Is Your Program Ready to Evaluate Its Effectiveness?

A Guide to Program Assessment

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Foreword

This guidebook has been developed as an attempt to share the challenges we have encountered while evaluating programs participating in the National Urban Adolescent Pregnancy Prevention Program (NUAPPP). Much of the material has been based on direct feedback from the NUAPPP participants, but it is important to note that the guidebook itself has not yet been tested by any programs. Due to the high demand for information about program assessment and evaluation, we have made the current version available to programs while it is being further developed.

Therefore, this guidebook is, and should be treated as, a work in progress. We welcome your feedback and suggestions for revision. Please refer to the contact information at the end of the guidebook if you wish to send feedback. In the meantime, we hope that this version will be useful to those of you who want to conduct more thorough and systematic program assessment.

Acknowledgements

This guide reflects the work of numerous people and programs. Our work with the programs participating in NUAPPP (The National Urban Adolescent Pregnancy Prevention Program) helped generate the set of indicators of program effectiveness used in this guide. Dr. Marvin Eisen at the Urban Institute also provided valuable input at the early stages of creating the indicators and organizing them.

I thank the Johnson and Johnson Family of Companies, which provided financial support for NUAPPP, and The Centers for Disease Control and Prevention, which provided financial (and moral) support for the creation of this guide.

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Finally, I thank Tabitha Benner at Sociometrics for her help and patience with formatting this guide.

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Introduction

Evaluation is a broad term that can involve a wide variety of activities. Most of these activities contribute to one of two types of evaluation: *process* evaluation or *outcome* evaluation. Process evaluation involves examining how the program works, and answering the following types of questions:

- How are we defining success?
- Is our program strong enough to be effective?
- Are we delivering the program as intended?
- Do we have the resources we need to implement the program?

But when most practitioners think of evaluation, they usually mean *outcome* evaluation. Outcome evaluation seeks to answer the question "Does the program work?" It usually involves tracking changes in knowledge, attitudes, and behavior over time through the use of surveys given to program participants. It can also involve tracking the same changes among a similar group that does not receive the program, often called a *comparison group.*

There are many reasons why practitioners want to know whether or not their program works. Among the most important of these reasons is the fact that those who fund programs often require evidence of effectiveness, rather than relying solely on information about numbers of participants. Community groups are using evaluation as a tool for determining which programs to support. Program managers want to know whether or not their program is effective. They also know that a favorable evaluation can enhance the credibility of their program as well as enhance our general knowledge about "what works."

So why do so many practitioners dread conducting an outcome evaluation? One of the main reasons is a lack of resources. Evaluation can be costly and can take up valuable staff time. It can also be complex, requiring a diverse set of skills that program staff may not have. Even when practitioners have the resources, some are hesitant to evaluate because they are concerned about what will happen if the results are unfavorable to their program.

The potential for unfavorable results needs to be considered when programs make decisions about how and when to evaluate. In this guide, we present an approach that practitioners can use to reduce the chances of an unfavorable evaluation. This approach is based on the notion that programs should not conduct an outcome evaluation until the program can be evaluated at a time when the chances for a favorable evaluation are optimal. In other words, before asking the question, "Does the program work?" we suggest answering the question, "Is our program working well enough to expect that it will be effective?"

The process of obtaining an answer to this question can be complex, and few resources exist to guide program managers through this process. This guide provides a method for asking key questions that will help a program determine its readiness for an outcome evaluation. The questions can be thought of as a set of indicators that might affect the results of an evaluation. The indicators have been organized into a **Program Assessment Tool**.

Use of the *Program Assessment Tool* for Process Evaluation

The tool can also help practitioners conduct a process evaluation of their program, a worthy pursuit in and of itself. A good process evaluation will:

- allow program managers to assess the strengths and weaknesses of the program, which will allow for program development regardless of the program's intent to conduct an outcome evaluation.

- help programs document areas of strength and progress made toward program improvements. This is particularly important for programs that lack the resources for an outcome evaluation, since demonstrating the strengths of a program can serve as a valuable means of gaining support for an outcome evaluation.

The Program Assessment Tool

The indicators described in the instrument fall into five areas, which are:

1. **Strength of the program**: includes indicators on the relationship between program activities, objectives, and goals, and the program's potential for success based on past research and current attendance.
2. **Staff resources:** includes indicators on staff support, training and skills and the staff's commitment to evaluation.
3. **Program philosophy**: includes indicators on the program's responsiveness to youth and community, and characteristics of the staff's relationships with youth.
4. **Program implementation**: includes indicators on the quality and quantity of services delivered.
5. **Population readiness for outcome evaluation**. includes indicators on the characteristics of the program's participants and any potential comparison population.

Each of these areas consists of a set of indicators that are assigned scores based on the program's performance. To arrive at a score for each indicator, some questions about the program must be answered. Some of these questions can be answered by program managers, but most of the questions must be answered by those who deliver the program. A few questions require input from the youth in the program. Some questions may not be readily answered; they require that programs keep track of the specific services delivered over time (one program cycle or one month, for example), and document which individuals receive particular program components and how often they receive them.

The tool can be used as often as desired; it can serve as a one-time assessment of readiness for outcome evaluation, or it can be used every program cycle as a method for tracking progress over time and documenting program consistency or improvements.

Although the tool has been designed for programs considering embarking on an outcome evaluation, it can also be used exclusively as a process evaluation tool. Programs using the tool this way can examine all five areas at once, or can examine one area at a time. (See page 4 for more information about how to use this approach.)

How this Tool was Developed

The set of indicators presented in this tool is largely derived from programs that participated in the National Urban Adolescent Pregnancy Prevention Program (NUAPPP)[1]. The purpose of NUAPPP was to conduct outcome evaluations of some promising approaches to teen pregnancy prevention. The programs also participated in a process evaluation, which involved an intensive examination of each program's operations and implementation. The process evaluation uncovered a number of challenges common to many of the programs that were likely to impact the results of the outcome evaluation.

Some of the more common challenges included:

- Lack of intensity (programs not being long enough to bring about the changes they were seeking to make);
- A weak connection between program activities and the goals;
- Staff turnover, insufficient staff training, monitoring, and/or support (leading to inconsistent service delivery);
- Having to use program settings that were not conducive to providing services;
- The use of staff who were not enthusiastic about the program or committed to evaluation of the program;
- Low participant exposure to the program, particularly for programs delivered over a long period of time;
- Too few program participants to study;
- Difficulties reaching study participants for follow up surveys; and
- Difficulties recruiting and retaining a well-matched comparison group.

The tool was originally developed as a way to document these challenges and organize the information for reporting purposes. But when the tool was presented to some of the NUAPPP programs, the staff expressed their interest in using it themselves for program monitoring and development. They also encouraged us to share the tool with other programs.

Once the tool was developed, we conducted a pilot test to determine the extent to which the scores on the indicators were related to program utilization, one measure of program strength. One program with multiple sites of varying effectiveness allowed us to generate scores by interviewing their staff at four program sites, two with high utilization, and two with low utilization. Utilization was measured by dividing the percentage of students at a school who chose to participate in the program by the total number of students at the school. We found that the two more utilized sites had far higher scores on the tool than sites with lower utilization, giving us confidence in the ability of the tool to gauge program utilization.

It is important to note that the set of indicators we present is not necessarily an exhaustive list of the elements required for program success. They simply represent a set of indicators common to many programs that, our experience indicates, can interfere with or contribute to a program's readiness for outcome evaluation.

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[1] NUAPPP was conducted by The National Organization on Adolescent Pregnancy, with support from the Johnson & Johnson Family of Companies.

The Approach

The rest of the guide describes the step-by-step process by which programs can assess their readiness for outcome evaluation. The steps include

1. Developing a program model;
2. Deciding how to assign scores to the indicators on the tool;
3. Collecting the information needed to assess each indicator;
4. Calculating final scores and discussing the results;
5. Deciding whether to address any areas of weakness before starting an outcome evaluation; and
6. Determining which evaluation-related tasks could be completed by current program staff, and which tasks must be completed by an outside evaluator.

Programs that wish to focus exclusively on a process evaluation can follow the same set of steps, stopping after Step 5. For programs wishing to pursue a more gradual process of self-assessment, the steps can also be applied to one area at a time (again stopping after Step 5).

STEP ❶: *Develop a Program Model*

The development of a program model is a crucial first step in determining a program's readiness to evaluate. The model helps you define the content of your intervention and determine how your program defines success. It can also help you evaluate the strength of your program by examining connections between your program activities and its objectives and goals.

A program model consists of four components: the program's goal or goals, the program's objectives, the target population, and the intervention. These components are typically outlined on a single sheet of paper, for an easier visual examination of the model. A sample program model can be seen in Figure 1, and a blank template for a program model is located in Appendix I to this guide.

Figure 1: Sample Program Model

GOALS	OBJECTIVES	TARGET POPULATION	INTERVENTION
• decrease the teen birth rate in Sycamore Hills	• increase scores on tests of knowledge about pregnancy and pregnancy prevention • increase the percentage of participants who feel able to avoid unwanted sexual activity • decrease the percentage of participants who report being sexually active within the last 30 days • increase the percent of sexually active participants who use contraception	• males and females aged 12-17 who live in the Sycamore Hills neighborhood of Anytown, NY	• education about the reproductive system • education about the consequences of teen sexual activity • education about contraception • education about coping with peer pressure • training in refusal skills • provision of condoms and spermicide

Objectives and Goals

The goal of the program can be defined as the outcome the program hopes to see in the long term, such as prevention of pregnancy or STD. Many programs will have just one goal. The objectives of the program can be considered short-term goals that lead to the ultimate goal. Programs will often have multiple objectives leading to one goal. These objectives might include (but are not limited to) increasing the proportion of participants who use contraception consistently or decreasing the proportion of participants who are sexually active. It will be helpful to decide how you will define consistency of contraceptive use or sexual activity, since you will be measuring success according to these objectives.

Although the objectives should be measurable, consider whether or not you want to specify a percentage change in a particular score or behavior. Some funders require that objectives are phrased in this way, but it can be problematic for practitioners. Setting a specific percentage change requires that programs know the initial level of a behavior, then predict how much the intervention could change that initial percentage. Most practitioners do not know the initial level of a behavior they are trying to change, and predicting the degree of change often leads to overestimates of the program's effect. This could lead programs to falsely conclude that they failed when they have actually achieved some positive change. Instead, you might consider stating that your intervention will *significantly* change a behavior. This is a statistical term used to indicate that a change was greater than would be expected by chance.

For example, an objective to improve contraceptive use could be stated one of two ways:

1. Increase the proportion of participants who used contraception at last intercourse by 25%, ***OR***
2. Significantly increase the proportion of participants who used contraception at last intercourse.

Target Population

The target population should be defined as narrowly as possible. Does your program focus on teens in specific age groups? Do you focus on females, males, or both? Do you aim to reach all teens in a particular community, or teens from a specific neighborhood or school? Specifying your target population allows you to evaluate whether or not you are reaching those you aim to reach. This is an important piece of information, since programs that gear their activities for a specific target audience may find that they are not as effective if the actual participants come from a different population.

Intervention

In the intervention section, list the <u>main</u> components of the intervention. Some thought should be given to what constitutes a program component, since each of these components will be examined in great detail in the section on program implementation. Program components might include (but are not limited to) group education about a specific topic, individual counseling about behavior, role-playing to practice desired behaviors, or provision of referrals to outside agencies. If your program offers multiple activities, you may want to consider grouping similar activities into categories such as those listed above. Alternatively, you could

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The program model is likely to be a more accurate reflection of the program if it is completed in consultation with those who deliver the program, rather than completed by a single program supervisor. It is also important that those who will be assigning scores to the indicators on the tool reach agreement on the program model, since scoring many of the indicators will require use of this model.

