Social Programme Evaluation Assignment 3

Sasha T. Griffith

Master Degree in Instructional Design and Technology,

University of the West Indies, Open Campus

EDID 6504: Programme Evaluation and Course Assessment Methods

Dr Bremnor

Due Date: March 27, 2021

Phase One

Introduction

There is a proliferated need for the development of social programmes which targets youth intervention in Barbados due to an increase in crime and violence in young persons. As a result, programmes have been developed extensively to curb some of the growing concerns. Yet, a vast amount of these programmes fail to create any major impact on satisfying societal needs. In other instances, there is a lack of empirical evidence to demonstrate that the implementation of these programmes was effective especially to target audience and stakeholders. Bailey (2016) contended that despite several governmental and nongovernmental organisations implementing initiatives, only one organisation was effective in preventing criminal violence with its establishment of a shelter for battered women in Barbados. This is suggestive that these social programmes, whilst at most may be systematic in their carrying out of paperwork and activities, have generally been neglectful of evaluating and objectively judging the effectiveness and impact of their programmes. In this proposal, a look at an established programme will be shared along with a proposal of a new programme that would address the shortcoming of the established programme.

Description

Supreme Counselling for Personal Development (SCPD) is a charitable, nongovernmental organisation in Barbados which seeks to provide early intervention and counselling for at-risk adolescents at six secondary schools (Clarke S. , 2021). The Chief Executive Officer, Shawn Clarke stated that organisation aims at skills development especially interpersonal skills so that young persons could become productive members of society. In its remit, it targets a sensitive set of youth between the ages of 11 to 16 years. These persons usually come from low income households and or may be displaying behavioural indifferences. Supreme Counselling's goal is to counsel these young persons by giving them strategies to internally deal with their issues (Clarke S. , 2021). The non-profit organisation hopes that in the long-term, its efforts will see a positive change in schools and society where bullying, substance abuse, and peer pressure, among other adversaries are at a minimum (Clarke S. , 2021).

In 2011, Supreme Counselling launched its Supreme Mentoring Programme. This initiative in particular, pairs susceptible youth with well-grounded and stable adult volunteer mentors. Potential mentors are screened and successful candidates are requested to attend a personal interview. Once successful at the interview stage, volunteers are asked to attend a five day training workshop where they are trained to handle their new roles and responsibilities. The programme lasts a year and mentors are expected to engage in meaningful activities with their mentees, conduct periodical check-ins and grow a lasting relationship. Mentors are only required to report monthly on the youth's progress to Supreme Counselling by filling out a prescribed report form (Clarke S. , 2021).

Reflecting on the current social climate of Barbados, it is noted that in spite of Supreme Mentoring's efforts, there is a growing concern for some of the youth in Barbados.

At present, a segment of the youth in Barbados appear to be irrational, hostile and have little

ambition to be productive members of society. This is buttressed by the proliferated number

of youth who are involved in gang related crime and violence across the country. According

to Bailey (2016), data from police reports showed that in the years of 2009 to 2013, 79% of

perpetrators of homicide were male and ranged from the ages of 20 and 39 years. Moreover,

Bailey (2016) maintained that criminal records revealed that perpetrators tended to be known

to the court, were high school dropouts and had no formal certificates or qualifications.

Undoubtedly, a programme such as Supreme Mentoring Programme can be beneficial

to the Barbadian society. By giving the targeted youth experiences to develop interpersonal

skills, coping strategies as well as a stable adult mentor, the youth should be able to engage in

better decision making that would deter them from getting involved in a life of crime.

However, there is currently no statistical evidence that would suggest that through Supreme

Mentoring's initiative, there has been any major impact on the Barbadian society. To date, an

evaluation of the focused group of youths who went through Supreme Mentoring was never

measured against the control group nor its key indicators to determine the effectiveness or

impact of the outcomes of the programme. As a result, the "Youthrive" programme has been

developed to offer a systematic way to fix Supreme Mentoring's shortcoming.

Introduction

Youthrive is a social, educational programme that hopes to liaise with several

governmental organisations in Barbados including the Royal Barbados Police Force, the

Ministry of Education, the Ministry of Labour, the Youth Entrepreneurship Scheme, the

Ministry of Youth, Culture and Sports and the Department of Human Resource Management.

It envisions a youth empowered society and will afford young persons from urban

communities especially, opportunities to build relationships and partner with working

professionals in the country.

Need Statement

In 2016, a report which detailed criminal activity in Barbados from the period of 2009 to 2013 revealed that youth between the ages of 18 to 35 years accounted for the largest population of perpetrators of homicides. Alarmingly, statistics from the Ministry of Health which analysed the epochs of 2010 to 2013, corroborated that 70% of patients between the same ages of 18 to 35 years who were admitted to the Queen Elizabeth Hospital due to assault injuries, were male. There is a need for a programme that promotes early intervention for youth especially young males which provides statistical evidence on the impact on schools and society. In order to meet this need, Youthrive has been developed to match young males in secondary schools of Barbados to professionals ranging from labourers and trade professionals to office workers. This link is expected to change the behaviours and attitudes of the youth by building relationships, opening avenues of potential career opportunities, working experience and gaining tacit knowledge so that at the end of their programme, youth are targeted toward trades, careers and entrepreneurship instead of crime and violence.

Objectives

Anticipated Short-term Outcome Objectives.

