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Full Name of Author — Nom complet de l'auteur

PATRICIA MARY LAVELLE

Date of Birth — Date de naissance

Jan. 23, 1952

Country of Birth — Lieu de naissance

CANADA

Permanent Address — Résidence fixe

9832-169 St, EDMONTON, AB

Title of Thesis — Titre de la thèse

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Dr. Vern Nyberg

Date

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Signature

Patricia Mary Lavelle

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EVALUATION OF UNCLES AT LARGE: AN APPLICATION OF STAKE'S MODEL

by

Patricia M. Lavelle

A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled

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submitted by Patricia M. Lavelle

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Supervisor ....

....

....

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Representing a summation of a year's exciting (and sometimes tedious) exploration, this thesis is dedicated to those who will continue the adventurous spirit in all parts of their lives!

ABSTRACT

The purpose of the present study was to use an educational evaluation model, Stake's Countenance model, in the evaluation of a non-educational program, the Uncles at Large program in Edmonton, Alberta. The evaluation took place in the counselling department of the program from August, 1978 to February, 1979, and consisted of a process involving meetings and discussions in which the counsellors of the agency and the evaluator completed the matrix, from the program philosophy to the judgements as a basis for describing the program and implementing changes indicated. An informal meta-evaluation after the completion of the matrix, a first step towards overall evaluation of the program, revealed that Stake's model was a useful framework for defining the present state of the program. Ultimately, it was a basis for continuing the formative evaluation and for implementing research activities at Uncles at Large. Several recommendations were made relative to the theory and its application to the program, shedding some new light on the area of evaluation.

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INTRODUCTION

> Rarely will one find a basic researcher who disdains information that might be used to make decisions. Rarely will one find an evaluator who isn't interested in understanding a phenomenon for its own sake. It is just that researchers tend to focus their inquiry on deriving conclusions and evaluators tend to focus their inquiry on facilitating better decisions.
> (Popham, 1975, p. 12)

What is the educational evaluation which Popham was describing and how can the approach be applied to the non-educational setting of the Uncles at Large agency in Edmonton, Alberta? Is it something that is mutually exclusive of "basic" research activities?

The subject of evaluation has been described by using various terms. Popham(1975) stated that each term, measurement, grading, accountability, assessment and appraisal, was roughly synonymous with educational evaluation. He emphasized that the terms educational evaluation and educational research were distinct, each requiring clarification. Weiss (1972) used the terms "program effectiveness" and "evaluation research" interchangeably, contradicting Popham's definitions. In a detailed chapter describing educational evaluation as a disciplined inquiry, Worthen and Sanders (1973) made distinctions between research and evaluation. Complementary to the approaches suggested in Worthen and Sanders, Campbell and Stanley (1963) described experimental and quasi-experimental research designs that could be appropriate for use in evaluation research. In sum, one precise definition of educational evaluation is somewhat elusive in light of the number of individual definitions given in the above sources. To further complicate definition of the various terms to describe evaluation, Alkin and Fitz-Gibbon (1975) pointed out that program evaluations must follow both from the theory about the nature of evaluation and from the theoretical basis of the program itself.

In the present study the definition of evaluation given in Worthen and Sanders (1973) was selected because it reflected the tendency of evaluation at this time in the history of evaluation to include judgements of worth about a program. Specifically, evaluation was defined as "the determination of the worth of a thing" (Worthen & Sanders, 1973, p. 19). It is useful to compare this definition with that of research to fully understand the implications of evaluation.

In contrast, research referred to the "activity aimed at obtaining generalizable knowledge by contriving and testing claims about relationships among variables or describing generalizable phenomena" (Worthen & Sanders, 1973, p. 19). By definition, evaluation implied an activity with judgement as an important factor while research focused on generalizability of the results. This different emphasis was cited as a key point for distinguishing evaluation and research. The distinction is further highlighted by the approaches used in each.

In evaluation, the approach was described as gathering information for the purpose of "judging the worth of a program, product, procedure or objective, or the potential utility of alternative approaches designed to attain specified objectives" (Worthen & Sanders, 1973, p. 19). Interviews, questionnaires and opinion polls were some of the information gathering methods cited as being used in evaluations. Evaluation does not necessarily exclude the use of data-gathering techniques for research design and methodology. In fact Weiss (1970) proposed the use of the experimental model in addition to other designs i.e. case studies, post program surveys, time series and others, as appropriate for evaluating social action programs. However, evaluation is also distinct from research in utilizing the information obtained. The methods, design and results of evaluation are intended for immediate use in making decisions for change. Approaches and results unique to research may or may not have immediate application to the everyday situation of a school, mental health agency or a similar applied setting. According to Weiss (1972), what ultimately distinguishes research from evaluation is not method or subject matter, "but intent - the purpose for which it is done" (Weiss, 1972, p. 6). Thus, the intent of evaluation, by definition, is to use data to judge the worth of a program, while the intent of research is to use the results for generalizability to other programs. The intent of the evaluation results is for decision-making and immediate use. For research results, immediate utilization is not necessary. Worthen and Sanders (1973) supported these claims of Weiss.

