



***Lighthouse Consulting***  
*Your guide to Quality Evaluations*

*5 Results Place      Outcome Bay, Canada*

**Director of Diversity and Student Services  
Keillor-Gustafson District School Board  
1234 School Avenue,  
Northern Mid-West, United States  
122343**

February 7, 2004

**RE: An Evaluation Strategy for Keillor-Gustafson School District Desegregation Policy**

To: Director of Diversity and Student Services

Please find enclosed our submission of a proposal outlining an evaluation of the Keillor-Gustafson School District Desegregation Policy. We are very pleased to have been given the opportunity to provide you our suggestions for a comprehensive evaluation plan of such a complex and challenging policy.

Evaluation results are often used to provide critical program information for priority setting, communication with stakeholders, future program and policy planning, and budget justification. As such, our evaluation proposal will provide results that could be used for each of these objectives.

Our proposal incorporates a transformative theoretical approach to the evaluation of the district's desegregation policy. In designing our evaluation plan, we recognized that it was critical to combine evaluation rigor with simplicity of design in expectation of timely, valid, reliable, and meaningful information.

If selected to conduct the Keillor-Gustafson district's desegregation evaluation, our team would appreciate the opportunity to work with the Director of diversity and student services and the district school board to refine the evaluation plan based on information that was not included in the current evaluation framework. We would also work with district staff to undertake the evaluation, in order to build upon their working knowledge of evaluation. This collaboration will increase the meaning and credibility of results.

We hope that our proposed recommendations assist you with the evaluation of your district's desegregation policy. Thank-you for providing us with this opportunity to guide your evaluation.

Sincerely,  
Lighthouse Consulting



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## **An Evaluation Strategy for Keillor-Gustafson School District Desegregation Policy**

*Prepared for:*

**[Director of Diversity and Student Services at the Keillor  
District School Board]**

**February 7, 2004**

## **I. Overview**

Lighthouse Consulting was engaged by the Director of Diversity and Student Services at the Keillor-Gustafson District School Board (KGSB) to develop a comprehensive evaluation plan for the desegregation policy. We were contracted to develop this comprehensive evaluation framework as a company external to the district's current desegregation policy. Given that the policy of desegregation is a highly political issue regarding the potential pursuit of unitary status and its opposition by civil rights groups demanding parity, the State Department of Education has requested that all desegregated districts undertake district-wide evaluations. Our company was provided with an overview of the current U.S desegregation policy, details of the Keillor-Gustafson district's desegregation programming, and an overview of the school district. This information was used to prepare a comprehensive evaluation plan, which addresses the following:

- Identification of a theoretical approach and relevant methodologies
- A comprehensive reporting plan for information gathering approaches to address the issues and questions within the current desegregation policy
- A detailed budget of evaluation expenses
- Consideration of risks associated with the evaluation strategy and how these risks are accounted for within the evaluation plan

This evaluation strategy is intended to provide the Director of Diversity and Student Services with the information required to provide the State Department of Education, and the Keillor-Gustafson District School Board with information on the district's desegregation policy. We feel strongly that the results of this evaluation will be greatly enhanced by the comprehensive involvement of stakeholders representing the multicultural diversity of the school district throughout the evaluation process.

## **II. Proposed Comprehensive Evaluation Plan**

In review of the goals of the current evaluation task, Merten's (1999) Transformative Theory was identified as a fitting overarching theoretical framework. Given the sensitive racial component of this evaluation task, this particular theory considers the power and social relationships to help improve society. Fitting with the sensitive racial/ethnic issues incorporated within this evaluation task, this framework assumes the need for a diversity of viewpoints with regard to the current social realities. The philosophy of this framework dictates that all involved parties/individuals contribute to ensure that a balanced and complete view of processes and effects are clearly delineated.

Accomplishing this necessitates involvement with all parties impacted by the program. The transformative framework typically utilizes a variety of methodological approaches (quantitative, qualitative, and mixed methods) with the impacted parties involved to some degree in the methodological decision making. The first step of the evaluation plan accounts for this component of 'inclusively' with the suggested development of an Evaluation Task Force.