● By the end of the second month of Youthrive, the target group should display a change in their skills by gaining first-hand experiences of requisite skills needed to perform jobs and tasks in the workplace

● By the end of the second month of Youthrive, the target group should display a change in their knowledge base through exposure to workshops, counselling sessions and working experience opportunities by these activities challenging their prior way of thinking

● By the end of the second month of Youthrive, the target group should show an appreciation for the work experiences, relationships formed and knowledge gained through interacting

with Youthrive by demonstrating a heightened level of commitment to the programme and its

activities

Anticipated Intermediate Outcome Objectives.

●Within 12 months of the programme, the target group should display more sensible and

rational interactions with peers by using conflict-solving strategies, forming positive and

healthy relationships with peers and making good decisions in everyday situations

● Communicate the programme's effectiveness, impact, efficiency among other key

measures to stakeholders and to the general public by performing reliable tests and recording

and publishing evidence-based data accurately and appropriately

Anticipated Long-term Outcome Objectives.

● Reduce the unemployment rate in the country by 20% by the year 2031 by producing a

ready-skilled, professional and employable workforce

● Reduce the reports of bullying, peer pressure and other adversaries in schools and

communities by 10% by the year 2026 through the use of the programme's counselling and

mentoring activities which should create meaningful and healthy social peer interactions

● Reduce young males getting involved in crime and violence in Barbados by 15% by the

year 2026 by providing participants with healthy relationships, mentorships, strategies and

alternative modes of self-expression

Please see Figure 1 which illustrates Youthrive's proposed objectives and activities using the

Logic Model.

Target Group

The target groups for this programme are young males between the ages of 11 to 16

years at six secondary schools in Barbados. There are approximately 440 males enrolled on

average at these secondary schools. The programme targets 10% of the male population at

each school who predominantly display behavioural issues, come from obscure

neighbourhoods and low income households and where there is only a single parent

managing the household. It is estimated that 264 young males will benefit from this

programme. To help with the selection of this target group, the guidance counsellors at each

school, who would have reports of the histories of students and might have previously

counselled these students will inform the selection of the target group.

Standards of Effectiveness
● Transparency – provide data of performance and keep stakeholders including the general

public updated with activities.

● Effectiveness – reduce social issues in schools such as bullying, drug and substance abuse

and peer pressure; reduce crime and violence in youth

● Impact – a change in behaviour in young men; produce goal-oriented males who are

employable and can add value to Barbados's working force

● Accuracy – provide accurate data and information needs to the intended stakeholders of the

programme.

Young males involved in crime and violence	Inputs	Outputs		OUTCOMES
	-time	-counselling and personal development workshops	Youth between 11 to 16 years at four secondary schools in Barbados	*Short:* change in attitudes, skills, knowledge, and motivation
	- Census reports	-A day at work programme		*Medium:* Change in interactions with peers
	- borrowed funds	- exhibitions and displays		*Long:* Societal change – a reduction of crime and violence etc.
	- trained mentors			

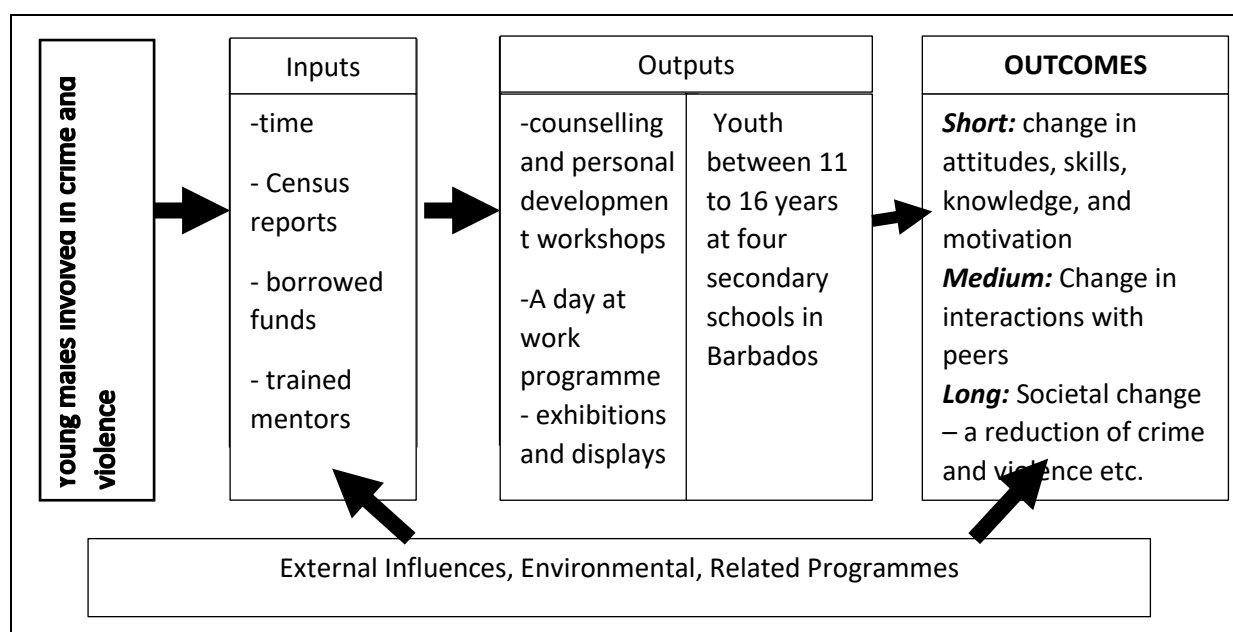External Influences, Environmental, Related Programmes

Figure 1 depicts Youthrive's plan to achieve its objectives using the Logic model under the constraints of contextual variables.