Although there are other points of differentiation between research and evaluation they will not be discussed here. For the purpose of the present study it is important to establish points of distinction between evaluation and research in order to provide a broader context of evaluation. In some instances evaluation as defined by Worthen and Sanders may be a first step towards implementing research design in a program. That first step was taken in the present study.

Purpose of the Study

At the time of the proposed evaluation with the Uncles at Large program in Edmonton, Alberta, one research study was being done by Seaman (1978), but no ongoing formal or informal evaluation. Stake's Countenance model, one of several models of educational evaluation, was useful in initiating evaluation procedures and as a basis for future research. It seemed that it was most appropriate of all the models examined. The rationale for this choice is elaborated upon in the text.

The main purpose of the study, thus, was to attempt an evaluation using Stake's model in a setting different from a curriculum program for which the model was originally designed, and to determine its suitability for evaluating the Uncles at Large program. If the model could be used, then a basis for a formal formative evaluation could be established.

Procedure in this Study

The approach taken was exploratory and descriptive. The evaluation took place for 6 months from September, 1978 to February, 1979. Stake's Countenance model was applied to the program in several meetings with the agency staff members and the evaluator. Recommendations were made regarding future use of the model with the Edmonton Uncles at Large. The results and conclusions were not intended to be generalizable to other similar programs due to the unavailability of reliable and valid data. Thus, use of the more rigorous experimental or quasi-experimental designs were obviated until such time that appropriate data collection could be established. After completion of the matrix, staff member opinions were collected as an informal meta-evaluation.

In contrast to the potential shortcomings of using the chosen approach, the study has practical significance both for the program and for evaluators contemplating the use of Stake's model in an applied setting. Particularly, the staff members may find the approach useful in facilitating a greater understanding of the overall program. The evaluator involvement over the 6-month period and the staff involvement, as an integral component of the evaluation process, may contribute to a stronger commitment in implementing the proposed changes. It was anticipated that a level of involvement and trust between the staff and the evaluator could build up such that the evaluation posed less of a threat than might have been the case in evaluation by an uninvolved outside evaluator. Also, successful use of Stake's model in this setting could suggest the potential for a more widespread application to related agencies. In conclusion, suggestions could be made to facilitate continuation of evaluation and initiation of research at Uncles at Large. The entire study and recommendations could demonstrate practical guidelines for the evaluator contemplating a similar approach, using Stake's model, to evaluation in related social service agencies.

Overview of the Text

Providing a background to the present study, the next chapter will present a literature review on the history leading up to the present-day approaches to evaluation, specifically the use of Stake's model. Subsequent chapters will outline the procedure of the evaluation (Chapter three), the results in the form of the completed matrix (Chapter four), and the discussion and subsequent recommendations for future study (Chapter five).

CHAPTER II

BACKGROUND INFORMATION

History

Historically, formal evaluation dates back nearly 4,000 years, but interest heightened for educational evaluation around the 1950's in the U.S. This more recent burgeoning interest laid the groundwork for rapid growth in the 1960's and 1970's, particularly in designing models of evaluation and in conducting large-scale evaluation projects. The history of present-day evaluation encompasses three eras, each with distinctive contributions to the study of formal evaluation.

According to Worthen and Sanders (1974), and Popham (1975), the first era began as early as 2000 B.C. with Chinese officials who conducted civil service exams. As part of the learning process, Socrates and other Greek teachers used verbally-mediated evaluations. The first-recorded program evaluation in the U.S. was Joseph Rice's comparative study of the spelling performance of 33,000 students in a large city school system (Popham, 1975, p. 2). In the early 1900's, Robert Thorndike was instrumental in convincing educators of the value in measuring human change (in Worthen & Sanders, 1973, p. 2). Indeed, the desire to measure children's progress in school led to the development of standardized achievement tests used in most school grading systems. Personality and interest tests were also developed at this time. In addition, industry and the military were using these new tools to evaluate applicants or recruits as part of personnel selection and classification. Taylor and Cowley (1972) report that, although the pre-1930's era of evaluation is of historical interest, evaluation by today's definitions did not begin until the period between 1935 and 1957, the second era of educational evaluation.

Two events in the second era were important to the development of evaluation practice. The first was the accreditation movement, which explored the quality of education available at the time and certified those institutions which achieved an acceptable level. The second and most significant, according to Popham (1975), was the design and implementation of the Eight Year Study (Smith & Tyler, 1941). Tyler's model used in the early study was the backbone for virtually all subsequent thought about evaluation. Briefly, the Tylerian approach involves determining the degree to which a program fulfills its behavioral objectives. Scriven (1967) described it as the estimation of goal achievement. However, evaluating only outcomes excluded what happened to the person during the learning process, for instance. Focus on the value of the objectives and the process components formed the basis for entry into what is termed the third era of educational evaluation.

