substantial professional accomplishments, and 57 women who are publicly recognized and/or highly regarded for their significant personal accomplishments. The study also assessed in what ways, and to what extent, experiences of youth, including participation in Girl Scouts, the largest informal educational program serving girls in the world, contributed positively to women's lives.

Sustainability of Juvenile Delinquent Residential Treatment Effectiveness: A Recidivism Study of a Child Welfare Agency,
Huilan Yang, Starr Commonwealth

This paper will examine the Michigan State Police Department records of clients who were released from out-of-home programs at Starr Commonwealth, a private non-profit child welfare agency, to determine the most risky periods of time when clients are most likely to recidivate after treatment. Comparisons on recidivism data will be made with Family Independence Agency's 14,035 juveniles released from other Michigan juvenile residential treatment facilities. Implications on after-care services and improvement of treatment will be discussed.

SESSION 527: Think Tank

Room: Kona

Sponsored by the Topical Interest Group on Alcohol, Drug Abuse, and Mental Health

Understanding Capacity Building from Constructs to Outcomes

Facilitators: Sandra Ortega, The Ohio State University
Sarah Luchs, The Ohio State University

The conference theme implies that building evaluation capacity is important to the future of the evaluation field. But, how well do evaluators understand capacity building? How is it defined in the literature? Does it appear more frequently with specific topical areas (e.g. health, environment and community development), organizations (public, private, nonprofit) evaluation approaches (utilization, participatory, empowerment) or evaluation purposes (formative, summative)? What strategies currently exist for building evaluation capacity? This session explores the relationship between capacity building and evaluation in a number of ways. Participants will learn about the findings of an extensive web-based literature review. Participants will be engaged in small group discussions for the purposes of reflecting on both the findings of the presenters and their own unique experiences with capacity building in evaluation. Using a case study from ATODA (Alcohol, Tobacco, and Other Drug Addiction), participants will be challenged with the idea of how to measure capacity-building as an evaluation outcome. Finally, participants will explore the future role of capacity-building generally, and specifically, measurement strategies for building evaluation capacity in and across programs.

SESSION 528: Demonstration

Room: Ewa

Sponsored by the Topical Interest Group on Program Theory and Theory-driven Evaluation

Developing Theory-based Logic Models: A Demonstration

Chair: Laura Blankertz, Matrix Research Institute

Facilitators: Laura Blankertz, Matrix Research Institute
V Michelle Stewart, University of Arizona

Logic models are an essential element of good evaluation but they are still an evolving craft. Although theory-driven evaluation has been advocated for the last 20 years, logic models today still reflect only program components and not how these components evoke the responses that cause the outcomes. This demonstration will outline an action-based methodology for developing a comprehensive logic model that includes all of the elements of theory-driven evaluation. Using examples from current research, the strengths of logic models (e.g. logical completeness and ability to inform data analysis) and relative weaknesses (e.g. extensive up-front intellectual efforts and over detailed causal chains) will be explicated. Logic models will also be compared to other approaches to describing process, such as concept mapping. The role of logic models in the development of fidelity measure, an increasingly important element of service evaluation, will be addressed. Participants will receive technical handouts and a comprehensive bibliography.

SESSION 529: Alternative Format

Room: Honolulu

Sponsored by the Topical Interest Group on Evaluation Use

(The first part of this session is to be held on Saturday at 9:30 in Honolulu.)

Evaluative Inquiry and Transformative Learning: The Theory and the Practice

Facilitators: Rosalie T Torres, Developmental Studies Center
Hallies Preskill, University of New Mexico

SESSION 530: Roundtables

Room: Kahuku

Evaluation and School-change Initiatives

Host: Mark Hawkes, Dakota State University

Roundtable A: Different Stages of Evaluating School Reform

Presenters: *Conducting a Comprehensive Needs Assessment*, Jane E Griffin & Joyce Speas, SERVE

This round table discussion will explore the use of a comprehensive needs assessment as it relates to comprehensive school reform. The discussion will specifically focus on the use of a comprehensive needs assessment process for Title I Schoolwide programs. An overview of the steps involved in planning and conducting a comprehensive needs assessment will be presented. Examples of how to effectively collect, interpret, and use data to make decisions will be examined. Specific tools used to gather data will be shared. Several examples of how this process has been used with Title I Schoolwide programs will also be shared.