Through using the Logic Model, it is revealed that Youthrive has made the following assumptions:

- That sufficient professionals will participate in the programme

- That professionals will have the time to participate in the programme

- That stakeholders will be willing to lend funds to assist with activities

- That participants will want to participate

- That crime and violence is linked to unemployment

- That participants being exposed to social experiences, counselling and other meaningful activities will transfer learned strategies to their social relationships with peers

- That participants view being employed in their futures as an advantage

- That participants will find the expressed jobs interesting and beneficial to their lives

- That the skills learned from the programme will still be marketable, useful and relevant after a cohort has completed their tenure at Youthrive

Phase Two

In order to compare and contrast the goal-oriented model with the naturalistic model so that a decision could be made as to which would be the best fit for Youthrive, a concentrated look at Youthrive's characteristics and objectives must be considered to ascertain a strategic alignment. Furthermore, this gives assurance that the programme's intentions would be in sync with the model. To do so, a look at some components such as characteristics of the programme and summarised key objectives are considered and scrutinised. These components are listed as follows:

Characteristics of Youthrive:

1. It is a novel programme

2. There is at least one similar and functioning programme in Barbados

Characteristics of the programme are considered as they are currently unchanged and provide a good measure for comparing and contrasting both models to see if they can fit with these variables.

Intentions

Youthrive has a need to:

1. respond to stakeholders' information needs by producing accurate data

2. develop meaningful activities and interventions for participants

3. constantly evaluate and fix any malpractices as necessary

4. modify participants' behaviours

Considering the first characteristic of Youthrive, which is that it is a new programme, it is noted that both models may be congruent with this characteristic. According to Marsh (1978), the goal-oriented model allows for new programmes especially, to

concentrate on whether the programme's offered activities have been achieving its goals as intended. Similarly, with the naturalistic programme, evaluation at the design stage affords opportunities to structure the study whilst still allowing evaluators flexibility and leeway to revise, amend and expand as necessary (Rubin, 1982). This feature then, tends to be accommodating for new programmes that might be uncertain of their focus initially. Moreover, since the naturalistic model widely depends on the investigator's experiences and interpretations to determine a programme's successes and failures (Stake, 1975), the newness of the programme is an inconsequential variable.

Secondly, Youthrive could benefit from the existence of at least one similar programme. Unfortunately, using the goal-oriented model, due to the fact that goals may differ from programme to programme as well as the likelihood of a programme's stated goals not being its actual goals, Marsh (1978) contended that there is a limited possibility of cross-referencing programme evaluation results. By contrast, the naturalist evaluator could employ a gamut of sources such as reports and materials from similar programmes in its data collection process. This information can be useful in determining the programme's success rate based on a posteriori concepts.

Moreover, another useful comparison would be to look specifically at the rationale of the models and map it against Youthrive's intention. Coursey, Specter, Murrell and Hunt (1977) explained that the goal-oriented model is typically used in therapeutic situations where the focus is on rehabilitating patients to an ameliorative state such as mental health programmes. Moreover, Marsh (1978) expanded on goal-oriented evaluation's utility by stating that in contemporary times, the goal-oriented evaluation has expanded to include more diverse purposes such as treatment evaluation, decision-making and even in business and management contexts. Conversely, Rubin (1982) maintained that naturalistic evaluation

tends to be employed in arts and humanities contexts such as educational institutions especially for curriculum evaluation, museums and social services.

Thirdly, Youthrive has an explicit objective to produce and communicate accurate data to its stakeholders. As it relates to the goal-oriented model, programme evaluation tends to be formal and objective. Coursey and colleagues (1977) pointed out that the model is desirous in providing facts that can be used for making decisions as it relates to programme changes and or improvements. These results are usually grounded by scientific research and methodology and quantitative data. On the other hand, the naturalistic model can be largely subjective and informal. This is buttressed by Guba and Lincoln (1981) who posited that data is interpreted by a naturalist evaluator who uses the epistemological beliefs of positivism logic to interpret and conclude findings. This could be quite disadvantageous since the interpretation lies in the hands of the evaluator. Rubin (1982) found that if the evaluation is not seen as important, especially if it does not hold any merit to the participant's personal experiences, the critical points of the evaluation could be overlooked.

Moreover, Youthrive seeks to develop meaningful and engaging activities for its participants. Whilst goal-oriented activities are widely non-existent and is usually seen as a singular and rigid method, Wilson, Ellis, Booth and Mumpower's (1973) tri-informant goal-oriented model, as was cited by Coursey et al. (1977), is designed in such a way that it brings the patient, a close friend or family member and the clinician together to select goals for the patient. The trio collaboration derives a slightly social aspect to the programme. In contrast, the naturalistic model naturally lends itself to more meaningful and engaging activities. According to Rubin (1982), naturalistic evaluation is highly interventional and provides participants with meaningful experiences. Moreover, the data collection method of process evaluation using the naturalistic model includes interventions and programme activities such as participants' samples, videos and audiotapes among others. There is

therefore a tendency to create meaningful activities so that participants engaging in

meaningful activities can be captured and portrayed (Rubin, 1982).

Youthrive seeks to continuously evaluate its progress at its different phases. A

feature of goal-oriented evaluation is its use of differential evaluation. Marsh (1978) stated

that differential evaluation refers to a programme's ability to tailor goals at the different

stages of programme evaluation. Moreover, this is found to be quite effective as it allows

changes to be made, and for an early, onset analysis to be done that would unearth whether

the programme is being effective. Similarly, the naturalistic evaluation allows for scrutiny of

current practices (Rubin, 1982). Moreover, Rubin (1982) further stated that if it is deemed

that these practices are ineffective, they can be revisited and fixed in a timely manner.