The third era, predominant during the 1960's to the present time, is characterized by implementation of the judgement component of evaluation models and formulation of a conceptual framework for curriculum evaluation (Scriven, 1967). More recently, there is a trend towards decision-making strategies, system analysis models (Worthen & Sanders, 1973) and naturalistic or case study approaches (Stake, 1978; Macdonald, 1978). These approaches have a similar purpose in gathering information for judging and making decisions about a program. In the 40 to 50 year history the trend seems to have gone from structured measurement of behavioral objectives to the less structured case study methods. Present approaches are structured and unstructured. Models incorporating both of these elements will be examined next.

Models of Evaluation

Leading into the present judgemental approaches were the concepts of judgement, process evaluation, formative and summative evaluation, pay-off evaluation, and comparing effectiveness of programs. Generally, these concepts were used in goal free evaluation put forth by Scriven (1967). The new concepts not only included examination of objectives but also included an examination of the worth of the objectives, which was not considered heretofore by typical Tylerian methods and was cited as the most important component of evaluation in the third era. The assumption behind the use of value-judgements about the goals of a program seemed to be that if the goals are meaningful and reasonable, then logically, the subsequent outcomes should be meaningful.

Several models have been devised to implement the concepts. Three categories of these models were cited in Worthen and Sanders (1973). They are: (1) the judgemental strategies such as Cronbach's approach and Stake's model, (2) the decision-management strategies demonstrated by Stufflebeam's CIPP model, and (3) the decision-objectives strategies represented by Hammond's approach and the Discrepancy model of Provus.

Popham (1975, p. 22) cited four categories of models compared with the three above. His goal-attainment category, "the determination of the degree to which an instructional program's goals were achieved" (p. 22), is similar to the decision-objectives strategies above. The second category, decision facilitation models, are parallel to the decision-management strategies. The orientation of these decision models was stated as being "toward servicing educational decision-makers" (p. 33). The third and fourth categories, respectively, included judgemental models which emphasized intrinsic criteria or accreditation evaluations, and the judgemental models which emphasized extrinsic criteria. Both of these categories are included in the judgemental approaches as above.

Rather than become caught in the "game known as comparative model meshing" or "model meddling" (p. 22) and discuss each model in detail, it is the author's intent to select one model representative of each of the three major categories for closer consideration. Main points of each model will be described and criticized. After considering these different models, the rationale for selecting Stake's model will be given.

Provus' Model (Decision-Objective Model)

Included in the category of decision-management models described in Worthen and Sanders, Provus' model also represents a systems analysis approach to evaluation. In Popham (1975, p. 39) Provus defined program evaluation as:

> the process of (1) defining program standards; (2) determining whether a discrepancy exists between some aspect of program performance and the standards governing that aspect of the program; and (3) using discrepancy information either to change performance or to change program standards.

Determination of the discrepancy between the actual program achievements and the ideal standards occurs at each of the five stages using the Discrepancy model. The stages are design, installation, process, product, and program comparison. Discrepancy information guides decision makers and is similar to the congruence relationship between intents and observations in Stake's model (1967). The input, process and output components at each stage are similar to antecedents, transactions and outcomes of Stake's model discussed later.

One advantage of Provus' model is the specific procedures are spelled out for each stage which are particularly useful to the neophyte evaluator. However, the overall inclusiveness of the model and the many complexities among the stages are also difficult to sort out. These demands of Provus' Discrepancy model may require a lengthy time commitment and consequent extra expense to complete the evaluation. These shortcomings led to Provus' model being deemed inappropriate for the evaluation.

Stufflebeam's CIPP Model (Decision-Management Model)

Primarily an administrative model, Stufflebeam's CIPP model uniquely defines evaluation as "the process of delineating, obtaining and providing useful information for judging decision alternatives" (Worthen & Sanders, 1973, p. 129). Evaluation can be formative or summative in Stufflebeam's framework. That is, it can describe either the program development or the program's ultimate success.

With the CIPP model, evaluation consists of four stages: context, input, process and product. (CIPP is the acronym for these stages.) The purpose of context evaluation is to "provide a rationale for determination of objectives" and to give a "diagnosis of problems as an essential basis for developing objectives whose achievement will result in program improvement" (p. 136). Continuing on, Stufflebeam says that the purpose of input evaluation is to "provide information for determining how to utilize resources to achieve project objectives" and that . . . "essentially input evaluation provides information for deciding whether outside assistance should be employed" (p. 136, 137). Process evaluation has three main objectives . . . "to detect or predict defects in the procedural design or its implementation during the implementation stages . . . to provide information for programmed decisions, and . . . to maintain a record of the procedure as it occurs" (p. 137). The purpose of product evaluation is to "measure and interpret attainments not only at the end of a project cycle, but as often as necessary during the project term."