Evaluation of Whole School Reform in New Jersey, Barbara Jean Turnbull, Rutgers University

The proposed presentation will include discussion on the findings of a large-scale evaluation project on New Jersey Whole School Reform. The evaluation is currently in year two of an expected five-year timeline. In 1998, after 25 years of litigation, the New Jersey State Supreme Court issued its twelfth school finance decision, mandating that each elementary school in a school district covered by the case adopt a comprehensive schoolwide model. Approximately 350 schools in the state will be adopting a model by 2001. New Jersey is the first state in the nation to mandate the implementation of comprehensive school wide models in its urban school districts. As such, it is the first state to adopt the direction set forth by the federal Comprehensive School Reform Demonstration Grants Program on a statewide, systemic basis. The presentation will include discussion of the evaluation design, which is based on 87 separate schools over multiple years, and the findings to date.

Roundtable B: Using Evaluation Standards in Increasing School Accountability

Presenters: *When Public School District Accountability Goes Awry*, Maria D Whitsett, Austin Independent School District

The State of Texas has a public school accountability system that rates districts and campuses against pre-established performance standards. Results reported by the state generally are impressive: performance of all students, and of disaggregated student groups, have shown remarkable and continuous gains over time. But there have been undesirable consequences to accountability. Instances have been identified where data were intentionally manipulated to misrepresent student performance. Some districts' egregious data reporting errors rendered it impossible to gauge their students' performance. Consequences have included the first known criminal indictment of an entire school district for data manipulation, and modified accountability ratings to districts whose data clearly were inaccurate. Discussion at this roundtable will center on how states and districts can prevent, or enhance capacity to identify and correct such problems before they are irrevocable, as well as the broad range of consequences that flow from data quality sanctions once they are imposed.

The Validity and Reliability of a California Public School Program Review Process: Does It Meet the Standards of Professional Program Evaluation? Susan Macy & Sharon Brown-Welty, California State University at Fresno

Since its enactment in 1977, California Education Code, Section 64001(c) has mandated that all California Public Schools receiving consolidated program funds conduct a program evaluation in order to evaluate student learning and further, to formulate recommendations for school improvement. There is little evidence, however, that these program evaluations meet the standards of professional program evaluation or that the information that is generated as a result is used in any meaningful way. A study was conducted to examine the following issues: Are program reviews being conducted in California schools meeting the standards of validity and reliability; Are these program evaluations effective in assessing student academic achievement; and, Are schools implementing recommendations that emerge through this evaluation process? This presentation will support the conference theme in that endorsing the use of professional evaluation standards, methodology and procedures within the education system may produce more accurate information and recommendations, thereby increasing professional evaluation capacity.

Roundtable C: Data-based Decision-making for Successful School Change

Presenters: *On-line Data Collection, Reporting, & Data-based Decision-making System for Safe Schools Violations*, Catherine Callow Elwell, Margaret M Lubke & Daniel Robertson, Utah State University

Utah's Research Institute for Safe and Effective Programs (www.risep.usu.edu) developed a secure web-based data collection and reporting system to help educators conduct needs assessments and record incidents of discipline referral, violence, and drug use in an objective, accurate, and timely manner. Assigned school personnel throughout Utah enter assessment and incident data via the Internet. The system provides immediate analysis and reporting data aggregated by individual, incident number, incident type or severity, student outcomes, administrative actions, grade level(s), school(s), district(s), or state. As a result, educators can identify, target, track and predict specific indicators and implement appropriate intervention and prevention programs. In this session, we will discuss evaluation issues related to implementing this system, providing training to school personnel, assessing the reliability and validity of the data,

interpreting the data, using the data to make informed decisions regarding student outcomes, and identifying indicators for choosing and evaluating intervention and prevention programs.

