COMMUNITY COUNCIL OF THE CAPITOL REGION, INC.

Connecticut -

MANUAL FOR CARRYING OUT AGENCY/PROGRAM EVALUATIONS WITHIN THE COMMUNITY COUNCIL OF THE CAPITOL REGION

PREPARED BY:

RESEARCH COMMITTEE OF THE
COMMUNITY COUNCIL OF THE
CAPITOL REGION, INC.

Peter N. Prior, Chairman
Dr. Laurence Barber
Wayne D. Casey
Louis Cosnotti
Arthur E. Erickson, Jr.
Ms. Edith Fein
Miss Karen Fraser
Mrs. Janet Mason
J. Raymond Pichey
Dr. John Rogers
Dr. Bernard Shorr

Georgina I. Lucas, Staff

SEPTEMBER 1974

ACKNOWLEDGEMENTS

The Research Committee after revising the preliminary draft of the manual distributed the second draft for review and comment. The report was sent to four different groups of individuals. Internally it was reviewed by staff who will be conducting evaluations and the Service Evaluation and Priorities Committee which will have the responsibility for overseeing all evaluations conducted within the Council. In addition, the manual was distributed to three groups that have had experience in conducting evaluations, funders of social service and health programs, planners and researchers.

The final content of the manual reflects the reactions of those who took the time to respond. The Research Committee would like to thank the following for their thoughtful responses:

- Marlene Berg, Ann Lindauer, William Rosenblatt, J.B.C. Thomas and Joseph Zita of the Community Council staff
- William Connolly, Executive Director and Mal Salter, Assistant Director of the Hartford Foundation for Public Giving
- David C. Soule, Director of Management and Municipal Services, Capitol Region Council of Governments
- H. R. Sterrett, Executive Director, Connecticut Planning Committee on Criminal Administration
- Delores A. Taylor, Ph.D., ACSW, Director of Research, Child and Family Services of Connecticut, Inc.
- Elizabeth Wasiutynski, Assistant Director of Planning, Connecticut State Department of Mental Health
- Daniel L. Prosser, Associate Commissioner, Connecticut State Department of Mental Health

As new experience is gained in conducting evaluations and the "state of the art" is advanced, the manual will be revised. At present it is intended to serve as a working tool for those who have the difficult job of evaluating and assessing programs that have been established to meet the social service and health needs of residents of the Capitol Region.

Research Committee of the
Community Council of the
Capitol Region, Inc.

Peter N. Prior, Chairman
Dr. Laurence Barber
Wayne D. Casey
Louis Cosnotti
Arthur E. Erickson, Jr.
Ms. Edith Fein
Miss Karen Fraser
Mrs. Janet Mason
J. Raymond Pichey
Dr. John Rogers
Dr. Bernard Shorr

Georgina I. Lucas, Staff

OVERVIEW OF THE MANUAL

The following manual is intended to be a procedural tool for carrying out evaluations of social service and health programs in the Capitol Region under the auspices of the Community Council.

The manual is divided in three parts. The introductory section attempts to present the framework in which the Community Council views the evaluation process. It also deals with the problem of defining evaluation, types of evaluations that can be carried out and the impact of the completed Community Council priority study on future evaluations conducted by the Council.

The second part presents a step by step description on how evaluations will be carried out within the Council and the final section suggests the format in which the evaluation report will be presented to those funding the evaluations.

The evaluation function is an important one and serves two key functions. It is a tool to be used by funders in making their allocation decisions. It is also useful to the improvement of service delivery.

The manual is an attempt to increase the usefulness of the evaluation process by standardizing the procedures for carrying out evaluations and providing an increased focus as to the purposes of the evaluation from the perspectives of the funder, the agency being evaluated and the evaluator.

COMMUNITY COUNCIL OF THE CAPITOL REGION, INC.

MANUAL FOR CARRYING OUT AGENCY/PROGRAM EVALUATIONS WITHIN THE COMMUNITY COUNCIL OF THE CAPITOL REGION

PART I - ORIENTATION TO EVALUATION PROCESS

I. Introduction

A. Definition and Scope of the Evaluation Process

The evaluation process is a broad one encompassing many levels from cursory assessments of administrative and program accountability to what is known in the literature as evaluation research. The latter involves the use of the scientific method in the development of detailed research designs, research teams and analysis over time with the end product being a determination of service effectiveness, measures of effort, performance, efficiency and/or the examination of the delivery of services process.

Put simplistically, "The first level of evaluation is counting heads, the second is the monitoring (against stated goals and objectives) process and the next deals with effects".[1]

The Community Council is attempting to refine the head counting stage. Uniformity in the kind of client and service characteristics and their standardized definitions among planners, funders, service providers, etc. still does not exist. While the development of common definitions and procedures is continuing, the Community Council is also beginning to implement the evaluation process at the second level as well. At this time, lack of resources, staff and time do not permit the more concentrated evaluation efforts resulting in effectiveness measures. More importantly, many of our programs are not ready to be measured in such a fashion although through some experiments, inroads are being initiated.

