Celebrating 20 Years

The Ounce of Prevention Fund of Florida

1989 – 2009

Magic City Children's Zone
2008 Annual Report
Florida Department of Children and Families
Contract Number: LJ829

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INTRODUCTION

Section 409.147 of the Florida Statutes provides the process for nominating and selecting a children's zone; provides for a governing body of a county or municipality to adopt a resolution designating a children's zone; requires the governing body to establish a children's zone planning team; provides for the development of strategic community plan; and establishes the Magic City Children's Zone, Inc., pilot project. This legislation became effective on July 1, 2008.

Legislative Intent

"It is the intent of the Legislature to assist disadvantaged areas within the state in creating a community-based service network that develops, coordinates, and provides quality education, accessible health care, youth development programs, opportunities for employment, and safe and affordable housing for children and families living within its boundaries."

Policy and Purpose

"The state intends to provide investments sufficient to encourage community partners to commit financial and other resources to severely disadvantaged areas." The legislation establishes "a process that clearly identifies the severely disadvantaged areas and provides guidance for developing a new social service paradigm that systematically coordinates programs that address the critical needs of children and their families and for directing efforts to rebuild the basic infrastructure of the community."

Children's Zone Nominating Process

A county or municipality, or a county and one or more municipalities together, may apply to the Ounce of Prevention Fund of Florida to designate an area as a children's zone **after** the governing body:

1. Adopts a resolution
2. Establishes a children's zone planning team
3. Develops and adopts a strategic community plan
4. Creates a corporation not for profit

Specific Requirements for the Resolution

The county, municipality, or county and municipality together, must resolve that an area has been identified within their borders that chronically exhibits extreme and unacceptable levels of poverty, unemployment, physical deterioration, as well as limited access to quality educational, health care, and social services.

The county, municipality, or county and municipality together, must also resolve that the rehabilitation, conservation, or redevelopment, of the area is necessary in the interest of improving the health, wellness, education, living conditions, and livelihoods of the children and families who live there AND that the revitalization of the area can occur **only** if the state and the private sector invest resources to improve infrastructure and the provision of services.

Specific Requirements for Members of the Children's Zone Planning Team

The Planning Team shall include residents and representatives from community-based organizations and other community institutions. At least half of the members of the planning team must be residents.

Role and Responsibilities of the Children's Zone Planning Team

1. Develop a planning process that sets the direction for, builds a commitment to, and develops the capacity to realize the children's zone concept.
2. Develop a vision of what the children's zone will look like when the challenges, problems, and opportunities in the children's zone are successfully addressed.
3. Identify important opportunities, strengths, challenges, and problems in the children's zone.
4. Develop the Strategic Community Plan.
   To develop the plan, the planning team shall designate working groups to develop objectives and identify strategies that address each of the following areas:

   a) Early development and care of children.
   b) Education of children and youth.
   c) Health and wellness.
   d) Youth support.
   e) Parent and guardian support.
   f) Adult education, training, and jobs.
   g) Community safety.
   h) Housing and community development.

Specific Requirements for the Strategic Community Plan

The Strategic Community Plan must include: goals, objectives, tasks, the designation of responsible parties, the identification of resources needed, timelines for implementation of the plan, and procedures for monitoring outcomes.

Specific Requirements for Creating the Nonprofit

After the governing body adopts the resolution, the county or municipality must create a nonprofit corporation that is registered, incorporated, organized, and operated in compliance with chapter 617.

Magic City Children's Zone Pilot Project

The Magic City Children's Zone Pilot Project was created by statute. The Zone area must encompass all of the necessary components of community life, including schools, places of worship, recreational facilities, commercial areas, and common space, yet small enough to allow programs and services to reach every willing resident. The Liberty City neighborhood of Miami is at the center of the area designated for this project. By statute, the geographic boundaries, which include parts of the Allapattah, Wynwood and Little Haiti communities, are:

1. Northwest 79th Street to the north;
2. Northwest 36th Street to the south;
3. North Miami Avenue to the east; and
4. Northwest 27th Avenue to the west.

OVERSIGHT

As the contract administrator for the Magic City Children's Zone, Inc. three-year pilot project, the Ounce of Prevention Fund will:

- Provide guidance and technical assistance to the Miami Dade Board of County Commissioners, the Magic City Children's Zone Planning Team, and the Board of Directors of Magic City Children's Zone, Inc. and staff
- Be solely responsible for ensuring the development and implementation of the Strategic Community Plan complies with all requirements of s. 409.147 Florida Statutes.
- Ensure all activities comply with all state and federal laws, rules and regulations
- Track all program expenditures, maintain fiscal accountability and submit a Quarterly Expenditure Report to the Department of Children and Families
- Develop, administer and analyze a collaboration satisfaction survey
- Develop and execute an evaluation plan including process and outcome measures and report evaluation results
- Develop and submit Monthly Activity Reports and a Biannual Performance Measure Compliance Report to the Department of Children and Families
- Develop and submit an Annual Legislative Report including a status report on the development of the 10-year Business Plan
- Ensure Magic City Children's Zone Not-for-Profit incorporation papers, including an IRS 501c(3) application, are properly filed

The goal of our contract is to develop a comprehensive, community-based, coordinated and targeted system of strategies and services designed to revitalize the Liberty City community. We will actively seek to involve, coordinate with, and execute our efforts through, community stakeholders, service providers, and other local entities and subcontractors.

STRATEGIC PLANNING

The Department of Children and Families executed a contract on July 16, 2008 for the Ounce of Prevention Fund to serve as the designated agent to carry out the goals and provisions set forth in Section 409.147, F.S., which shall include community strategic planning, fiscal management oversight, program oversight, an annual legislative report and a process evaluation. Ounce of Prevention Fund staff assigned to the project were Winifred Heggins, MSW, VP/Director of Program Administration, Dr. Gary Walby, Sr. Evaluator and Christine King, Evaluator.

Ounce of Prevention Fund staff spent the second week of each month in Miami (August through December). During the visits, meetings were held with local area non-profits, city and county governmental representatives, school-based administrators, funders/philanthropists, residents, businesses and various community stakeholders. These monthly visits allowed the Ounce of Prevention Fund staff to build a contact data base of over 250 people who have expressed support of this initiative.

Community Stakeholder meetings were held on:

- August 13, 2008
- September 9, 2008 (cancelled due to Hurricane Ike)
- October 6, 2008
- November 10, 2008
- December 2008 (no meeting scheduled)

Board designees did not want to begin workgroup meetings until they had established protocols for the group work. The protocols have not been developed, so no workgroup meetings have been held. However, input from community stakeholders expanded workgroup topics to include arts and culture, health, faith-based community, elder affairs, evaluation and marketing/communications.

Ounce of Prevention Fund staff visited the Orlando Parramore Kidz Zone on September 29-30, 2008. Staff met with Mayor Buddy Dyer as well as the Zone community partners, evaluation team, staff and funders. The Orlando site is now 2 years old and has received technical assistance from the Harlem Children's Zone. Staff learned about the Orlando community collaborative model and how it compares to the Harlem private model. Orlando staff will present in Miami in January 2009.