Step ❷:

Decide How to Assign Scores to the Indicators on the Tool

This step involves developing a plan for assigning scores to the indicators. ("Indicators" refers to a set of questions that will be asked about the program; each response choice to a question is given a score.) To develop a plan, you will need to:

1. *Decide who will assign scores to the indicators.* One option is to assemble a team of your program staff; another is to ask an outside evaluator to determine the scores. A team of program staff is a less costly option, and staff are likely to have more intimate knowledge of the program than an outside evaluator. Further, since many of the scores are subjective, you may have more confidence in your decisions if you use a team of assessors rather than a single outside evaluator. On the other hand, an outside evaluator can offer an objective viewpoint that program staff may find difficult to achieve. Whatever you choose, keep in mind that you will want to use the same team or evaluator each time if you plan to use the tool to track your program's progress.

2. *Read through the entire list of indicators and set of questions connected to the indicators.* (For an overview of the list of indicators, see the worksheet in Appendix II, AII-1.)

3. *Determine which questions can be answered using information already collected by the program.* You may want to use the worksheet in Appendix II (AII-1) for this purpose.

4. *Decide what information needs to be collected* (see the worksheet in Appendix II), *and divide this list into:*
   - questions for staff;
   - questions for program participants (youth);
   - questions for program managers;
   - information to compile from existing program records; and
   - new information to collect.

5. *Determine who will be responsible for collecting the information.* The decision about who collects the information directly from staff should be made with some care, since it is important that staff give candid and thorough responses. You will need to determine whether or not your program staff will be comfortable giving unfavorable feedback to the management before you can decide who should interview the staff. If the staff are uncomfortable offering honest feedback, you may want to ask an outsider to conduct the interviews, or offer staff a chance to answer the questions anonymously, on paper. (See Appendix III for a sample staff survey.)

STEP ❸:
Collect the Information Needed to Assess Each Indicator

In this step, we suggest ways to collect the information needed to answer the questions in each of the five areas of the tool, since there are several possible ways to obtain an answer. These include: 1) asking program staff, 2) asking program managers, or 3) asking program participants, 4) examining existing program documents, or 5) collecting new information.

We also provide suggestions for scoring each indicator. Please note that these are only suggestions. Although some of the scores for the indicators lend themselves to "number-crunching," you can choose to forego this method of assigning scores and estimate the scores yourself. The more structured methods of scoring are provided for those who wish to use a more systematic method of assigning scores.

Step ❸, *Section I:*
Assess the Strength of the Program Model

The set of indicators in this area (shown in Figure 2, on the next page) can help you examine the connections between the program's activities and its goals and objectives as well as the intensity of the program. Assessing the strength of the program model is a fundamental step to assessing the overall health of the program. Even a faithfully implemented program using highly skilled staff is unlikely to be effective if the ideas on which it is based are not logical.

Figure 2: Program Assessment Tool Section I: Strength Of Program

CRITERIA	SCORE	COMMENTS/EXAMPLES
1. How many of the program objectives are linked to at least one component? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
2. How many of the program goals are linked to at least one objective? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
3. How strong is the evidence that the program's approach is effective? 4 = *very strong*; 3 = *somewhat strong*; 2 = *somewhat weak*; 1 = *very weak*; 0 = *no evidence*		
4. What proportion of program activities focus on promoting positive behavior of participants (rather than knowledge or attitudes)? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
5. How likely is it that the program is long enough / strong enough, given risk level of target audience? 4 = *very likely (have evidence)*; 3 = *very likely*; 2 = *somewhat likely*; 1 = *not very likely*; 0 = *not at all likely*		
6. What proportion of participants receive enough of the program for it to have an impact? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		

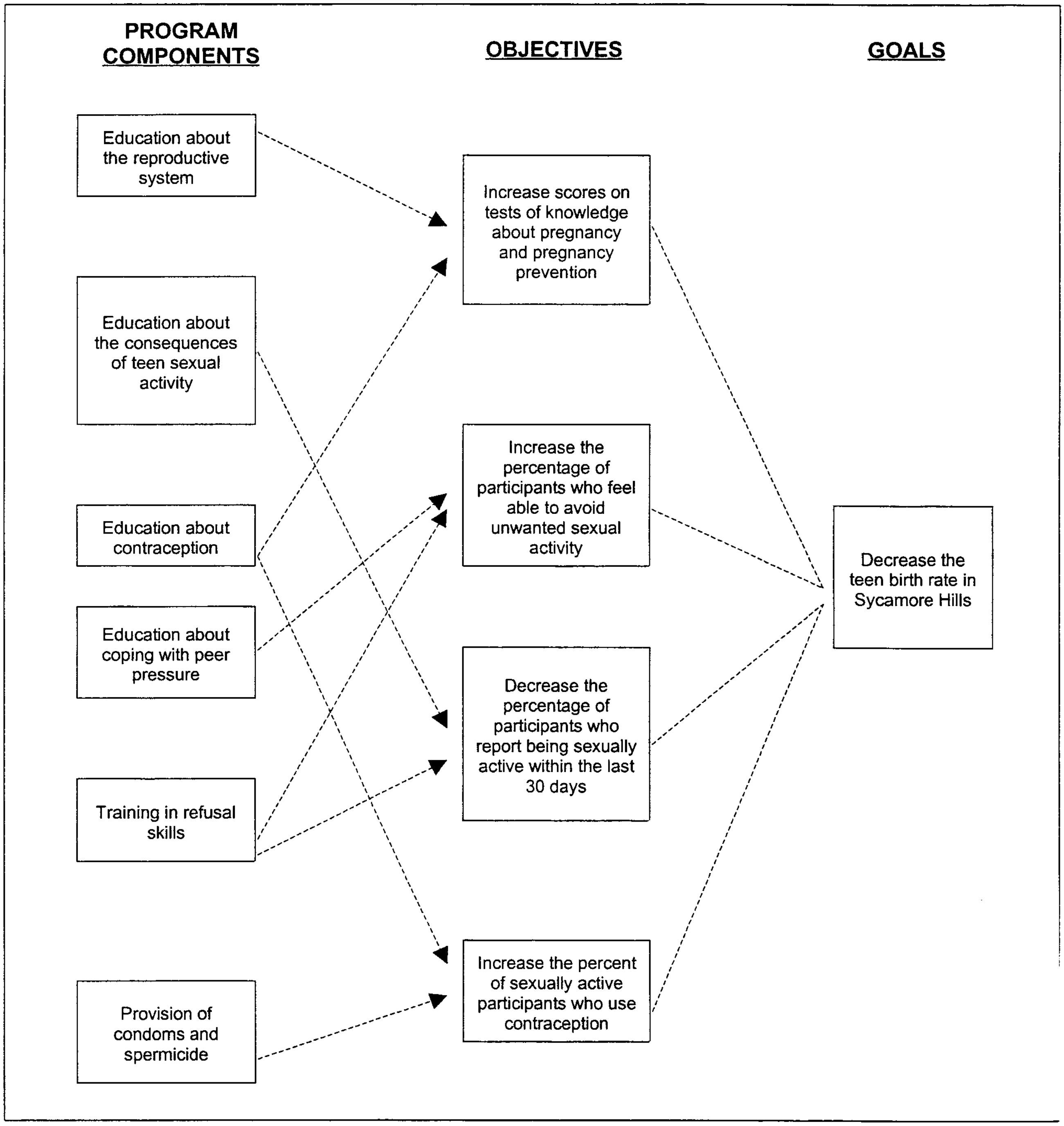
In order to arrive at scores for these indicators, you will want to refer to the program model you created in **STEP ❶** and ask the following questions:

1. How many of the program objectives are linked to at least one program component?

Method of Assessment: Examining existing program documents (program model).

Referring to your program model, examine each objective and determine whether the program includes at least one component that would logically be expected to lead to the objective. The determination can be based on research as well as "the common sense test." For example, it is reasonable to expect that a program component involving a field trip to a family planning clinic might lead to increased clinic attendance, but this component is unlikely to be linked to an objective such as a decrease in substance abuse. See Figure 3 on the next page for examples of the links between the program components and objectives for the sample program model, keeping in mind that some components may be linked to more than one objective and some components may not be linked to any objectives.

Figure 3: Sample Program Model Showing Links between Program Activities (Components) and Objectives



_____ Last long enough to allow participants to complete important activities

_____ Provide basic, accurate information about the risks of unprotected intercourse and methods of avoiding unprotected intercourse

_____ Employ a variety of teaching methods designed to involve the participants and have them personalize the information

_____ Include activities that address social pressures to have sex

_____ Provide models of and practice in communication, negotiation, and refusal skills

_____ Select staff or peers who believe in the program and then provide them with training, which often includes practice sessions

How to score:

Check each characteristic that describes your program and use the following guidelines to decide how strong the evidence is:

7 or more characteristics = very strong evidence

5-6 characteristics = somewhat strong evidence

3-4 characteristics = somewhat weak evidence

1-2 characteristics = very weak evidence

4. What proportion of program activities focus on promoting acquisition of new skills or positive behavior of participants (rather than knowledge or attitudes)?

Method of Assessment: Examining existing program documents (program model).

Most experts agree that behavior change is unlikely to occur without knowledge about pregnancy prevention, but that improving knowledge is not sufficient for producing behavior change. Similarly, it is important to address attitudes toward sex and pregnancy, but the most effective programs devote a substantial amount of time to activities designed to allow participants to practice positive behavior, such as negotiating abstinence or contraceptive use.

How to Score:

Examine each program component and determine whether or not it includes activities designed to directly affect behavior, rather than just knowledge or attitudes. For example, a program component providing information about reproduction might be expected to only improve knowledge, while a component on values about sex might be expected to improve attitudes toward sex. A component providing opportunities to practice refusal skills might be expected to change both attitudes and sexual behavior.

5. How likely is it that the program is long enough and strong enough to achieve the program's goal(s), given the risk level of the target audience?

Method of Assessment: Examining existing program documents (program model), asking program participants (if necessary)

A program's length and strength reflects its intensity. The intensity needed to achieve the program's goals will vary according to the needs of the target population. For example, a short program that focuses on providing information about pregnancy prevention might be sufficient for a lower risk population, but is unlikely to be intensive enough to achieve the same goals with a higher risk population.

How to Score

1. Estimate the risk level of the population your program serves. (You may need to conduct a short survey of participants to obtain this information.) There are many demographic characteristics associated with an increased risk of pregnancy; some of these are listed below. For each of these characteristics, estimate the percentage of your program participants who are:

    - ✓ not living with two parents (_____%)
    - ✓ having a mother who did not complete high school (_____%)
    - ✓ having a mother or sister who gave birth as a teen (_____%)
    - ✓ having a family income below the poverty line (_____%)
    - ✓ living in an area with high residential turnover (_____%)
    - ✓ doing poorly in school (_____%)
    - ✓ using alcohol and/or drugs (_____%)

    Find the characteristic by which you wrote the highest percentage, and use the guidelines below to estimate the risk level of the program population:

70%+ = higher risk
40-69% = moderate risk
0-39% = lower risk

2. Make a judgment about whether the program is intensive enough, based on the risk level of the participants. There are no rules for determining how intensive a program must be. As a general rule, programs delivered in just a few sessions are unlikely to be intensive enough. Programs delivered frequently over a period of several months (or years) can be considered more intensive.

6. What proportion of program participants receive enough of the program for it to have an impact?

Method of Assessment: Examining program documents (attendance records), collecting new information.

In addition to examining program intensity as it appears on paper, program intensity should also be examined according to the intensity experienced by the program participant. Since programs typically include all of their participants in an evaluation, it is important that a majority of the participants get the maximum possible benefit of the program by attending most of the sessions or receiving most of the program's services.