## A. External Evaluation Team

Due to the sensitivity of this matter, we recommend that an external evaluation team be hired to conduct the evaluation plan (that follows). It is anticipated that this team will provide a neutral perspective to what can potentially be a highly charged emotional issue.

## B. Establish an Evaluation Task Force

We recommend that an Evaluation Task Force (ETF) be established to fit with the Transformative Theory framework. Patton (1997) recommends that the establishment of an ETF has numerous advantages. The following are specific to the climate in KGSB:

- Creation of an environment of openness to decrease political paranoia. The ETF will add transparency to the evaluation process and as such, a sense of shared responsibility.
- Increased sensitivity on the part of the ETF members to multiple perspectives.
- Engagement of stakeholders who have yet to express an interest in diversity and desegregation (specifically school-board members)
- Minimize the tension between those stakeholders who want to apply for unitary status (e.g. some school board members) and those who do not (e.g. the Teachers' Unions and the Parent-Teacher Organization)
- Provide a forum for open communication between those planning and implementing the evaluation and those who give final approval over the evaluation findings (the school board) and/or present the results (the superintendent).
- Allowing for the establishment of clear outcome measures, specifically surrounding the interest of some stakeholders in test scores, discipline records and attendance records.
- The group may continue to operate after the evaluation is completed to work towards implementation of recommendations and also toward other issues.

The external evaluators will invite members of key stakeholder groups to participate in the ETF. Stakeholders who should be invited to participate include, but are not limited to:

- A member of the *Keillor-Gustafson School Board (KGSB)*
- A member of the community-at-large (likely parent) who will have a student entering the KGSB in the next five years
- The Superintendent of KGSB
- The Associate Superintendent of KGSB
- Director: Diversity and Student Services
- Director: Assessment, Curriculum and Professional Development
- Director: Transportation
- Director: Finance
- Director: Human Resources

- Director: Health and Safety
- Director: Communications and Public Relations
- 2 Principal/Associate Principal Representatives
- 1 member of the Teachers Union Representative
- 1 Guidance Counselor Representative
- 1 member of the Bus Drivers Union
- 1 Paraprofessional Representative
- 1 Parent-Teacher Organization Representative
- 1 State Department of Education Representative
- 2 High School Student Representatives
- The evaluators from the neighbouring school districts (as ex-officio observers)

*Some words of Caution:*

- Although representatives from each group of key stakeholders (as outlined in Description of Task Force) will be invited to participate in the Task Force, not all will. As such, some issues may remain unresolved by the Task Force.
- This consultation and advisory process may be a long one. It will involve a commitment on the part of the members of the Task Force and also the external evaluation team to see the process through.

### **C. Suggested Methods and Rationale**

The specific methods will be determined by the evaluation task force. However, the methods below may serve as an initial guide to the task force's decision making. We recommend for clarity and efficiency that the evaluation plan proceed in a program (desegregation and diversity) specific manner.

### **MULTICULTURAL PROFESSIONAL DEVELOPMENT - TEACHERS**

To determine if teachers are integrating increased awareness of cultural diversity into classroom management, curriculum development and assessment, we recommend the following methods:

- collect demographic data as outlined by the state for the multicultural professional development program as outlined in the details of the district's desegregation programming
- collect demographic data on all teachers within the district who did not attend any training sessions
- collect demographic data on teachers who did attend the training session
- compare groups b) and c) in terms of incorporation of multicultural diversity into lesson planning, and student assessments in the form of increased test scores matched to teacher training orientation (trained vs. not trained)

- Assessment of test scores in math and reading of all students and compare test scores of students whose teachers received training to those who did not
- Focus groups conducted with students in classrooms where teachers were trained and not trained to assess the student perspective of increased awareness of cultural diversity within the classroom. Focus groups involving students from 2 middle and 2 high schools will inform the use of cultural diversity within classroom management and curriculum. Evaluation of enhanced cultural diversity within elementary schools will be assessed through student portrayal of perceived diversity in the form of student pictorial artwork (posters, pictures, etc).