On October 7, Ounce of Prevention staff was shown the proposed Zone office space at the Belafonte Tacolcy Center. The area consisted of four small cubicles (half walls) approximately 20x20 square feet. There was no door and no office for an Executive Director. The area was at the top of a spiral stairwell next to the afterschool program computer lab. There was no way to separate or secure the proposed space from the afterschool children or the public. This area is not conducive for the Zone needs. This location does not allow for visibility by the public, signage, or offices versus cubicles. This space, though dictated by the statute, is grossly inadequate. It is the recommendation of Ounce of Prevention staff that the Zone building be free standing with community visibility. This would allow for individualized signage, autonomy, community access and ownership.

On November 10, Ounce of Prevention Fund staff invited Mr. Rasuli Lewis of the Harlem Children's Zone Practitioner's Institute to present the Harlem model and start-up history to the Miami board designees and stakeholders

The County Resolution, as required by statute, was passed on November 20, 2008. Commissioner Audrey Edmonson was the sponsor of the resolution. Commissioner Edmonson assigned two key staff to work with Ounce of Prevention Fund staff to identify appropriate people to serve as members on the planning team. County Commissioner Dorrin Rolle and City Commissioner Michelle Spence-Jones are also strong supporters and have also assigned key staff to work with Ounce of Prevention staff. City Commissioner Spence-Jones offered a building for use as office space for the Magic City Children's Zone staff. The building is in African Square Park and the Liberty City Trust will fund the renovations.

On December 16, Representative James Bush (Miami) visited the Ounce of Prevention Fund at the request of his constituents who have concerns regarding the Zone implementation. In attendance were Policy Analyst Carol Preston, Doug Sessions (CEO, OPFF), Dr. Terry Rhodes (OPFF), Dr. Gary Walby (OPFF) and Winifred Heggins (OPFF). The discussion included an overview of Section 409.147, F.S., the role of the Ounce of Prevention Fund and an overview of the past six month's activities. The Representative was emailed copies of the monthly DCF reports from July through November.

Former Representative Dorothy Bendross-Mindingall continues to make herself available to this initiative. She has been a great supporter and has brought key leaders and potential funding partners to the table. Her guidance and wisdom has been appreciated by Ounce of Prevention Fund staff.

BOARD DEVELOPMENT

The paperwork creating a not for profit corporation was not filed by November 1 due to the following unresolved issues:

- Lack of board designee cooperation and communication with the Ounce of Prevention Fund; emails and phone calls are ignored and meetings are boycotted
- The designees of the board had only met twice since July 1 (August 13 and October 9)
- The four at large board members had not been identified
- The County Commission Resolution requires the board expand to include representatives from the Allapattah, Wynwood and Little Haiti communities
- The board should also be expanded to include city, county and state representatives
- The Harlem Children's Zone notified Florida of their copyright to the words "Children's Zone"; the naming issue must be resolved before the corporation papers can be filed
- Board designees have not elected officers or developed a mission statement or by-laws
- A quorum was not present during meetings
- Some board designees are at odds with the statute because it is not what they originally requested 3 years ago
- Some board designees continue to struggle with the legislation as it relates to usefulness to the community and the process for implementation outlined in the statute
- Some board designees continue to struggle with the role of the Ounce of Prevention Fund, taking issue with the Ounce of Prevention Fund as the fiscal agent and preferring to have local control of the funds (However, numerous stakeholders have expressed greater confidence that the funds will be properly used since they are not locally controlled.)

At the request of board designees, Ounce of Prevention Fund staff organized a retreat for board designees on November 14. Only six board designees attended. After drafting a purpose statement, the designees ended the retreat. The Ounce of Prevention did not receive an agenda or minutes from the event.

Each board designee was given the Harlem Children's Zone book "Whatever It Takes" which details Geoffrey Canada's vision and the philosophy that is the Harlem Children's Zone.

FISCAL MANAGEMENT

Ounce of Prevention Fund staff have continued to submit monthly reports and invoices to the Department of Children and Families. These funds are to be managed over a three year period. When deemed appropriate, the Ounce of Prevention Fund, pursuant to the statute, will subcontract with the incorporated entity. At that time, Zone staff will be trained on the accounting system required of all Ounce of Prevention Fund providers. A desk top audit will be conducted twice per year. An annual agency audit will also be required as with all Ounce of Prevention Fund project sites.

All Ounce of Prevention Fund subcontracts contain measurable goals and objectives. Timely submission of correct service data and program progress reports are tied directly to all monthly payments.

OTHER RELATED ISSUES

Pursuant to the statute, the Ounce of Prevention Fund staff has developed the process whereby other communities may request to receive the "Zone" designation. Orlando, Jacksonville and Tampa have expressed the desire to receive the Zone designation. The application process is posted on the Ounce of Prevention Fund's Web site, www.ounce.org.

The Ounce of Prevention Fund has also collaborated with the Miami Children's Trust, Department of Juvenile Justice (DJJ) Board and Black PR Wire to disseminate meeting notices. Local newspapers were used and flyers were distributed to businesses in the Zone area.

EVALUATION

The evaluation of the Magic City Children's Zone (MCCZ) is a complex project that is in the early stages of developing a community-based participatory evaluation plan and hierarchical logic models. Evaluators have been consistent with statutory requirements and the vision and scope of the project during the initial planning and research. Individuals involved with the initial genesis of the MCCZ concept and similar efforts nationally and in Florida provided insight for development of assessment and data collection tools, generating a framework for the evaluation plan at the macro level, gathering process and qualitative data, and analyzing process data as it is produced. Evaluators also attended stakeholder meetings and meetings of the interim board; however, the interim board of directors did not always inform the evaluation team of scheduled meetings or provide other communication needed to fully track the development of the MCCZ. Without open communication and full access to meetings, the evaluators may have an incomplete picture of project process measures.

Review of Relevant Literature

Evaluators reviewed peer reviewed and non-peer reviewed literature (e.g. internal reports, white papers) to learn about the type, scope, methods, data collection, sampling and analysis of data for projects similar to MCCZ. Evaluators also completed research on the following topics to begin generating a theory of change and a short description is of each topic is included in attachment A:

- Community-based participatory evaluation
- Systems theory
- Community coalition action theory
- Empowerment evaluation

- Social ecology theory
- Diffusion of innovation theory

Development of a Theory of Change (ToC) and Macro Conceptualization of the Evaluation Overview

Weiss (1995) defined a ToC as an evidence-based elucidation of how and why a community initiative or program works. Kubisch (1998) extended this definition to the evaluation of community initiatives as a "systematic and cumulative study of the links between activities, outcomes, and contexts of the initiative" (p. 16). Other researchers have elaborated on the theory of change, such as Linney and Wandersman's (1996) Prevention Plus Model. Their work has resulted in a variety of evaluation outcome models such as the United Way of America Outcomes Model (1996).

A ToC, in simplest terms, identifies the building blocks required to meet long-term project goals. A ToC serves multiple purposes. First, it communicates underlying assumptions that can be measured and tested. Second, it focuses tasks around the goals the initiative hopes to accomplish so resources are targeted with greater precision. Third, it clearly illustrates the pathway from development to intervention. Finally, it facilitates optimal evaluation by merging program delivery and evaluation with the data system.