How to Score:

The numbers you need to answer this question will vary according to the type of program you have. Two types of programs are discussed here: 1) *programs that offer the same intervention to all participants,* and 2) *programs that offer a personalized set of services based on individual needs* (the case management approach).

1. *Programs Offering Same Intervention to All Participants:*

   - ✓ Count the number of program sessions each participant attended in the past month or past program cycle.
   - ✓ Count the number of program sessions that the individual *could have* attended.
   - ✓ Divide the number of sessions each participant attended (first number above) by the number the individual *could have* attended (second number above); this results in a fraction, which when multiplied by 100, gives you a percentage.
   - ✓ Decide on the minimum percentage of program sessions that *you believe is needed for the program to have some impact.* This number does not have to be specific to an individual; it can be the same for all participants.
   - ✓ Count the number of participants whose percent attendance was as high or higher than the percent set by the program as ideal.

   If your program has collected individual attendance information, it will be possible to obtain the first two numbers by examining attendance records. If your program has documented only the number of participants at each session, not the identity of the participants, you will need to collect new information. To be most accurate, you will want to collect individual attendance over a period of at least one month or one program cycle. The sample worksheet in Figure 4 may be useful if you are unsure about what information to collect.

Figure 4: Form for Tracking Individual Attendance

	Program Components														
Program Participant	Reproduction (2 sessions)		Consequences (3 sessions)			Contraception (2 sessions)		Peer Pressure (2 sessions)		Refusal Skills (3 sessions)			# Attended	% Attended
	1	2	1	2	3	1	2	1	2	1	2	3		
Chris	x	x	x	x	x		x		x	x	x		9	75%
Bing	x		x	x		x	x	x	x	x			8	67%
Tom	x	x	x	x	x	x		x	x		x	x	10	83%
Patsy	x		x	x		x	x			x	x		7	58%
Spike	x	x			x					x	x	x	6	50%

2. *Case Management Style Programs:*

If your program consists mainly of case management style services, this question is more difficult to answer. It is likely that all of your program participants will receive a basic service (such as an individual counseling session), but only a portion of those participants will receive more intensive services. To make the scoring easier, do the calculations below for clients who visited within a specific time frame, such as the past month or past program cycle. To determine what proportion of your participants receive enough of the program:

- ✓ Count the number of services the participant received. (Count each contact as a separate service.) (For example, individual counseling followed by two telephone follow up contacts = 3 services.)
- ✓ Count the number of services that the individual could have received if they had followed the program's recommendations. (For example, one individual counseling session followed by 5 group sessions and 3 telephone contacts = 9 services)
- ✓ Divide the number of services received (first number above) by the number of services recommended (second number above). (You will need to calculate this proportion separately for each program participant.)
- ✓ Decide on the minimum percentage the total services that *you believe is needed for the program to have some impact.* You can either: 1) assign the same percentage to all participants or 2) assign a unique percentage to each participant based on his/her individual needs.
- ✓ Count the number of participants whose percent of services received was as high or higher than the percent set by the program as idea .

Step ❸, *Section II:*

Assess Your Staff Resources

The list of indicators representing staff resources is presented in Figure 5, on the next page. The indicators are aimed at assessing the support available to the staff and the staff's feelings about evaluation. The indicators are based on the idea that staff who are supported are more likely to be satisfied, deliver the program effectively, and are more likely to meet the needs of the program participants.

To assess your staff resources, you will need to ask the following questions:

1. What proportion of the staff who were employed by the program one year ago are still with the program today?

Method of Assessment: Examining existing program documents, asking program managers.

Staff turnover can have a large impact on program effectiveness. High staff turnover can often interfere with the quality of services provided. It can also be a sign of staff discontent, which can affect service delivery. Staff turnover can also affect the participants' perceptions of program quality.

How to Score:

- ✓ Compile a list of program staff one year ago and count the number of staff who are still with the program. You may want to consider program volunteers to be staff if they are delivering some program components.
- ✓ Divide the number of staff who are still with the program by the total number of staff one year ago.
- ✓ Assign a score of 0-4 using the following scale: .90 to 1=4, .60 to .89=3, .30 to .59=2, .10 to .29=1, 0 to .09=0 (or make a judgment using the guidelines on the worksheet).

Figure 5: Program Assessment Tool Section II: Staff Resources

Criteria	Score	Comments/Examples
1. What proportion of the staff one year ago are still with the program today? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
2. What proportion of the staff know the program's goals, objectives, and target group? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
3. What proportion of the staff have all of the skills they need to implement the program (OR are given training in all the skills they need?) 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
4. What proportion of the staff receive feedback from supervisors frequently enough? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
5. What proportion of the staff believe that monthly reports are required and enforced? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
6. What proportion of program staff feel supported by management? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
7. What proportion of staff are given the opportunity to suggest program changes? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
8. What proportion of the staff have adequate opportunities for professional growth? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
9. What proportion of the staff believe that the institutional leaders support the program? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
10. What proportion of the staff are committed to evaluation? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
11. What proportion of the staff are willing to change the program based on evaluation findings? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		

2. **What proportion of the staff know the program's goals, objectives and target population?**

Method of Assessment: Asking program staff.

In order to maintain consistency in service delivery, it is important that all staff share a common perception about the program's goals, objectives and target population. It is also important that these perceptions reflect the program managers' ideas about the program. To assess these perceptions, it is most accurate to ask staff themselves, rather than relying on supervisor's perceptions of their staff.

To assess their knowledge, you can ask them the following questions:

- As you understand them, what are the long-term goals of this program? What are the short-term goals (also known as objectives)?
- What are the characteristics of the main audience you are trying to reach?

How to Score:

- ✓ Decide on the "correct" answers to the questions above.
- ✓ Count the number of staff who answered all of the questions correctly.
- ✓ Divide this number by the total number of staff who answered the questions.
- ✓ Assign a score of 0-4 using the following scale: .90 to 1=4, .60 to .89=3, .30 to .59=2, .10 to .29=1, 0 to .09=0 (or make a judgment using the guidelines on the worksheet).

3. **What proportion of the staff have all of the skills they need to implement the program?**

Method of Assessment: Asking program staff (those who deliver the program).

Programs have different methods for ensuring that their staff have the skills they need. Some programs do not offer training, but hire staff who already have all of the skills they need. Others offer complete training for all staff which includes supervised opportunities to practice skills. Most programs fall somewhere in between.

The most accurate way to answer this question is to ask staff about the skills they already had when they were hired, as well as the training they received. Specifically, you can ask the following questions:

- Did your staff training/orientation include any training in the skills you might need to implement the program? (do not include unsupervised on-the-job training)
- (If yes) Were you given an opportunity to practice these skills before you started delivering the program?
- (If no) Did you feel you needed additional training before you felt prepared to deliver the program?

How to Score:

- ✓ Count the number of staff who responded that they either 1) had an opportunity to practice skills or 2) did not feel that they needed any training.
- ✓ Divide this number by the total number of staff who answered the question.
- ✓ Assign a score of 0-4 using the following scale: .90 to 1=4, .60 to .89=3, .30 to .59=2, .10 to .29=1, 0 to .09=0 (or make a judgment using the guidelines on the worksheet).

4. What proportion of staff receive regular/frequent feedback from supervisors?

Method of Assessment: Asking program staff.

Although most program managers are likely to believe that they provide adequate feedback to their staff, it is important to assess whether or not staff believe that the feedback is frequent enough to meet their needs. To make this assessment, you can ask staff:

- How often do you get feedback from your supervisor on your performance (not including feedback on the numbers served)?
- Is this amount of feedback too frequent, as frequent as you would like, or not frequent enough?

How to Score:

- ✓ Count the number of staff who believe that feedback is as frequent as they would like.
- ✓ Divide this number by the total number of staff who answered the question.
- ✓ Assign a score of 0-4 using the following scale: .90 to 1=4, .60 to .89=3, .30 to .59=2, .10 to .29=1, 0 to .09=0 (or make a judgment using the guidelines on the worksheet).

5. What proportion of staff believe that monthly reports are required and enforced?

Method of Assessment: Asking program staff.

Staff monitoring is an important indicator of staff support. One systematic way to provide monitoring is through the use of staff reports. These reports can also serve as a means of providing staff support, particularly when they offer staff an opportunity to provide information about program successes or challenges, rather than focusing exclusively on numbers served.

To answer this question, you can ask staff the following questions:

- Does your supervisor require that you complete monthly reports?
- (If yes) What happens if these reports are not produced?

How to Score:

- ✓ Count the number of staff who believe that monthly reports are required and enforced.

- ✓ Divide this number by the total number of staff who answered the question.
- ✓ Assign a score of 0-4 using the following scale: .90 to 1=4, .60 to .89=3, .30 to .59=2, .10 to .29=1, 0 to .09=0 (or make a judgment using the guidelines on the worksheet).

6. What proportion of staff feel supported by management?

Method of Assessment: Asking program staff.

Although the previous questions will provide some information about the level of support offered to staff, it is important to also ask staff whether or not they feel supported by their supervisor, in order to learn more about staff satisfaction.

How to Score:

- ✓ Count the number of staff who report that they feel supported by their supervisor.
- ✓ Divide this number by the total number of staff who answered the question.
- ✓ Assign a score of 0-4 using the following scale: .90 to 1=4, .60 to .89=3, .30 to .59=2, .10 to .29=1, 0 to .09=0 (or make a judgment using the guidelines on the worksheet).

7. What proportion of staff are given the opportunity to suggest program changes?

Method of Assessment: Asking program staff.

Staff are more likely to feel supported if they believe that their input is actively solicited. Staff input is also crucial to program health, since staff are often the first to notice a problem with program quality. The answer to this question can be obtained simply by asking staff:

- Are you ever asked to make suggestions to improve the program?

How to Score:

- ✓ Count the number of staff who answer yes to this question.
- ✓ Divide this number by the total number of staff who answered the question.
- ✓ Assign a score of 0-4 using the following scale: .90 to 1=4, .60 to .89=3, .30 to .59=2, .10 to .29=1, 0 to .09=0 (or make a judgment using the guidelines on the worksheet).

8. What proportion of staff have adequate opportunities for professional growth?

Method of Assessment: Asking program staff.

Staff who are given the opportunity to enhance their skills and knowledge by taking courses or attending conferences are more likely to feel supported and may be more likely to stay with the program. To answer this question, you can ask staff:

- Do you feel that you are given enough opportunities to attend conferences, or take courses to enhance your professional growth?

How to Score:

- ✓ Count the number of staff who answer "yes" to this question.
- ✓ Divide this number by the total number of staff who answered the question.
- ✓ Assign a score of 0-4 using the following scale: .90 to 1=4, .60 to .89=3, .30 to .59=2, .10 to .29=1, 0 to .09=0 (or make a judgment using the guidelines on the worksheet).

9. What proportion of staff believe that the institutional leaders support the program?

Method of Assessment: Asking program staff.

For programs that operate within a larger agency (such as a YWCA or school), the support that the program staff receive from the agency leaders will have an impact on the program's effectiveness. Staff who feel supported by the agency will be more likely to be satisfied with their work, and may be more likely to retain participants. To answer this question, ask staff:

- Do you think that the leaders of this agency support the program?

How to Score:

- ✓ Count the number of staff who answer yes to this question.
- ✓ Divide this number by the total number of staff who answered the question.
- ✓ Assign a score of 0-4 using the following scale: .90 to 1=4, .60 to .89=3, .30 to .59=2, .10 to .29=1, 0 to .09=0 (or make a judgment using the guidelines on the worksheet).

10. What proportion of the staff are committed to evaluation?

Method of Assessment: Asking program managers, asking program staff.