Developing the Capacity for Data Based Decision Making in Schools: Does Over-confidence Lead to Under-utilization?
Christopher D Nelson, Western Michigan University

The history of attempts to foster data based decision making (DBDM) in public organizations goes back at least a century but does not necessarily augur well for the more recent movement to bring DBDM to schools. This paper suggests that a primary threat to DBDM in schools is that evaluators oversell its ability to generate clear policy prescriptions. First, such over-selling leads to cynicism when its advertised benefits do not come to pass. Second, a history of misuse and politicization of data has left many educators wary of DBDM. This paper outlines some ways in which evaluators and other applied social scientists might better represent and inculcate their craft to lay audiences. Drawing both on the author's experience in public and charter schools and on sociological theories of the diffusion of innovations, the paper also suggests some strategies for building confidence in DBDM and thus increasing its utilization in schools.

Roundtable D: Strategies for Evaluating Summer Institutes

Presenters: *Evaluation of an Academy for External Facilitators: 1999 Summer Institute*, Gregory D Leopold & Billie A Hauser, AEL Inc

Comprehensive school reform involves a wide range of complex issues and practices. Based on AEL's knowledge of research and best practices in education reform, AEL believes strongly in the importance of the external facilitator, a strategic role in technical assistance for comprehensive reform in schools. As part of its efforts to help schools implement comprehensive school reform, AEL is offering a four-phase Academy to train External Facilitators who will assist schools in building their capacity for continual problem solving and adaptation for continuous improvement. This paper will report on the evaluation of the 1999 Summer Institute. The evaluation objectives included: 1) conducting a qualitative and quantitative evaluation of the 1999 Summer Institute; 2) assessing the concerns and current skills/knowledge of participants; and 3) assessing the extent to which the Summer Institute met its goals. The paper will detail the methodology used, present important findings, and discuss conclusions and recommendations.

More Is Not Always Better: Comprehensive Evaluation of a Summer Institute on Interdisciplinary Teamed Instruction for School-level Teams, Merrill L Meehan, Kimberly S Cowley & Rebecca C Burns, AEL Inc

The purpose of this effort was to conduct a comprehensive evaluation of a week-long summer institute on Interdisciplinary Teamed Instruction (ITI) for school-level teams. The evaluation focused on the processes, outputs, and outcomes of the institute. Evaluation activities included surveys on teacher empowerment, schools as communities of learners, school effectiveness, and teachers' sense of control; on-site observations; face-to-face interviews with participants; reflective assignments for participants; feedback forms; oral evaluation feedback; and rating of the teams' videotaped presentations. From all the data gathered, it was concluded that participants were overwhelmingly positive in their valuation of the institute, which strengthened their belief in and commitment to ITI concepts and practices. However, the multiple evaluation techniques found the greatest impact only in the specific topics of collaboration, cooperative learning, assessment rubrics, multiple intelligences, and team building. After reviewing the outcomes of this comprehensive evaluation, it was concluded that the quantitative instrumentation utilized may not have fully captured and documented institute effects. The utility of the four surveys is questionable, upon reflection, since they did not specifically assess the concepts and constructs that undergird the ITI activities and philosophy. Further, the extensive evaluation methodology did not seem to be efficacious, given the amount of information gained compared to the time spent for data collection and analysis.