A ToC is a central part of an evaluation plan as well as project level and, eventually, organizational level logic models. It guides development, implementation, and evaluation of community-based initiatives. The theoretical and applied research reviewed for this project, combined with community level data and information from key informants, will be used to guide the formation of the initial evaluation plan. A ToC for the purposes of this evaluation is a synthesis of relevant theoretical and practical aspects of evaluation that will be used to guide the development of the evaluation plan, logic model development (with the logic model being a direct extension of the theory of change), and outputs and outcomes that measure the success of the development of the MCCZ.

The ToC will need to be flexible and representative of multiple theoretical and practical models and will shift with the age and success of the project. For example, systems theory can inform the project at all stages. Empowerment theory will provide guidance for communication and a reminder that all interested parties should be included. Diffusion of Innovation theory, on the other hand, is more useful toward the latter stages of the project. During a typical program evaluation, the ToC is relatively stable across the life of the evaluation. However, when developing an initiative as complex as the MCCZ, a static ToC could become an obstacle, forcing emerging data to be analyzed and interpreted in the same way even as the context, challenges and tasks change over time.

The initial evaluation overview represented in Figure 1 combines the ToC with other conceptual work. The evaluation is segmented by level (process, outcome, impact), ToC, teams and ecologic levels, and then by broad tasks to be completed in years one through three. The framework contains aspects of collaborative evaluation, process evaluation, ecologic theory and other theories and models listed above and outlined in attachment A. A key component of the model is to address sustainability early in the program, as substitute funds for the 10-year expected life of the project must be found to replace and increase the three years of funding supplied by the state of Florida. A broad overview of deliverables and tasks to be completed for each year, consistent with the expected focus of the evaluation, are listed in the lower section of the model. It should be noted that although the third level projects we will be measuring impact on families and youth in the zone area during year three, delays in start up and the continued problems with communication and even basic agreements make this projection optimistic.

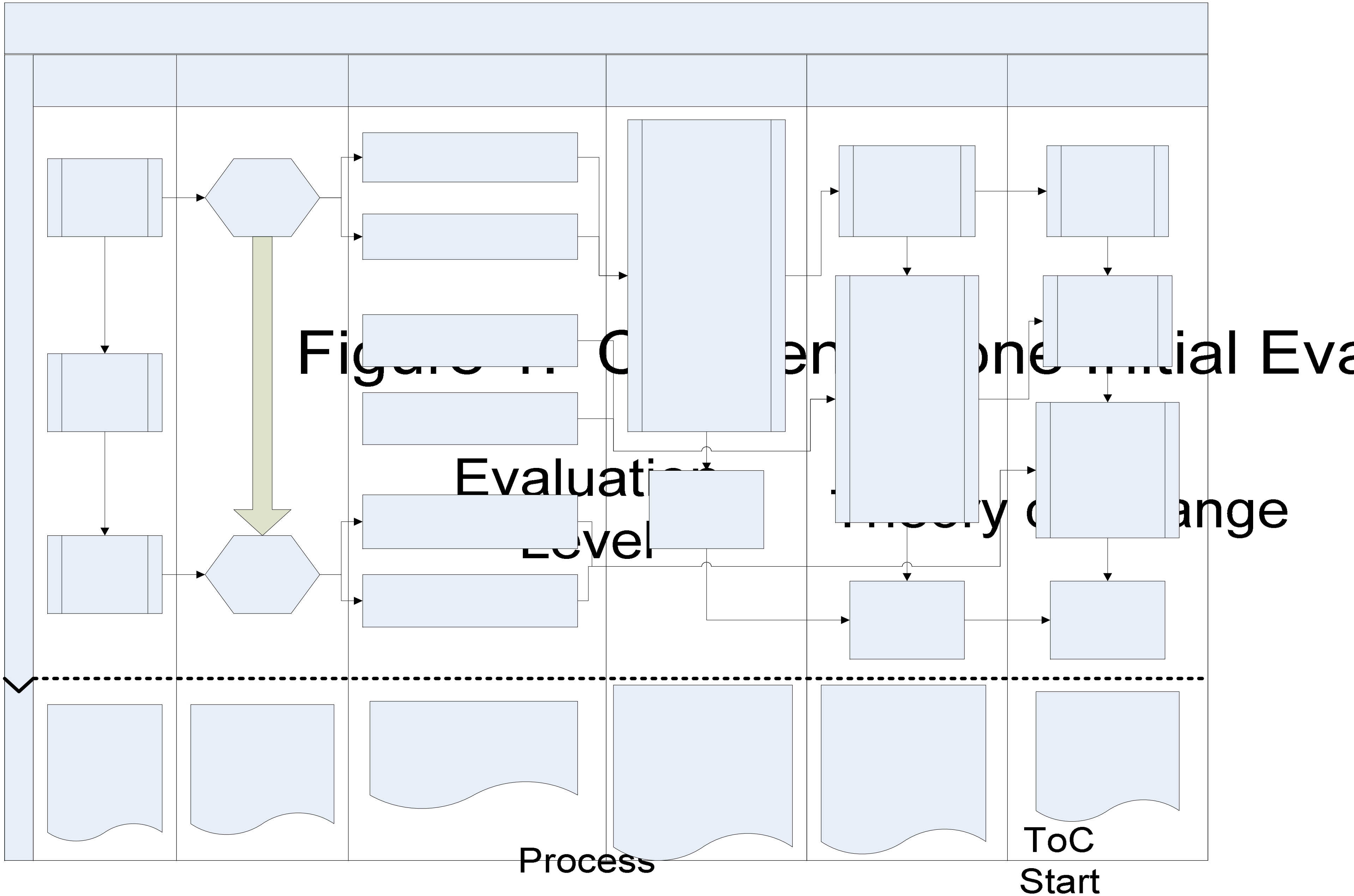

Figure 1: ... Initial Eva...
Evaluation Level
Theory of Change
Process
ToC Start

The next section targets the development of the evaluation plan in its current form. As noted, this is a work in progress. The final product will likely have some differences, and certainly more detail, than this initial version.

Development of the Evaluation Plan

Multi-site, multi-purpose, and multi-level community evaluations are highly complex. Review of the literature and discussions with individuals involved in similar efforts suggest that the evaluation plan will involve the blending of multiple evaluation models or theories. Examples include the following:

- Community mobilization evaluation
- Social marketing campaign evaluation
- Infrastructure building evaluation
    - Collaboration capacity
    - Evaluation capacity
    - Data management capacity
- Direct service evaluation (client level outcomes)
- Administrative systems evaluation

Figure 2. Steps in an Evaluation

There are general steps to the evaluation process that are consistent across many of the models (Figure 2). These steps are consistent with the Centers for Disease Control and Prevention's expectations for evaluation. These are not discrete steps and there is the expectation of considerable overlap. The theoretical, ethical, and practical guidelines that will be used for developing and implementing the evaluation plan are provided in attachment B.

Process Evaluation Efforts for this Reporting Period

The process analysis will focus on how the collaborative, and eventually the not-for-profit, is conceptualized, operationalized, and implemented. Understanding the beginnings of the effort will provide a background to interpreting and gauging the success of the MCCZ over time. As noted earlier, this has been a project three years in the making. Interim board members have stated considerable effort was invested in the form of meetings, focus groups, and other activities prior to the passage of legislation sanctioning the MCCZ. A thorough process evaluation analysis would include this information. Unfortunately, the documentation of these efforts either does not exist, or is not being shared despite repeated requests.