Regardless of a program's readiness to evaluate, if the program staff are not committed to evaluation, they may not put forth the effort necessary to make sure the evaluation is done properly, and may not make good use of the results. In order to assess staff commitment to evaluation, ask both program managers and staff the following questions:

- In your opinion, what are the benefits to evaluating this program?
- What are the drawbacks?
- Do you think the benefits outweigh the drawbacks?
- What would be required of you in an evaluation?
- Would these requirements be a burden for you?

How to Score:

- ✓ Make a judgment about each staff member's commitment to evaluation, based on their responses to the questions above.

- ✓ Count the number of staff who you believe are committed to evaluation.
- ✓ Divide this number by the total number of staff who answered the question.
- ✓ Assign a score of 0-4 using the following scale: .90 to 1=4, .60 to .89=3, .30 to .59=2, .10 to .29=1, 0 to .09=0 (or make a judgment using the guidelines on the worksheet).

11. What proportion of the staff are willing to change the program based on the results of the evaluation?

Method of Assessment: Asking program managers, asking program staff.

The staff's willingness to change the program can affect its longevity as well as the usefulness of conducting an evaluation. To answer this question, you can ask both program managers and staff the following questions:

- How would you feel if an evaluation showed that you had to change your style of delivering the program?
- Are there any program components you would be willing to drop if an evaluation suggests that they don't contribute to achieving the goals of the program?

How to Score:

- ✓ Make a judgment about each staff member 's willingness to change the program, based on their responses to the questions above.
- ✓ Count the number of staff who you believe would be willing to change the program.
- ✓ Divide this number by the total number of staff who answered the question.
- ✓ Assign a score of 0-4 using the following scale: .90 to 1=4, .60 to .89=3, .30 to .59=2, .10 to .29=1, 0 to .09=0 (or make a judgment using the guidelines on the worksheet).

Step ❸, *Section III:*

Examine Some Aspects of the Program's Philosophy

This area comprises a variety of program characteristics representing the program's philosophy toward its youth and the community. These aspects of the program's philosophy are likely to have a direct impact on the effectiveness of the program, since programs that attempt to tailor their program to the needs of their youth and the community are more likely to deliver relevant services and retain their participants. Other aspects of the program's philosophy relate to the characteristics of the staff it employs. Some of these characteristics include the image that staff present to the youth, and their friendliness and enthusiasm.

The list of indicators representing the program's philosophy is presented in Figure 6. To determine your program's scores for these indicators, you will need to ask the following questions:

Figure 6: Program Assessment Tool Section III: Program Philosophy

CRITERIA	SCORE	COMMENTS/EXAMPLES
1. To what extent did the program involve the community in developing the program? *4 = large extent; 3 = somewhat large extent;* *2 = somewhat small extent; 1 = small extent;* *0 = did not consult community*		
2. How frequently does the program use input from community members in revising the program? *4 = very frequently; 3 = somewhat frequently;* *2 = somewhat infrequently; 1 = very infrequently;* *0 = not at all*		
3. To what extent is the program setting youth-friendly? *4 = large extent; 3 = somewhat large extent;* *2 = somewhat small extent; 1 = small extent;* *0 = not at all*		
4. To what extent is the program accessible, in terms of its setting and hours? *4 = large extent; 3 = somewhat large extent;* *2 = somewhat small extent; 1 = small extent;* *0 = not at all*		
5. What proportion of the staff are youth-friendly? *4 = all; 3 = most; 2 = some; 1 = few; 0 = none*		
6. To what extent did the program involve youth in developing the program? *4 = large extent; 3 = somewhat large extent;* *2 = somewhat small extent; 1= small extent;* *0 = did not involve youth*		
7. How frequently does the program use input from program participants in revising the program? *4 = very frequently; 3 = somewhat frequently;* *2 = somewhat infrequently; 1 = very infrequently;* *0 = not at all*		
8. What proportion of the staff act as role models? *4 = all; 3 = most; 2 = some; 1 = few; 0 = none*		
9. What proportion of staff are enthusiastic about the program? *4 = all; 3 = most; 2 = some; 1 = few; 0 = none*		

1. To what extent did the program involve the community in developing the program?

Method of Assessment: Asking program managers.

Programs are more likely to be effective if they consult the community about its needs and incorporate their feedback as they design the program. Community members in this case should include youth, parents, and youth workers. Youth workers can include a wide range of individuals, from those who work in youth service agencies to clergy, teachers, and parole officers.

Efforts to involve the community can range from conducting a formal needs assessment [3] to making note of any unsolicited input offered by community members. To answer this question, you can ask program managers the following questions:

- Did your program use the results of a community needs assessment in designing the program?
- Did the program seek (other) input from the community and use the results in designing the program?
- (If yes) What type of input did they get? About how many people contributed input?

How to Score:

Although there is no scientific way to judge the extent to which the community was involved, you might use the range of efforts listed above to make your judgment on the score for this indicator. The use of a community needs assessment probably indicates that the community was involved to a large extent.

2. How frequently does the program use input from community members in revising the program?

Method of Assessment: Asking program managers.

Even the strongest programs require revision from time to time. The results of revising the program are more likely to be effective if the program makes changes based on input from the community. (Refer to Question 1 above for a definition of "community"). To be most effective, the process of consulting the community should be deliberate and systematic. For example, programs can schedule regular meetings with the community to deliver progress updates and seek input.

To answer this question, you can ask program managers the following questions:

- Do you have any system in place for soliciting regular input from the community?
- (If yes) How frequently do you use this system?

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[3] A community needs assessment is a process by which programs learn about how a problem affects a particular community, and learn more about which types of remedies might be acceptable. For more information, refer to the following publication: Brindis, C., Card, J.J., Niego, S., & Peterson, J.L. (1996). Assessing your community's needs and assets: A collaborative approach to adolescent pregnancy prevention. Los Altos, CA: Sociometrics Corporation.

- (If system is in place) Have you ever made a change to the program based on input from the community?

How to Score:

There are no rules to determine how frequently the community should be consulted. For the purposes of scoring, you might want to consider a frequency of once every program cycle as very frequent, and a frequency of less than once per year as very infrequent.

3. To what extent is the program setting youth-friendly?

Method of Assessment: Asking program staff, asking program participants.

To answer this question, you can ask the following questions to both the program participants and the program staff:

- Do you think the program participants are comfortable in this setting?
- Does this setting offer enough privacy?
- Does this setting offer enough space for the participants?
- Does this setting have enough youth-friendly materials (like posters, brochures, etc.)?

How to Score:

- ✓ Count the total number of "yes" responses you have.
- ✓ Calculate the total number of possible "yes" responses by multiplying the number of people you interviewed by 4 (because you asked four questions).
- ✓ Divide this total number of "yes" responses you have by the total number of possible "yes" responses.
- ✓ Assign a score of 0-4 using the following scale: .90 to 1=4, .60 to .89=3, .30 to .59=2, .10 to .29=1, 0 to .09=0 (or make a judgment using the guidelines on the worksheet).

4. To what extent is the program accessible, in terms of its setting and hours?

Method of Assessment: Asking program staff, asking program participants.

You can assess the program's accessibility by asking program participants and staff the following questions:

- Is it easy for most participants to get to the program?
- Do you think that the program's hours are convenient for most participants?

How to Score:

- ✓ Count the total number of "yes" responses you have.
- ✓ Calculate the total number of possible "yes" responses by multiplying the number of people you interviewed by 2 (because you asked two questions).
- ✓ Divide this total number of "yes" responses you have by the total number of possible "yes" responses.

- ✓ Assign a score of 0-4 using the following scale: .90 to 1=4, .60 to .89=3, .30 to .59=2, .10 to .29=1, 0 to .09=0 (or make a judgment using the guidelines on the worksheet).

5. What proportion of the staff are youth-friendly?

Method of Assessment: Asking program staff, asking program participants.

You will get more candid answers to these questions if you ask the program staff to rate their colleagues on their responsiveness to the program participants, rather than rate themselves on these characteristics. The program's participants should also be asked their opinions about the staff. The questions can be worded as follows:

- In your opinion, how many of the staff have respect for the youth in the program? Would you say all, most, some, few, or none?
- How many of the staff make an effort to talk to the youth in the program individually to ask how things are going? Would you say all, most, some, few, or none?
- How many of the staff are friendly to the program participants? Would you say all, most, some, few, or none?
- How many of the staff care about the youth in the program? Would you say all, most, some, few, or none?

How to Score:

- ✓ Assign numbers (or "points") to each response, such as 4=all, 3=most, 2=some, 1=few, 0=none.
- ✓ Calculate the total points it is possible to score by multiplying 16 (the maximum number of points that could be given by one person) by the total number of people you interviewed.
- ✓ Add all of the points based on the responses you received, across all respondents.
- ✓ Divide this number by the total number points it was possible to score.
- ✓ Assign a score of 0-4 using the following scale: .90 to 1=4, .60 to .89=3, .30 to .59=2, .10 to .29=1, 0 to .09=0 (or make a judgment using the guidelines on the worksheet)

6. To what extent did the program involve youth in designing the program?

Method of Assessment: Asking program managers

To answer this question, you can ask program managers:

- When the program was being developed, did the program make any attempt to seek input from youth who might participate in the program?
- (If yes) Did they set up a formal meeting with youth? Were the youth asked specific questions about what program features they needed?
- (If youth were consulted) Were the results of this input used in designing the program?

How to Score:

This indicator does not lend itself to precise measurement. You can consider a program to have involved youth to a large extent if staff held one or more formal meetings with youth in which youth had an opportunity to tell program designers what they needed (rather than simply react to an already-designed program).

7. How frequently does the program use input from program participants in revising the program?

Method of Assessment: Asking program managers.

To answer this question, you can ask program managers:

- How often are the youth in this program asked what they think about the program?
- How often are the youth given an opportunity to suggest changes to the program?
- Has the program ever been changed based on a suggestion from program participants?

How to Score:

There are no rules to determine how frequently youth should be consulted. You might want to consider a frequency of once every program cycle as very frequent, and a frequency of less than once per year as very infrequent.

8. What proportion of the program staff act as role models to the program participants?

Method of Assessment: Asking program managers, asking program staff.

This question can be answered by asking both program managers and staff the following question:

- In your opinion, what proportion of the program staff set good examples of behavior for the program participants? Would you say all, most, some, few, or no staff set good examples?

How to Score:

✓ Assign numbers (or "points") to each response, such as 4=all, 3=most, 2=some, 1=few, 0=none.

✓ Calculate the total points it is possible to score by multiplying 4 (the maximum number of points that could be given by one person) by the total number of people you interviewed.

✓ Add all of the points based on the responses you received, across all respondents.

✓ Divide this number by the total number points it was possible to score.

✓ Assign a score of 0-4 using the following scale: .90 to 1=4, .60 to .89=3, .30 to .59=2, .10 to .29=1, 0 to .09=0 (or make a judgment using the guidelines on the worksheet)

9. What proportion of program staff are enthusiastic about the program?

Method of Assessment: Asking program managers, asking program staff.

Most program managers and staff would agree that staff who are enthusiastic about the program are more likely to deliver it effectively. To answer this question, you can ask program managers and staff the following question.

- In your opinion, what proportion of the staff are enthusiastic about the program? Would you say all, most, some, few, or no staff are enthusiastic about the program?

How to Score:

- ✓ Assign numbers (or "points") to each response, such as 4=all, 3=most, 2=some, 1=few, 0=none.
- ✓ Calculate the total points it is possible to score by multiplying 4 (the maximum number of points that could be given by one person) by the total number of people you interviewed.
- ✓ Add all of the points based on the responses you received, across all respondents.
- ✓ Divide this number by the total number points it was possible to score.
- ✓ Assign a score of 0-4 using the following scale: .90 to 1=4, .60 to .89=3, .30 to .59=2, .10 to .29=1, 0 to .09=0 (or make a judgment using the guidelines on the worksheet)

Step ❸, *Section IV:*
Assess How Well Each Program Component Is Being Implemented

This area includes a set of indicators (shown in Figure 7) that allow you to assess the quality of implementation of each program activity or component. You will need to refer to the program model you created in **Step ❶** for a list of your program activities or components. (The components are the set of program activities listed in Column 1.) You will need to ask the following questions for EACH program activity or component:

1. How often is sufficient time available to deliver the activity or component?

Method of Assessment: Asking program staff.