Roundtable E: Transformational Leaders and Their Evaluation Information Needs, Etel Friedman, Tel-Aviv University

The second wave reforms in education were aimed mainly at restructuring the schools and empowering school principals and teachers. Principal empowerment is reflected predominantly in fostering principal leadership, perceived mainly as 'transformational leadership'. The importance of evaluation and information use is highly emphasized in this new perception of the principal's role as transformational leader (Duke, 1996; Sergiovanni, 1990). On the basis of analysis of new role perception by principals, researchers assume that in the decision-making process transformational leaders will

need more data than in the past (Kotter, 1991; Firestone, 1996) as well as different types of information (Owen and Lambert, 1998). The purpose of this study was to investigate the connection between the perceptions that principals have about their role and about their evaluation information needs. This study was based on a conception of transformational leadership held by Leithwood and his colleagues (Leithwood et al., 1996); their questionnaire was translated and adapted to measure transformational leadership amongst Israeli principals. Based on a sample of 229 principals from elementary and secondary schools in Israel, results indicate that principals who perceive their role mainly as that of transformational leader rated the importance of all types of evaluation information (regarding school context, inputs, processes and outputs) as being more important in evaluation of school quality. In addition, on the basis of empirical analysis using Israeli data, some questions are raised regarding the construct of 'transformational leadership'.

SESSION 531: Panel**Room: Oahu**

Sponsored by the Topical Interest Group on State and Local Government

Partnerships in Government Evaluation II: Using Multi-Agency Collaborations To Increase Evaluation Capacity*(The first half of this panel is to be held on Saturday at 9:30 in the Oahu ballroom.)*

Chair. Rakesh Mohan, Washington State Joint Legislative Audit and Review Committee

A variety of evaluation partnership models are emerging for assessing complex government programs. In many cases, participating organizations are being asked to address evaluation issues jointly. However, even the most basic evaluation issues are compounded when multiple stakeholders are responsible for developing and conducting evaluation projects collaboratively. A brief collaboration demonstration will be used to introduce the panelists' discussion of accomplishments, issues and lessons in a Florida multi-organizational partnership that is conducting "best practices reviews" of schools, and a Portland, OR multi-stakeholder work group that is evaluating a community schools initiative.

Panelists: *Building the Elephant by Committee: Using Collaboration To Expand Capacity in the Evaluation of Community Change Initiatives*, Ellen L Konrad, RMC Research Corporation and Shelley Kowalski, Multnomah County Health Department

Increasingly, governments and communities are using more holistic, coordinated and integrated approaches to addressing social policy issues. After decades of complaints about fragmentation, lack of coordination and inefficiency across human services sectors, collaboration is becoming the mantra if not the norm. Federal policy strongly encourages, and in some cases requires, state and local governments to form partnerships for planning, developing and implementing crosscutting programs. Toward similar ends, cities, counties, school districts, states and regional governments are launching initiatives to integrate services, sectors and systems, and to promote comprehensive community change. In these cases, collaboration is seen as a way of making systems more efficient, cost-effective and responsive to community needs. In creating collaborations, policy-makers are rightfully concerned about accountability and the evaluation of those efforts: What happened? Did it work? How did it work? By their nature, multi-sector initiatives are complex and involve many stakeholders. Often, the initiatives are funded on a shoestring, and resources for evaluation are few. In many cases, governance is shared, and no single entity has sole responsibility for leadership and support. In such an environment, evaluation becomes a collaborative process as well, with partners contributing various combinations of staff time, administrative support and dollars. Using a community schools initiative in Multnomah County, Oregon and similar efforts as a backdrop, this presentation will explore the accomplishments, lessons and challenges of conducting true collaborative evaluations. These models assume that partners will jointly design, develop and implement some or all of the research, and possibly contract with external evaluators for various portions of the work. Such frameworks present both familiar and unique problems for evaluation partners. The session will offer suggestions on how to maximize strengths and minimize the pitfalls of collaborative evaluation efforts. While these collaborative evaluations are even newer than the collaborative initiatives that they are designed to assess, we are in a position to discuss some early lessons learned and discuss the theoretical strategies under which we have been working.

