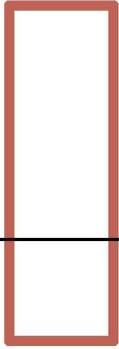


Program

Program Evaluation



Evaluation





Program Evaluation

The following *Review Guidelines* are intended to help service providers and individuals involved in personnel preparation determine the congruence between the beliefs, values, and practices of the individuals in your community and current recommended practices in early childhood/special education. The *Review Guidelines* will first help you consider the overall effectiveness of presentation of a material. Next, questions follow which pertain specifically to the content area of **Program Evaluation**.

It is important to realize that no material is likely to match the exact needs of individuals in your community. Therefore, in many instances, you may wish to make some simple adaptations to the materials before using them.

A separate set of *Review Guidelines* is available to help select materials that have been translated from one language to another. In addition, other suggestions for choosing materials are available on the CLAS Web site (<http://clas.uiuc.edu>). It is our hope that you may use these *Review Guidelines* to engage in meaningful dialogue with families and colleagues in your community, as you decide which materials to use in your early childhood setting.

Effectiveness of Presentation

Please respond to all that apply.

CLARITY

- (a) Is the purpose of the material clear?
- (b) Is the presentation of the information easy to follow?
- (c) If there are directions on how to use the material, are they clearly stated?
- (d) Does the material include an effective explanation of technical terms or jargon?

- (e) Does the language in the material acknowledge diversity (e.g., family structures, multi-generations, disabilities, gender, ethnicity, socio-economic status, religion, etc.)?
- (f) Is the format (e.g., print, audio, video, etc.) appropriate for the intended users of this material?
- (g) Are contact agencies or persons for accessing additional information or support easily identifiable?

COMPREHENSION LEVEL

Easy = mainly simple sentences with minimal or no technical jargon;

Average = a mix of simple and complex sentences with some technical jargon (e.g., USA Today);

Difficult = mainly complex sentences with a lot of technical jargon or discipline-specific terms (e.g., College-level text or New York Times).

- (a) For printed materials, the reading level of the material is:
Easy | Average | Difficult | N/A
- (b) For video and audio materials, the comprehension level of the material is:
Easy | Average | Difficult | N/A

GRAPHICS, ILLUSTRATIONS AND PHOTOS

Do the graphics:

- (a) Represent a non-stereotypical view of cultural (e.g., contemporary dress) and linguistic groups?
- (b) Represent a wide variety of groups (e.g., disabilities, gender, race, generation)?
- (c) Enhance the materials (e.g., photo prints and designs are appropriate and of high quality)?

1

ESTABLISHING A HEALTHY RELATIONSHIP BETWEEN PROVIDERS AND FAMILIES

To what extent does the material ...

- (a) Encourage the meaningful participation of families in all levels of programming (*i.e., development, implementation, outcomes, and evaluation*)?
- (b) Acknowledge that family members may differ in their availability or desire to participate in program evaluation activities, which may increase or decrease over time?
- (c) Focus on evaluating the impact of services on the entire family (not just the child)?
- (d) Encourage a family information-gathering process that is responsive to the cultural and linguistic backgrounds of families (*e.g., use of a family advocate, community leader, translator, and cultural guide*)?
- (e) Acknowledge the importance of employing service providers who respect and are knowledgeable about the cultures and languages of the families served?
- (f) Encourage evaluation activities to occur in the families' preferred language or through the assistance of a qualified translator/ interpreter who can serve as a cultural mediator?
- (g) Offer strategies to address conflict or misunderstanding that may arise between suggested evaluation activities and families' preferences?
- (h) Acknowledge the importance of developing a climate of mutual respect and trust by responding to family concerns as they arise (*e.g., answering questions, providing resources, changing the intervention program*)?
- (i) Encourage providers to engage in self-reflection regarding their role, assumptions, and beliefs in the evaluation process and how they may be perceived by the family (*e.g., supportive, interfering, guiding, intrusive*)?
- (j) Encourage providers to clarify their role with families and to gather information regarding family expectations?

2

PROGRAM PLANNING

To what extent does the material ...

