

# **CYFAR EVALUATION SCHEDULE**

**NOVEMBER 2001 TO MAY 2003**

**APRIL 2002 UPDATE**

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## I. Introduction

This document describes the impact evaluation schedule for the CYFAR NCP programs between November 2001 and May 2003. Table 1 specifies the impact data that will be collected for each program. Section 2 describes how data will be collected and by whom. Section 3 is a detailed monthly timeline that outlines the roles and responsibilities for program staff and evaluators. This third section serves as an “evaluation calendar” that program staff and evaluators can use to plan their activities and to check off tasks as they are completed.

**Table 1: Impacts to be Measured in Each Program**

<i>Impact</i>	<i>West End After- School Program</i>	<i>CHA After- School Program</i>	<i>Caruthersvl Perfected Praise Program</i>	<i>Potosi CC LIFE Program</i>	<i>Irondale Computer Lab</i>
<i>Supervision</i>	X	X	X		X
<i>Computer Skills</i>	X				X
<i>Life Skills</i>			X	X	
<i>Enhanced Visits</i>				X	

## II. Data Collection Roles and Responsibilities

Supervision (Caruthersville, Irondale, St. Louis): Data for the supervision impact is simply the output tracking data. Program staff will continue to collect these data daily, compile them weekly, and report them quarterly. All participants in all programs will be tracked. However, supervision as an impact variable will be analyzed for the two after-school programs and for the Irondale computer lab.

Computer Skills (Irondale, St. Louis): Program staff will collect data on computer skills using the task-based computer skills assessment instrument. Program staff trained in instrument use will administer the instrument twice per year, in May and November. In St. Louis, all regular participants seven and older will be assessed. In Irondale, the instrument will be administered to all participants seven and older who attend the lab at least twice during the assessment period. In addition, beginning January 1, 2002, all new participants will be assessed upon program entry.

Life Skills (Caruthersville, Potosi): Program staff will administer a questionnaire developed to evaluate program impact on life skills such as communication, problem solving, and goal achievement. The questionnaire is brief (around 30 questions) and takes 20-30 minutes to administer. Program staff will administer the questionnaire twice per year, in May and November. Respondents will be given a blank envelope along with the questionnaire and be instructed to place the completed questionnaire in the envelope, seal the envelope, and place the envelope in a specially prepared “ballot” box. In Potosi, program staff will administer the questionnaire to all children and youth participating in the PCC LIFE program. In Caruthersville, program staff will administer the questionnaire to all participants in the Perfected

Praise program. At the end of each data collection period, site personnel will deliver the sealed envelopes to the evaluation team, who will score the questionnaires and record the data.

Enhanced Visits (Potosi): Data on the impact of enhanced visits will be collected using focus groups. The evaluators will conduct one or more focus groups with the incarcerated fathers to assess the perceived differences in “visit satisfaction” between visits in the traditional setting and visits in the LIFE 4-H activity meeting setting and to examine how these differences affect the quality of parent-child relationships. Secondary data, including photographs taken of parent-child visits in the LIFE 4-H activity setting and the program videos, will also be used.

### **III. Research Schedule—Roles, Responsibilities and Timing**

The following is a monthly breakdown of the tasks that program staff and the evaluators will complete between November 2001 and May 2003. The data collection schedule is also presented in table 2 at the end of this section.

Every month, starting November 2001

- Collect output tracking data – Ivory, Jody, Rob

Every month, starting January 2002

- Collect computer skills data on all new participants – Jody, Rob

November 2001

- ✓ Obtain institutional, community, and partner agreements – All team members
- ✓ Coordinate with sites to schedule training and data collection – J., site directors
- ✓ Train program staff in use of computer skills instrument – Jody, Rob, J.
- ✓ Select existing photos for visit satisfaction data – J., Rob

December 2001

- ✓ Collect computer skills data (on all participants) – Jody, Rob

January 2002

- ✓ Submit quarterly supervision (output tracking) data – Jody, Ivory, Rob
- ✓ Train program staff in use of character instruments – Ivory, Rob, J.
- ✓ Enter and clean collected data – J.
- ✓ Analyze changes in supervision between 3<sup>rd</sup> and 4<sup>th</sup> quarters – Elizabeth, J.

February 2002

- ✓ Refine data collection plan – Elizabeth, J.
- ✓ Negotiate with IRB – Elizabeth, J.

March 2002

- ✓ Create written impact reports for upcoming evaluation retreat – Elizabeth, J.

#### April 2002

- ✓ Submit quarterly supervision (output tracking) data – Jody, Ivory, Rob
- ✓ Enter and clean collected supervision and character skills data – J., student assistant
- ✓ Conduct enhanced visits focus group(s) – J.
- ✓ Prepare draft presentation on enhanced visits data – Elizabeth, J., Jeanne
- ✓ Prepare descriptive report on findings – Elizabeth, J.

#### May 2002

- Evaluation retreat – May 8-9
- Complete written summary of findings – Elizabeth, J.
- Collect character data – Ivory, Rob
- Collect computer skills data (on all participants) – Jody, Rob

#### June 2002

- Output tracking
- Complete presentation on enhanced visits – Elizabeth, J., Jeanne

#### July 2002

- Submit quarterly supervision (output tracking) data – Jody, Ivory, Rob

#### August and September 2002

- Output tracking

#### October 2002

- Submit quarterly supervision (output tracking) data – Jody, Ivory, Rob

#### November 2002

- Collect character data – Ivory, Rob
- Collect computer skills data (on all participants) – Jody, Rob

#### December 2002

- Output tracking

#### January 2003

- Submit quarterly supervision (output tracking) data – Jody, Ivory, Rob

#### February and March 2003

- Output tracking

#### April 2003

- Submit quarterly supervision (output tracking) data – Jody, Ivory, Rob

#### May 2003

- Collect character data – Ivory, Rob
- Collect computer skills data (on all participants) – Jody, Rob

**Table 2. Data Collection Schedule**

<i>Data Collected</i>	<i>3-02</i>	<i>4-02</i>	<i>5-02</i>	<i>6-02</i>	<i>7-02</i>	<i>8-02</i>	<i>9-02</i>	<i>10-02</i>	<i>11-02</i>	<i>12-02</i>	<i>1-03</i>	<i>2-03</i>	<i>3-03</i>	<i>4-03</i>	<i>5-03</i>
<i>Continuous Data</i>															
<i>Supervision</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<i>Computer skills</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<i>Periodic Data</i>															
<i>Computer skills</i>			X						X						X
<i>Character</i>			X						X						X
<i>Enhanced visits</i>	X	X	X												