As described in the literature, the most difficult aspect in the evaluation research process is getting agencies to translate their goals and objectives in terms that are measurable. The question we need to ask of agency/program administrators is what they expect the end result of their service will be in very precise terms. At this point the evaluator can be helpful in developing the criteria and indicators by which the program can be measured.

Getting administrators to begin developing the process described above (known as operationalizing goals) and then holding them accountable to those stated goals is a significant step and one that must be achieved before measures of effectiveness can be applied.

The area of effectiveness is a difficult one involving levels of depth and difficulty in measuring. Proposed levels are:

1. Measuring effects on persons served.

---

1 Excerpted from Making Evaluation Research Useful. A summary of proceedings of workshop sponsored by the American City Corp., Columbia, Md., 1971, pg. 71.

2. Measuring effects on (outside) agencies

3. Measuring effects on larger systems

4. Measuring effects on the public[2]

Measuring effectiveness and other aspects of evaluation research is something the Community Council is experimenting with through its Demonstration Projects and Research Committees. As more insight into this process evolves, evaluation activity within the Council can take more depth and be more widely applied.

For the present, Council evaluations will take on the form of administrative and program assessments. Programs and/or agencies will be assessed in terms of: a) relevance to service needs in the community; b) adherence to their goals and objectives; and c) conditions of funding. The remainder of this manual, although using the term evaluation will in effect be referring to administrative assessments.

B. Purpose of Evaluation

Thus far, the Council has used evaluations in two ways. Its primary purpose has been to help decision-makers (usually those who have to make decisions about the allocation of funds) maintain some accountability for how their funds were spent and how they should be spent in the future.

Also, the Council has attempted to use the evaluation process as an aid to the programs being assessed to identify their strengths, weaknesses and future directions with suggestions for improving the delivery of services to people.

It is essential that the evaluation study be seen as the positive tool it is, not only by those sponsoring it but also by those being evaluated and those doing the evaluation. The benefits from evaluation are many and include improved services, social policy development, education of community and agency, etc.

C. Types of Evaluations

There are two different forms Council evaluation activity will take in the future:

1. Ongoing programs - - These programs are ones that are already receiving funding from the source requesting the evaluation and thus have been providing an established service.

---

2 Carol H. Weiss, Evaluation Research: Methods of Assessing Program Effectiveness, New Jersey: Prentice-Hall, Inc. 1972, pp. 41-42.

2. New program requests - - These requests are of two types:

   a. One applies to entirely new programs, demonstration projects that are designed to test new approaches to services. In this instance, funders are usually interested in knowing if a particular demonstration ought to be funded and what the consequences for funding are beyond the demonstration period. Decisions on this type of program are critical in that a program requiring permanent funding may be emerging.

   b. The other type of new request is one in which an already established program is seeking new sources of permanent support. The funder is usually interested in knowing if the program should be funded and if so, on what basis.

For all types of evaluations, the same basic procedure should be followed. The difference lies in the focus (purposes) of the evaluation and the detail utilized in collecting data to answer the questions posed by the evaluation. The procedure to be utilized is discussed in Part II.

The Community Council receives requests from a variety of sources to carry out evaluations on programs seeking funding. The depth with which the evaluation will be carried out will be dependent on volume of evaluations, time, staff and dollar resources.

Facilitating the evaluation process wil be a body of information on needs and services generated by the priority study now being completed by the Council. The role of those now engaged in the priority study in terms of evaluation activity will be discussed in the next section.

If volume, time, staff and dollar resources become a problem in carrying out evaluations, modifications in methods will have to occur, utilizing all available objective information and impressionistic resources. One modification might be to conduct various levels of evaluations. The levels would be interrelated and lead into one another. Resource constraints would determine what level of evaluation would be achieved. Although modifications would take place in the methodology the overall procedure would not be modified.

The levels within which programs could be assessed are as follows:

Level I- - - - Assessment of the problem(s) with which the service proposes to address in relation to overall community needs by priority, geographic area, population group, etc. Aspects of this could include, "the nature and extent of needs (How important and extensive are these problems in the total community?) and future needs and trends (Is it anticipated these problems will significantly increase in the future? Are new service patterns emerging which will alleviate the problem or reduce the extent of need?)".[3]

Level II - - - Assessment of services in relation to need. Aspects of this might include, is this an appropriate method to deal with priority problems? What is the extent of other services available to meet the priority needs identified? What indications exist that current service patterns and approaches are successful in alleviating these problems?".[4]

Level III- - - Assessment of the particular service program under consideration to deal with the identified service need. Does the service compliment the existing array of services available? Does it represent a desirable alternative approach and not duplicate on existing service structure?