Discussant: Nancy Kingsbury, US General Accounting Office

SESSION 532: Skill-building Workshop**Room: Waiialua**

Sponsored by the Topical Interest Group on Pre-K-12 Educational Evaluation

Rubric Construction: A Tool To Improve Student Performance

Chair: Barry Mitchell, Brigham Young University at Hawaii
Presenters: Barry Mitchell, Brigham Young University at Hawaii
John Bailey, Brigham Young University at Hawaii

Standards based education has required that teachers rethink their current classroom assessment techniques. These assessment are now moving further away from single measures of straight content, and more into assessment with content with generic skills embedded. Moreover, these assessments now need to produce a range of information that will prove the degree to which a student has met a standard of performance. This session is designed to discuss various types of rubric construction and usage. Participants will be required to bring the state guidelines of their choice. From these guidelines participants will develop assessment scenarios and the rubrics which would match these ideas. This session is 75 % hands on, and a web site will be established to allow participants to access these developed ideas, and the rubrics that go with them. This will be an ongoing web site divided by subject or grade level.

SESSION 533: Business Meeting and Demonstration

Room: Waianae

Sponsored by the Topical Interest Group on Qualitative Methods

Using Database Software for Qualitative Data Analysis

TIG Chair: Beth Walden, Utah State University
Chair: Gerald L Natkin, University of North Carolina at Greensboro
Presenters: Gerald L Natkin, University of North Carolina at Greensboro
Sally L Bond, The Program Evaluation Group

This 45-minute demonstration session will show participants how to develop organizing and descriptive frameworks for qualitative data, using readily available database software, such as Microsoft Access. It is assumed that participants have an introductory level of experience with database software. The demonstration consists of an overview of the methodology and a presentation of the steps involved in the analysis, in which working examples from real evaluation research are presented at every stage of the presentation. Participants will learn (1) how to design a database to capture narrative data; (2) how to design screen forms, and use them for segmenting and coding text; (3) using built-in query and report generators for data analysis; (4) experimenting with higher-order concepts. A paper describing all steps in the process will be distributed.

SESSION 534: Demonstration

Room: Molokai

Making Technology-based Training Responsive to the Learner

Facilitator: Stacey Boyle, National Education Training Group

Relative evaluation topics will include a new technique devised by the National Education Training Group (NETg) to evaluate technology-based training (TBT). Specifically, the use of engagement and feedback within TBT will be addressed. Once evaluation of the TBT product has been presented the panel will focus on cultivating the learner by assessing their current study skills habits and prescribing approaches to interacting with TBT. A Study Skills instrument developed specifically for the TBT learner will be presented along with the implementation strategy of the instrument within a TBT environment. The final discussion point will be the organizational and individual impact of making TBT responsive to the learner.

SESSION 535: Roundtables

Room: Maui

Women and Children First

Host: To be announced

Roundtable A: Evaluating Rape Prevention and Domestic Violence Programs

Presenters: *A State-wide Evaluation of Domestic Violence Service Agencies*, Jennifer M Camacho, Sharon Wasco, Larry Bennett, Rebecca Campbell, Lisa Frohman, Stephanie Riger & Paul Schewe, University of Illinois at Chicago

Beginning in July 1999, the State of Illinois collected evaluative data on state-funded agencies servicing survivors of domestic violence. This data included both process and outcome data and involved extensive collaboration with the

service providers. The current paper reviews findings from over 50 state-funded domestic violence service agencies, examining the outcomes of specific services provided as well as such factors as location and size of the agency. Preliminary analyses of the self-report measures indicate that the majority of people seeking help at these agencies are pleased with the services they have received.

College Rape Prevention: Towards Closing the Gap Between Research and Practice, Karen J Bachar, University of Arizona

In 1994 the National Association of Student Personnel Administrators mandated rape prevention education on campuses receiving federal funds. In response to this directive and because of research delineating the nature, scope, and impact of sexual violence many universities established rape prevention education programs. A search of databases in psychology and allied fields since 1994 yielded fifteen published University based rape prevention education programs with empirical evaluation components. This paper reviews the scholarship on the effectiveness of these programs with particular attention paid to the selection of target populations, the content of preventive interventions and the use of proximal vs. distal outcomes. The paper concludes with recommendations for improving college based rape prevention education and evaluation efforts.