Lastly, one of the most important objectives of Youthrive is that it seeks to

modify participants' behaviour. Bandura (1969) contended, in reference to goal-oriented

evaluation, that for a programme to successfully modify behaviour, it is important to specify

its behavioural goals. This perspective is aligned to the operationalisation of goals in the

goal-oriented model (Marsh, 1978). Bandura (1969) further stated that the reason for this is to

measure and observe behaviour so that a determination could be made as to whether goals

have been met. Conversely, modifying behaviour is not a major focus in the naturalistic

model. According to Stake (1978), change resides in the participant of the programme. In

addition, Stake (1978) noted that change can only be achieved if participants are interested in

making changes themselves.

In light of the comparative and contrastive insight, a decision will be made to

select the best model for Youthrive. To do so, criteria including the key characteristics and

the summarised objectives mentioned above will be ranked using the Delphi Technique

according to its importance to Youthrive. Rankings are weighted from one to six with one

being the least important and six being weighted as of utmost importance to Youthrive. See

Table 1 of the Appendix for the results of the rankings. In analysing the table, it is noticed

that the goal-oriented model's focus on changing participants' behaviour is of utmost

importance to Youthrive. Moreover, the model is easily adaptable for new programmes and it

has a highly individualistic approach to participants whereby participants are placed at the

centre of the evaluation process (Coursey et al., 1977). In spite of its drawbacks which

include its inability to cross-reference data to programmes of a similar nature as well as its

almost non-existent implementation of social and meaningful activities in the evaluation

process, the goal-oriented model proffers a time saving and cost effective method which

looks specifically at providing quantitative results objectively.

On the other hand, the naturalistic model is pluralistic (Rubin, 1982),

implements more social and meaningful interventions and provides subjective findings that

are based on an evaluator's epistemological beliefs and even allows for differential

evaluation. However, one of its dissenting views that would hamper Youthrive is that it is not

particularly concerned with modifying participants' behaviour. Considering the table, as well

as weighing the pros and cons of each model, Youthrive will employ a goal-oriented model.

However, whilst there is evidence to support a strong and tight alignment to the goal-oriented

model, it would be remiss to dismiss the benefits that could be derived from employing a

naturalistic mode for Youthrive. Patton (2015) stated that in order to challenge critics,

evaluators should be socially responsive, flexible in their methodology and have

philosophical underpinnings as it relates to their working practices. According to Clarke

(1999), competent and relevant evaluation studies can be produced as long as an evaluator is

willing to mesh philosophical assumptions with quantitative data. This therefore suggests that

it is important to use both goal-oriented and naturalistic models as required.

In response to addressing the expressed shortcomings in the goal-oriented model and to adopt a flexible approach, two steps will be looked at that can reinforce the validity of the programme. In the first instance, there will be a triangulated mixed methods approach whereby both quantitative and qualitative data will be collected to gain differing but supplementary data on the same topic (Morse, 1991). The use of mixed methods is beneficial because each method can compensate for weaknesses found in both methods as well as equalise any biases that are likely to occur (Rossi & Freeman, 1993) . According to Rossi et al. (1993), triangulation helps in producing validity in research findings as long as there is congruence of the mixed methods used. In addition, Morse (1991) found that a linking of methods aids in offering different insights to the research problem and has the ability to cross check for consistency (Patton, 2015). Furthermore, in an aim to ensure validity using the triangulated mixed method, Morse (1991) suggested using methods that are whole, independent and rigorous. By doing this, there is no pre-empting or influencing of qualitative methods to fit quantitative findings and vice versa (Morse, 1991). Considering this, due to the fact that Youthrive, in its long-term goals, has an interest in determining whether there has been a reduction in unemployment, bullying and other anti-social behaviours and crime and violence, the programme will firstly use quantitative methods.

Take for instance, Youthrive's objective to reduce bullying and other anti-social behaviours in schools and society. A quantitative method will be used to capture pre-measures and post-measures which refers to participants' starting and ending behavioural points respectively. At the pre-measure stage, there will be an indication of participants' histories as it relates to bullying, crime and violence. Additionally, this method will be followed with an interview to divulge broader insights, feedback and information. At the post-measure stage, the amount of bullying instances and crime and violence situations of participants will be recorded on finishing the programme. The two measures will then be

compared and contrasted to ascertain whether there was a change in students' behaviour such as a reduction in bullying and other adversaries in schools and communities, due to their participation in Youthrive. A follow-up interview will also be ensued at the end of each quantitative method to capture participants' feelings accordingly. Figure 2.1 in the Appendix shows an illustration of a Triangulation Design in the data collection process for Youthrive's goal of reducing bullying and other anti-social behaviours in schools and communities. Figures 2 and 2.2 in the Appendix also show more illustrations of the triangulation method to Youthrive's long-term goals. The models have been adopted and modified by Creswell and Plano Clark (2011).

Furthermore, to determine short-term goals which have a focus on determining whether participants have adopted new skills and knowledge and whether they appreciate the programme, it is believed that a quantitative method should be measured initially as well. Youthrive intends on using a modified version of Bonstedt's (1973) goal-oriented approach of concrete goal-setting, as was cited in Coursey and researchers (1977). In this situation, participants are given cards where goals are stated explicitly. These goals will be created by evaluators and Youthrive's staff where both parties come together to articulate expectations of what the desired behaviour would look like. Youthrive's staff will question participants on a monthly basis to determine whether participants' actual status is closer to the stated concrete goals. Moreover, to buttress this method, there will be a focused group discussion with a sample of the target group and Youthrive's staff after the questioning process.