### **MULTICULTURAL PROFESSIONAL DEVELOPMENT - GUIDANCE COUNSELORS**

To determine if guidance counselors are integrating increased awareness of cultural diversity in guidance techniques, we recommend the following methods be implemented in addition to the data currently being collected by the district:

- Collect the number and demographics of guidance counselors who did not attend multicultural training. This will allow evaluators to compare those who did not attend training, to those who did.
- Conduct focus groups with students from middle school and high schools only in the district. This data will assess the indicated changes in practice by the counselors
- Identify number and demographics of counselors who attended training but did not change their practice.
- Conduct focus groups with counselors who did not indicate a change in their practice. This will identify some barriers to change.
- Collect information on increases in test scores for all students, not just those of colour (for future comparisons)
- Collect information on decreases in test scores on statewide math and reading exams for students of all races (for future comparisons).
- Conduct focus groups with counselors who have left the schools, to identify reasons for high turnover rate, and if this is affecting the desegregation process.

### **MULTICULTURAL RESOURCE CENTRE AND CURRICULUM MATERIALS**

The purpose of this program is to provide teaching and learning materials for the school district that reflects the growing diversity.

Evaluation methodology includes:

- Use of established audit information by the Director of Finance of the multicultural library materials.
- An assessment of established lending practices (borrowed materials signed out) by both teachers and students to determine utilization patterns of the multicultural material.

- A survey is needed involving the Director of Finance regarding: guidelines for the identification of educational material and specifically the criteria for what constitutes culturally diverse material, and an inventory of existing core materials
- An assessment of teacher lesson plans will inform the use and implementation of the diversity of resources made available through the multicultural resource centre.

### **STUDENT MENTORING PROGRAM**

The student mentoring program is intended to connect elementary students of color with secondary students who are positive role models.

- a) data will be collected on the number of students that participate in this program vs the number of students who do not. This information will inform  
.....
- b) qualitative data will be collected in the form of photo essays / drawings to capture the perceptions of participants in the mentoring program. A pre and post design will be utilized in this instance to evaluate in pictorial form whether or not perceived changes in cultural understanding and tolerance are evident. Students from both elementary schools D and E will be asked to participate in this part of the evaluation process.
- c) In addition to the photo essays / drawings of the elementary students, the students from middle schools and high schools acting as mentors will be asked to self-report perceptions of their mentoring experience.
- d) Data will also need to be collected on the number of mentor meetings with data specific to those in attendance. This will be accessed via a log that is kept by the supervising teacher .
- e) Data will be collected on the number of mentoring partnerships that continue on past the established requirement of one academic year with interviews with those students as to why they chose to continue. Data will also be collected in to determine the number of mentoring groups who chose not to continue. Interviews of these students will also inform the rationale for discontinuing the program.
- f) Data collected with regard to student test scores, student attendance records, and disciplinary actions (assessment of disciplinary logs from bus drivers).

### **RECRUITMENT AND RETENTION OF MINORITY CANDIDATES**

Another aspect of the desegregation policy is the employment of ethnic minority teachers to enhance cultural diversity within the classroom.

- a) data will be collected by way of human resource policy/protocol analysis of current hiring procedures with specific attention paid to any incentives for the hiring of culturally diverse candidates.
- b) Pre-post measures will be collected from an assessment of employee records as to the number of African-american / ethnic teachers currently employed. Employee records will also be assessed post attendance at recruitment fairs and the Historically Black Colleges and Universities and Predominantly Hispanic Universities.

## LAPTOP COMPUTERS AND VIDEO TECHNOLOGY FOR STUDENTS

The intent of this project is to increase academic ability and incorporate cultural diversity through the use of information technology.

- a) an assessment of student accessed websites will be handed in by the students weekly to their teachers. Random checks will be made on individual computers to ensure validity of self reported accessed web sites. An assessment of total websites accessed will identify the number of educational sites relative to sites of non-educational site.
- b) A count of how often students with laptops hand in assignments that are typed will inform the use of technology for educational reasons.
- c) The audit of laptops from the Director of Finance will inform the usability of the laptop program for students.

