

2007-2008 Guide for Reading Program Evaluation Report

Please review the information below to help you more easily read and understand your program evaluation report. We are providing summary information on all data from the CTF Evaluation forms/surveys that were submitted to the CTF Evaluation Team. If no results are provided in your report for one or more of the sections described below, then we did not have that information for your program.

*Contact the CTF Evaluation Team @ Auburn University
(334-844-3299, 334-353-4928; ctfeval@auburn.edu, griffmm@auburn.edu)
if you have any questions about the information contained in your report.*

FOR GRANT APPLICATIONS: To respond about whether your program achieved program objectives in PY 2007-2008, see the information noted in boldface and highlighted in your report at the beginning of each section containing survey results. (Example: T-Test – 249 surveys; 13 of 13 pairs showed statistically significant change.) The number of pairs that showed statistically significant change is the number of program objectives achieved.

PROGRAM ID

- The contract number and program type are noted.

TARGET INFORMATION

1. Under the heading Target Data:

- The information may include (1) target data for program (i.e., hours, sessions, adults, children, etc.), and/or (2) target data for community awareness activities (i.e., number of activities and how many to be served).
- The labels in the first column identify the nature of the information (i.e., number of teen parents served) in each row.
- Disregard the ‘N’ column. (It simply indicates that the information is based upon your individual program.)
- The ‘Sum’ column identifies the number for the information contained in that row (e.g., 20 teen parents).

	N	Sum
number of adults served (over age 18)	1	0
number of teen parents served	1	20
number of children served pre-K (0-5)	1	300

2. Under the heading Target Objectives:

- Subheadings identify the objectives list table(s).
- The labels in the first column identify the specific objective in each row.
- Disregard the ‘N’ column.
- Target objectives for program are indicated by a ‘1’ in the ‘Sum’ column.

	N	Sum
Participants will increase their knowledge of how to tell people what they really want.	1	0
Participants will increase their knowledge of how to get along with other people.	1	1

NUMBERS SERVED

Under the heading Numbers Served:

- The labels in the first column identify (1) the source of the information (i.e., Master List or Master Output Report), and (2) the nature of the information (i.e., number served in certain month) in each row.
- Disregard the ‘N’ column.
- The ‘Sum’ column identifies the number for the information contained in that row (e.g., 65 participants began the program in November as indicated on Classroom Master List).

	N	Sum
Master List Classroom-- number of students served (October)	0	
Master List Classroom-- number of students served (November)	1	65

DEMOGRAPHICS

1. Under the heading Classroom Demographics:
 - The tables provide information reported on the School-Based Classroom Master List.
 - When table headings indicate a list, the only important information is the list contained in the first column.
 - When table headings indicate ‘Descriptive Statistics,’ see the explanation in the “Numbers Served” section immediately above regarding labels and numbers.
2. Under the heading Presentation Group Demographics:
 - The tables provide information reported on the School-Based Presentation Master List.
 - When table headings indicate a list, the only important information is the list contained in the first column.
 - When table headings indicate ‘Descriptive Statistics,’ see the explanation in the “Numbers Served” section immediately above regarding labels and numbers.
3. Under the heading that includes Child-Youth Demographics:
 - The tables provide information on everyone who completed an individual child-youth demographic form for your program.
 - The ‘Mode’ identifies the most frequent response for an item.

- The 'Frequency' column indicates the number of participants who represent each response to an item.
- The 'Valid Percent' column indicates the recalculated percentages for each response to an item after removing the missing data from analyses.
- The 'Cumulative Percent' column uses the information from the 'Valid Percent,' but adds the percentage for each row to the percentages from the rows above it. For example, you can see the total percentage of the first three rows in a table by simply looking at the third row in this column.

what is your ethnic background?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	caucasian	56	82.4	82.4	82.4
	african-american	10	14.7	14.7	97.1
	asian-american	1	1.5	1.5	98.5
	native american	1	1.5	1.5	100.0
	Total	68	100.0	100.0	

4. Under the heading Adult-Parent Demographics:

- The tables provide information on everyone who completed an individual adult-parent demographic form for your program.
- Note the 'Mode,' 'Frequency,' 'Valid Percent,' and 'Cumulative Percent' explanations immediately above.

FOR GRANTEES WHO SUBMITTED RETROSPECTIVE SURVEYS

Under the heading that includes Retrospective in the name:

- The heading name specifies the type of retrospective survey.
- The first 3 tables provide information about the number of program hours and sessions for participants who completed this type of retrospective survey.