Roundtable B: Looking at Family Decision Making Meetings within the Broader Context of Child Welfare

Presenters: *Discoveries and Lessons Learned in Evaluating Family Decision Meetings in Oregon's Child Welfare Agency*, Angela C Rodgers, Portland State University

Several challenges face the evaluation of a program implemented throughout 40+ sites of a large state agency. This paper discusses some of those challenges as well as the successes, failures, and lessons learned in meeting those challenges during 2 different evaluations of Family Decision Meetings (FDMs) used by Oregon's public child welfare agency. FDMs are an innovative tool used to engage families whose children are in substitute care in planning for the welfare of their children and to widen and strengthen the natural care giving system of the child. Recent legislation related to FDMs in Oregon has dramatically increased, as well as complicated, their use. The evaluations discussed include a process evaluation, exploring power issues and dynamics of decision making in these meetings, and an implementation and outcome evaluation examining average practice and follow through and success of the plans developed at these meetings.

Safety First: Evaluating the Use of Family Decision Meetings in a Child Welfare Context, Maria Duryea, Portland State University

In the first two years of a Federal Title IV-E Waiver Demonstration Project, branches of Oregon's Office of Services to Children and Families spent 41% of their Waiver funds on Family Decision Meetings [FDM's]. The stated goals of these meetings were to involve families in decisions about their children and reduce the number or length of foster care placements. In practice, the Oregon demonstration project requires evaluation designs meeting the diverse, yet complementary, needs of Federal sponsors, State Administrators and field practitioners while providing a field laboratory to explore the uses of FDM's in a variety of child welfare contexts. This paper focuses on designing evaluations to provide substantial answers to questions posed by audiences with diverse interests.

Roundtable C: Toward a Common Goal: Examining Programs that Provide a Voice for Those in Need

Presenters: *Evaluating Systems Advocacy Programs*, Barry B Cohen, Rainbow Research Inc

Important outcomes of systems advocacy are typically missed in evaluation. Funders and advocates focus on legislative outcomes, overlooking worthwhile and sometimes necessary short and intermediate term outcomes that include e.g.: empowering marginalized people; serving as primary information resources, or; building relationships with legislators. Attribution is also a problem for advocates. With multiple groups working on the same issue, the extent to which any one of them influenced policy is difficult to assess. Rainbow Research, with three ARC chapters (Association of Retarded Citizens), developed an advocacy logic model and, for each step in the advocacy process, outcomes, indicators, data collection instruments and procedures. In addition, because many persons with developmental disabilities are members of the Action Alert Networks (phone trees) and would be reporting on what they did to influence policy, Rainbow devised a

simple and efficient reporting tool geared to their ability. The tools are now being tested.

Parents' Voices: An Evaluation Study of Parent Support and Empowerment in a Home-based Program for Children with Visual Impairment, Yueh Wen Chang, University of California at Berkley; and Namita Jacob, University of California at Berkeley and San Francisco State University

Blind Babies Foundation (BBF) is a non-profit agency that aims to empower families, professionals, and the broader community to meet the unique needs of children with visual impairments in Northern California. Since its inception in 1949, there have been several changes both within and outside of the organization that necessitate a review of the program goals and impact. As a result of the practical challenges of accessing the diverse populations, the special evaluation issues involved in family support programs, and the pragmatic obstacles to experimental design, the evaluation called for a more formative as well as summative evaluation and an integrated mixed-method design that can address the complex contexts involved. This roundtable session intends to (a) present the methods, results and issues surrounding the evaluation and, (b) discuss what was learned from the process in promoting greater capacity of an organization such as BBF to commission and use evaluation.