### D. Dissemination Strategies

Reporting of findings is a key step in evaluation and is one of the most important factors affecting the use of evaluation findings. A reporting strategy should be credible and formatted in an action-oriented manner. Winberg (1992) could be used as a resource for effective reporting. The following are some broad recommendations for dissemination of findings to those internal and external to the evaluation plan.

#### 1. INTERNAL:

- Regular reporting of evaluation findings should be made by the external evaluators to the members of the ETF. This should occur at incremental stages throughout the evaluation plan.
- The reporting of final evaluation findings to the school board (by the Superintendent) should be in the form of an endorsed document by all members of the ETF. A list of potential questions that may be asked at the school board meeting should be drafted by the ETF and a list of responses should also be put together by the committee. This can serve as a guide to the Superintendent when he is presenting the results.

#### 2. EXTERNAL:

- The ETF should issue regular briefs to stakeholders who were invited to participate in the ETF and declined. Once again, this should occur at incremental stages throughout the evaluation. These briefs should include a contact person for any questions.
- The *Director: Communications and Public Relations* from KGSB is responsible for sending out the district newsletter and dealing with media and parent inquiries. Evaluation findings and/or updates from the ETF should be reported on a consistent basis in the newsletter. This will keep the momentum going for the project and will also increase the credibility of the process.

- A director or principal can submit an application to the *Director: Communications and Public Relations* from KGSB to have a portion of the discretionary money, available to that portfolio, set aside for a large meeting or conference. An application should be made on behalf of the ETF to this Director to have a conference at two points in the evaluation process: (1) after the ETF has been established to explain the evaluation process; communicate who is on the ETF and perhaps, to open the floor to discussion about issues of interest to the broader attendees and, (2) after the evaluation is complete to communicate the recommendations to the general public and celebrate successes of the KGSB.

## **E. Additional Information to be Gathered**

### **1) Reasons why specific schools are requesting “Unitary Status.”**

- This is important to determine the underlying reasons for status change. If there is an issue with the desegregation laws that makes compliance on a yearly basis too difficult for school staff, than amendments to the desegregation law could be made to facilitate compliance.
- This can be accessed through focus groups/ or individual interviews with a representative sample of school staff.

### **2) Definition of “integrated awareness of cultural diversity into the classroom needs to be created.” At what point is a classroom considered to be integrated? How is this determined?**

- It is necessary that all teachers are provided with clear guidelines of what is expected with regards to segregation within the classroom. Clear guidelines facilitate the evaluation of integration within the classroom, and make teachers accountable for following such guidelines.
- The Director of Diversity to create a standardized form to be utilized by all classrooms in all schools. Forms will be handed in to the director at the end of each term for review and subsequent discussion with each teacher.

### **3) What is the effectiveness of diversity workshops for teachers?**

- This is important to determine whether the workshops are effective in relaying ideas and concepts about diversity. If the workshops are found not to be useful to staff than alternate methods of communicating diversity concepts must be used. Also, if workshops are found to be of benefit to teachers than perhaps workshops on diversity would also be useful to the students.

- Information to be accessed through satisfaction surveys distributed to all workshop participants at the conclusion of the session as well at the end of each school term. Information supporting the use of workshops to relay important concepts should also be found within the literature.

#### **4) What are the current hiring practices of teachers?**

- Such information is necessary to determine whether the interview process or questions contained within the hiring process interview are biased towards a specific ethnicity.
- Perhaps the underlying reason why there is not an ethnically diverse set of teachers within each school is due to a fault within the hiring process. This is an easy issue to fix and may save time from needing to recruit ethnically diverse staff members.
- A review of the hiring process and interviews should be performed with other school boards and professionals who are aware of culturally biased questions.