Secondly, another step that will be used to ensure validity is a validity-focused mixed methods. In an effort to be transparent, and also because there is a reliance on quantitative data, the gathering of statistical data will be closely monitored and followed. This is to reduce any inaccuracies, producing 'guess work' and overreliance and trust of quantitative data. Patton (2015) suggested a model that could be used to ensure a validity-

focused mixed method and this has been modified by Youthrive. In spite of there being a mixed methods approach to determine consistencies in data, evaluators and programme designers are tasked with finding out whether statistical information entered is accurate. Patton (2015) exemplified the number of inaccuracies that arise in programmes such as guesses being made in quantitative data as it relates to entering time allocation data. In these situations, instead of data being entered hourly or daily, data were actually entered on a monthly basis. Moreover, Patton (2015) stated that data in youth centres tend to be guesses because there is seldom any formal records of specific information including the frequency of times participants entered the centre and so on. Therefore, to remedy these situations, Patton (2015) suggested inquiring and requesting information on how data are collected and entered. To exemplify Patton's (2015) validity-focused mixed methods, Youthrive's short-term goals have been considered. In this case, before entering information on concrete goal setting cards, an interview of data entry clerks will take place. This will then be followed by an observation to observe and note the data entry practices. Afterwards, results from the quantitative data will then be cross-referenced to ensure that data are precise and accurate. To apply this method to long-term goals, because data will be collected over a longer period of time, it is suggested that observations, focus groups, and case studies be employed to constantly check and recheck to ensure data are being entered accurately.

Phase Three

The Purpose of the Evaluation

Stakeholders of Youthrive are interested in determining whether the programme has been attaining its goals. As such, this evaluation focuses on measuring the programme's effectiveness and practicality in a real-world environment. It seeks to provide answers to the following questions:

1. What measures suggest that the programme has reached its goals?

2. What are the intended successes of the programme?

3. What are the unintended successes of the programme?

4. What measures reveal that the programme should be be improved?

5. Which indicators reveal to be Youthrive's strength?

Evaluability Assessment

In pre-assessing whether Youthrive is eligible to be evaluated, evaluators suggest a development facilitation strategy whereby evaluators and stakeholders meet to discuss appropriate strategies and methods. According to Chen (2005), this method is useful as it considers stakeholders' approval and results produced from evaluations would be relevant to stakeholders. As a result, communication between stakeholders and evaluators is expected to be continued at every phase of the outcome evaluation process where there will be an intentional dialogue so that there could be a shared vision between parties. In this way, stakeholders will develop and identify programme logic. In conducting evaluability assessment, evaluators and stakeholders agree to follow six key steps outlined by Wholey, Hatry and Newcomer (2004) so that outcome evaluation follows a rigorous systematic process from the onset. These steps are summarised below:

1. Involve intended users

As previously discussed, this stage includes key stakeholders into the evaluation process. Moreover, Wholey et al., (2004) suggested that this step can be used to determine stakeholder's expectations. Stakeholders of Youthrive expect that:

i. Participants would be less aggressive and violent

ii. Participants will develop useful workforce skills

iii. Participants will employ meaningful strategies to handle their anger and when confronted with situations that they may not be in agreement

iv. A positive relationship will be formed between participants and their mentors

2. Clarify Programme Intent

This step involves identifying how inputs, activities and outputs will be used meaningfully. Wholey et al., (2004) posited that this is a necessary step in clarifying how inputs, activities and other programme outcomes will interact to inform stakeholders, programme managers and staff how these sectors are being used. In Youthrive's case, there was an intentional using of the logic model from the onset which is noted in Figure 1 in Phase one. However, there is a need to delve deeper in order to document all of the relevant information uniformly so that evidence relating to successes can be fully documented. This section will be looked at through the use of a logic framework.

3. Explore Programme Reality

What is the likelihood that programme goals will be achieved? This stage seeks to answer this question and examines whether the programme is feasible and that goals established are not unrealistic. Despite it sounding simple, Wholey et al., (2004) recommended using the programme's current documents and mapping that information against a new documentation process that reviews programme records, problems and programme activities and results. Moreover, evaluators can also conduct site visits to observe the actual day to day functioning of the programme and its activities.

4. Reach Agreement on any needed Changes in the Programme Design

Having engaged in site visits and other data collection processes, evaluators and stakeholders are able to recommend and suggest any changes to the programme. In Youthrive's case, the intended programme was likened to the programme reality. It was noticed that whilst Youthrive is hopeful at measuring three of its long-term objectives, it would not be feasible to measure all three of them due to timeliness and financial restraints. This then causes programme managers and stakeholders to prioritise the three long-term goals. This will be considered in Step six of the evaluability assessment.

5. Explore Alternative Evaluation Designs

After deciding to proceed with evaluation, possible ways of collecting and analysing data should be considered. As it relates to Youthrive's case, preliminary evaluation designs have been outlined in the Appendix, Figures 2 to 2.2 and will be further looked at in the designing of the evaluation phase.

6. Agree on Evaluation Priority and Intended Uses of Evaluation Needs

Stakeholders and Youthrive's senior management and staff members will meet with evaluators; each person will meet with the evaluators individually to determine priorities. Afterwards, a briefing of all parties will ensue to discuss a meeting of minds. It was suggestive that the three long-term goals would be too costly and time-consuming. Therefore, only one of the long-term objectives would be considered at this time. Stakeholders have prioritised the need to find out whether there has been a reduction in bullying and other social adversaries in schools and communities. Due to the fact that the evaluability assessment suggests a change in evaluation, consequently, this causes evaluators and stakeholders to revise initial questions posed in the purpose of the evaluation. After deliberation, two questions guide the outcome evaluation process:

1. What measures suggest that Youthrive's activities have caused a reduction of bullying and other social adversaries in schools and communities?