Level IV - - - Assessment of a specific agency in its ability to render the service (or operate the needed program).

D. Use of Findings of Priority Study

One major framework that will guide the decisions made on programs will be the findings of the Community Council's priority study which identified needed services in the Capitol Region and its subregional areas. Extensive data on needs and service availability are being collected in seven major areas:

1. Child and Family Services

2. Group Work and Recreation

3. Health

4. Mental Health

5. Criminal Justice

6. Community Organization and Planning

7. Aging

Also, staff who are knowledgeable in each of these areas will be conducting the evaluations. This should be of tremendous assistance and facilitate evaluations that are conducted at Levels I and II.

---

3 Taken from "Priority Rating Form" of the Priorities Study Committee, Community Fund of Chicago, 1970-71.

4 Ibid.

E. Purposes of this Manual

The manual has three key purposes.

1. Standardization of evaluation procedures:

   Within the Council, several evaluation activities have taken place in the past. Frequently these have involved more than one section of the Council, each carrying out evaluations in a different fashion. On occasion, the same agency or program was evaluated by two different sections of the Council, the reason being that many agencies receive fundings from multiple sources, each requiring their own evaluations.

   This situation creates problems. The agencies become confused as to why the Council is carrying out two evaluations and frequently the findings and recommendations pertaining to the same programs are different because of the focus of the evaluation and the procedure followed.

   To remedy this situation, the Research Committee was asked to develop a manual that will standardize the procedures for carrying out evaluations. Another solution to the problem is centralizing the evaluations within one section of the Council. With the completion of the priority study, the likely place is the Service Evaluation and Priorities Committee.[5] Staff resources exist within that section as well as a broad field of knowledge about needs and services generated by the priority study.

2. Provision of increased focus to the evaluation process:

   This is essential from the perspectives of the three key actors in any evaluation process: the funder (sponsor of the evaluation), the administrator of the program being evaluated and the evaluator.

   Funders must be encouraged to be more precise as to what they expect from a particular evaluation, how they want to use the information derived from the evaluation and what their general guidelines and priorities are for funding programs.

   If the premise is accepted that the ultimate product of evaluation is service effectiveness, agency/program administrators must define their goals, objectives and purposes in terms that lend themselves to measurement. In addition, they should begin identifying those other activities which are beyond the program's control but that impact that success or failure of programs as well as documenting how the dollars from a particular funder have been expended or are projected to be used. The Community Council might be helpful to agencies as they begin the process of operationalizing goals.

---

5 Known as SEP (See Appendix A for structural flow of evaluation activities).

With input such as described above, the evaluator is in a better position to design and carry out evaluation activities that will meet the needs of the funders and benefit the agency/program in the end. "An evaluator cannot do effective evaluation research if he does not share an elemental and common frame of reference with the various audiences to which he must orient his report. If an evaluation researcher cannot provide a simple and clear explanation about what he is doing he is not doing his job correctly."[6]

3. Utilization of the Findings of the Priority Study

This manual will provide one vehicle, through evaluation activity, for the utilization and refinement of the priority study.

It is hoped that this manual and the procedures to be followed within it will begin putting the necessary demands on those participating in the evaluation process resulting in more focused and more meaningful evaluation in the future.

The next two parts will deal with the practical aspects of the evaluation process and constitute the heart of the manual, the procedures for carrying out an evaluation and the written presentation of the evaluation report.

PART II _ THE EVALUATION PROCEDURE

II. Steps in Carrying Out An Evaluation

A. Identification and Delineation of Reasons for the Evaluation

The first step in the evaluation process is the request for an evaluation. This usually is from a particular funding source and is addressed to either the Board of Directors of the Council or to a Committee within the Council's structure. Once there is Board approval to take on the evaluation,[7] an assignment will be made to the appropriate field of service panel.

At that point the request should be reviewed in detail by the Evaluation Committee. Some requests will be quite specific as to what is being called for. Others will be vague. If not already available, the following information should be provided by the group requesting the evaluation:

1. For what purposes do they want the evaluation conducted?

2. What aspects of the program do they want examined?

---

6 Harris Chaiklin, Ph.D., "Making Evaluation Research Useful", keynote paper presented to American City Corp. Workshop on Making Evaluation Research Useful, March 1971.

7 Board approval is not required where an already approved contract is in force such as with the State Department of Mental Health or State Department on Aging.