The process evaluation will document pertinent ideas, activities, concerns, successes, administrative and management structures, staffing patterns, products, and resources that emerge during the startup of the MCCZ. This will be primarily, but not exclusively, a qualitative effort that will examine qualitative data, such as interview transcripts, with some potential for numeric data. The goal is to accurately reflect the collective experience.

Examples of data elements for a process evaluation include:

- Names and contact information of all people involved in MCCZ activities
- Meeting rosters/sign-in sheets for all meetings relevant, at any level, with the overall project and any incremental projects
- List of members for particular committees or action groups
- Meeting agendas and minutes or other documentation of meetings, no matter what the size or purpose, planned or unplanned, including phone calls, town hall meetings, and focus groups
- Focus group question guides, attendees, copies of transcripts or detailed notes, and analysis of the information collected
- Needs assessments – previous and current needs assessments including the method, measurement tools, findings, and reports
- Copies of any surveys or other assessment tools used, whether developed in-house or from another source, analyses completed and reports on the assessment process
- Copies of policies, procedures and other documents generated by individuals working on behalf of the MCCZ, including copies of all draft versions to illustrate and track the thought process
- Evaluator field notes for meetings and discussions, whether in-person or electronic

Process documents currently in possession of the evaluation team include interview data, transcripts from meetings, meeting minutes and agendas, and other information gathered during contacts with MCCZ participants and interested parties.

Evaluation Related Training

Presentations of the purpose and general approach to the evaluation were provided in multiple stakeholder meetings and two interim member board meetings held during this contract period. Training on evaluation will be provided to the planning team once established and then as needed. Training will also be completed for data collection, data entry, and use of a reporting module so participating organizations will have real time access to results of their efforts with the MCCZ. Training will begin as organizations requiring training are identified and as the data system and measurement tools are completed.

Measurement Tool Development

Multiple tools have been investigated, generated or adapted for immediate or future use. Those with future applicability anticipate the common experiences of community-based evaluations and the typical data management and evaluation needs.

Tools being developed to support the evaluation or synthesize information are as follows:

- Meta Needs and Strengths Assessment
- Process Data Analysis System
- Outcome Development and Ranking Process (concept mapping)
- Data Dictionary/Codebook
- MCCZ Citizen Survey
- Case Study Surveys, Interviews and Data Storage Structure

These tools are in various stages of completion depending on how soon they are needed and how much relevant community data has been provided to inform required breadth and complexity of each tool. The following is a brief explanation of each tool.

<u>Meta Needs and Strengths Assessment (MNSA)</u>

A MNSA is a document that brings together and evaluates complex information. This form of data synthesis has traditionally been used when completing needs assessment with secondary data but can also incorporate data on strengths, social indicators, agency and organizational records, existing databases of some complexity, observations, reports and other documents. This differs from a systematic literature review as the documents serve as data for the assessment whereas in a literature review the documents provide a context and framework for the assessment of primary data. In MNSA data is weighted and compared, displayed and analyzed with the rigor of original data. MNSA combines meta-analysis and mixed method research (Gaber, 2000).

Meta-analysis investigates multiple bodies of unique research in the same project. This is generally considered a statistical and quantitative approach. However, other researchers consider meta-analysis as a structured way of thinking about research and analysis. This more general definition is relevant to MNSA, though the more well known quantitative method can be used in MNSA if needed and the appropriate data is available. The more general view of meta-analysis provides for both quantitative and qualitative data. The general steps for completing a MNSA are the same as a meta-analysis. First, a problem or question is defined and next the documents relevant to that issue are obtained and reviewed. The third step is to analyze the collected data via content analysis for qualitative data or through culling the appropriate quantitative material from numeric data. Finally, the data from the various sources are compared and contrasted. Considering many reports, needs assessments, and other materials generated for community use have both qualitative and quantitative components, the goal is to have a qualitative descriptive analysis while extrapolating and ranking quantitative data for each document.

MNSA also pulls from mixed-method research, specifically between-methods research, to take different methods, e.g. a survey and focus group data, to examine the same question. This type of analysis provides many options to find similarities and to assess how ideas or issues are generated and change over time. This is especially important when tracking how a complex initiative like the MCCZ develops. The data storage and analysis structure, utilizing both quantitative and qualitative data analysis programs has been developed and is in use with the information provided by agencies in the MCCZ.

Process Data Analysis System

Process data is qualitative and is composed of minutes to meetings, interview transcripts, field notes, and other information generated while monitoring the developmental process of the MCCZ. Each of these documents are usually treated as discrete items, not analyzed as progressive and connected documents that tell the story of development and change of a complex system. Specialized qualitative software is in use for both data storage and analysis. The software, Atlas.Ti, is used to code the documents in order to instantly pull together text that pertains to different categories or themes. Further, the text can be used to generate process maps that track the progression of development as it emerges from the collected documents. This process will be used when conducting the planning team and other stakeholder interviews as discussed in the next steps section below.

To utilize optimally the qualitative analytic process and the software tools, a qualitative codebook and concept dictionary are created. Each code has an unambiguous use and also specifies when not to use the code if that is needed. This allows for in-depth thematic analysis of the information. Qualitative research and the development of different processes for analysis has revealed that seemingly disconnected information are in fact related within a greater meta-understanding of the process. This can only be revealed through a sensitive qualitative analysis of the information obtained through qualitative methods, e.g. interviews.

Outcome Development and Ranking Process (Concept Mapping)

A process described under next steps titled concept mapping will be used to gather information from large numbers of citizens and key stakeholders to ascertain what the priorities are for the community. Because the animosity and politics attached to the project has stalled its progress it is hoped that this will be seen as a step towards accomplishing something positive for the MCCZ and will present useful data to the planning team as they define priorities for the zone.

The concept mapping process benefits from the use of multidimensional scaling and cluster analysis that provides clear groupings and rankings of ideas and concepts. These are specialized techniques that require data to be stored in specific ways that allow the use of the statistics. Once the planning team has the results of the data collection and analysis they can begin to forge priorities for the zone which will allow the development of specific outcomes for measuring success.

Data Dictionary/Codebook

Part of the evaluation will be to create appropriate data systems to capture the process of the development of the MCCZ as well as assessing for impact from the community to the individual level. A data system will be carefully designed to record the data. A data dictionary is a description of each data field, its purpose and its relationship to other data. The codebook is a continuation of the data dictionary and further describes each variable by type, e.g. numeric or text, and what discrete values mean, e.g. 1 = yes and 2 = no. A list of potential data fields has been started. This is a fluid process that will require more information as the evaluation continues.

An additional use and task when constructing the data dictionary is specific to understanding secondary data as it becomes available. For example, if the Department of Health (DOH) provides data to the project necessary for tracking the health of individuals and the health impact of the MCCZ, it will be important to understand how the DOH codes their variables in order to accept the codes or transform the codes for use in the MCCZ data system. Thus, an independent section of the dictionary/codebook will be dedicated to secondary data.