Along with the evaluation concerns of Stufflebeam's model cited above, the decision-related concerns require mentioning. The evaluation takes place in one of three classes of decision settings, homeostasis, incrementalism and neomobilism. Four types of decisions are the result and are termed planning, restructuring, implementing and recycling. Without citing their definitions, it is important to note that these concepts guide the decision-making aspect of the CIPP model, while the concepts defined above facilitate the data collection for the evaluation component. In sum, Stufflebeam's CIPP model is comprehensive and has a potential for providing both internal and external validity, in addition to fulfilling the other nine criteria for guiding evaluation studies (Guba & Stufflebeam, 1968 in Worthen & Sanders, 1973, p. 219, 220).

In the author's opinion, the CIPP model was not appropriate to evaluating Uncles at Large for two main reasons - its complexity and its focus on decision-making. The complexity of the concepts may make it difficult for the staff members to easily understand. When the evaluation with Uncles at Large was first proposed it was not clear that any decisions about the program were to be made, thereby excluding the use of Stufflebeam's decision-management model. Also, the rigorous data required to support a CIPP evaluation were simply not available at the time of evaluating Uncles at Large.

The weaknesses cited in application of the Discrepancy model by Provus, a decision-objective strategy,and the CIPP model by Stufflebeam, a decision-management model, suggested a necessary consideration of the third category of evaluation models, the judgemental strategies, for selecting a model appropriate to evaluating the Uncles at Large program.

The judgemental model described and ultimately selected was Stake's Countenance model. For that reason it will be described in greater detail than the other models (see Appendix A).

Stake's Model

Supporting the general definition of evaluation in Worthen and Sanders (1973) and representing the judgemental strategies, Stake's model indicated two components of evaluation; description and judgement (Stake, 1967) (see Appendix A). The descriptive components consisted of the rationale, the intents and the observations. The rationale indicated "the philosophic background and basic purposes of the program . . . and the rationale should provide one basis for evaluating intents" (Stake, 1967, p. 532).

Intents were defined as the program goals while the observations designated actual occurrences. The concepts of contingency, the logical relationship among the antecedents, transactions and observations are useful in examining the internal consistency of the program. The intents and observations were further divided into antecedents, transactions and outcomes. Antecedents referred to the aspects that incited the specified program or treatment which,in turn, influenced the outcomes. Transactions meant the day-to-day program operations while outcomes were defined as the program results, indicating either long-term or short-term effects. All of these components contribute to the comprehensive descriptive aspect of Stake's model.

The judgement component of Stake's framework is attained by rank-ordering the standards for action. Standards are of two kinds, absolute and relative. Absolute standards relate to individual opinion concerning the validity of program approaches. Relative standards compared the one program to similar programs. For instance, an absolute standard for the operation of the Edmonton Uncles at Large program might be that 50 uncle-boy matches per year was adequate, while a relative standard from similar groups in Alberta or the Big Brothers organization, might be 35 per year. Comparing the Edmonton group with the other groups suggests that the Edmonton group has a higher standard relative to them, while their own standard may or may not be adequate in the opinion of the Board of Directors of the program, for instance. A priority ranking of the standards for each part of the program being evaluated determines the judgement made. In essence, judgement was the final product of both description and the standards, as a basis for decision-making and change in the program. Thus, the process of evaluation, in Stake's framework, is a decision about the worth of the program being evaluated and the decision is based on the relative importance of factors in the program.

In the evaluator's opinion, Stake's model seemed appropriate to evaluation of the Uncles at Large program for the following reasons:

1. The components were concisely defined and easily understandable for presentation to the staff members (although there was some initial difficulty in distinguishing between antecedents and transactions) and the descriptive matrix was useful to concisely outline the program.

2. The logical relationship among the antecedents, transactions and outcomes, particularly, gave continuity to the evaluation.

3. Use of Stake's model had occurred elsewhere and as such, indicated feasibility for its use in the present evaluation. These applications of Stake's model are described in the next section.

Evaluations Using Stake's Model

Worthen and Sanders (1974) suggested that it was unusual for an evaluator to use only one approach or method to evaluate programs, and the present evaluator found it even more rare to find Stake's model being used alone. However rarely quoted, the authors who described the use of Stake's model were unanimous in their agreement that the matrix, or parts of it, was a useful framework for the evaluation.

In a study for the Educational Planning Commission in Alberta, MacKay and Maguire (1971) proposed an outline for evaluation of pilot preschool education projects in Edmonton and Calgary, Alberta. Even though the actual evaluation process was not undertaken, Stake's model was used advantageously by specifying the source and data collected from the program in each cell of the matrix. The result was a detailed guide to future evaluation procedures in the preschool setting. Not without its shortcomings, the model was considered along with Provus' systems approach with its strengths to support evaluation in applied settings. MacKay and Maguire supported an integrated approach, and recommended the use of Stake's model for one aspect of the evaluation.