3. How do they plan to use the information generated by the evaluation?

4. By what date do they need the final report?

5. What are their general guidelines and priorities for funding (or sponsoring) program and criteria for allocations?

6. Specifying standards for programs.

7. When possible, estimated cost of evaluation and amount allocated for that purpose.

It is possible that a funder (i.e. the Department of Mental Health) may ask for evaluations of several agencies/programs within a given time frame. In this case, the funder should answer the generic questions that apply to all of the agencies/programs and then detail specific questions that apply to particular agencies. The scheduling of all of these will be up to the group doing the evaluation. Nevertheless, each agency/program should be treated individually.

Some detail on the purposes of the evaluation are needed before the next step can occur.

B. Notification to the Agency/Program That An Evaluation Is To Take Place

Once the Evaluation Committee is assured as to what the objectives of the evaluation are and why, the agency/program to be evaluated should be notified in writing. This can be sent under the name of the Chairperson of the Evaluation Committee or field of service representative carrying out the evaluation. The contents of the letter should include:

1. Who requested the evaluation.

2. Why the evaluation is taking place (purposes).

3. Why the Community Council is conducting the evaluation.

4. What the deadline for completing the evaluation is.

5. Request that the agency provide to the Council (within a week of the receipt of the letter) a statement outlining the goals, objectives and purposes of the program being evaluated in as precise terms as possible. What do they expect the end result of their service will be? This might be standardized to include:

   a. program input - - resources going into program

   b. program output - - activities performed

   c. program outcome - - acticipated change that occurs to the target population due to the presence of program.

6. Provide to the Council the amount of funds being requested, for what purpose and for what time period.

7. The name of the staff person who will actually be conducting the evaluation and to whom the statement of goals should be sent.

The letter of notification would go to the agency no later than two weeks after the request has been received by the Evaluation Committee.

Once the statement of goals has been received, the design for conducting the evaluation can be implemented.

C. Formulation of Study Design and Timetable

The following is a staff function and involves six basic substeps:

1. Decision as to level of evaluation to be conducted.

   The decision will be based on information already available, number of evaluations being conducted simultaneously, time frame, staff and dollars resources.

2. Formulation of goals and objectives of evaluation in terms that are measurable.

   The basis for this step will be the documentation as to what the funder is interested in as well as the statement of goals and objectives provided by the agency/program administrator.

3. Selection of areas to be explored which are required to meet the goals and objectives of the evaluation.

   Once the framework for the evaluation has been proposed, the activities required to fulfill the assignment should be established. Determination of these should be realistic and dependent upon the level selected, time and resources available and the purposes of the evaluation. The priority study should serve as the beginning basis for the initiation of evaluation activity.

   Possible areas for study might include:

   a. Problem(s) addressed by the service

   b. Demonstrated effectiveness of the service in meeting the need (end result of agency's activities)

   c. Complementarity of the service in light on other existing programs

   d. Funding patterns, present and future

   e. Target groups/areas of focus

f. Estimated costs of service (including unit costs), staffing and organization

g. Profile of clients served in terms of age, sex, race, residence, etc.

h. Length of time service is provided

i. Size of program(s)

j. Location of program(s)

k. Scope of program(s)

l. Management of agency/program

m. Board composition

n. Availability, accessability, adaptability of service

o. Etc.

4. Selection of methodoligical activities

Based on the determined areas of study, the methodologies required to generate the necessary information to complete the evaluation activity must be identified. Again, staff and time constraints have to be taken into account in the selection of methodologies. However, a broad range is available and through some creativity and the demands of a particular evaluation other methodologies may be developed and utilized. Some common methodologies include:

a. Review of minutes of policy-making group

b. Examination of staff and committee charts

c. Examination of budget of program as well as entire agency, past, present and future (expenditures as well as sources of income, including review of last audited budget).

d. Review of all funding applications

e. Review of any program reports or statistics generated by the agency or by others.

f. Review of programs' recording tools

g. Examination of case records where appropriate

h. Review of any other evaluations conducted on the program or agency

i. Interviews with staff, board members, client, etc. (individual or group)

j. Surveys of consumers of the service (stressing expectation as well as outcome)

k. Preparation and review of statistical reports required by the funder or necessary to completion of evaluation

l. Consultation with recognized references, experts, pertinent community groups (<u>including appropriate SEP panels</u>) on their opinion of the need being met in terms of overall community needs and the service being provided in terms of the overall social service system

m. Interviews with other agencies providing similar or related services

n. Scientific research designs when funded and time and staff resources permit

o. Other

5. Timetable for Carrying Out Evaluation

Once the purpose, focus and level of the evaluation have been established and the methodologies have been selected an overall timetable for implementing the various steps needs to be completed. The timetable should begin with the meeting of the agency representatives to share the design and end with the presentation of the report to the Board of Directors and subsequent forwarding of entire evaluation to evaluation's sponsor.

In addition, if several evaluations are assigned within a particular field and are to be carried out simultaneously or in close sequence, an overall time schedule should be completed. A sample of such a schedule is in Appendix B.