MCCZ Citizen Survey

The MCCZ citizen survey is in the process of being designed to capture individual level data from a sample of citizens in the MCCZ. The sampling frame and technique to ensure a representative sample of the diversity in the zone is under development. The survey will be used to measure the impact of the project on the lives of citizens. This will not likely take place until the third year of the program. Tentative sections for the survey include:

- Demographics
- Family composition
- Access to health care
- Public safety
- Education
- Quality of life
- Neighborhood issues
- Recreation and leisure
- Faith based activities

Case Study Surveys, Interviews, and Data Storage Structure

Case studies are in-depth longitudinal analyses based on multiple quantitative and qualitative data collection opportunities. Individuals are often given an incentive to compensate for the intrusion in their daily lives over an extended timeframe. Case studies will be used along with outcomes as they are determined. Case studies attempt to capture deeper levels of information and attempt to ascertain how much change is attributed to the changes in the community hoped for through establishment of the MCCZ by case study participants. This is done through repeated administration of surveys and responses to open ended questions in an interview format. More objective data collections over a broader group of participants are used with case study data to triangulate change, increasing confidence that the MCCZ is or is not responsible for changes as perceived at the community level on down to the individual. The reader will note that this is consistent with ecologic theory as described above.

There are two forms of the case studies currently being planned for this effort. The first is the organizational case study survey and the second is the individual case study survey that is administered in addition to the MCCZ citizen survey described above. The evaluation team for the Parramore Kidz Zone (PKZ) in Orlando is completing individual case studies as part of their evaluation and it will be interesting to compare results of the studies when completed. Organizational case studies will endeavor to see if being a member organization of the MCCZ has an impact on organizational culture, practices, or other features of the organization. This combines systems, empowerment, and ecologic theories described above. The expectation is that feedback systems will influence change up and down the ecologic hierarchy and that this will foster changes in perceived empowerment.

How case study participants are selected is still being considered. One way would be to use a sampling method that would distribute case study participants systematically across the geographic boundaries of the MCCZ. The other would be to select cases with specific criteria that the MCCZ is hoping to impact. As the objectives and outcomes for the MCCZ are still not identified the choice of participants will remain on hold. Like the MCCZ citizen survey noted above, individual level case studies may not be accomplished or even desired in the time frame of the evaluation.

Data Collection

<u>Community and Neighborhood Information</u>

Many partners in the MCCZ area, MCCZ affiliates, and entities doing similar work, but not affiliated with the MCCZ, have generously forwarded documents and area program information to the evaluation team. Many of these documents are being used in a meta-needs and strengths assessment to develop as comprehensive a picture of the MCCZ geographic area as possible via secondary data. This information will also be used as a baseline for assessing community level change. Examples of documentation received include:

1. The Center for the Study of Social Policy provided documentation on the Harlem Children Zone (HCZ).

2. Documentation from the HCZ on best practices and related information.
3. The Children's Trust of Miami-Dade provided multiple documents including papers on school crime, needs assessments, and a breakdown of the study area by zip code and census block, and a CD with multiple demographic tables for the whole of Miami-Dade County.
4. Miami-Dade Department of Health forwarded several documents and participated on a conference call that detailed their data system and the type of data that can be provided.
5. The Orlando Parramore Kidz Zone forwarded multiple documents and evaluation reports detailing their process in developing the zone and steps in evaluation.
6. The Liberty City Services Partnership forwarded multiple assessment tools and documents describing Liberty City citizens, a community assessment, and school climate survey.
7. The Liberty City Trust provided multiple documents including a social compact and market overview.

<u>Interviews</u>

Evaluators interviewed key stakeholders by telephone. Two interim MCCZ board members responded to requests and were interviewed as well as other key stakeholders from area organizations. Each interview lasted for approximately one hour. The board member interviews covered the history of the project and their early involvement. Other key stakeholders interviewed discussed their view of the zone, its needs, strengths, and problems.

<u>Satisfaction Survey</u>

The survey administered biannually per the contract with DCF has been completed. An e-mail survey and tracking system called Constant Contact was used to distribute the survey to approximately 250 individuals involved in the MCCZ project, to varying degrees, from inception until now. The satisfaction survey combines rating questions with an additional field where the respondent can provide comments.

<u>Orlando Parramore Kidz Zone (PKZ)</u>

A two-day tour of the PKZ and review of PKZ documents provided reliable and substantive information on a children's zone model substantially different from the HCZ. The HCZ receives no government dollars, started in an area smaller than the PKZ and much smaller than MCCZ, and began by focusing on educational improvement through an already established not-for-profit. Over the years the HCZ has grown to encompass a larger area and now controls the educational providers from pre-kindergarten programs through college and can literally take a child through all those educational experiences and monitor progress. Other areas, e.g. crime and health, have also been targeted via the HCZ.

The PKZ began with government seed money and rapidly moved to endowments and gifts from corporate sponsors. They formed an overarching not-for-profit to manage efforts, provide fiscal assistance, and limit duplication of services as much as possible. This development of a not-for-profit specifically to administer the PKZ is similar to what is required for the MCCZ. The government maintains a monitoring and support presence, but numerous organizations of all sizes participate in the program. The leader of the program is also the head of the Orlando Parks and Recreation Department and influenced the use of recreation centers as central to the PKZ. The PKZ representatives report great cooperation between the governmental and private organizations. This cooperation has translated into direct service provision during the second year of the program including recreational, academic, prevention, and other services.

The PKZ model appears to be a closer fit to what the Legislature has envisioned for the Liberty City community. The public-private partnership model is being analyzed to capitalize on its strengths for the MCCZ. The PKZ also has external evaluators contracted to provide a multi-year evaluation. Evaluation staff from the Ounce of Prevention Fund met with the evaluation staff from PKZ to share ideas and discuss evaluation measures and related information. The PKZ evaluators generously provided copies of their evaluation reports for review.

Analysis/Results

There has been minimal data collected to assess progress in the formation of the MCCZ to this point. This is largely due to the slow progress of establishing the planning team and in working through the issues with the interim board members. Baseline community descriptive information is being processed as well as what process data is available. Establishing a clear empirical description of the community is ongoing with communication being established with individuals in the Miami area that may have relevant documents as they are identified. It would be premature to comment on the process of development until more process information becomes available.

<u>Interview and Process Data</u>

Historical interviews were conducted with two of the interim board members during this reporting period. Other board members that would likely have historical information were contacted, but did not respond. Both individuals interviewed provided considerable information on the history of the MCCZ project over the previous two years. They shared the concern that the original vision was violated in the legislation and are angry that they have been, in their opinion, marginalized by the mandated involvement of the Ounce of Prevention Fund. There is insufficient data for additional analysis. We anticipate inclusion of the planning team in the interview process will provide a richer and broader vision of the community and the development of the MCCZ.

Process data includes field notes made by evaluation team members when present at meetings or on conference calls, meeting minutes forwarded, debriefing notes with members of the program support team from the Ounce of Prevention Fund after each monthly visit, and other contacts. The focus on the responsibilities and involvement of the Ounce of Prevention Fund consumes a considerable amount of time in interim board meetings. There is substantial concern about how to access the dollars and how much money the Ounce of Prevention Fund is receiving for their management and evaluation responsibilities. There is consistent concern about becoming too broad and thus unfocused with the number of target areas mandated by the legislation and additional target areas generated by stakeholders. However, there is also a feeling of hope in the community, especially by the individuals in the housing projects that have met with the Ounce of Prevention Fund representative. Other members of the community have come forward in support of the project and have stated directly that they are not intimidated by others involved in the project and are willing to help.

