HCZ EVALUATION GOALS

"Rigorously track and apply appropriate performance metrics to validate and improve the service model"

But later say

"As an agency, we now have to show outcomes and impact rather than really good stories.   We need to be able to clearly state that we have invested x million dollars and proved that we now have an impact of X percent of the kids that can now read who couldn't before"

ARE THESE THE SAME GOALS?

TYPES OF EVALUATION

- PROCESS

- IMPACT

What questions do each answer?

QUESTIONS ANSWERED BY PROCESS EVALUATION

- WHO IS THE PROGRAM SERVING
- HOW IS IT SERVING THEM
- WHAT IS IT COSTING
- WHAT ARE THE OBSTACLES OR BARRIERS THAT THE PROGRAM FACES

QUESTION(S) ANSWERED BY IMPACT EVALUATION

- HOW IS THE OUTCOME DIFFERENT FOR THIS PERSON (OR COMMUNITY) THAN IT WOULD HAVE BEEN WITHOUT THE PROGRAM

    or

- HOW WOULD THE OUTCOME BE DIFFERENT FOR A RANDOMLY CHOOSEN INDIVIDUAL (OR COMMUNITY) WHICH IS GIVEN THE PROGRAM

The subtle difference:

In the first question you might have a group of people all of whom apply for the program and some get it and some don't. But they all want it.

In the second case you choose people to receive the program or give it to everyone

POTENTIAL PROGRAM-LEVEL GOALS

Harlem Children's Zone intends to hold itself accountable for the achievement of a significant number of outcomes relating to the effectiveness of its programs and services in helping children progress successfully toward adulthood. These are listed below for one program.

Ages 12–13

Program(s)	Outcomes	Indicators
TRUCE, Employment and Technology Center	1. Young people will participate appropriately in school	— classroom attendance — incidents of school behavioral discipline actions
	2. Young people will achieve at age level in school	— achievement on standardized testing — school grades and formal assessments
	3. Young people will acquire essential skills and habits for success	— leadership skills (plan and facilitate events and train other youths) — participation in culturally diverse activities — basic and advanced computer skills — skills in alternative conflict resolution — participation in intergroup activities — participation in the arts — critical consumption of media — constructive use of leisure time/recreational activities — positive relationships with adults — ability to understand personal feelings — self–discipline — friendships — ability to cooperate and negotiate — communication skills — knowledge of college options and strategies for gaining admission
	4. Young people will be healthy	— avoidance of drug use — avoidance of pregnancy — avoidance of dangerous situations — mental health

Source: HCZ Business Plan.

COMMENTS FROM THE FIELD

"If I had been at the table…I would have stated that there are better ways to judge our programs…the only thing we are evaluated on are the Regents reading exam scores and student grades, but not on the plays videos, newspapers that indicate the artistic development of the children"

"take Janet over there. She is doing well in her studies but we determined that she would be better off living with her sister outside the zone. We took great effort to get her there but where does she fit in the evaluation? Is she an asterisk in some report?"

"When we are asked to do more and focus on the numbers quality can suffer along other dimensions"

"I see things you will never see in the numbers"

PROS AND CONS OF PARTICIPATING

- LEARN WHAT WORKS

- IMPROVE MANAGEMENT

- LEGITIMIZE WITH FUNDERS

- RISK OF FAILURE

- TIME AND EFFORT

- DIVERT MISSION TO THINGS YOU CAN MEASURE

STRATEGIES FOR IMPACT EVALUATIONS

- BEFORE/AFTER

- COMPARISON GROUP

- CONTROL GROUP

WORRIES THAT POINT TO RANDOM ASSIGMENT

- SELECTION BIAS
- CREAMING
- ASHENFELTER EFFECT

WORRIES EVEN WITH RANDOM ASSIGNMENT

- SPILLOVER OR GENERAL EQUILBRIUM EFFECTS
- EFFECTS DECAY
- DIFFERENTIAL ATTRITION
- MORE SELECTION (CERTAIN PARENTS MOVE TO DISTRICT THAT HAS PROGRAM)
- HAWTHORNE EFFECT