Statistics

		how many hours did you participate in this program?	how many sessions did you participate in?
N	Valid	43	43
	Missing	0	0
Mean		30.05	3.00
Mode		30	3

how many hours did you participate in this program?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2.3	2.3	2.3
	10	1	2.3	2.3	4.7
	12	2	4.7	4.7	9.3
	30	33	76.7	76.7	86.0
	34	1	2.3	2.3	88.4
	40	4	9.3	9.3	97.7
	72	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

how many sessions did you participate in?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	4.7	4.7	4.7
	3	37	86.0	86.0	90.7
	4	4	9.3	9.3	100.0
	Total	43	100.0	100.0	

- The T-Test subheading contains two pieces of information:
 - The total number of surveys submitted for this type of retrospective survey.
 - The number of pairs that showed statistically significant change, and, thus, represent objectives that were achieved for your program.
- In the 'Paired Samples Test' table:
 - The 'Mean' column represents the mean/average difference – the difference between the means/averages for each item “before the program” as compared to “after the program.”
 - The 'Sig. (2-tailed)' column indicates whether the mean difference was statistically significant. If the value for a pair of items is .05 or less, **then the**

difference was statistically significant. For these pairs, your program achieved the objective(s) that match the pair(s). Keep in mind that if you have a smaller sample size (less than 50), it is more difficult to obtain a difference in means that is statistically significant.

- For small samples, it may not have been possible to produce results for the paired samples tests of one or more pairs of items. In that case, the pair(s) would not be displayed in the table.

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
Pair 1	1(before) About how to tell people what I really want. - 1(after) About how to tell people what I really want.	-.550	.696	.064	-.676	-.424	-8.652	119	.000
Pair 2	2(before) About how to get along with other people. - 2(after) About how to get along with other people.	-.397	.569	.037	-.469	-.325	10.853	241	.000

- The ‘Frequency Table’ section includes a breakdown of how participants responded to each item “before” and “after,” so that you can see how the responses changed in each pair in terms of percentages. (Note the ‘Valid Percent’ and the ‘Cumulative Percent’ explanations above.) This information may be the most useful and usable for a non-academic audience. It allows you to talk about the percentage of participants who moved “up the scale” toward a more desirable response.

1(before) My ability to handle anger.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	was poor	32	14.4	14.4	14.4
	was fair	74	33.3	33.3	47.7
	was good	91	41.0	41.0	88.7
	was excellent	25	11.3	11.3	100.0
	Total	222	100.0	100.0	

1(after) My ability to handle anger.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	is poor	1	.5	.5	.5
	is fair	12	5.4	5.5	5.9
	is good	115	51.8	52.3	58.2
	is excellent	92	41.4	41.8	100.0
	Total	220	99.1	100.0	
Missing	System	2	.9		
	Total	222	100.0		

FOR GRANTEES WHO SUBMITTED PRE-K–2nd GRADE PRE/POST SURVEYS

Under the heading Pre-K–2nd Grade Surveys, there are subheadings labeling each piece of information from these surveys, and the subheadings also include labels according to the nature of the survey: Pretests, Posttests, and Pretests with Posttests. **NOTE: ‘Pretests With Posttests’ refers to surveys where the pretest could be matched with the posttest. Ones that could not be matched are labeled by whether they are ‘Pretests’ or ‘Posttests.’**

1. Under the heading(s) including Demographics in the name:
 - The tables provide demographic information reported on the surveys.
 - Note the ‘Frequency,’ ‘Valid Percent,’ and ‘Cumulative Percent’ explanations above.
2. Under the heading including Pre vs. Post Scores in the name:
 - This section includes data from all surveys, regardless of the ability to match the pretests and posttests for individuals.
 - In the ‘Statistics’ table:
 - One column is for ‘Pretest Score,’ and one column is for ‘Posttest Score.’
 - The ‘N’ row indicates the number of participants who completed the surveys.
 - The ‘Mean’ row indicates the average scores. The scores range from 0 to 13, with 0 being no correct answers to 13 being 13 correct answers. However, for example, if only 7 questions were used, then the highest possible score is 7. (Each correct answer is worth 1 point.)
 - Higher averages or “means” indicate more knowledge for the group as measured by the survey as a whole.
 - In the ‘Pretest Score’ table and the ‘Posttest Score’ table:
 - The scores your participants received are listed in the first column.
 - The ‘Frequency’ column indicates the number of participants who received each score.
 - The ‘Valid Percent’ column indicates the percentage of participants who received each score. (Note the ‘Cumulative Percent’ explanation above.)
 - **To determine how pretest scores compared to posttest scores:**
 - If your survey had 7 questions, then look at the percentage of participants who received a score of 4 or higher at pretest vs. posttest.
 - If your survey had 13 questions, then look at the percentage of participants who received a score of 8 or higher at pretest vs. posttest.
 - If the lowest score falls at or above these cutoffs, then compare the percentage for the participants who received that lowest score or higher at posttest to the percentage for that score or higher at pretest. For example, if the lowest score at posttest was 10, then compare the percentage of participants who received that score or higher to the percentage of participants who received that score or higher at pretest.
 - **NOTE: This information represents scores for the group of participants who completed the pretest at one time compared to scores for the group of participants who completed the posttest at another time.**

pretest score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	2	2.9	3.1	3.1
	8	4	5.7	6.2	9.2
	11	15	21.4	23.1	32.3
	12	18	25.7	27.7	60.0
	13	26	37.1	40.0	100.0
	Total	65	92.9	100.0	
Missing	System	5	7.1		
Total		70	100.0		

posttest score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	1	1.4	1.5	1.5
	8	3	4.3	4.6	6.2
	11	7	10.0	10.8	16.9
	12	19	27.1	29.2	46.2
	13	35	50.0	53.8	100.0
	Total	65	92.9	100.0	
Missing	System	5	7.1		
Total		70	100.0		