We expect to report with greater clarity once the interview process with the planning team can commence and the direction from the larger number on the team can more completely represent the MCCZ community. The evaluation of process data will continue throughout the life of the project.

Document Analysis

Community documents forwarded by partners in Miami have been incorporated into the meta needs and strengths assessment. This is an ongoing process that is not sufficiently complete to report on at this time. The review of all documents in our possession has not been completed and we await delivery of additional documents which have been promised but have not yet been received. This process will be ongoing and we will report progress in the next annual report as a section on community description.

Satisfaction Survey

Analysis and reporting of the biannual survey will be completed and forwarded at the end of January 2009, per contract agreement.

Next Tasks

The following are a list of tasks, in no particular order, that are needed for the successful completion of the evaluation. This is not a comprehensive list, as other tasks will be added as additional information becomes available.

Development of a Power Sharing and Conflict Resolution Process

Involving multiple agencies will result in the sharing and at times clashing of multiple agendas. This has become an unfortunate reality with this project. It is important to have a procedure in place that addresses conflicts quickly. The ultimate goal of community and citizen improvement cannot be sidelined by inter- or intra-agency friction. This is not an evaluation responsibility, but is a recommendation based on the analysis of process level data to date.

Finalization of the Evaluation Plan

The evaluation plan is nearing completion (Contractually due by April 2009) and will provide the overall evaluation structure for the remaining contract period. It is a living document that will be updated as needed, usually biannually, to reflect the changes, problems, and successes in developing the MCCZ. The evaluation plan will include a measurement plan, logic models, and other documentation that will ensure a comprehensive evaluation for the project.

Interview Scheduling

Once the members of the planning team are identified, the evaluation team will provide each member with the opportunity to participate in an in-depth interview process. These semi-structured interviews will be recorded and transcribed. Qualitative analysis software will be used to evaluate the information for both predetermined questions and in an emergent analysis to capture issues arising across participants. The goal is to repeat the interviews on a yearly basis to have longitudinal qualitative information available as well as the quantitative information more commonly used in evaluation.

Concept Mapping

Concept mapping is a mixed methods strategy, which uses both qualitative and quantitative evaluation methods to collect and analyze data. It is a valid and respected evaluation tool that meets scientific standards for rigor and reliability (Petrucci & Quinlan, 2007). This technique is helpful because it is easily understood by practitioners, program staff, and stakeholders. Concept mapping can have many applications. It can be used for single programs, programs with multiple sites, multiple programs working together, communities, policy decisions, and more. Concept mapping is being considered for use in identifying and ranking the key intervention areas that the community, not just a small group of central stakeholders, feels are essential to the needs of the MCCZ. This information will be shared with the planning council and used to help generate initial outcomes for ongoing activities for the MCCZ. The following are the general steps of concept mapping (adapted from Rosas (2005)).

Step 1: Brainstorming/ Idea Generation

Participants develop statements in response to a focus prompt about the evaluation topic. An example of a focus prompt from the literature is "What, specifically, does a benefits specialist need to know and be able to do to be effective in their job?" which was used in an evaluation of benefit specialists working in the Social Security Administration (Petrucci & Quinlan, 2007). This step can be completed through face-to-face sessions with evaluators or staff, special web-sites, paper-and-pencil packets and returned by mail, and phone interviews. This flexibility in idea/item generation is valuable for accessing a large and representative sample of MCCZ residents.

Step 2: Sorting and Rating

Step 2 can be completed with the group of participants from step 1, with a sub-group from step 1, or a completely different group. This is the most time-intensive part of the concept mapping process and is usually recommended for a smaller group than in step 1. In this step each participant sorts the statements into different piles of common topics or themes. After these piles are created the participants then rate the statements in order of importance to that participant. Acquiring participants, specifically the sampling procedures, for steps 1 and 2 ranges from convenience sampling to randomized selection in the literature. The relevant literature and examples are being reviewed in order to take advantage of the best sampling procedure to ensure that the MCCZ is adequately represented in the data collection process.

Step Three: Interpretive/Analysis of Concept Map

The final step is when the evaluators and stakeholders review the results of the concept mapping exercise and data analysis to determine a future course of action. This can be a time to develop specific changes to a program, add to the general knowledge of stakeholders, or understand a problem more thoroughly in order to rank areas of intervention from most to least important.

<u>Development of Logic Model(s)</u>

A logic model synthesizes the main program elements into a picture of how the program is supposed to work. It makes explicit the sequence of events that are presumed to bring about change. Often this logic is displayed in a flow-chart, map, or table to portray the sequence of steps leading to long-term program outcomes. Logic models will be emphasized as both part of the overall evaluation plan and as future tasks to complete when assessing organizational capacity and designing data management and measurement procedures for participating organizations.

<u>Assess Evaluation Capacity</u>

A comprehensive evaluation will include evaluating the development of the MCCZ as well as increasing the capacity of the agency, once formed, to carry on evaluation tasks after the completion of the three year period of initial funding. In addition, partnering agencies that will provide data to the assessment and evaluation of impact on the community, families and youth will be assessed for their capacity to carry out basic measurement, data collection, and reporting tasks, central to program evaluation, and be offered opportunities for training and assistance to improve their evaluation and data management capacity.

<u>Finalize Indicators of Community Participation</u>

These indicators will comprise a primary source of process evaluation data. Indicators may include:

- Diversity of participants/organizations,
- Recruitment/retention of new members,
- Role in the coalition or its activities,
- Number and type of events attended,
- Amount of time spent in and outside of coalition activities,
- Benefits and challenges of participation,
- Satisfaction with the work or process of participation, and
- Balance of power and leadership.

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Summary of Research Topics Related to Development of the Theory of Change

Community-Based Participatory Evaluation (CBPE)

Participatory evaluation engages local practitioners from the initial design of the research project through determination of its final conclusions. Participatory evaluation refers to the process by which those involved in the work contribute to understanding their efforts and to applying that knowledge to improve the endeavor (Boothroyd, Bremby, Carson, Fawcett, Francisco, & Schultz. (2003). There are five phases for completing a participatory evaluation:

1. Developing the partnership and planning the evaluation. The monthly reports have provided ample evidence that the partnering process has been overshadowed by resentment and anger over the Ounce of Prevention Fund of Florida's presence in the project, especially the fiscal oversight of the money appropriated for the MCCZ. This is the primary reason why the final evaluation plan will likely be somewhat less participatory in order to have a feasible evidence-based plan in place to measure accurately the success of the effort.
2. Developing an outcomes logic model. A hierarchical system of logic models will be developed that include an overall program 'schematic' (completed, see below) as well as a logic model to assist in measuring success of the development of the MCCZ and its legislated requirements (e.g. a ten year business plan). In addition, logic models for participating agencies to help streamline the information flow from community organizations to the MCCZ not-for-profit entity are currently in developmentment.
3. Identifying the methodology and data collection strategies. Methods and data collection strategies are systematically matched to capture data relevant to the outcomes that were outlined in the logic models noted in step 2 above. CBPE is a highly flexible model that routinely incorporates mixed methods, e.g. quantitative and qualitative data collection and analysis, in its framework. This allows for proactive planning to identify and collect appropriate data.
4. Interpreting and reporting findings. This is an ongoing process that begins with community level descriptive data and ends with the accomplishment of the last deliverable.
5. Utilization of findings. CBPE combines a wide range of information and finds relationships between disparate parts, often in ways that those responsible for discrete aspects of an initiative are unaware of. This requires the recipients of the information,

the stakeholders, to be open to the analysis and be willing to respond. It is hoped that the current levels of animosity among some MCCZ interim board of directors will decrease sufficiently to utilize the findings of evaluation reports to improve the project, as it is ongoing.