6. Review and Approval of Design and Timetable

After staff completes design and timetable, it is reviewed by the Evaluation Committee. At this time it is modified and finalized.

A copy of the design format to be used is contained in Appendix C.

D. <u>Meeting With Agency Representatives</u>

As soon as the design has been approved, a meeting should be held with the Executive Director and Chairman of the agency being evaluated and the appropriate lay representative of the Evaluation Committee and the staff person responsible for carrying out the work. If a program of an agency is involved it is conceivable that the agency would also want a representative of the program to be at the meeting. The purpose of this meeting is twofold:

1. To share with agency representatives the design and timetable for carrying out the evaluation. From this they will know in more detail what the end result of the evaluation will be, what areas will be examined and what will be expected of them during the period of the evaluation including the timing of their involvement.

2. Provide them with any opportunity to question why a certain activity is taking place or to suggest other methodologies that might be helpful.

   This procedure is very helpful for establishing a positive relationship between the evaluator and those being evaluated and will facilitate the data collection phase.

E. Implementation of the Study Design and the Writing of the Report

Staff has primary responsibility for this phase, reporting to the Evaluation Committee giving brief status reports. The report should be written through the findings up to the conclusions and recommendations and include all appropriate appendices.

F. Sharing of the Findings With the Agency

Once the report is completed another meeting is held with the same agency representatives and representatives of the Council to review the findings for their factual accuracy and to review again with the agency the next steps in the process.

G. Culmination of Study Activity - Review by Evaluation Committee

Subsequent to the meeting with the agency, staff makes whatever changes are necessary in the section on findings, summarize the key issues and concerns evolving out of the evaluation and prepare the recommendations to the funder and to the agency. The recommendations should be consistent with the findings of the priority study where appropriate and documented accordingly.

The completed document is then reviewed, modified and finalized by the Evaluation Committee. The evaluation is then forwarded to the appropriate field of service panel by way of the Executive Summary (See Appendix D).

Upon review and comment the evaluation is transmitted to the Board, also through the use of the Executive Summary. Upon request of Board members and field of service panel members the entire evaluation will be made available. If changes are made in the recommendations, the Executive Summary and the entire report must reflect the changes.

H. Transmittal to Policy-Makers

The Board of the Council takes action on the evaluation report, modifying the recommendations when appropriate, suggesting further activity and discussing any policy implications generated by the report.

Upon approval by the Board the entire report as modified is sent to the funder (or sponsor of the evaluation) with a summary highlighting the study. The Executive Summary may be used as the summary and should be included at the beginning of the evaluation report.

Once the funder notifies an agency of its decision, a copy of the notification should be forwarded to the Council.

I. Public Release of Report

The report prepared by the Council is considered a consultative one. Through the process the Council maintains confidentiality of the findings and recommendations. It is up to the funder (sponsor) to release the report. When appropriate the report would be released by the Council but only when permission is secured by the funder (sponsor). Policy stands taken as a result of ratification of the recommendations by the Council will be shared publicly. The funder may request the Council to discuss particular findings, conclusions, etc. with the agency evaluated.

PART III - PRESENTATION OF THE REPORT

The evaluation report is going to be read by a series of policy-makers not other technicians. The report must be written in clear, concise and persuasive terms. The report format should be simple and broken down into categories that reflect key aspects of the evaluation activity. The following format is one that seems to be a successful one.

I. Report Format

A. Cover

The cover should include:

1. Title of the report and should in particular identify the name of the program being evaluated

2. The name and listing of the committee and staff carrying out the evaluation

3. Full title of the Community Council

4. Month and year in which evaluation was transmitted to Board

B. Executive Summary (See Appendix D)

C. Body of the Report

The body of the report should include the following sections. preferably in the sequence presented:

1. Background - This section should include a brief history of the agency/program being evaluated and any other pertinent historical information. Also this section should include any history of the funding of the agency/program by the funder requesting the evaluation.

2. Purpose of the Evaluation - Also in a brief fashion, the purposes (goals, objectives) should be enumerated in clear concise terms.

3. Methodology - The methodology should be very brief, no longer than a paragraph and should in general identify the methods used to collect information during the evaluation process.

   A detailed description of the methodologies used, including the kinds of interviews held, surveys undertaken, list of materials read should be included in the Appendices along with a copy of the study design.

4. Findings - The findings should be presented concisely and broken down in such a way that they relate to each of the objectives enumerated in the section on "Purposes of the Evaluation". Any other pertinent findings about the program that will have an influence on the recommendations should be included here.

5. Summary and Conclusions - At this point the subjective, impressionistic observations of the evaluator should be included as well as any inferences derived from the objective data. Concerns or major issues regarding the program can also be stated in this section.