Mills and Crawford (1973) used the intents and observations of both the antecedents and transactions as a framework for evaluating a reading language arts program. Although the boundaries between the categories in the matrix were stated to be unclear, and only select elements from each category were investigated, the framework was used as an information source for the program decision-makers. The evaluation thus provided a detailed discussion of the findings and a comprehensive summary with recommendations. Stake's model was useful in generating descriptive data for the program decision-makers.

Chapman (1977) proposed use of the Countenance model in the evaluation of a parental education program. He cited examples of unsatisfactory evaluative studies in the area, and suggested that the structured approach could resolve the issues pertinent to evaluating similar programs. As in MacKay and Maguire (1971), Chapman proposed only the use of the model and did not actually perform the evaluation. In his conclusion, Chapman stated that the use of the matrix with a research design component provided a more comprehensive basis of evaluation that had not occurred to the time of writing about the area of parent education programs and was a valuable addition to knowledge in the area.

Allen, Balcom, Lupart and Rossiter (1978) also used Stake's model as a structure for evaluation of an Edmonton, Alberta day care center. As stated in the MacKay and Maguire article, the model was useful in organizing the information. However, Lupart (Note 1) reported, in spite of its usefulness, there was one shortcoming. The evaluators were still responsible for choosing the data collection instruments and design used, suggesting a subjective and variable choice depending upon the evaluators' biases. There was also difficulty deciding how to distinguish between cells of the matrix as was also found in the present study. The weakness was consistent with the existing models and suggested a need for theory development in the area (Maguire, in Taylor & Cowley, 1972). Alkin and Fitz-Gibbon (1975) provided an explanation for the subjective nature of instruments chosen, indicating that evaluations of social or educational programs should logically develop from both the evaluation theories and the program being evaluated. Because each program is often different in many respects, it would lead to the selection of unique instruments and approaches in each case. More generally, Stake's model can be used as an organizational structure for the individual program evaluation.

These articles support the use of Stake's Countenance model and matrix as framework for evaluation of education-related programs. The model was used as a starting point, an organizing framework for the data collection and interpretation, after which research design procedures could be implemented. While in two of the articles the evaluation was not actually performed, they indicated that the approach was potentially powerful in giving an overall perspective of the program. Chapman (1977) in particular, demonstrated the strength relative to research and evaluation in parent education programs. MacKay and Maguire (1971) also showed how the model could be used to organize the rationale for data collection instruments in the framework of the matrix. With the support shown for the approach in these education-related programs, the present evaluator explored the use of the Countenance model in non-educational programs, particularly the Uncles at Large program in Edmonton, Alberta. To date, evaluation has not been a priority of the program as demonstrated in the following discussion.

Evaluations of the Edmonton Uncles at Large

In the history of the Edmonton Uncles at Large program from 1967 to the present time only one evaluation study was performed. It was a descriptive and evaluative study by Lemire (1971). The purpose of the study was to "reveal the efficient and inefficient parts of the programme as well as the impact of the programme on the fatherless children" (p. 1). Two procedures were used to obtain the information desired. Firstly, an examination of the organizational processes of the program was undertaken and secondly, an evaluation of the psychological impact of the program on the children was conducted. Specific recommendations were made to maintain some of the existing organizational processes and to improve others. Results of studying the psychological impact of the program on the "little brother" generally indicated that the program had "selected beneficial impact" (p. 72). The small sample size and the absence of a control group reduced the generalizability of these results. In concluding, Lemire recommended that "more cases (15 instead of 8) and a control group be included in any future evaluation of the programme" (p. 72). The present proposal for evaluation using Stake's model was intended to include a general overview of the program operation, which is also outlined in the Lemire study. When the present evaluation recommendations are implemented, Lemire's study may be useful to replicate for comparison of program changes in the 10-year span since Lemire's recommendations only, were published in August, 1969 (Lemire, 1971, p. 70). The whole study was published in 1971. (Note that the Lemire article was found <u>after</u> the decision to use Stake's model was made, and <u>after</u> the staff members had been meeting with the evaluator for 4 months. Also, the Director of Counselling for the Edmonton Uncles at Large did not have a copy of the article until the evaluator gave him one. Such are the vagaries of evaluation! It was decided to continue with the evaluation using Stake's model. It was anticipated that the concerns raised by Lemire would also emerge from the present evaluation.)

According to Seaman (Note 3), other evaluations with a similar organization to Uncles at Large are being performed with the Big Brothers organization in Alberta. Big Brothers does not have a branch in Edmonton. However, reports of these evaluations were not available. Thus, the methodology and results were not known to allow criticism or to consider their relevance to the present study.