- (a) Encourage the process of on-going planning and continuous evaluation, including evaluating issues of a program's cultural and linguistic responsiveness to its diverse stakeholders (*e.g., family members, staff and organizations representing a variety of social, cultural, and linguistic groups*)?
- (b) Encourage program planning to be based on a comprehensive community needs assessment?
- (c) Encourage organizational resources to be committed to evaluating and improving a program's *cultural* responsiveness?
- (d) Encourage organizational resources to be committed to evaluating and improving a program's *linguistic* responsiveness?
- (e) Identify a variety of strategies for including family and community input in evaluating the program's cultural and linguistic responsiveness?
- (f) Identify the need to include diverse stakeholders in the evaluation process (*e.g., family members, staff and organizations representing a variety of social, cultural, and linguistic groups*)?
- (g) Identify strategies for ensuring meaningful participation from traditionally under-represented stakeholders?
- (h) Encourage the program to consult with outside experts or organizations that represent cultural groups in the community to plan, create, and implement program policy and procedures?
- (i) Include a variety of options for gathering information from families (*e.g., interviews, observations, checklists, etc.*) that respect families' cultural and linguistic background and consider families' level of acculturation?
- (j) Encourage providers to systematically evaluate the appropriateness of the interventions with families based on their changing needs and preferences?
- (k) Suggest ways of ensuring that outcomes are important and meaningful to the families as well as the service providers?

3

STAFF REPRESENTATION AND PERFORMANCE

To what extent does the material ...

- (a) Encourage the program to review its practices and strategies for recruiting individuals from *cultural* groups representative of the families served?
- (b) Encourage the program to review its practices and strategies for recruiting individuals from *linguistic* groups representative of the families served (*e.g., staff who are bilingual or who understand issues of second language acquisition*)?
- (c) Encourage the program to review its practices to provide a non-threatening and welcoming environment that supports the retention of staff from various cultural and linguistic backgrounds?
- (d) Encourage the program to facilitate training opportunities in the areas of cross-cultural communication, culturally diverse family customs, conflict resolution, and collaborative problem-solving?
- (e) Identify strategies for the program to include all levels of staff in the decision-making process?
- (f) Identify strategies for programs to monitor the cultural and linguistic responsiveness of staff?

4

ENVIRONMENTS AND MATERIALS

To what extent does the material ...

- (a) Encourage the program to evaluate the service settings to ensure that they are familiar and accessible for families who are eligible for services?
- (b) Encourage the program to provide outreach activities in culturally and linguistically diverse communities and neighborhoods (*i.e., in locations convenient to families*)?
- (c) Identify strategies for the program to evaluate their relationships and networks across agencies and communities?
- (d) Encourage programs to consider the *culture* and *language* of the families served in the selection and adaptation of materials and activities?
- (e) Suggest evaluation strategies to determine if activities and materials are embedded within the family's routines and environments?

5.

MODEL EFFECTIVENESS

To what extent does the material ...

- (a) Support programs in developing a clear process for evaluating the *short-term* impact of its programs and policies on families from various cultural and linguistic backgrounds?
- (b) Support programs in developing a clear process for evaluating the *long-term* impact of its programs and policies on families from various cultural and linguistic backgrounds?
- (c) Specify the cultural and linguistic groups with whom the approach has been used?

The following two questions are intended to deepen the analysis of the ways materials address issues of diversity. In some cases, these issues may have been addressed in the preceding questions.

6.

Does the material acknowledge and address complex and sometimes subtle aspects of diversity as they relate to program evaluation, such as:

- (a) Power (refers to the division of members of society into levels with unequal access to resources, knowledge, and authority)
- (b) Racism (refers to systems advantage based on race)
- (c) Prejudice (refers to an adverse judgment or opinion based on preconceived beliefs and ideas about different groups)
- (d) Socio-Economic Class (refers to the division of society into levels with unequal wealth and prestige)

7.

Are there any spoken or unspoken assumptions, values, or beliefs in this material that could conflict with the delivery of culturally and linguistically appropriate services (e.g., assuming all parents view themselves as advocates or equal partners)?