To answer this question, ask program staff the following question:

- How often do you have enough time to deliver this activity or component? Would you say always, most of the time, sometimes, rarely, or never? (If answer is not "always", you may also want to ask why time is insufficient)

How to Score:

- ✓ Assign numbers (or "points") to each response, such as 4=all, 3=most, 2=some, 1=few, 0=none.
- ✓ Calculate the total points it is possible to score by multiplying 4 (the maximum number of points that could be given by one person) by the total number of people you interviewed.
- ✓ Add all of the points based on the responses you received, across all respondents.
- ✓ Divide this number by the total number points it was possible to score.
- ✓ Assign a score of 0-4 using the following scale: .90 to 1=4, .60 to .89=3, .30 to .59=2, .10 to .29=1, 0 to .09=0 (or make a judgment using the guidelines on the worksheet)

Figure 7: Program Assessment Tool Section IV: Program Implementation

***USE ONE SHEET PER PROGRAM COMPONENT**. Examples of program components include tutoring, education about anatomy, etc.

PROGRAM COMPONENT #1:	**SCORE**	**COMMENTS/EXAMPLES**
1. How often is sufficient time available to deliver this component? 4 = *always*; 3 = *most of the time*; 2 = *sometimes*; 1 = *rarely*; 0 = *never*		
2. How often are supplies/ physical resources available to deliver this component? 4 = *always*; 3 = *most of the time*; 2 = *sometimes*; 1 = *rarely*; 0 = *never*		
3. How often is the component delivered as planned? 4 = *always*; 3 = *most of the time*; 2 = *sometimes*; 1 = *rarely*; 0 = *never*		
4. How often is the component delivered by staff who are prepared and feel competent to deliver this component? 4 = *always*; 3 = *most of the time*; 2 = *sometimes*; 1 = *rarely*; 0 = *never*		
5. What proportion of participants appear to be responsive to the component's message? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
6. What proportion of participants receive this component (as compared to the proportion you want to receive this component)? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		

2. How often are materials and space available to deliver this activity or component?

Method of Assessment: Asking program staff.

Materials and space can include any physical resource necessary for effective delivery of a component, including, for example, a VCR, condoms, or a special space that allows for private conversations. To answer this question, ask program staff the following questions:

- What materials do you need to deliver this activity or component?
- What kind of space is required?
- How often do you have the materials and space you need to deliver this activity or component? Would you say always, most of the time, sometimes, rarely, or never?

How to Score:

- ✓ Assign numbers (or "points") to each response, such as 4=always, 3=most of the time, 2=sometimes, 1=rarely, 0=never.
- ✓ Calculate the total points it is possible to score by multiplying 4 (the maximum number of points that could be given by one person) by the total number of people you interviewed.
- ✓ Add all of the points based on the responses you received, across all respondents.
- ✓ Divide this number by the total number points it was possible to score.
- ✓ Assign a score of 0-4 using the following scale: .90 to 1=4, .60 to .89=3, .30 to .59=2, .10 to .29=1, 0 to .09=0 (or make a judgment using the guidelines on the worksheet)

3. How often is this activity or component delivered as planned?

Method of Assessment: Examining program documentation or collecting new information.

The most accurate way to assess the extent to which the program is being delivered as planned is through examining documentation, rather than relying on staff perceptions. The documentation should be specific to each program session, and should include a summary of the planned program content and a space to indicate which portions of the session were actually delivered. For greater accuracy, it is important that the session plans are completed prior to program delivery.

If your program currently collects the necessary information, you may be able to rely on existing program documents to answer this question. If not, you can use the sample checklist in Figure 8 (next page) over a period of time (one month or one program cycle, for example) to collect this information.

How to Score:

- ✓ Review the information you have or information you collect and rate each program session accordingly:
  - a: session was delivered according to plan

b: session was mostly delivered according to plan (with a few minor changes)

c: session delivered was substantially different from session planned

- ✓ Count the number of a, b, and c ratings you gave.
- ✓ Base the score on the letter that was given most frequently.

Figure 8: Session Checklist

DATE: ____________________ PRESENTER: ______________________________

TOPICS PLANNED:	# MINUTES PLANNED	# MINUTES SPENT
______________________	______	______
______________________	______	______
______________________	______	______
______________________	______	______
______________________	______	______

TOPICS ADDED:	# MINUTES SPENT
______________________	______
______________________	______
______________________	______

Did you spend as much time as planned on each topic? If not, list reasons below:____________________

Did you add any topics? If so, why?____________________

Is there anything you would change next time you present this session?____________________

4. How often is the activity or component delivered by staff who are prepared and feel competent to deliver the component?

Method of Assessment: Asking program staff.

Some programs suffer from chronic staff shortages which often means that sta[illegible] must fill in for each other, delivering services they do not normally deliver. This can affect the quality of service delivery, since some staff may not feel competent to deliver some program components. To answer this question, it will be useful to consult the **staff who do not normally deliver this component**, since they might have filled in for the staff who normally deliver the component. They can be asked the following questions:

- Have you ever had to deliver this activity or component? (If yes, ask the following questions:)

  1. How many times did you deliver this component during the last month (or last program cycle)?
  2. Did you feel as if you had the necessary skills to deliver this component?

How to Score:

✓ Count the number of times that the component was delivered by staff who DID NOT feel competent to deliver the component.
✓ Divide this number by the number of times the component was delivered last month (or last program cycle) by any staff member.
✓ Subtract this number from 1.
✓ Assign a score of 0-4 using the following scale: .90 to 1=4, .60 to .89=3, .30 to .59=2, .10 to .29=1, 0 to .09=0 (or make a judgment using the guidelines on the worksheet).

5. What proportion of participants appear to be responsive to the message?

Method of Assessment: Asking program staff.

This question can be answered by asking program staff the following question:

- In your opinion, what proportion of the participants are interested and engaged when you deliver this component? Would you say all, most, some, few, or no participants are interested?

How to Score:

✓ Assign numbers (or "points") to each response, such as 4=all, 3=most, 2=some, 1=few, 0=none.
✓ Calculate the total points it is possible to score by multiplying 4 (the maximum number of points that could be given by one person) by the total number of people you interviewed.
✓ Add all of the points based on the responses you received, across all respondents.
✓ Divide this number by the total number points it was possible to score.
✓ Assign a score of 0-4 using the following scale: .90 to 1=4, .60 to .89=3, .30 to .59=2, .10 to .29=1, 0 to .09=0 (or make a judgment using the guidelines on the worksheet).

6. What proportion of participants receive this component (compared to the proportion you want to receive this component)?

Method of Assessment: Examining program documents (attendance records) or collecting new information.

Although any program assessment will entail an examination of overall program attendance, it is also important to examine the attendance within each program component. Although the attendance goals may not vary by component for programs offered in a school setting, they may vary for some voluntary programs that offer specialized components (tutoring, for example). If a component is delivered over several sessions, it is necessary to know the identity of the participants who attend each session, since the numbers alone cannot determine how many participants received at least one session within a component.

<u>How to Score</u>:

If component is delivered in one session:

- ✓ Count the number of participants in attendance at the session.
- ✓ Divide this number by the number of overall program participants; the result is the proportion of participants who received the component.
- ✓ Decide on the proportion of your participants who would ideally receive this component. (For example, you may strive to offer tutoring to 30% of program participants.)
- ✓ Compare the proportion who received the component with the proportion who would have ideally received the component, and make a judgment as to how similar they are.

If component is delivered over several sessions:

- ✓ Decide on the number of sessions a participant must attend before they can be considered to have received the component. (Four out of eight sessions, for example)
- ✓ Count the number of sessions offered in the past month or program cycle.
- ✓ Count the number of sessions each participant attended in the past month or past program cycle. The sample worksheet for collecting individual information on program attendance (see Figure 4 on page 15) can be used to determine this number, if your program does not already collect this information.
- ✓ Count the number of participants who attended the required number of sessions to determine how many participants can be considered to have received the component.
- ✓ Divide this number by the number of overall program participants; the result is the proportion of participants who received the component.
- ✓ Decide on the proportion of your participants who would *ideally* receive this component. (For example, you may strive to offer tutoring to 30% of program participants.)
- ✓ Compare the proportion who received the component with the proportion who would have ideally received the component, and make a judgment as to how similar they are.

Step ❸, *Section V:*

Examine Your Potential Study Population's Readiness for an Outcome Evaluation

The set of indicators in this area are designed to help programs learn more about whether the program participants would make an appropriate study population, and whether or not an appropriate comparison group is available.

Figure 9: Program Assessment Tool Section V: Readiness Of Population For Outcome Evaluation

CRITERIA	SCORE	COMMENTS/EXAMPLES
1. To what extent is the population served similar to the target population? *4 = large extent; 3 = somewhat large extent;* *2 = somewhat small extent; 1 = small extent;* *0 = not at all*		
2. How likely is it that the number of program participants is large enough for an outcome study? *4 = very likely; 3 = somewhat likely; 2 = somewhat unlikely; 1 = very unlikely (but possible);* *0 = not at all likely*		
3. How likely is it that recruitment of program population can take place within evaluation timeframe and budget? *4 = very likely; 3 = somewhat likely; 2 = somewhat unlikely; 1 = very unlikely (but possible);* *0 = not at all likely*		
4. What proportion of program participants can be followed for at least 12 months? *4 = all; 3 = most; 2 = some; 1 = few; 0 = none*		
5. How likely is it that a comparison group will be available and willing to participate in an evaluation? *4 = very likely; 3 = somewhat likely; 2 = somewhat unlikely; 1 = very unlikely (but possible);* *0 = not at all likely*		
6. How similar is the comparison group to the program population? *4 = very similar; 3 = somewhat similar; 2 = not very similar; 1 = a little similar; 0 = not at all similar*		
7. How likely is it that recruitment of comparison population can take place within evaluation timeframe and budget? *4 = very likely; 3 = somewhat likely; 2 = somewhat unlikely; 1 = very unlikely (but possible);* *0 = not at all likely*		
8. What proportion of comparison group participants can be followed for at least 12 months? *4 = all; 3 = most; 2 = some; 1 = few; 0 = none*		

The following set of questions will need to be answered to assess these indicators (shown in Figure 9):

1. To what extent is the population served similar to the target population?

Method of Assessment: Examining program documents or collecting new information.

Before an appropriate comparison group can be located, it is important to document the characteristics of the current program participants, and compare these characteristics with those of the program's target population. To answer this question, you will need to consult the program model you constructed in step 1 and list any characteristics of the target population, such as gender, area of residence, and/or age. You will then need to count the number of current program participants who match these characteristics and compare that number with the number of current program participants.

How to Score:

- ✓ Count the number of current program participants who match the characteristics of your target population. For example, if your program seeks to serve girls aged 12-15, count the number of your current participants who are both female and between the ages of 12-15.
- ✓ Divide this number by the total number of current program participants.
- ✓ Assign a score of 0-4 using the following scale: .90 to 1=4, .60 to .89=3, .30 to .59=2, .10 to .29=1, 0 to .09=0 (or make a judgment using the guidelines on the worksheet).

2. How likely is it that the number of program participants is large enough for an outcome study?

Method of Assessment: Examining program documents or collecting new information.