2. What are the intended and unintended successes of the programme?

Result

The evaluability report suggests that with the recommended changes and revisions made, Youthrive can proceed to outcome evaluation.

Designing the Outcome Evaluation

Having established programme logic, questions and the theory of the programme, evaluators and stakeholders are concerned with designing the outcome evaluation. To do this, the evaluators incorporate stakeholders' suggestions and recommendations to ascertain the best design to measure impact evaluation. Since the purpose of the evaluation is to measure the extent to which programme activities have caused a reduction of bullying in schools and communities, evaluators use Fink's (2005) general questions as a guide to creating the outcome evaluation design. Fink's (2005) questions along with agreed responses are outlined below:

1. How many observations or measurements should be taken?

Four observations or measurements should be taken. This reduces the possibility of repeated testing effort from occurring.

2. When should measurements be taken?

 Measurements should be taken before the intervention and after the intervention.

3. How many groups would be needed to observe or compare?

Two groups are needed: a treatment and a control group who have similar characteristics.

4. Which criteria should be used to include institutions, groups or persons?

Two criteria are used:

- Length of time in Youthrive

- Students who have behavioural issues

The treatment group will include any persons exposed to Youthrive for more than two years. The control group can include any persons who exhibited similar behavioural issues but were

not exposed to the programme.

5. Which criteria should be used to exclude institutions, groups or persons?

Students from other institutions will not be considered in this evaluation. Only participants from the targeted six secondary schools will be evaluated.

Based on the responses to Fink's (2005) questions, evaluators were able to establish that a Quasi-Experimental Design which looks at comparing two homogeneous groups is needed. It was further decided that a Naïve Design would be most suitable to evaluate the outcome.

Selecting the Participants

There will be a selection of 20 males to be evaluated. This comprises 10 males from the treatment group who will be exposed to Youthrive and 10 males from the control group who are not enrolled in Youthrive but at the pre-intervention stage, exhibited behavioural issues.

Data Collection

Figure 2.1 in the Appendix shows that stakeholders have a keen interest in measuring attitudes and behaviour of the treatment and control group using a mixed methods approach. To further solidify this method, evaluators suggest that quantitative data when collecting baseline data and post-measure data should use data from the school's log book to record the number of incidences students have physically and verbally gotten into incidences at schools at both the pre-measure and post-measure stages respectively.

Managing Data

This step involves performing a tight process of monitoring of the data collection process to ensure that it is reliable and valid. Fink (2005) suggested reviewing data collection instruments and checking for missing or inaccurate information. In Youthrive's case where it relies on the input of quantitative data, observation and interviews will take place of programme staff to ensure that there is an accurate process of entering quantitative data so that there is validity.

Analysing Data

To analyse the data and to answer the two outcome evaluation questions, evaluators use a hypothesis which is that programme's activities and interventions can reduce bullying and other social adversaries in communities and schools. Subsequently, the evaluators use measures from the data sources to create graphical representations using SPSS. This information will be used to determine whether a standard deviation as it relates to behavioural issues occurred in both the treatment and control group. If the average of participants' behaviour enrolled in Youthrive spreads away from the standard deviation and the control group's mean spread is closer to the standard deviation, this would suggest to evaluators that there has been a significant testing significant e and this may suggest that because of programme activities, there has been a reduction in Youthrive's participants. As it relates to qualitative data, naturalist evaluators will analyse data by looking for common trends in transcripts. The analysing of qualitative data should proceed shortly after the data collection method has been used. Evaluators will interpret these trends by finding relationships and associations especially in the treatment group's case to programme activities and any likened change of behaviour (Morra Imas and Rist, 2009).

Reporting the Results

Evaluators firstly show their clients the report which outlines the purpose, methods used, the research design etc. Results will be presented both orally and in a written format. To ensure an ethical standard, only one published report will be distributed and clients cannot request a second publication. This is to ensure that there will be no compromising of information or falsifying of information.

The Log Frame

Having an established log frame proffers substantial benefits to stakeholders and other likened interest groups. Miller and Twining-Ward (2005) suggested that a clear logical framework clarifies and allows for indicators and other success measures to be comprehensively developed. To buttress this point, De Beer and Swanepoel (2013) stated that a logical framework links the goals and objectives to the interventions. Thus, Youthrive, in determining whether the programme activities were successful in reducing social adversaries in schools and communities will map results from outcome evaluation to its own internal indicators to determine whether the programme has attained its goal. To do this, evaluators and stakeholders use Cameron's (1993) logical framework.