   Whatever is stated here should be related to the original purposes of the evaluation and should serve along with the findings as the basis on which recommendations are made.

6. Recommendations - The recommendations should be realistic and written in such a way that they are implementable. Appropriate dates by which something should occur should be included as part of the recommendation. Also, if improvements in a program are desired, they should be delineated precisely to the agency and funding should be contingent upon the suggested changes taking place within a given time frame.

   Generally, recommendations should be broken down into sections. The sections will be determined by the groups who are responsible for implementing certain recommendations. Usually there are at least two sets of recommendations:

a. To the program and/or agency being evaluated

b. To the funder

D. <u>Appendices</u>

The size of the appendices can vary but should include at least:

1. Copy of study design and detailed methodology

2. Organization chart of the agency (even if only one of its programs is being evaluated) by:

   1) staff

   2) committee

3. Budget of agency (even if only one of its programs is being evaluated). This should include sources of income and expenditures for:

   1) past operating year

   2) present operating year

   3) next projected operating year

   4) if a particular program of an agency is being examined, its relationship to the total agency budget should be identified.

4. Any other data that substantiated the findings and that are pertinent to the purposes of the evaluation. All statistics and reports collected should not be included but only the key ones if appropriate.

PART IV - CONCLUSIONS

The evaluation process is a difficult and time consuming one. It cannot be so pure and its findings so technical that evaluation studies are not useable. The evaluator must be aware of the political realities involved in getting recommendations implemented and should take these into consideration as the various phases of evaluation activities take place. However, they should not be the only guide to his or her activities. The evaluator must find a balance between objectivity and reality with the priority being on objectivity, letting the objectivity and the openness of the process be the selling point in insuring the usability of the evaluation. Recognizing that the ultimate responsibility for all evaluations rests with the citizen-based Community Council Board of Directors. It is here that the overall balance and support are provided.

"Incorporated in the evaluator's job will be an obligation to demonstrate the usefulness of his function to decision-makers he serves. Without the support of key decision-makers, evalution research can never be useful, since its recommendations will not be taken seriously."[8]

In the evaluation activity described in this document, a technical research function is wedded to a decision-making process through the deliberations of the Evaluation Committee, field of service panels and the Council Board. The final report reflects technical skill and citizen-based judgment and is never a solitary product of either alone.

---

8 Excerpted from Making Evaluation Research Useful. A summary of proceeding of workshop sponsored by The American City Corp., Columbia, Md., 1971, p. 26.

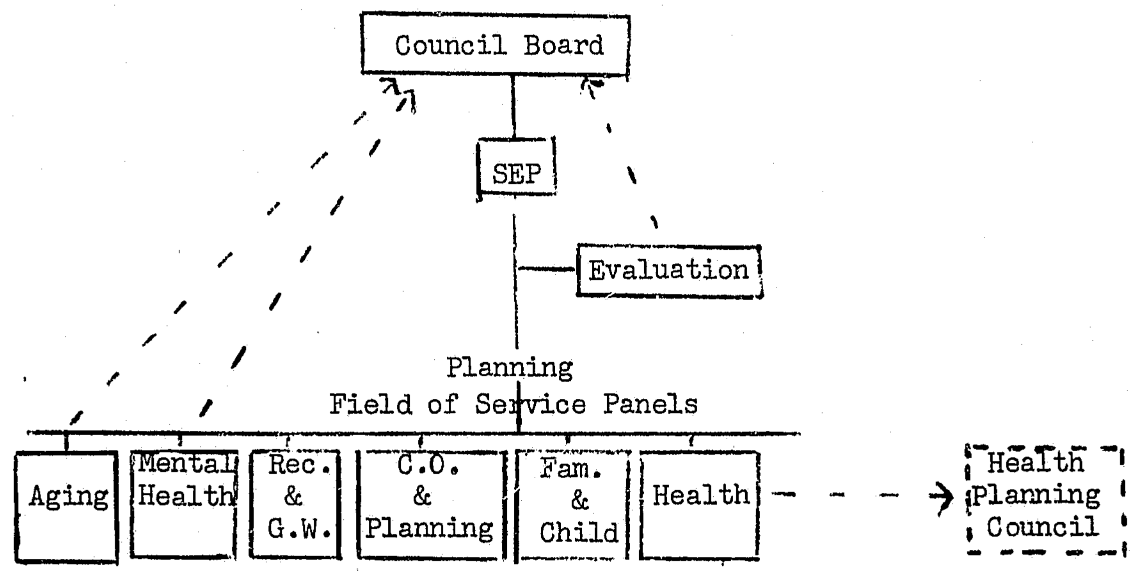
PART V - Appendices

APPENDIX A

STRUCTURAL FLOW OF EVALUATION ACTIVITIES

Structure and Composition

An Evaluation Committee which is advisory to SEP but reports directly to the Council Board will be formed. This committee will be composed of two members from SEP (one of whom will chair the committee), two members from the Research Committee, a member from each of the field of service panels and three at-large members. The Evaluation Committee will have the sole responsibility for overseeing evaluations performed by the Council.