Roundtable D: Considering Context: Challenges to Effecting Change

Presenters: *The Importance of Context in Evaluating Family Literacy Programs*, Western Michigan University, Deborah J Bartz, Western Michigan University

Family literacy programs were developed to provide educational and parenting opportunities to low-income families with young children where at least one parent had not completed high school. Improved economic and parental outcomes were the goals of many of these programs. When conducting an evaluation of such programs, the evaluator must understand the context for the participants when measuring the success of the program. Although the program may in fact be meeting their needs, factors that have nothing to do with program delivery may affect the participants' outcomes. Factors such as 1) transportation, 2) financial need, 3) crisis occurrence, 4) housing and 5) timing can affect whether participants complete the program. Approaches to understanding context are outlined for this paper using data from an evaluation of a family literacy program.

Child Care and Welfare Reform: The Challenges of Women Transitioning from Public Assistance to Employment, Melody R Johnson, Cornell University

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA) places stringent work requirements on mothers who receive public assistance and forces them to enter the work force without providing them with the various services they need to obtain and sustain employment, particularly child care. Given the lack of child care services, many women may be unable to find work and may be forced to return to welfare. Using an interpretivist framework, this study explores the child care arrangements currently being used by women transitioning off welfare and determines the challenges faced by mothers as they attempt to work and find child care. In-depth interviews with mothers who are currently enrolled in welfare to work programs in Upstate New York will provide detailed, descriptive information that will be used to define ways to improve the supports for low-income mothers who must work and need child care.

Roundtable E: Evaluating Substance Abuse Programs for Women

Presenters: *A Feminist Review of Research and Evaluation Concerning Drug Abuse Prevention and Treatment for Women*, Sharon K Stout, Community Well

The development of the state-of-the-art of drug abuse clinical trials and community treatment is assessed, in parallel with developments in feminist approaches to theory and methodology. In particular, feminist theory concerning gender roles, the body, and the functions of 'embodied' knowledge (memory) are compared and contrasted to empirical research on cognition, volition, and memory. This review suggests additional approaches to investigating the etiology of drug abuse among women, further prevention and treatment research, and implications for drug prevention and treatment programs and their evaluation.

Impact of Residential Substance Abuse Treatment for Pregnant and Parenting Women on Drug Use and Other Treatment

Outcomes, Kathleen A Dowell, Kenneth Burgdorf & Tracy Roberts, Caliber Associates; and James M Herrell, Center for Substance Abuse Treatment

In 1994, the U.S. Center for Substance Abuse Treatment initiated the Residential Women and Children (RWC) and Pregnant and Postpartum Women (PPW) Demonstration Programs. These programs support 50 projects that offer comprehensive, long-term (6- or 12- months) residential substance abuse treatment for pregnant and parenting women, together with their infants and children. A primary goal of the demonstrations was to facilitate lifestyle and behavioral changes that would support clients' non-use of alcohol and other drugs. This paper presents findings obtained in a longitudinal cross-site study of over 1,300 former RWC and PPW clients. Using data collected at admission to treatment and at 6 months post-treatment, the study compared the "change profiles" of women who completed treatment to change profiles of women who did not complete treatment. Compared to treatment non-completers, women who completed treatment showed greater decreases in drug use and criminal activity, and greater increases in employment.

SESSION 536: Demonstration

Room: Kauai

Sponsored by the Topical Interest Group on Cluster, Multi-site and Multi-level Evaluation

Application of Logic Modeling Processes To Explore Theory of Change from Diverse Cultural Perspectives

Chair: Ricardo A Millett, W K Kellogg Foundation

Presenters: Cynthia C Phillips, Third Sector Strategies
Sharon Dodson, W K Kellogg Foundation

The W. K. Kellogg Foundation debuts its Logic Model Development Guide in this session. Presenters will go step-by-step highlighting its contents using actual examples from WKKF applications. Opportunity will be provided for participants to engage in a lively, interactive dialog about the use of logic modeling in cluster evaluation to explicate both causal and non-causal mechanisms. This product will be available to participants.