Narrative Summary	Objectively verifiable indicators	Means of Verification	Important assumptions
OBJECTIVE: Reduce bullying and other adversaries in schools and communities	84% of participants have pleasant and or positive social interactions with peers from the beginning of the programme to after the programme	1.School records such as school reports, monitoring card

2.School log book of behavioural issues | Through interacting with the programme's activities, strategies from counselling and other personal development workshops |

	90% of participants employ learned conflict resolution strategies when dealing with conflicts from the beginning of Youthrive to two years after being exposed to Youthrive 89% of participants have a reduction of school records of disciplinary action logged against them from participants' entry date of Youthrive to two years of exposure of Youthrive	3.The counsellors at each school records and notes 4.The programme's counsellor's records and notes	targeting anger management, conflict resolution etc. will cause near transfer to occur
PURPOSE: Develop participants' interpersonal skills	89% of students develop interpersonal skills from their starting dates to two years of exposure to programme activities	1.Report cards 2.External and internal guidance counsellors' notes and records	1. Participants will want to change their behaviour 2. Training is effective
OUTPUTS: 1.Raise awareness of participants' social interactions and how it may impede	89% of participants apply coping strategies learned	Support systems: Guidance counsellors, parents and teachers	There will be situations for participants to use and apply strategies

their futures. 2. Supply participants with coping strategies			
INPUTS: 1. Personal development workshops 2. One to one and group counselling and mentoring sessions			

Indicators established in the logic framework will help guide the outcome evaluation process.

References

Bailey, C. (2016). *Crime and Violence in Barbados: IDB Series on crime and violence in the Caribbean.*

Bandura, A. (1969). *Principles of Behavior Modification.* New York: Holt, Rinehart and Wilson.

Cameron, J. (1993). The Challenges for Monitoring and Evaluation in the 1990s. *Project Appraisal*, 8(2), 91–96. https://doi.org/10.1080/02688867.1993.9726893

Chen, H.-t. (2005). *Practical Program Evaluation: Assessing and improving planning, implementation and effectiveness.* California: Sage Publishers.

Clarke, A. (1999). *Evaluation Research: An introduction to principles, methods, and practice.* London: SAGE Publications Ltd.

Coursey, R. D., Specter, G. A., Murrell, S. A., & Hunt, B. (Eds.) (. (1977). *Program Evaluation of Mental Health: Methods, strategies, and participants.* New York: Grune & Stratton, Inc.

Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and Conducting Mixed Methods Research.* United Kingdom: SAGE Publications.

De Beer, F., & Swanepoel, H. (2013). *The Community Development Profession: Issues, concepts and approaches.* Pretoria: Van Schaik Publishers.

Fink, A. (2005). *Evaluation Fundamentals: Insights and the outcomes, effectiveness and quality of health programs.* California: Sage Publications.

Guba, E. G., & Lincoln, Y. S. (1981). *Effective Evaluation: Improving the usefulness of*

    evaluation results through responsive and naturalistic approaches. New York:

    Jossey-Bass.

Imas, L. M. G., & Rist, R. C. (2009). *The Road to Results: Designing and Conducting*

    Effective Development Evaluations (World Bank Training Series) (Illustrated ed.).

    World Bank Publications.

Marsh, J. C. (1978). The Goal-Oriented Approach to Evaluation: Critique and case study

    from drug abuse treatment. *Evaluation and Program Planning*, 41-49.

Miller, G., & Twining-Ward, L. (2005). *Monitoring for a Sustainable Tourism Transition:*

    The challenge of developing and using indicators. Wallingford: CABI Publishing.

Morse, J. M. (1991). Approaches to Qualitative-Quantitative Methodological Triangulation.

    Nursing Research, 120-123.

Patton, M. Q. (2015). *Qualitative Research & Evaluation Methods. Fourth Edition.* London:

    SAGE Publications, Inc.

Rossi, P. H., & Freeman, H. E. (1993). *Evaluation: A systematic approach 5.* London: SAGE

    Publications.

Rubin, B. M. (1982). Naturalistic Evaluation: Its tenets and application. *Studies in Art*

    Education, 57-62.

Stake, R. E. (1975). *Evaluating the Arts in Education: A responsive approach .* Ohio: Merrill.

Stake, R. E. (1978). The Case Study Method in Social Inquiry. *Educational Research*, 5-8.

Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (2004). *Handbook of Practical Progra,*

    Evaluation. Second Edition. California: Jossey-Bass.

Appendix

Table 1

Criteria	Rankings	Best Suited Model
It is a new programme	1	Goal-oriented and Naturalistic model
There is a similar programme in Barbados	2	Naturalistic model
Youthrive seeks to respond to stakeholders' information needs by producing accurate data	4	Goal-oriented
Youthrive intends on developing meaningful activities and interventions for participants	5	Naturalistic
Youthrive is desirous in constantly evaluating and fixing malpractices from the onset	3	Goal-oriented and Naturalistic model
Youthrive seeks to modify participants' behaviour	6	Goal-oriented model

Table 1 shows Youthrive's ranking of key characteristics and summarised objectives using the Delphi Technique to derive at the most suitable model.

Figure 2

| Quantitative method: survey test on a sample of Youthrive participants + survey test on control group (same age and gender) | Qualitative method: Interviews of Youthrive participants and control group |