#### **5) Reasons why not all school board members have not expressed interest in diversity and segregation need to be determined.**

- It is necessary to know and understand the reasoning behind the viewpoints of all stakeholders, especially those who do not agree with the system currently running within the school.
- Personal interviews with each board member and an independent external interviewer will provide the answers to these questions.

#### **6) The effectiveness of “teach the teacher” for diversity workshops need to be determined.**

- It is important to determine the most effective method for allowing teachers to learn information on diversity. External lecturers or individuals within society with knowledge on diversity would be more effective in relaying the information. The teachers may be inclined to pay more attention if novel presenters facilitate the workshops.
- Such information can be retrieved through a literature review on workshops, as well as surveys among the teachers on preferences.

#### **7) More information is required on the types of compromises that were made when decisions regarding affirmative action on hiring process were not reached.**

- Such information is important to ensure that there is adequate support for the hiring practices.

- Individual face to face interviews should be performed with all individuals involved in the hiring and retention process. Private interviews will allow viewpoints to be shared without hesitation

### **III. What are the Risks Associated with our Plan?**

#### **A. The Political Backdrop**

The political backdrop is, first and foremost, the greatest risk to the proposed evaluation plan. It has been established in the literature (e.g. Patton, 1997) and more importantly, in practice that establishing credibility with potential stakeholders is particularly critical in highly politicized evaluations. By getting stakeholders on board at the earliest possible stage, the chances of an attack of the chosen methods and approaches are minimized.

Specifically, to the evaluation of the desegregation policy in the *Keillor-Gustafson School Board (KGSB)*, the breadth of potential stakeholders combined with the number of controversial viewpoints that they bring to the table are likely to add complexity to the evaluation process. This comes to the fore in relation to two specific issues:

- (1) the timing of the evaluation, which coincides with school board elections; and
- (2) the tension surrounding desegregation vs. applying for unitary status.

It is critical that, whatever course of evaluation is adopted by the Director of Diversity and Student Services, it be sensitive to these issues and strategic and upfront in addressing them. Just because the political backdrop is complex, does not mean that it can be ignored. The above plan (discussed in Section II) adopts a strategy suggested by Patton (1997). In order to maximize the credibility of the evaluation strategy to all potential stakeholders in KGSB, **an evaluation task force should be developed.**

We recommend that at the time the evaluation task force is developed, **an external evaluation team be hired** and that they be charged with the task of providing guidance and facilitation to the task force. Hiring someone external to KGSB will ensure a level of neutrality in the leadership of the task force and will also provide the necessary methodological guidance required to perform the evaluation.

#### **B. Cultural Sensitivity**

While the issue of cultural sensitivity will be partially attended to by the inclusion of major stakeholders in the ETF, there should be a concerted effort to include stakeholders from a range of ethnic backgrounds including, but not limited to people of colour. These task force members will be able to provide multiple perspectives.

#### **C. Ethical Considerations**

In addition to the school records (transcripts and disciplinary records) that can be released to the evaluators by the state, data will likely also be collected by way of focus groups and surveys. As such, informed consent needs to be obtained from all participants from whom data are being collected. Particular attention should be paid to obtaining consent from the parents of children under the age of 18 included in the evaluation.

#### **IV. Examples of Data Collection Tools**

##### *Qualitative Tool: Focus Groups*

##### **Focus Group Methodology:**

Focus groups are the main method of qualitative data collection that we have recommended. Each group should consist of a minimum of six and a maximum of 12 participants.

Two evaluators will be needed to conduct the focus groups. The facilitator will conduct the sessions using a carefully developed and structured script and probing into participant responses. While it is recommended to tape record each session, the recorder is required to take detailed notes, including a seating plan, who comments in turn, and any non-verbal gestures made during the discussion. The resulting discussion typically lasts for 60 to 90 minutes and can provide important information about the program. The discussions should be analyzed to determine if saturation has been reached. The findings should then be verified through follow-up phone calls to several participants randomly selected from each group. Focus groups have the advantage of obtaining information from several individuals at once while facilitating interaction and debate.

In this section, we will outline the questions given to the ethnic groups of high school students.