Staffing

The overall staffing of the Evaluation Committee will be the responsibility of the priorities planner. However, research designs and implementation of evaluations will be carried forth by the planner responsible for the particular field of service. This planner will report directly to the Evaluation Committee whenever an evaluation in his/her field is in process. The priorities planner will provide supervision.

Field of Service Panels will:

- Review the requests for evaluation and make initial comments regarding relationship to need in light of their planning findings and concerns to be addressed in the evaluation.
- Review the final evaluation including findings and suggested recommendations. At this point they cannot change the findings but may revise the recommendations.*
- In the case of Aging and Mental Health the panel chairpeople will report on the evaluations directly to the Council Board. For other areas, the evaluation chairperson will report to the Board.

Evaluation Committee

- Will develop standard evaluation forms as necessary.
- Will set the overall evaluation schedule and report same to SEP and the Board.
- Will provide guidance on the Evaluation design.
- Will help place an individual evaluation in the context of broader human service planning and objectives.
- Will oversee evaluations which are being conducted through status reports by planners.
- Review evaluations to insure the objectives of evaluations were met.
- Will report on evaluations to the Board in all cases except Aging and Mental Health.

SEP

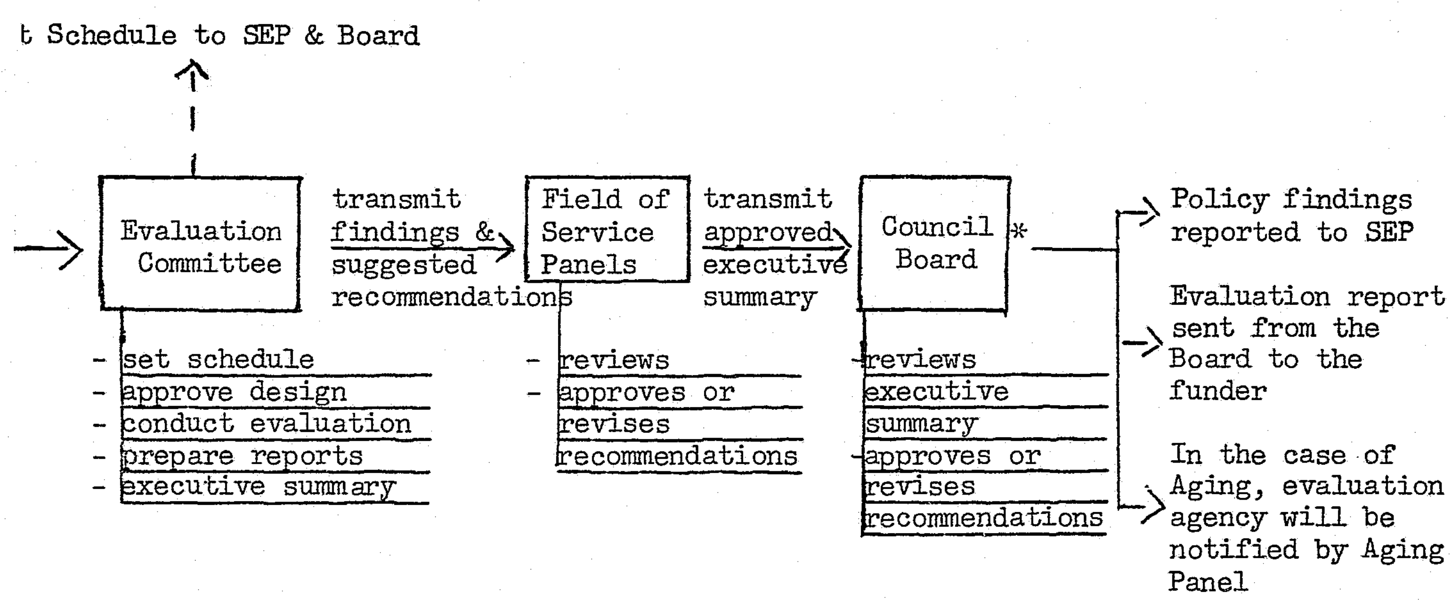
- Will appoint two members to the Evaluation Committee who will have the responsibility to ensure that priority findings are incorporated into evaluations.
- Will be informed of the schedule of evaluations.
- Will receive the policy results of evaluations for their planning information.

---

8 If the recommendations are changed by the field of service panel these changes must be noted and explained in the Executive Summary which is presented to the Council Board.