The smaller the number of study participants, the more difficult it can be to have confidence in the results of an outcome evaluation. In particular, small numbers make it difficult to see patterns of differences between an intervention and comparison group. Although it is not impossible to evaluate a small program, it is important to consider what chances your program might have of finding favorable results. Although it is relatively easy to document the number of current program participants, deciding whether the number is large enough can be more complex. There are no set rules, and each program's "magic" number will be different. Therefore, you will need to make a judgment based on the following guidelines:

- Your population should include at least 30 people in each subgroup that you will need to study. For example, if your program serves both males and females, you will want 30 of each. Other subgroups might be based on race/ethnicity or age. (For most programs, this number will need to be increased by 20% or so to allow for the fact that some participants will be lost to follow up.)

- You may want to count only those program participants who get the minimum acceptable "dosage" of your program (see the "Strength of the Program" section of the tool—page 39) so that you can study the effect of the program at the level where it has been given a fair chance to succeed.

- If your program is intensive, leading you to expect that there will be dramatic differences between your program population and a comparison group, you may not need as large a number as you would if you expected the differences between groups to be more modest.
- The number of participants needed will also depend on the outcome you want to measure. If the outcome is relatively rare (pregnancy, for example), you will need a larger number of participants than if your outcome occurs more frequently (like condom use, for example).

3. How likely is it that recruitment of the program population can take place within the evaluation timeframe and budget?

Most programs embarking on an outcome evaluation do so with a deadline and a fixed budget. It is important, therefore, to estimate the length of time it could take to administer a baseline survey to all of the program participants. The length of time can vary widely if some participants do not attend the program as frequently as others.

Method of Assessment: Examining program documents or collecting new information.

How to Score:

- ✓ Examine the attendance records of the participant who is the least frequent attender. Determine how many sessions took place between the last session he/she attended and the second-to-last session he/she attended. For example, if the least frequent attender came to the 1st and the 7th session, 6 sessions took place in between the last and the second-to-last session he/she attended.
- ✓ Using the number above, determine the amount of time that elapsed between the last and the second-to-last visit. (In other words, count the number of days in between the 1st and 7th session from the example above.) This number is an estimate of the amount of time you can expect to spend recruiting participants for a study, if you want to reach the least frequent attender.
- ✓ Estimate the maximum amount of time you could afford to spend recruiting participants, knowing that you will need to follow those participants for at least one year after they enter the study. (see question 4), and that each data collection session involves the cost of staff time.
- ✓ Make a judgment on the score, comparing the maximum time you could afford to spend with the amount of time you can expect to spend.

4. What proportion of program participants can be followed for at least 12 months?

Method of Assessment: Examining program documents, asking program staff.

Results from an outcome evaluation will be more useful if the program's effects are documented for a period of at least one year. But it can be difficult to reach some program participants for follow up interviews. As the proportion of study participants declines over time due to the difficulties of reaching some participants, the group on which you have follow up information is less likely to resemble the original group of study participants. This can introduce a form of bias into the study, and make it more difficult to demonstrate positive changes among your population. This form of bias can be minimized if you are able to reach at least 80% of the original study participants. If you think you will be unable to contact 30% or more of your original population, you will want to consider avoiding an outcome evaluation until you are able to determine ways to contact a greater proportion of your program participants.

To answer this question, you will need to consult any program staff who regularly attempt to contact program participants or their families at home. You will need to ask them the following questions:

- When you attempt to contact a participant at home, how often are you able to reach him or her?
- If you tried to contact all of the participants at home, how many do you think you would be able to reach?
- If you tried to contact all of the participants at home one year from now, using the contact information you have today, how many do you think you would be able to reach?

How to Score:

This indicator does not lend itself to precise measurement. Instead, you will need to estimate the proportion of participants you could reach in one year by examining the responses to the questions above.

If your program does not contact participants at home, you will need to estimate the proportion you can reach by considering the characteristics of your population. There are several characteristics which make follow up contact more difficult; some of these include transience, being in a non-intact family, low income, and residence in a densely populated area.

5. How likely is it that a comparison group will be available and willing to participate in an evaluation?

Method of Assessment: Asking program managers, collecting new information.

The results of any evaluation will be more widely accepted if data has also been collected on a group who are similar to the program participants but did not participate in the program being evaluated. If you can compare outcomes among these two groups, you can determine what changes might have occurred among your population if they had not participated in the program. Before proceeding with evaluation plans, it is important to determine that a comparison group is available.

The selection of a comparison group will depend on the characteristics of your study population (see question 6 below); typical sources include schools, other programs, and youth centers. Locating a comparison group can be challenging, and obtaining permission to administer surveys to a comparison group can be even more difficult. When working with a school, for example, the process of obtaining permission may be as simple as an appeal to the principal, or may involve a more lengthy approval process involving the PTA or local school board. In any case, allow several months to locate and obtain permission to use a comparison group.

How to Score:

There is no perfect way to estimate the likelihood of obtaining a comparison group. Ideally, programs would secure written permission from several potential comparison group sites. Other factors that increase the likelihood include:

- ✓ the size of the community; larger communities are likely to have a larger number of potential comparison groups.
- ✓ an established relationship with the school system (if schools are being considered as a comparison group).
- ✓ support from the community for the program. Community members can serve as valuable liaisons to potential comparison groups.

6. How similar is the comparison group to the program population?

Method of Assessment: Examining program documentation (characteristics of participants) or collecting new information.

As you investigate the availability of comparison groups, you will need to consider how similar they are to your program population in terms of their background characteristics. If the group has a different ethnic makeup or different economic characteristics, it will be hard to determine if any behavioral differences between groups are due to real program effects or differences in background.

How to Score:

- ✓ Gather percentage distributions on the ethnicity, age, sex, and income (often measured by receipt of a free or reduced-price lunch in school) of the potential participants. (For example, 55% male, 45% female.)
- ✓ Gather similar information on your own program participants, and compare proportions with those of the comparison group. You will then need to decide if the proportions are similar enough to allow meaningful comparisons between the groups.

7. How likely is it that the recruitment of a comparison population can take place within the evaluation timeframe and budget?

Method of Assessment: Collecting new information.

Refer to Question 3 above for help with answering this question.

8. What proportion of comparison group participants can be followed for at least 12 months?

Refer to Question 4 above for help with answering this question.

Step ❹:

Calculate Final Scores and Discuss the Results

Determining Final Scores

If you have chosen to use a team of program staff for assigning scores, you will need to choose the method by which you will determine the final scores. You may decide to allow each team member to arrive at a score individually, then take the average of the scores. Alternatively, you may choose to obtain a consensus score for each indicator. In either case, it will be important that the method of assigning scores remain consistent if you intend to use the tool for tracking your program's progress over time.

Once you have assigned scores to each of the indicators, transfer the scores to the summary sheet in Appendix I (sample shown in Figure 10). Then, add the scores in each area to arrive at a summary score for each area of the tool.

Figure 10: Program Assessment Tool—Sample Summary Sheets

STRENGTH OF PROGRAM	0	1	2	3	4
Proportion of objectives linked to a component					
Proportion of goals linked to an objective					
Strength of evidence that program's approach is effective					
Program includes behavioral component					
Program is long enough / strong enough					
Proportion of participants who receive enough of the program					
TOTAL NUMBER IN EACH COLUMN					
Multiply total number by	**0**	**1**	**2**	**3**	**4**
Put result here					
Add columns to get **TOTAL SCORE** for ***Program Strength*** _______					

Staff Resources					
Proportion of staff 1 year ago still with program today					
Proportion of staff who know goals, objectives, target audience					
Proportion of staff who have all skills needed					
Proportion of staff who receive enough feedback					
Proportion of staff who believe monthly reports are required					
Proportion of staff who feel supported by management					
Proportion of staff who have opportunity to suggest program changes					
Proportion of staff who have adequate opportunities for professional growth					
Proportion of staff who feel supported by institution					
Proportion of staff who are committed to evaluation					
Proportion of staff who are willing to change program					
TOTAL NUMBER IN EACH COLUMN					
Multiply total number by	**0**	**1**	**2**	**3**	**4**
Put result here					
Add columns to get **TOTAL SCORE** for ***Staff Resources*** _______					

Program Philosophy					
Extent that community was involved in program planning					
Frequency of input from community members					
Youth-friendliness of program setting					
Accessibility of program setting and hours					
Proportion of staff who are youth-friendly					
Extent that youth were involved in program planning					
Frequency of input from youth					
Proportion of staff who act as role models					
Proportion of staff who are enthusiastic about program					
TOTAL NUMBER IN EACH COLUMN					
Multiply total number by	**0**	**1**	**2**	**3**	**4**
Put result here					
Add columns to get **TOTAL SCORE** for ***Program Philosophy*** _______					

READINESS OF POPULATION FOR OUTCOME EVALUATION	0	1	2	3	4
Similarity of population to target population					
Large enough number of program participants					
Likelihood of recruiting program population within timeframe and budget					
Proportion of program population who can be followed for 12 months					
Likelihood of finding comparison group					
Similarity of comparison group to program population					
Likelihood of recruiting comparison group within evaluation timeframe and budget					
Proportion of comparison group who can be followed for 12 months					
TOTAL NUMBER IN EACH COLUMN					
Multiply total number by	0	1	2	3	4
Put result here					
Add columns to get **TOTAL SCORE for *Population Readiness*** _______					

**** FOR THIS SECTION, USE ONE SHEET FOR EACH COMPONENT.***

Program Implementation **Name of Component:**	0	1	2	3	4
Availability of sufficient time to deliver component					
Availability of physical resources/supplies					
Frequency that component is delivered as planned					
Frequency that component is delivered by prepared, competent staff					
Proportion of participants who appear responsive to message					
Proportion of participants who receive this component, compared to program goals					
TOTAL NUMBER IN EACH COLUMN					
Multiply total number by	0	1	2	3	4
Put result here					
Add columns to get **TOTAL SCORE for *Program Implementation of this Component*:** _______					

Interpreting the Results

As you review guidelines for interpretation of the scores given below, keep in mind that although the indicators are likely to vary in terms of their importance to program success, the scores have not been weighted to reflect this variation in importance. The scores simply offer a method to assess the extent to which the program meets the "ideal" standard for each indicator.

It is also worth emphasizing again that there is no perfect way to decide whether your program is ready for an outcome evaluation. Since it is likely that your program will not achieve a perfect score on every indicator, you will need to discuss your scores and decide whether you are comfortable proceeding with an outcome evaluation. The following guidelines may help you assess the overall results:

Section I: Program Strength

18-24: The strength of your program is probably sufficient to allow for an outcome evaluation.

13-17: The strength of your program is questionable: focus on indicators which received a score of 2 or below, discuss their possible impact on an outcome evaluation, and discuss ways to strengthen weak areas (see **Step ❺**—page 46).

0-12: Your program may not be not strong enough to allow for an outcome evaluation (see **Step ❺**—page 46).

Section II: Staff Resources

33-44: Your staff resources are likely to be sufficient to allow for an outcome evaluation.

23-32: Your staff resources are questionable: focus on indicators which received a score of 2 or below, discuss their possible impact on an outcome evaluation, and discuss ways to strengthen weak areas (see **Step ❺**—page 46).

0-22: Your staff resources are probably not strong enough to allow for an outcome evaluation (see **Step ❺**—page 46).

Section III: Program Philosophy

27-36: Your program philosophy is probably strong enough to allow for an outcome evaluation.

19-26: The strength of your program philosophy is questionable: focus on indicators which received a score of 2 or below, discuss their possible impact on an outcome evaluation, and discuss ways to strengthen weak areas (see **Step ❺**—page 46).

0-18: Your program philosophy is probably not strong enough to allow for an outcome evaluation (see **Step ❺**—page 46).

Section IV: Program Implementation

18-24: The quality of your program implementation is probably sufficient to allow for an outcome evaluation.