The proposed use of Stake's model thus serves two purposes. First, it provides unique circumstances for application of Stake's model and, second, it provides an opportunity for initiating and documenting a particular approach to evaluation of potential use to both the Big Brothers organizations in Alberta and to the Edmonton Uncles at Large program as well as other similar preventive social service programs. In order to understand the specific context for the present evaluation, the Edmonton Uncles at Large program will be briefly described.

Program Description

Lemire (1971) suggested a framework for description of the Uncles at Large program. Based upon literature available on the program in Edmonton and on the outline of the Big Brothers of Canada Association, the program was stated to involve seven consecutive and interrelated steps or major elements. These were: (1) intake, (2) testing, (3) training, (4) matching, (5) meeting with the family, (6) supervising, and (7) recording. Each of these was described relative to the evaluation design chosen by Lemire and could be used to specify the present operation. However, because Stake's model was the framework chosen for the present study, and details of the program were intended to be reported in the results section, only a brief overview of pertinent program components will be given, to highlight the agency operation for greater understanding of the evaluation in its applied context.

Uncles at Large is a North America-wide volunteer program whose main aim is to provide fatherless boys between the ages of 6 and 17 years with an adult male relationship which they might not otherwise experience in their fatherless situations. Each branch operates independently of the other, although recently there was a conference with the purpose to coordinate operations of Uncles at Large and Big Brothers across Alberta

(Seaman, Note 1). Because each program varies in size, funding and number of counsellors, there is a wide range of differences among the programs.

The Edmonton branch of Uncles at Large is funded by the Canadian Progress Clubs of Edmonton. The office staff consists of three counsellors, who are responsible for the professional procedures of screening and matching prospective "uncles" with boys, a program director who publicizes the program and organizes group outings, an administrator, and a clerical staff of two. The office is located at 10045 - 110 Street.

In addition, there is a 17-member Board of Directors which has professional and lay people to oversee the operation. Within the Board is an Executive committee consisting of 4 or 5 Board members, including the Director of Counselling, which meets periodically to determine policy. There is a curious discrepancy between the Board's perception of the program and the Counselling Department's perceptions which emerged later for discussion.

The program consists of a referral and selection process to match fatherless boys with an "uncle", a man 18 years or older who will make a commitment to spend at least 4 hours per week with the boy for a minimum of 1 year. The time together often is spent in activities of mutual interest and enjoyment. The program's major function is the formation of a meaningful relationship with the boy and its concomitant positive influences on the boy's life. Most of the evidence to support the "success" of the program is based on the anecdotal statements of mothers who report marked improvement in school, at home, and other areas upon the arrival of an "uncle" into their family. Given that there is a dearth of objective data collected on the program's success, the agency is also interested in research and evaluation into the thorny area of outcome and success measurement to provide objective data supporting its operation. However, the present evaluation does not intend to state the relative success or failure of the program, per se. The nature of the approach as it was used in the present study is such that it gives a basis for future research into the "success" of the program.

The major objective of the program is to provide referred boys with an uncle, and the matching procedure is geared to providing a high-quality, nurturant relationship. Each uncle applicant fills in an application form and is administered the Minnesota Multiphasic Personality Inventory (MMPI) or the California Personality Inventory (CPI), and the Personal Orientation Inventory (POI). Certain subscales in these tests are reported to be strongly related to "success" of uncles in the program, but no definite results have been reported to date (Seaman, 1978). At the present time each match is made by a counsellor ranking of the importance of qualities demonstrated by the prospective uncle in an interview and in performance on the tests.

Although there is no formal policy for the process of matching which is usually individual to the specific needs, the process can be described generally. Mainly the referrals come from divorced, widowed or single mothers and occasionally by social service agencies. The uncles are volunteers who come by newspaper and word-of-mouth advertisements.

The referral and matching process involves four main steps. First, an application form is completed. The mother answers such questions as the boy's or boys' age(s), number of siblings, a description of the boy, the mother's place of employment, length of separation, expectancy of a reconciliation with the husband and other related questions (see Appendix D). If there is more than one boy in the family, then both can apply for separate uncles if they so desire.

The second step is the initial interview. It can occur anywhere from 1 to 2 weeks after receipt of the application to several months and involves an interview and assessment with the mother by the counsellor regarding the suitability of the candidate(s). After the interview, the counsellor decides if the child will be placed on the waiting list and the third step is complete.

For step four, approximately $1\frac{1}{2}$ to 2 years elapse, and if the family remains interested and can be recontacted, then the match is made. In a situation of urgent need, support letters from professionals such as psychologists, social workers or medical doctors can request that the boy be placed on the temporary waiting list, which shortens the wait between initial interview and match to about 6 months. Decisions to place the child on the waiting list are made by the three counsellors.

After the match is made, there is a 3-month, a 6-month, and an annual check by a counsellor to determine how the relationship is developing and to provide support if it is needed. The uncle is free at any time to consult with the counsellor regarding difficulty he may be having with the boy. Generally, follow-up of an ongoing counselling relationship is limited to those who need help with the boy or who are having problems.