3. Under the heading including Pre/Post Change in Scores in the name:

- This section only includes data from the pretests and posttests that could be matched for individuals.
- The T-Test subheading indicates whether or not the survey scores indicated statistically significant change from pretest to posttest.
- In the 'Paired Samples Statistics' table:
 - The 'Mean' column contains the most important information. The values range from 0 to 13 (or the total number of questions). Higher averages or "means" indicate more knowledge for the group as measured by the survey as a whole.
 - The 'N' column indicates the number of participants whose pretests and posttests could be matched by ID #.
- In the 'Paired Samples Test' table:
 - The 'Mean' column represents the mean/average difference – the difference between the means/averages for the pretest as compared to the posttest.
 - The 'Sig. (2-tailed)' column indicates whether the mean difference was statistically significant. **If the value is .05 or less, then the difference was statistically significant.** This finding would mean that the survey scores showed statistically significant improvement from pretest to posttest.
 - If your results do not indicate statistically significant improvement (as in the example shown below; the value is .079, which is greater than .05), refer back

to the percentage information about scores. It may be that the scores were already high at pretest.

- Keep in mind that if you have a smaller sample size (less than 50), it is more difficult to obtain a difference in means that is statistically significant.
- For small samples, it may not have been possible to produce results for the paired samples tests. In that case, the significance level results would not be displayed.

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair 1	pretest score - posttest score	-.333	1.446	.187	-.707	.040	-1.786	59	.079

4. Under the heading including Pre vs. Post Questions in the name:
 - This section includes data from all surveys, regardless of the ability to match the pretests and posttests for individuals.
 - Tables with ‘pre’ in the name are for questions on the pretest, and tables with ‘post’ in the name are for questions on the posttest. The specific question number is in the name.
 - For each table:
 - ‘0’ indicates an incorrect answer, and ‘1’ indicates a correct answer.
 - The ‘Frequency’ column indicates the number of participants who provided the correct or the incorrect answer.
 - The ‘Valid Percent’ column indicates the percentage of participants who provided the correct or the incorrect answer. (Note the ‘Cumulative Percent’ explanation above.)
 - **To determine how correct pretest responses compared to correct posttest responses:**
 - For each question, compare the frequency and/or percentage of participants who answered correctly (‘1’ in the Table) at pretest to the frequency and/or percentage of participants who answered correctly at posttest.
 - If the overall number of pretests is drastically different from the overall number of posttests, then these comparisons cannot provide an accurate picture of program impact for a given question.
 - **NOTE: This information represents correct responses for the group of participants who responded to each question on the pretest compared to the correct responses for the group of participants who responded to each question on the posttest.**

pre_1r

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	12	17.1	18.5	18.5
	1	53	75.7	81.5	100.0
	Total	65	92.9	100.0	
Missing	System	5	7.1		
Total		70	100.0		

post_1r

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	5	7.1	7.7	7.7
	1	60	85.8	92.3	100.0
	Total	65	92.9	100.0	
Missing	System	5	7.1		
Total		70	100.0		

5. Under the heading including Pre/Post Change in Questions in the name:
- This section only includes data from the pretests and posttests that could be matched for individuals.
 - The T-Test subheading contains two pieces of information:
 - a. The total number of survey matches submitted for this type of survey.
 - b. The number of question pairs that showed statistically significant change, and, thus, represent objectives that were achieved for your program.
 - In the 'Paired Samples Test' table:
 - The 'Mean' column represents the mean/average difference – the difference between the means/averages for the pretest questions compared to the posttest questions.
 - The 'Sig. (2-tailed)' column indicates whether the mean difference was statistically significant. **If the value for a pair of questions is .05 or less, then the difference was statistically significant.** For these pairs, your program achieved the objective(s) that matches the pair(s).
 - If your results do not indicate that you achieved a particular objective, refer back to the frequency/percentage information about correct responses to individual questions. It may be that most of your participants answered correctly at pretest.
 - Keep in mind that if you have a smaller sample size (less than 50), it is more difficult to obtain a difference in means that is statistically significant.
 - For small samples, it may not have been possible to produce results for one or more questions in the paired samples tests. In that case, the significance level results would not be displayed for any such questions.

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair 9 pre_9r – post_9r	-.233	.4646	.060	-.353	-.113	-3.891	59	.000