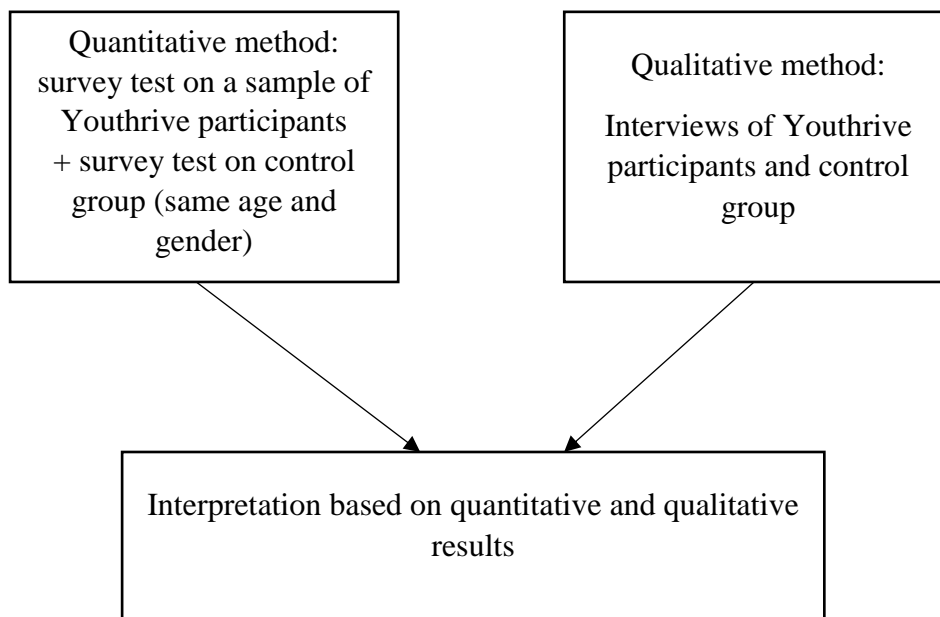Interpretation based on quantitative and qualitative results

Figure 2 illustrates a Triangulation Design to capture data on whether there has been a reduction in unemployment after participants were exposed to Youthrive.

Figure 2.1

| Quantitative method: 1. Pre-measure 2. Post-measure | Qualitative method: 1. Interview 2. Interview + video recordings, participants' samples |

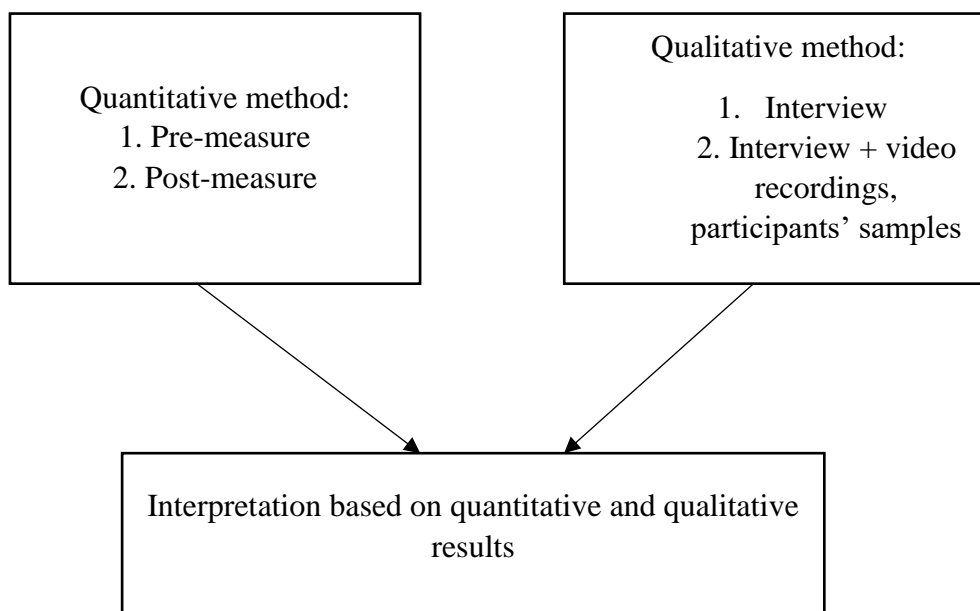Interpretation based on quantitative and qualitative results

Figure 2.1 depicts a Triangulation Design to collect data on whether there has been a reduction in bullying and other social adversaries in schools and communities.
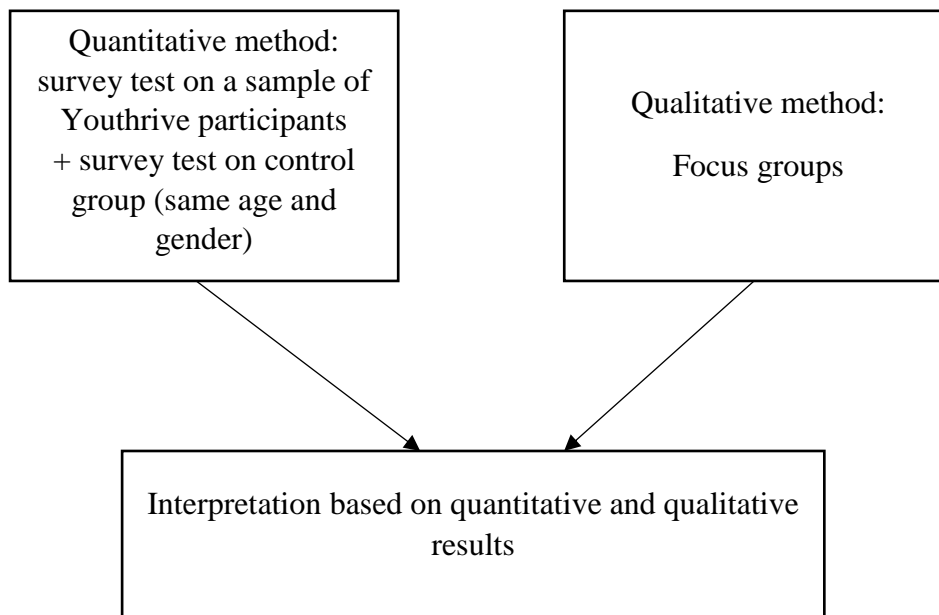
Figure 2.2

Figure 2.2 depicts a Triangulation Design to capture data on whether there has been a

reduction in crime and violence of the participants who were exposed to Youthrive.