##### **Issue:**

Broadly, the issue to be addressed in the focus groups is presence of cultural diversity teaching in the high school classrooms.

##### **Participants:**

Focus group participants will be representative of the student population and conducted in a permissive, non-threatening, environment. Therefore we will conduct multiple groups; two from each middle and high school. Participants will be representative of a range of grades and classes. One group will be with ethnic students, the other with Caucasian students. This will help avoid arguments and allow more liberal speech. All groups will be a mix of local students and those that are bused in. This will provide a representative sample of kids and help lead to saturation. Saturation means that the themes that emerge from the discussions become repetitive and you are likely to gain little by conducting more groups.

##### **Procedures:**

## a) Letter of information and informed consent:

- Drafted with complete information surrounding the purpose of the focus group, time commitment and use of findings. Confidentiality will be stressed.
- Forms will be mailed out to parents two weeks before groups are conducted and asked to be returned when the student attends the group. If they do not return the signed form, they will not be allowed to participate.

## b) A Background Questionnaire:

- Will be given to all focus group participants at the start of the focus group. The following is a list of the *minimum* information to be collected. This can be expanded as deemed appropriate by the ETF: age, grade, sex, ethnicity, residence (bused in or local), length of residence, how long they have attended the school, a list of the courses that they are taking and teachers.

## c) Focus Group Script:

**Evaluator:** Good Afternoon and thank you for attending this focus group. Your participation is valued and will be used to inform a broader evaluation that is going on at this school. Over the next 30 minutes to an hour, we would like to ask you about some of the things that you are learning in your various classes about cultural issues and diversity. I am going to be asking you a few questions in the coming minutes. Please feel free to jump in at any time, while being respectful to other participants in the room. I would like to assure you that your name will in no way be associated with anything that you say this afternoon and you will not be identified when we share our findings with others. Let's begin by introducing ourselves.

*Question #1:* What are the different ethnic backgrounds that you see represented in your class?

*Question #2:* How do you feel that you are treated, by your teacher, in relation to other students in the classroom?

*Question #3:* Why do you think that you may be treated in the same or differently as other students in your class?

*Question #4:* What sorts of cultural issues do you talk about in your class? Think about when you are learning from your teacher, not when you are talking with your friends.

*Question #5:* Please describe any examples of cultural issues that have been used by your teachers.

*Questions #6:* How do you think that you learn best?  
PROMPT: visually, by doing, by reading, etc

Question #7: Have you noticed any changes in how your teacher has been teaching?

PROMPT: teaching style

*Quantitative Methods*

### **Numbers and Demographics of Teachers Who Did Not Attend Workshops**

#### **Background Information**

- 1) Date of Birth
- 2) Gender

#### **Professional Information**

- 1) How many years have you taught at the current school?
- 2) How many classes do you teach a day?
- 3) What grades do you teach?
- 4) Do you incorporate multicultural information into the curriculum?
- 5) If yes, how many times per week?

#### **Diversity Training**

- 1) Have you ever attended a multi cultural training session?
- 2) If yes, How many?
- 3) If no, why not?

#### **Classroom Information**

- 1) Are you aware of any discrimination based on ethnicity within your class?  
If yes, how many times?
- 2) Do ethnically diverse students work together within in the classroom?

## **IV. Conclusion**

In closing, we have included a combination of theoretical and practical suggestions for how you, the Director of Diversity and Student Services, may choose to proceed with the evaluation of the Desegregation Plan for the Keillor-Gustafson School Board.

Given the sensitive nature of the population of interest and also the highly political nature of this evaluation strategy, we would like to place particular priority on the establishment of an Evaluation Task Force to ensure that all key stakeholders are included. This will add a great deal of credibility to the evaluation process.

We, at Lighthouse Consulting, are available at any time for further consultation or to answer any questions that may arise. We have enjoyed being your guide to quality evaluations.

## REFERENCES

### **General Methods:**

Mertens DM. (1999). Inclusive Evaluation: Implications of Transformative Theory for Evaluation. American Journal of Evaluation, 20(1), 1-14.