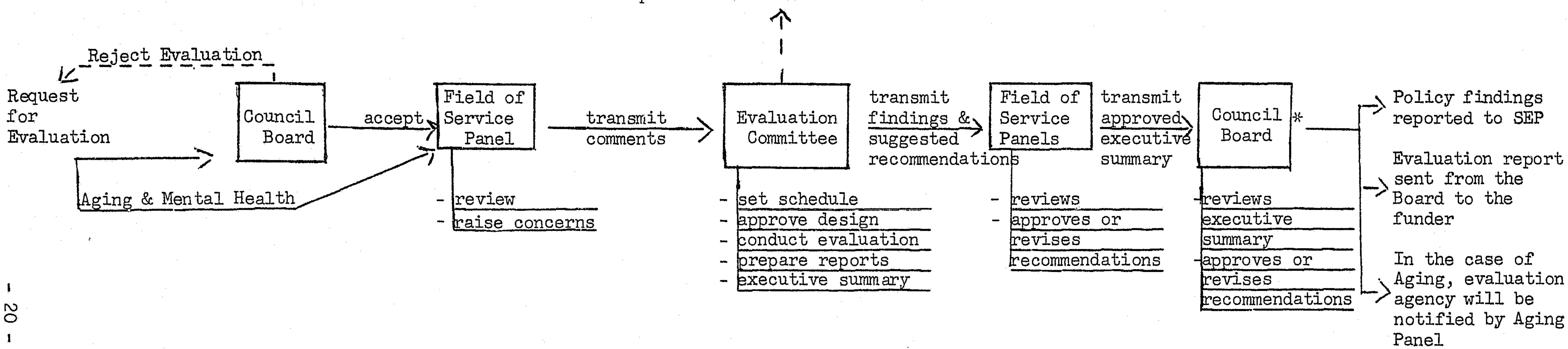
5. <u>Council Board</u>

- Will accept outside requests for evaluations (other than Aging and Mental Health which are mandated by contract).
- Will receive schedule of evaluations to be performed.
- Will review final evaluations in executive summary form and accept, revise or reject recommendations.



eld of Service Chairperson. In all other cases reports will be made by the

OPERATING PROCEDURES



* In Aging and Mental Health Evaluations are presented by the Field of Service Chairperson. In all other cases reports will be made by the Chairperson of the Evaluation Committee.

APPENDIX B

SAMPLE SCHEDULE FOR CARRYING OUT EVALUATIONS

BETWEEN JANUARY 1, 1975 - AUGUST 31, 1975

TO: COMMUNITY COUNCIL BOARD
SEPCO

FROM: GROUP CONDUCTING EVALUATION

Program to be Evaluated	Initiation Date	Review by Evaluation Com.	Review by Board	Staff Assignment	Funding Source
X	1/3/75	3/1/75	4/5/75	Bill Rosenblatt	Mental Health
Y	1/3/75	2/1/75	3/7/75	J.B.C. Thomas	Aging
Z	2/1/75				
— — —					
— — —					

APPENDIX C

SAMPLE DESIGN AND TIMETABLE FOR CARRYING OUT EVALUATION OF "X" AGENCY

Brief statement as to what program is and overall time frame. Final report due:

I. Purposes of Evaluation

A. Purpose 1

B. Purpose 2

C. Purpose 3

D. Etc.

II. Methodology and Timetable for Carrying Out Evaluation

By a date	A.	Meeting with Agency Program Representation
By b date	B.	Examination of Pertinent Written Material (list them)
By c date	C.	Interviews completed (list those to be interviewed - - i.e. selected staff of program being evaluated, sample of clients, etc.)
By d date	D.	Survey of Consumers completed
	E.	Etc.
By e date	F.	Meeting with Agency Representatives to Show Findings
By f date	G.	Written analysis of evaluation completed
By g date	H.	Presentation of Final Report to Evaluation Committee
By h date	I.	Presentation of report in Executive Summary to the Field of Service Panel
By i date	J.	Transmittal of Report and Executive Summary to Council Board
By j date	K.	Forwarding of Report by Board to Funding Source

APPENDIX D

COMMUNITY COUNCIL - FOR INTERNAL USE

EXECUTIVE SUMMARY

Report: (Title) ______________________________

Prepared by: (Committee) ______________________________

Submitted: (Date) ______________________________

Organization requesting evaluation: ______________________________

Action requested of Council Board: (information only, action, transmittal, etc.)

____

____

____

____

- -

I. Purpose of the Report/Study

____

____

____

____

____

____

____

II. Methodology Used

____

____

____

____

____

Executive Summary

III. Conclusions

A. Summary of findings

B. Issues and concerns raised

IV. Recommendations

A. In terms of funder

- amount
- conditions

B. In terms of program

Executive Summary

V. Policy considerations, if any, for Board of Directors

END