It was the evaluator's observation that although there is a similar overall process in the matching of boys with uncles, each counsellor follows his own unique style of questioning and techniques to identify suitable uncles and matches. There is minimal consistency in the documentation of the program which makes it even more difficult to determine what constitutes a "successful" match. It is a plan of the organization to remedy this situation and some research is being conducted at the present time (Seaman, 1978 dissertation proposal).

Some of the difficulty in conducting research is because the counsellors appear to lack the time to devote to research. Each counsellor has a caseload of 80 or more cases, with the Director of Counselling carrying around 60 cases to allow time for administrative duties. The result is that the program continues to develop without what the counsellors see to be an important aspect of the program - change based in empirical research and theory. The present study can contribute a beginning framework for the research to develop.

Performance of an evaluation does not simply involve the application of a model, experimental or quasi-experimental design or case study approach. Unlike the comparative ease of laboratory or controlled experiments, evaluation deals with the practical difficulties of applied research.

Basic Issues of Evaluation

There is an abundance of literature which elaborates upon the issues in educational evaluation. What these issues seem to represent is the fog that must be navigated through before and during the evaluation in its context. Sometimes the issues are never fully resolved which leads to results and conclusions of evaluations that are limited.

In outlining the main issues of program evaluation Milcarek and Struening (1975) suggested the following categories: (1) issues in conceptualization, (2) issues in measurement, (3) issues in design and (4) issues of interpretation.

The l. three categories relate to reliability and valididity of the data gathered to obtain generalizable results. Due to the chosen exploratory approach of the present study, these issues were not intended to be resolved. However, as suggested earlier, if one outcome of this study was intended to indicate areas for further research required by Uncles at Large, then the issues need to be reconsidered when future evaluations and research are implemented.

The first category, that of conceptualizing the program processes and outcomes, was cited as the most difficult to resolve due to the frequent absence of a set procedure to follow in evaluation generally. Alkin and Fitz-Gibbon (1975) stressed the necessity for the evaluator to use both evaluation and program theory data. This issue was at least partially resolved in the present evaluation by using Stake's matrix as a conceptual framework of the program.

To these four issues, Wiess (1975) added a fifth, the political issue. He stated that before evaluation can even begin, consideration must be given to the politics of the agency which may impede progress of the evaluation. Weiss considered that knowledge of the political context was crucial to performance of an evaluation from its earliest stages to the final report. Three political considerations were cited as important. The first was that programs were subject to political pressures both supportive and hostile, because political decisions influenced program policy. Second, by definition, evaluation was designed to serve decision-makers, and thus the reports, of necessity, entered the political fray. The third was the inherent stance of evaluation as political by its very nature because of the judgements made about the program in question. As Weiss mentioned, the evaluator was often brought in to deal with problems and to determine if a program was to continue. With such a threat, the staff may wonder if their job will be cancelled and perhaps may be justifiably reticent about revealing the realities of their program.

As Weiss stated, "Political considerations intrude . . . . , and the evaluator who fails to recognize their presence is in for a series of shocks and frustrations" (Weiss, 1975, p. 13). House (1975) reported similar views of evaluation as a political activity in his explanation of justice in today's utilitarian base of evaluation ethics.

Related to the political issue, and mentioned briefly in the issues of interpretation, was one last issue, the utilization of results. In a recent article, Agarwala-Rogers (1977) summarized reasons that evaluation research was not utilized, and offered suggestions to remedy the problem. Among the eight reasons given for the lack of utilization were the perceived threat of evaluation, the lack of administrator involvement and support for evaluation, the availability of appropriate feedback, and timeliness of the evaluation. Agarwala-Rogers focused on the perceived threat of evaluation and suggested that evaluator involvement in the process would enhance the utilization. Persons to act as "linkers" between the program to be evaluated and the research needs were described. In addition, several other means of increasing the utilization of evaluation results were reported as follows:

> (1) Evaluation as a built-in and interrelated component of program evaluation. (2) Both formative and summative evaluation need to be conducted by 'insiders' as well as 'outsiders'. (3) Evaluation research results should be fed back at time schedule of the program officials and not that of the evaluators. (4) Evaluative efforts should not interfere with the operations of an ongoing program. (5) Evaluation research results should be presented in a manner understandable to the administrators. (6) Multiple channels of communication to deliver results to administrators

in addition to the written report.

(Agarwala-Rogers, 1977, p. 332)

In the present evaluation, effort was made to implement these recommendations, especially with the evaluator involvement, the non-interference of the evaluation with the program operation by making use of the existing information about the program (albeit rather limited in this case), and presenting the results to the staff members in regular meetings. In the author's opinion, attention to the issues of conceptualization, politics and utilization seemed necessary to performance of the Uncles at Large evaluation and to evaluation generally.