These five phases are consistent with accepted evaluation theory and practice and are being incorporated in the planning and development of the evaluation plan (see section of same name below). Early in the interaction process with the interim board of directors the CBPE approach was discussed as the probable overarching model for the evaluation. It was stressed that this would require open and free access to information and lines of communication between all parties. Indeed, a CBPE based project requires a maximum level of trust and cooperation. With the onset of issues that reduced communication, for instance refusing to return phone calls or e-mails with the project management staff from the Ounce of Prevention Fund, the evaluation team began to research other models for evaluation requiring less threatening levels of contact. As external evaluators, it was considered desirable but not necessary to have a more collegial and informal relationship. The level of CBPE principles and structure comprising the final evaluation plan are presently being determined.

Systems Theory

A system consists of four general components. The first is *objects* – the parts, elements, or variables within the system. These may be physical, abstract or both, depending on the nature of the system. Second, a system consists of *attributes* – the qualities or properties of the system and its objects. Third, a system has *internal relationships* between objects that can have direct or mediated influence on other objects. Tracking and understanding these influencing pathways is a key aspect of systems based evaluation. Fourth, systems *exist in an environment or context* that can influence the flow of energy and information through the system. A system, then, is a set of things that affect one another within an environment and form a larger pattern that is different from any of the parts. The fundamental systems-interactive paradigm of organizational analysis features the continual stages of input, processing, and output, which demonstrate the concept of openness/closeness. A closed system does not interact with its environment. It does not take in information and therefore is likely to atrophy, that is to vanish. Thus, involving sufficient and representative numbers of community participants enhances the chance of success. An open system receives information, which it uses to interact dynamically with its environment. Openness increases the likelihood to survive and prosper.

One aspect of considering what to evaluate and how to evaluate it includes thinking of the MCCZ project as a system with evaluation of open and closed components and how these affect the development of the MCCZ and its eventual impact on the community and its citizens. The process of ‘thinking in systems’ is helping to generate the overall evaluation plan as well as inform the choice of methods and tools (Kaufman, 1995).

<u>Community Coalition Action Theory (CCAT)</u>

CCAT is a specific theory generated to study and assess the membership, operation, leadership, engagement, structures, assessment, planning, implementation, capacity, and outcomes of coalitions. For this theory, coalitions are considered synonymous with collaborative, partnerships and networks (Butterfoss, 2007). This theory is very sensitive to community context and operates under the assumption that a lead or convening agency helps to orchestrate and center the attention of the organizational members. Members pool resources toward a common goal, work to keep each member engaged, provide checks and balances to avoid the assumption of power by any single or small group of members, are mindful of changes in the community context, and ensure that outcomes are reached. This is considered a key filter for examining how the MCCZ is operating via process and outcome data. Successful coalitions have elevated levels of congruence, democratically elected officials, equal say between partners, a clear hierarchy that also values open communication, free flowing informational streams, openness to outside assistance, and a voluntary membership.

According to Torrence (2005), effective coalitions that enhance community empowerment tend to include the following seven (7) characteristics:

1. Community coalitions are holistic and comprehensive.
2. They are flexible and responsive.
3. They build a sense of communal unity.
4. They build and enhance citizen (civic) engagement in their respective communal life.
5. They provide a vehicle for community empowerment.
6. They allow diversity to be valued and celebrated as a foundation for the wholeness of the community.
7. Finally, they are incubators for innovative community solutions for not only local conditions, but national conditions as well.

CCAT emphasizes that if the coalition is composed solely of individuals and not organizations then it is not a true coalition. This means that the members of coalitions are representatives of the power, resources, and limitations of the organizations that they represent. They are expected to use their power to reach the goal that the coalition exists to serve and not to let personal feelings govern their input and participation. Thus, the research supporting CCAT has found that unequal sharing of power or covert agendas can limit and even destroy a coalition. The comprehensive nature of CCAT and its emphasis on power is considered useful for this evaluation, especially considering the hostility and subsequent obstruction that has occurred thus far. It is anticipated that aspects of CCAT will be incorporated into the final evaluation plan.

Empowerment Evaluation

Empowerment evaluation is, in the majority of cases, utilized for program or organizational evaluations though its principles are often included in community evaluations. Though it is unusual to consider empowerment evaluation in an infrastructure building and planning project, there are several aspects of empowerment evaluation that could be useful when the final evaluation plan is completed. Aspects of empowerment evaluation relevant to this project include (Rinaldi & Shapiro, 2001; Smith, 2007; Bedsoe & Graham, 2005, Wandersman et al, 2005):

- Involves a true partnership
- Collaboration between evaluators, community members, and program providers contributes to ongoing program improvement
- Allows for self-determination
- Incorporates mutual exchange
- Increases the probability of achieving program success by (1) providing program stakeholders with tools for assessing the planning, implementation, and self-evaluation of their program, and (2) mainstreaming evaluation as part of the planning and management of the program or organization.
- Uses a form of participatory evaluation

While empowerment evaluation shares many of the same stakeholder-centered processes and goals as participatory evaluation, empowerment evaluation gives the stakeholders the primary role in the evaluative activities, with the evaluator acting more as a facilitator or "coach" than a team player (Cousins & Whitmore, 1998; Patton, 1997). This requires a level of trust and open communication with clear pathways for conflict resolution. However, as Stufflebeam (2007) has argued, although it is important to help people build their capacity, it is not the fundamental goal of evaluation and in particular the responsibility of the evaluation team in this instance. Empowerment evaluation confuses the goal of evaluation, to systematically assess merit or worth, with other goals central to empowerment evaluation, e.g., to achieve self-determination. Thus, though some of the general aspects of empowerment evaluation noted above, e.g. incorporating mutual exchange, would be valuable in this project, the evaluation team acting as facilitators would reduce needed objectivity when assessing project success.

Social Ecology Theory (SET)

SET is a theory of embedded hierarchical levels in which all individuals live (Bronfenbrenner, 1979, 1995; Earls & Carlson, 2001). Each individual is embedded in a family, which is embedded in a neighborhood, a community, a town or city, a county, etc. Within these embedded systems at different hierarchical levels are organizations and other 'meso-level' structures that organize the existence of individuals and assist them with gaining resources and developing social networks, while impacting at each level from community down to the individual. Like systems theory, levels influence each other via communication pathways and other energy and resource transference. The MCCZ project is focused on both community change and improving the lives of the youth in the zone. These would not be viewed as two separate goals within the structure of SET, but as two facets of the same goal. Efforts to improve the lives of youth would, when considered from the SET perspective, improve the community and vice versa.