13-17: The quality of your program implementation is questionable: focus on indicators which received a score of 2 or below, discuss their possible impact on an outcome evaluation, and discuss ways to strengthen weak areas (see **Step ❺**—page 46).

0-12: The quality of your program implementation is probably not strong enough to allow for an outcome evaluation (see **Step ❺**—page 46).

24-32: Your population is probably ready for an outcome evaluation.

17-23: The readiness of your population is questionable: focus on indicators which received a score of 2 or below, discuss their possible impact on an outcome evaluation, and discuss ways to strengthen weak areas (see **Step ❺**—page 46).

0-16: Your population is probably not ready for an outcome evaluation (see **Step ❺**—page 46).

Step ❺: *Address Any Areas of Weakness*

This step involves developing a plan of action for addressing the program's weak areas uncovered by the tool. This step can be valuable for program development, even if the program decides it is not ready for an outcome evaluation.

Consider an area of need to be any indicator with a score of 2 or below. Each of the indicators should be considered separately. For each of these indicators, program managers should do the following:

- Discuss the effects that a weakness in this area could have on an outcome evaluation. If you are unsure about the effects, you may want to seek outside assistance from an evaluator.
- List the potential barriers to improving this area of weakness.
- For each barrier listed, determine possible ways around it.
- Determine whether or not the weakness can be improved. If it can, develop a plan of action for improving it which includes:
    1. A list of tasks to be done and the person responsible for doing them
    2. A timetable for completing each task
    3. A decision about how improvement will be measured

Step ❻:

Determine Your Staff's Capacity for an Outcome Evaluation

Once you have decided to embark on an outcome evaluation, you must consider your program's current capacity for such an undertaking. Does your current staff have the skills necessary to conduct an outcome evaluation? Or will you need help from an outside evaluator? In this section, we present a summary of the tasks and skills needed for an outcome evaluation, which will help you determine whether or not you need to seek some outside assistance, and if so, the specific areas in which you may need help.

The major tasks include:

1. *Developing the research design:* deciding on random assignment versus comparison group, the number of participants needed, the ideal length of the follow up period;
2. *Deciding on the method of data collection:* interview versus self-administered surveys, methods to protect confidentiality, consent procedures;
3. *Developing instrument(s):* deciding how to measure outcomes, searching for existing questions, determine background information needed on participants, constructing a visually appealing survey;
4. *Administering surveys:* setting multiple dates to reach all participants, determining who will administer surveys, training interviewers or survey administrators;
5. *Entering data:* choosing software for data entry, developing codes for responses, creating a codebook, entering data on program exposure if desired;
6. *Checking accuracy of data entry* (examining data for inconsistencies);
7. *Analyzing data; and*
8. *Writing a report on the results.*

Choosing and Working with an Evaluator

If your program staff do not have all of the above skills, it will be necessary to work with an outside evaluator (or add one to your staff). Choosing an evaluator can be a difficult task for many practitioners. The first step often involves locating people with the skills you need. Places to try include:

- Local or nearby universities: Departments or Schools of Health Education, Psychology, Social Work, Public Health or Nursing may be of some help.
- National organizations such as NOAPPP (The National Organization on Adolescent Pregnancy, Parenting and Prevention), Sociometrics, or the National Campaign to Prevent Teen Pregnancy may be able to provide contact information for local evaluators. (See page 50 for information about how to contact these organizations.)

Once you have located some potential evaluators, it is important to select one that will be right for your program. The following suggestions may help you with this task:

- Before choosing an evaluator, decide on the specific reasons why you want to evaluate. Share this information with any potential evaluator.

- Choose an evaluator who has worked directly with programs and shows an understanding of the challenges to evaluation in the real world. It is also helpful if the evaluator has experience in your program's focus area (teen pregnancy prevention, for example).

- Decide whether or not you want the results to be made public, keeping in mind that they may or may not be favorable to your program. Make sure the evaluator is comfortable with any limits you impose on use of the data or discussion of the results.

- Ask the evaluator for a sample report of results, to get an idea of the kind of information he/she might provide for you and the style of presentation that might be used.

- Tell the evaluator as much as you can about your program. Show him or her your completed Program Assessment Instrument and discuss any areas of concern.

- Have a clear idea of your financial resources for evaluation and make this clear to the consultant. He/she will need this information to suggest a workable evaluation design.

- Ask the consultant what kind of research design would be best for evaluating your program, given your expectations and budget. Make sure you are comfortable with the design.

- Ask the consultant to specify what he/she will require of program staff as they carry out the tasks assigned to them. Specifically, you will want to know if it will be necessary for program staff to assist with data collection, tracking of lost study participants, etc.

- Decide how often you would like progress updates on the work being done. In addition to being consulted about any major changes made to the evaluation plans, you may want oral or written quarterly updates on the progress being made.

Conclusion

Assessing readiness to evaluate is a complex process involving a series of steps, from the development of a program model, determining the ground rules for scoring your program's readiness for outcome evaluation, collecting information from program documents as well as program staff and participants, and assessing the program's capacity to take on evaluation-related tasks. This approach requires much effort, but the effort is well spent if it helps programs avoid making an even larger investment of time and resources only to discover that their program was not ready to be evaluated.

The process of completing the tool should also allow program managers and staff an opportunity to have a candid discussion about their program's strengths and weaknesses. Most program managers want to be able to identify program weaknesses so that they can better serve the youth in their community. But it is also important to identify often hidden strengths and use this information to improve staff morale, bolster support in the community, or to seek funding. Regardless of the results, it is hoped that this process will leave programs feeling more confident about where they stand and where they would like to go.

PROGRAM ASSESSMENT TOOL SECTION I: *STRENGTH OF PROGRAM*

CRITERIA	SCORE	COMMENTS/ EXAMPLES
1. How many of the program objectives are linked to at least one component? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
2. How many of the program goals are linked to at least one objective? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
3. How strong is the evidence that the program's approach is effective? 4 = *very strong*; 3 = *somewhat strong*; 2 = *somewhat weak*; 1 = *very weak*; 0 = *no evidence*		
4. What proportion of program activities focus on promoting positive behavior of participants (rather than knowledge or attitudes)? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
5. How likely is it that the program is long enough / strong enough, given risk level of target audience? 4 = *very likely (have evidence)*; 3 = *very likely*; 2 = *somewhat likely*; 1 = *not very likely*; 0 = *not at all likely*		
6. What proportion of participants receive enough of the program for it to have an impact? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		

PROGRAM ASSESSMENT TOOL SECTION II: *STAFF RESOURCES*

CRITERIA	SCORE	COMMENTS/ EXAMPLES
1. What proportion of the staff one year ago are still with the program today? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
2. What proportion of the staff know the program's goals, objectives, and target group? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
3. What proportion of the staff have all of the skills they need to implement the program (OR are given training in all the skills they need?) 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
4. What proportion of the staff receive feedback from supervisors frequently enough? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
5. What proportion of the staff believe that monthly reports are required and enforced? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
6. What proportion of program staff feel supported by management? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
7. What proportion of staff are given the opportunity to suggest program changes? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
8. What proportion of the staff have adequate opportunities for professional growth? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
9. What proportion of the staff believe that the institutional leaders support the program? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
10. What proportion of the staff are committed to evaluation? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
11. What proportion of the staff are willing to change the program based on evaluation findings? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		

PROGRAM ASSESSMENT TOOL SECTION III: *PROGRAM PHILOSOPHY*

CRITERIA	SCORE	COMMENTS/ EXAMPLES
1. To what extent did the program involve the community in developing the program? 4 = *large extent*; 3 = *somewhat large extent*; 2 = *somewhat small extent*; 1 = *small extent*; 0 = *did not consult community*		
2. How frequently does the program seek input from community members in revising the program? 4 = *very frequently*; 3 = *somewhat frequently*; 2 = *somewhat infrequently*; 1 = *very infrequently*; 0 = *not at all*		
3. To what extent is the program setting youth-friendly? 4 = *large extent*; 3 = *somewhat large extent*; 2 = *somewhat small extent*; 1 = *small extent*; 0 = *not at all*		
4. To what extent is the program accessible, in terms of its setting and hours? 4 = *large extent*; 3 = *somewhat large extent*; 2 = *somewhat small extent*; 1 = *small extent*; 0 = *not at all*		
5. What proportion of the staff are youth-friendly? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
6. To what extent did the program involve youth in developing the program? 4 = *large extent*; 3 = *somewhat large extent*; 2 = *somewhat small extent*; 1 = *small extent*; 0 = *did not involve youth*		
7. How frequently does the program seek input from program participants in revising the program? 4 = *very frequently*; 3 = *somewhat frequently*; 2 = *somewhat infrequently*; 1 = *very infrequently*; 0 = *not at all*		
8. What proportion of the staff act as role models? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
9. What proportion of staff are enthusiastic about the program? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		

PROGRAM ASSESSMENT TOOL SECTION IV: *PROGRAM IMPLEMENTATION*

Use one piece of paper for each component.

PROGRAM COMPONENT	SCORE	COMMENTS/ EXAMPLES
1. How often is sufficient time available to deliver this component? 4 = *always*; 3 = *most of the time*; 2 = *sometimes*; 1 = *rarely*; 0 = *never*		
2. How often are supplies/ physical resources available to deliver this component? 4 = *always*; 3 = *most of the time*; 2 = *sometimes*; 1 = *rarely*; 0 = *never*		
3. How often is the component delivered as planned? 4 = *always*; 3 = *most of the time*; 2 = *sometimes*; 1 = *rarely*; 0 = *never*		
4. How often is the component delivered by staff who are prepared and feel competent to deliver this component? 4 = *always*; 3 = *most of the time*; 2 = *sometimes*; 1 = *rarely*; 0 = *never*		
5. What proportion of participants appear to be responsive to the component's message? 4 = *always*; 3 = *most of the time*; 2 = *sometimes*; 1 = *rarely*; 0 = *never*		
6. What proportion of participants receive this component (as compared to the proportion you want to receive this component)? 4 = *always*; 3 = *most of the time*; 2 = *sometimes*; 1 = *rarely*; 0 = *never*		

PROGRAM ASSESSMENT TOOL SECTION V: *READINESS OF POPULATION FOR OUTCOME EVALUATION*

CRITERIA	SCORE	COMMENTS/ EXAMPLES
1. To what extent is the population served similar to the target population? 4 = *large extent*; 3 = *somewhat large extent*; 2 = *somewhat small extent*; 1 = *small extent*; 0 = *not at all*		
2. How likely is it that the number of program participants is large enough for an outcome study? 4 = *very likely*; 3 = *somewhat likely*; 2 = *somewhat unlikely*; 1 = *very unlikely (but possible)*; 0 = *not at all likely*		
3. How likely is it that recruitment of program population can take place within evaluation timeframe and budget? 4 = *very likely*; 3 = *somewhat likely*; 2 = *somewhat unlikely*; 1 = *very unlikely (but possible)*; 0 = *not at all likely*		
4. What proportion of program participants can be followed for at least 12 months? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		
5. How likely is it that a comparison group will be available and willing to participate in an evaluation? 4 = *very likely*; 3 = *somewhat likely*; 2 = *somewhat unlikely*; 1 = *very unlikely (but possible)*; 0 = *not at all likely*		
6. How similar is the comparison group to the program population? 4=very similar; 3=somewhat similar; 2=not very similar; 1=a little similar; 0=not at all similar		
7. How likely is it that recruitment of comparison population can take place within evaluation timeframe and budget? 4 = *very likely*; 3 = *somewhat likely*; 2 = *somewhat unlikely*; 1 = *very unlikely (but possible)*; 0 = *not at all likely*		
8. What proportion of comparison group participants can be followed for at least 12 months? 4 = *all*; 3 = *most*; 2 = *some*; 1 = *few*; 0 = *none*		