Myers AM. (1999). Program Evaluation for Exercise Leaders., Human Kinetics: Champaign, IL.

Patton MP. (1997). Utilization-Focused Evaluation, 3<sup>rd</sup> Edition., Sage Publications: Thousand Oaks, CA.

Rossi PH, Freeman HE, Lipsey MW. (1999). Evaluation: A Systematic Approach, 6<sup>th</sup> Edition., Sage Publications: Thousand Oaks, CA.

Winberg A. (1992). Chapter 17: Effective Communication from Action Oriented Evaluation in Organization: Canadian Practices. J Hudson, et al., eds. Pgs. 318-330.

## Glossary

**Accountability:** The obligation to demonstrate and take responsibility for performance in light of agreed expectations. There is a difference between responsibility and accountability - responsibility is the obligation to act whereas accountability is the obligation to answer for an action. (Treasury Board Secretariat)

**Confounding Factors:** Extraneous variables resulting in observed effects that obscure or exaggerate the true effects of an intervention.

**Cost Analysis:** Also called *efficiency* evaluation, is the systematic appraisal of program costs in relation to program results. (Myers)

**Cost-benefit Analysis:** Analytical procedure for determining the economic efficiency of a program, expressed as the relationship between costs and outcomes. (Rossi)

**Effectiveness:** The extent to which an organization, policy, program or initiative is meeting its planned results (see Outcome Evaluation). (Treasury Board Secretariat)

**Efficiency:** The extent to which an organization, policy, program or initiative is producing its planned outputs in relation to expenditure of resources (see Cost Analysis). (Treasury Board Secretariat)

**Empowerment Evaluation:** A participatory or collaborative evaluation in which the evaluator's role includes consultation and facilitation directed toward the development of the capabilities of the participating stakeholders to conduct and evaluation on their own, to use it effectively for advocacy and change, and to have some influence on a program that affects their lives. (Rossi)

**Evaluability Assessment:** Investigation undertaken jointly by the evaluator, the evaluation sponsor, and possibly other stakeholders to determine if a program meets the preconditions for evaluation and, if so, how the evaluation should be designed to ensure maximum utility. (Rossi)

**Evaluability Assessment:** A planning process that involves; 1) identifying the program's information needs; 2) clarifying and linking program activities and objectives; 3) focusing evaluation activities and setting priorities; and 4) selecting data-collection tools based on the types of information desired and considerations of feasibility, acceptability, and credibility. (Myers)

**Focus Group:** A small panel of persons selected for their knowledge or perspective on a topic of interest that is convened to discuss the topic with the assistance of a facilitator. The discussion is usually recorded and used to identify important themes or to construct descriptive summaries of views and experiences on the focal topic. (Rossi)

**Formative Evaluation:** The systematic appraisal of prototype promotional and delivery strategies in the development or draft stage, before full-scale production, distribution, or implementation. (Myers)

**Generalizability:** The extent to which an impact assessment's findings can be extrapolated to similar programs or from the program as tested to the program as implemented. (Rossi)

**Impact:** The net effects of a program. The effects of an intervention that can be attributed uniquely to it, that is, with the influence of confounding effects from other sources controlled or removed. (Rossi)

**Implementation Evaluation:** The systematic appraisal of the extent to which a program or service conforms to the original plan. (Myers)

**Indicator:** A reasonable, useful and meaningful measure of the intended client outcome. (Patton)

**Key Informants:** Persons whose personal or professional position gives them a perspective on the nature and scope of a social problem or a target population and whose views are obtained during a needs assessment. (Rossi)

**Logic Model:** A diagram illustrating the main components or activities of a program, the objectives and indicators for each activity, and the connections or linkages between them. (Myers)

**Needs Assessment:** the systematic appraisal of the type and scope of an unmet need. May be used to determine if there is a need for a new program and/or whether there is an unmet need within existing programs or services.