Different organizations, and the individuals that lead them or populate them as staff or client, will be a focus of the evaluation to measure their ability to work as a collaborative unit while measuring the power distribution and its affect on the overall project. This will lead, in theory, to an improved community and youth outcomes. As can be seen, SET is more of a theoretical overview that provides guidance in selecting targets for evaluation focus than an evaluation theory or model in common use. As such, it will provide some organizational and model development assistance for the final evaluation plan.

Diffusion of Innovation Theory (DIT)

Diffusion is defined as the process by which a policy innovation is communicated over time through certain channels among the members of a particular social system (Berry & Berry, 2007). These social systems can be cities, counties, states, regions, countries, or even hemispheres. Thus, DIT describes the typical course by which innovations become standard practice (Dusenbery & Hansen, 2004). When studying DIT models, there are two dependent variables to choose from: the probability of adoption and the timing of adoption. DIT suggests that initiative or program developers expect and plan for emerging tensions between entities like the MCCZ and other organizations in the community that may view the MCCZ as a new threat or competitor. DIT is expected to be of greater importance as a lens to analyze community visibility and acceptance further into the life of the MCCZ project.

A key benefit of DIT is the number of other theories that DIT has been linked with in empirical practice, e.g., social ecology and the transtheoretical model (Moulding & Silagy, 1999), action research (Marshall & Waterman, 2007), and empowerment theories (Hays, Kegeles, & Rebchook, 2003). This research support will allow the blending of DIT within the overall evaluation plan with confidence.

Theoretical, Ethical, and Practical Guidelines for Developing and Implementing the Evaluation Plan

Step 1: Engage stakeholders

Classifying stakeholders includes four broad categories:

- Those involved in development of the MCCZ
- Supporting governmental and other agencies
- Those served or affected by the MCCZ
- Primary intended users of the evaluation

A successful evaluation will designate primary intended users, such as program staff and funders, early in its development and maintain frequent interaction with them to be sure that the evaluation specifically addresses their values and needs.

Step 2: Describe the program

Early, thorough and accurate description of all partners and efforts provides a strong background for measuring activities and outcomes. Two levels of description are anticipated. These include the following levels:

- The MCCZ collaborative level
- Each community partner level

Minimal specific aspects to include when describing a program are:

<u>Statement of Need:</u> The nature of the problem or goal, who is affected, how big it is, and whether (and how) it is changing.

<u>Expectations</u>: What are the intended results for the MCCZ overall and for each participating organization? These describe what the program has to accomplish to be considered successful. They will be organized by time ranging from specific (immediate) to broad (longer term).

<u>Activities</u>: Activities are everything the MCCZ does during development and ultimately to bring about change in the lives of the citizens, listed in logical sequence. This also provides an opportunity to distinguish activities that are the direct responsibility of the MCCZ from those that are conducted by related programs or partner organizations.

Resources: These include the time, talent, equipment, information, money, and other assets available to conduct development and planning activities.

Context: A description of the program's context considers the important features of the environment in which the program operates. This includes understanding the area's history, geography, politics, and social and economic conditions, and also what other organizations have done. A realistic and responsive evaluation is sensitive to a broad range of potential influences on the program. An understanding of the context lets users interpret findings accurately and assess their generalizability.

Step 3: Focus the evaluation design

The basics to focusing an evaluation include defining the following elements.

Purpose: State the general intent of the evaluation.

Uses: Describe what will be done with what is learned from the evaluation (e.g. to gain insight, to improve how things are done, to determine what the effects of the program are, or to affect participants).

Questions: Design to be specific enough to guide the evaluation and to be consistent with the goals and values of participating agencies.

Design and Methods: Selected because they provide the appropriate information to answer stakeholders' questions, not because they are familiar, easy, or popular. The choice of methods has implications for what will count as evidence, how that evidence will be gathered, and what kind of claims can be made.

Agreements: Summarize the evaluation procedures and clarify everyone's roles and responsibilities. An agreement describes how the evaluation activities will be implemented. It may take the form of a legal contract, a detailed protocol, or a simple memorandum of understanding.

Step 4: Gather credible evidence

Credible evidence is the raw material of a good evaluation. The information learned should be seen by stakeholders as believable, trustworthy, and relevant to answer *their* questions. This requires thinking broadly about what counts as "evidence." Such decisions are always situational; they depend on the question being posed and the motives for asking it.

Step 5: Justify conclusions

Five principal elements are involved in justifying conclusions based on evidence. These include the following elements:

- Having the evaluation reflect the standards and values held by the stakeholders
- Utilizing appropriate analytic techniques
- Interpreting the analysis results within the framework of the theory of change
- Making reasonable judgments and statements about the merit, worth, or significance of the developmental effort
- Recommending additional actions and efforts that are evidence-based

Step 6: Ensure use and disseminate

Five elements are of key importance to be sure that the recommendations from an evaluation are used:

1. Design refers to how the evaluation's questions, methods, and overall processes are constructed.
2. Preparation refers to the steps taken to get ready for the future uses of the evaluation findings. The ability to translate new knowledge into appropriate action is a skill that can be strengthened through practice. In fact, building this skill can itself be a useful benefit of the evaluation.
3. Feedback is the communication that occurs among everyone involved in the evaluation. Giving and receiving feedback creates an atmosphere of trust among stakeholders; it keeps an evaluation on track by keeping everyone informed about how the evaluation is proceeding.
4. Follow-up refers to the support that many users need during the evaluation and after they receive evaluation findings. Because of the amount of effort required in reaching justified conclusions in an evaluation can seem like an end in itself, but it is not. Active follow-up may be necessary to remind users of the intended uses of what has been learned.
5. Dissemination is the process of communicating the procedures or the lessons learned from an evaluation to relevant audiences in a timely, unbiased, and consistent fashion.

General Standards for Evaluation

Utility: Standards are used to be certain the evaluation is truly useful, that is, that it answers questions the end users need (and want) to know. This standard requires that the key individuals involved in the development process are willing to communicate and to compromise in the development and implementation of the evaluation. This is considered at risk with the current level of cooperation by key members of the community.

Feasibility: Ensure that the evaluation makes sense, that the steps that are planned are both viable and pragmatic. This will also require collaboration from the key parties in the zone area.

Propriety: Ensure that the evaluation is an ethical one, conducted with regard for the rights and interests of those involved.

Accuracy: Ensure that the evaluation findings are considered correct.

NOTICE OF FILING

Reporting Agency:	Department of Children and Families
Recipient Agency:	Governor Speaker of the House of Representatives President of the Senate
Subject:	Magic City Children's Zone Annual Report
Report Due Date:	January 31, 2009
Statutory Requirement:	s.409.147 (8)(d), F. S.

Abstract:

This report provides information for the Magic City Children's Zone pilot project planning phase. The report includes a comprehensive and detailed description of its operations, activities, and accomplishments for the year of the pilot's inception as well as goals for the upcoming year. This initial report also includes information concerning the status of the development of a business plan.

Copies of this report may be obtained by contacting: Johana Hatcher at (850) 488-1929.

LEGISLATIVELY MANDATED REPORT – STATUTORY REQUIREMENT

REPORT TITLE	STATUTORY REFERENCE	SPECIFICATIONS
Magic City Children's Zone	s.409.147 (8)(d), F. S.	A comprehensive and detailed description of its operations, activities, and accomplishments beginning July 1, 2008 to present, as well as goals for 2009. This initial report also includes information concerning the status of the development of a business plan.