PROGRAM ASSESSMENT TOOL—*SUMMARY SHEETS*

(5 pages, total)

STRENGTH OF PROGRAM	0	1	2	3	4
Proportion of objectives linked to a component					
Proportion of goals linked to an objective					
Strength of evidence that program's approach is effective					
Program includes behavioral component					
Program is long enough / strong enough					
Proportion of participants who receive enough of the program					
TOTAL NUMBER IN EACH COLUMN					
Multiply total number by	0	1	2	3	4
Put result here					

Add columns to get **TOTAL SCORE for *Program Strength*** _______

STAFF RESOURCES	0	1	2	3	4
Proportion of staff 1 year ago still with program today					
Proportion of staff who know goals, objectives, target audience					
Proportion of staff who have all skills needed					
Proportion of staff who receive enough feedback					
Proportion of staff who believe monthly reports are required					
Proportion of staff who feel supported by management					
Proportion of staff who have opportunity to suggest program changes					
Proportion of staff who have adequate opportunities for professional growth					
Proportion of staff who feel supported by institution					
Proportion of staff who are committed to evaluation					
Proportion of staff who are willing to change program					
TOTAL NUMBER IN EACH COLUMN					
Multiply total number by	0	1	2	3	4
Put result here					

Add columns to get **TOTAL SCORE for *Staff Resources*** _______

PROGRAM PHILOSOPHY	0	1	2	3	4
Extent that community was involved in program planning					
Frequency of input from community members					
Youth-friendliness of program setting					
Accessibility of program setting and hours					
Proportion of staff who are youth-friendly					
Extent that youth were involved in program planning					
Frequency of input from youth					
Proportion of staff who act as role models					
Proportion of staff who are enthusiastic about program					
TOTAL NUMBER IN EACH COLUMN					
Multiply total number by	**0**	**1**	**2**	**3**	**4**
Put result here					

Add columns to get **TOTAL SCORE for *Program Philosophy*** _______

Readiness of Population for Outcome Evaluation	0	1	2	3	4
Similarity of population to target population					
Large enough number of program participants					
Likelihood of recruiting program population within timeframe and budget					
Proportion of program population who can be followed for 12 months					
Likelihood of finding comparison group					
Similarity of comparison group to program population					
Likelihood of recruiting comparison group within evaluation timeframe and budget					
Proportion of comparison group who can be followed for 12 months					
TOTAL NUMBER IN EACH COLUMN					
Multiply total number by	0	1	2	3	4
Put result here					

Add columns to get **TOTAL SCORE** for ***Population Readiness*** ______

- *FOR THIS SECTION, USE ONE SHEET FOR EACH COMPONENT.*

Program Implementation **Name of Component:**	**0**	**1**	**2**	**3**	**4**
Availability of sufficient time to deliver component					
Availability of physical resources / supplies					
Frequency that component is delivered as planned					
Frequency that component is delivered by prepared, competent staff					
Proportion of participants who appear responsive to message					
Proportion of participants who receive this component, compared to program goals					
TOTAL NUMBER IN EACH COLUMN					
Multiply total number by	**0**	**1**	**2**	**3**	**4**
Put result here					

Add columns to get **TOTAL SCORE** for ***Program Implementation of this Component:*** ______

WORKSHEET FOR DEVELOPING A PLAN TO ASSIGN SCORES

Key to "Source of Answer" Column:
STAFF = Program Staff
MGRS = Program Managers
YOUTH = Program Participants
DOC = Existing Program Documents
NEW = New Information

Question	Source of Answer	Check One: Already Collected	Needs to be Collected	Person Responsible
AREA I: PROGRAM STRENGTH				
How many of the program objectives are linked to at least one program component?	DOC			
How many of the program objectives are linked to at least one program component?	DOC			
How many of the program goals are linked to at least one objective?	DOC/ NEW			
How strong is the evidence that your program's approach is effective?	DOC			
What proportion of program activities focus on promoting positive behavior of participants (rather than knowledge or attitudes)?	DOC/ NEW			
How likely is it that the program is long enough and strong enough to achieve the program's goal(s), given the risk level of the target audience?	DOC/ NEW			
What proportion of program participants receive enough of the program for it to have an impact?	DOC/ MGRS			

Question	Source of Answer	Check One: Already Collected	Needs to be Collected	Person Responsible
AREA II: STAFF RESOURCES				
What proportion of the staff one year ago are still with the program today?	DOC/ MGRS			
What proportion of the staff know the program's goals, objectives, and target group?	STAFF			
What proportion of the staff have all of the skills they need to implement the program (OR are given training in all the skills they need?)	STAFF			
What proportion of the staff receive feedback from supervisors frequently enough?	STAFF			
What proportion of the staff believe that monthly reports are required and enforced?	STAFF			
What proportion of program staff feel supported by management?	STAFF			
What proportion of staff are given the opportunity to suggest program changes?	STAFF			
What proportion of the staff have adequate opportunities for professional growth?	STAFF			
What proportion of the staff believe that the institutional leaders support the program?	STAFF			
What proportion of the staff are committed to evaluation?	STAFF/ MGRS			
What proportion of the staff are willing to change the program based on evaluation findings?	STAFF/ MGRS			

Question	Source of Answer	Check One:		
		Already Collected	Needs to be Collected	Person Responsible
AREA III: PROGRAM PHILOSOPHY				
To what extent did the program involve the community in developing the program?	MGRS			
How frequently does the program seek input from community members in revising the program?	MGRS			
To what extent is the program setting youth-friendly?	STAFF/ YOUTH			
To what extent is the program accessible, in terms of its setting and hours?	STAFF/ YOUTH			
What proportion of the staff are youth-friendly?	STAFF/ YOUTH			
To what extent did the program involve youth in developing the program?	MGRS			
How frequently does the program seek input from program participants in revising the program?	MGRS			
What proportion of the staff act as role models?	MGRS/ STAFF			
What proportion of the staff are enthusiastic about the program?	MGRS/ STAFF			

Question	Source of Answer	Check One:		Person Responsible
		Already Collected	Needs to be Collected	
AREA IV: PROGRAM IMPLEMENTATION				
How often is sufficient time available to deliver this component?	STAFF			
How often are supplies/physical resources available to deliver this component?	STAFF			
How often is the component delivered as planned?	DOC/ NEW			
How often is the component delivered by staff who are prepared and feel competent to deliver this component?	STAFF			
What proportion of the participants appear to be responsive to the component's message?	STAFF			
What proportion of participants receive this component (as compared to the proportion you <u>want</u> to receive this component?	DOC/ NEW			

Question	Source of Answer	Check One: Already Collected	Check One: Needs to be Collected	Person Responsible
AREA V: POPULATION READINESS FOR OUTCOME EVALUATION				
To what extent is the population served similar to the target population?	DOC/ NEW			
How likely is it that the number of program participants is large enough for an outcome study?	DOC/ NEW			
How likely is it that recruitment of program population can take place within evaluation timeframe and budget?	DOC/ NEW			
What proportion of program participants can be followed for at least 12 months?	DOC/ STAFF			
How likely is it that a comparison group will be available and willing to participate in an evaluation?	MGRS/ NEW			
How similar is the comparison group to the program population?	DOC/ NEW			
How likely is it that recruitment of comparison population can take place within evaluation timeframe and budget?	DOC/ NEW			
What proportion of comparison group can be followed for at least 12 months?	DOC/ MGRS			

QUESTIONS FOR *STAFF*

- In your opinion, what are the long-term goals of this program? What are the short-term goals (also known as objectives)?
- Who does your program focus on serving? What are the characteristics of the main audience you are trying to reach?
- Did your staff training/orientation include any training in the skills you might need to implement the program? (do not include unsupervised on-the-job training)
  - ? (If yes) Were you given an opportunity to practice these skills before you started delivering the program?
  - ? (If no) Did you feel you needed additional training before you felt prepared to deliver the program?
- How often do you get feedback from your supervisor on your performance (not including feedback on the numbers served)?
- Is this amount of feedback too frequent, as frequent as you would like, or not frequent enough?
- Does your supervisor require that you complete monthly reports?
  - ? (If yes) What happens if these reports are not produced?
- Are you ever asked to make suggestions to improve the program?
- Do you feel that you are given enough opportunities to attend conferences, or take courses to enhance your professional growth?
- Do you think that the leaders of this agency support the program?
- In your opinion, what are the benefits to evaluating this program?
- What are the drawbacks?
- Do you think the benefits outweigh the drawbacks?
- What would be required of you in an evaluation?

- Would these requirements be a burden for you?
- How would you feel if an evaluation showed that you had to change your style of delivering the program?
- Are there any program components you would be willing to drop if an evaluation suggests that they don't contribute to achieving the goals of the program?
- Do you think the program participants are comfortable in this setting?
- Does this setting offer enough privacy?
- Does this setting offer enough space for the participants?
- Does this setting have enough youth-friendly materials (like posters, brochures, etc.)?
- Is it easy for most participants to get to the program?
- Do you think that the program's hours are convenient for most participants?
- In your opinion, how many of the staff have respect for the youth in the program? Would you say all, most, some, few, or none?
- How many of the staff make an effort to talk to the youth in the program individually to ask how things are going? Would you say all, most, some, few, or none?
- How many of the staff are friendly to the program participants? Would you say all, most, some, few, or none
- How many of the staff care about the youth in the program? Would you say all, most, some, few, or none?
- In your opinion, what proportion of the program staff set good examples of behavior for the program participants? Would you say all, most, some, few, or no staff set good examples?
- In your opinion, what proportion of the staff are enthusiastic about the program? Would you say all, most, some, few, or no staff are enthusiastic about the program?

QUESTIONS ABOUT SPECIFIC COMPONENTS—*FOR STAFF*

- How often do you have enough time to deliver this activity or component? Would you say always, most of the time, sometimes, rarely, or never? (If answer is not "always", you may also want to ask why time is insufficient)
- What materials do you need to deliver this activity or component?
- What kind of space is required?
- How often do you have the materials and space you need to deliver this activity or component? Would you say always, most of the time, sometimes, rarely, or never?
- In your opinion, what proportion of the participants are interested and engaged when you deliver this component? Would you say all, most, some, few, or no participants are interested?

QUESTIONS FOR *STAFF* WHO DO NOT NORMALLY DELIVER THE COMPONENT YOU ARE ASKING ABOUT

- Have you ever had to deliver this activity or component? (If yes, ask the following questions:)
  - ? How many times did you deliver this component during the last month (or last program cycle)?
  - ? Did you feel as if you had the necessary skills to deliver this component?

QUESTIONS FOR *STAFF* WHO CONTACT *PARTICIPANTS* AT HOME

- When you attempt to contact a participant at home, how often are you able to reach him or her?
- If you tried to contact all of the participants at home, how many do you think you would be able to reach?
- If you tried to contact all of the participants at home <u>one year from now</u>, using the contact information you have today, how many do you think you would be able to reach?

QUESTIONS FOR *PROGRAM PARTICIPANTS (YOUTH)*

- Do you think the program participants are comfortable in this setting?
- Does this setting offer enough privacy?
- Does this setting offer enough space for the participants?
- Does this setting have enough youth-friendly materials (like posters, brochures, etc.)?
- Is it easy for most participants to get to the program?
- Do you think that the program's hours are convenient for most participants?
- In your opinion, how many of the staff have respect for the youth in the program? Would you say all, most, some, few, or none?
- How many of the staff make an effort to talk to the youth in the program individually to ask how things are going? Would you say all, most, some, few, or none?
- How many of the staff are friendly to the program participants? Would you say all, most, some, few, or none?
- How many of the staff care about the youth in the program? Would you say all, most, some, few, or none?