**Net Effects:** The outcome or impact of an intervention that can be attributed to the intervention alone.

**Outcome Evaluation:** Also known as summative or effectiveness evaluation it is the systematic appraisal of a program's performance and its effects whether intended or unintended.

**Participatory Evaluations:** A collaboratively designed evaluation that includes input and participation from one or more stakeholder groups.

**Post-test:** A measurement of performance (or condition) the program is intended to improve after the administration of the program,

**Pre-test:** A measurement of performance (or condition) prior to the implementation of a program. It may serve as either a diagnostic or baseline measurement.

**Process Evaluation:** also known as formative evaluation it is the systematic assessment of a program's delivery and use under normal operating conditions.

**Program Evaluation:** The systematic process of collecting credible information for timely decision making about implementing, operating, modifying, continuing or expanding a program. (Myers)

**Qualitative Data:** Observations that are narrative rather than numerical. Frequently they include attitudes and perceptions.

**Quantitative Data:** Observations that are defined numerically.

**Random-digit Dialling:** A computer generated, probability based telephone-dialling system that targets specific geographic areas whereby telephone numbers are selected at random.

**Recommendations:** Specific suggestions for actions based on the systematic appraisal of program components.

**Reliability:** The extent to which scores on a measure, when time after time applied to a given situation, consistently produces the same results (provided conditions remain the same). Reliability can refer to the stability of the scores over time, from place to place, and independent of the person administering the measure.

**Sample:** Part of a population (frequently part of the population of program users).

**Stakeholders:** Any individual, group, or organization with an interest in the program (i.e. clients, funders, program personnel)

**Surveys:** A data collection method that involves the systematic collection of information usually by interview or questionnaire. The population surveyed generally consists of people affected by or associated with the program.

**Triangulation:** The use of multiple sources and methods to gather information about a program.

**Target:** The population (individual, family, group, etc.) at which an intervention is directed.

**Validity:** The degree to which a measure (scale/test) accurately measures what it claims to measure.

## Appendix A:

### Detailed Budget Breaking Down Of Each Expense (Canadian Dollars):

<b>Cost Per Focus Group</b>	
Room rental, tape recorder	Free, done within school classroom
Recruitment via telephone	Up to \$ 75 per person. Recruit 12 per group to ensure at least 8 participants per group. \$900
Incentives	\$25-50 per person = \$600
Video-taping, if applicable	\$100 to \$200 per session
Light Refreshments	10 per person approx \$150
Professional Moderator <ul style="list-style-type: none"> <li>• Creation of focus group design</li> <li>• Moderator</li> <li>• Individual focus group report</li> <li>• Travel costs</li> </ul>	\$1,500 to \$2,500 (includes \$500 for Travel Costs)
Note taker <ul style="list-style-type: none"> <li>• To record observations/key themes of discussion</li> <li>• Collaboration on focus group report</li> <li>• Travel costs</li> </ul>	\$1,500 (includes \$500 for Travel Costs)
Analysis & Drafting of Final Focus Group Report	Approx. four workdays, per diem of \$800 = \$3,200
<b>Average cost per focus group = \$3,370 to \$4,930</b>	

<b>Cost Per Face-to-Face Interview</b>		
Interviewer		\$150
Incentives	Staff	
	Student – secondary school	\$15-20
	Student – elementary	\$5-10 (purchase toy)
	Parents – day time	\$50
	Parents - evening	\$30

<b>Miscellaneous Costs Per Year</b>		
Evaluation for:		
Multicultural Resource Center & Curriculum Materials	Creation of Sign Out Logs <ul style="list-style-type: none"> <li>• Paper / Binder</li> <li>• Pens</li> </ul>	\$30 \$20
	Student Mentoring Program (Elementary)	Creation of Attendance Logs  Photo Essays/ Short Story <ul style="list-style-type: none"> <li>• Paper</li> <li>• Crayon</li> </ul>
(Secondary School)	Self-Report Questionnaire <ul style="list-style-type: none"> <li>• Paper</li> </ul>	\$30
Office Supplies	Stationary Items	\$500