Summary

To sum up, the background information to the present study described the history and two models of evaluation. Rationale for the choice of Stake's Countenance model in the present evaluation of the Uncles at Large program was specified. Then Stake's model was considered in detail. Other evaluations using Stake's model were cited. To complete the information, a description of the program was given and issues relevant specifically to the present application of Stake's matrix and to evaluation generally were discussed. The various factors contribute information from both the theory of evaluation and the program being evaluated.

CHAPTER III

THE EVALUATION PROCEDURE

With the Uncles at Large program in Edmonton, Alberta the evaluation using Stake's model took place from August, 1978 to February, 1979. The initial steps consisted of introducing the evaluation first to the Director of Counselling and then to the counselling staff. Having had the evaluation approved, the evaluator examined a random sampling of files. The information was summarized and presented to the counsellors in a meeting on October 20, 1978 (see Appendix E). In the second half of the meeting, Stake's model was introduced as a framework by which the program could be evaluated. Throughout the evaluation process, the evaluator acted as facilitator while, essentially, the counsellors evaluated their own program. Subsequent meetings were held to complete the model matrix on November 5, 14, and 24, 1978 and on January 12, 1979. The final meeting was on February 15, 1979 and was an informal meta-evaluation of the process and model (see Appendix F).

Description of the Procedure

Introduction of the Evaluation to the Counsellors

After considering the program and educational evaluation literature, it seemed that three main issues were of concern in order to obtain support for the evaluation at Uncles at Large: the political, the design, and the utilization issues.

The political issue was readily dealt with because the agency is small and the program being evaluated was one part of the overall operation. Hence, there was a minimum of variables that interfered with the acceptance of the evaluation process. The evaluator first approached the Director informally to discuss possible interest in the evaluation.

Once the Director understood the potential benefit to the program operation, he gave complete approval. Rapport with the Director seemed to be a key factor in the counsellors' continued openness to the evaluation process. The ongoing involvement of the evaluator as a process facilitator and an evaluation theory educator, had implications for the design and utilization issues.

Absence of an adequate data pool from the files of the program and desired presence of the evaluator throughout the process were major factors influencing the choice of a descriptive and subjective approach rather than research design or the experimental or quasi-experimental methods. These methods, complementary to the evaluation model, could be used after Stake's model organized the information about the program, thereby giving clearer indicators of the data required to answer particular questions. One advantage of the method selected was that the results were more likely to be utilized because the counsellors were instrumental in completing the matrix, were less threatened and seemingly more committed to the results.

The issues and concerns described above contributed a perspective that was part of the ongoing evaluation meetings.

Introduction of the Model - October 20, 1978

The purpose of the $3\frac{1}{2}$-hour meeting on October 20 was to explain the model to the two counsellors and the Director, and to begin its application to the agency. The evaluator first presented the demographic data from the random sample of files (Appendix E); secondly, defined the terms of Stake's model; and finally, answered questions for clarification.

The Secon· ·eeting - October 27, 1978

In th interim since the last meeting the Director and counsellors had come to a consensus that the model could be used for evaluation at the agency, with one addition. It was felt that a process component was needed to include the ongoing operation of the program. The action component was added later.

In the meeting, parts of the matrix were discussed, the philosophy, some antecedent intents, procedures, and outcomes. Not only was there an acceptance of the model, but also there seemed to be a genuine interest in obtaining maximum use from its application to the program. The remaining meetings focused on the task of completing the model.

Subsequent Meetings - November 5, 14 (informal Sunday afternoon sessions); November 24, 1978 (in the office); January 24, 1979 and February 7, 1979

The remaining meetings followed a common format. The November meetings were each 3 hours and the January and February sessions were each 2 hours in length. They consisted of "brainstorming" and discussions for each successive category in Stake's matrix.
Often acting as a recorder for the ideas, the evaluator did not direct the process but rather relied upon the dynamics of the already operational counsellor group to propel the evaluation.

November 5 and November 14 meetings

Both of these were informal and relaxed, taking place in private homes on Sunday afternoons. The intents, observations, and procedures relative to the transactions and outcomes were specifically recorded. One strength in these sessions was the increased development of rapport and trust between the evaluator and the counsellors.

One theme became evident in these meetings. Often in the 3-hour meetings it took at least $1\frac{1}{2}$ hours to begin the task of the model. Relative to this, it seemed that having meetings close together facilitated carryover. About one week to 10 days was optimal. This overlap made it easier for the participants to remember the content of the previous time and facilitate a quicker entry to the content of the present session. The ease of a session also seemed directly related to the discussions among the counsellors between the official meeting times with the evaluator present.

November 24, 1978 and January 24, 1979 meetings

The parts of the model completed during these meetings were the antecedents, transactions, and outcomes of the standards and of the judgements.

It became apparent at this time that many of the program components left only questions that needed to be scrutinized more closely. With so many questions left unanswered by the evaluation thus far, it was difficult for the Director and counsellors to set priorities for action and the evaluation process slowed down considerably. The result was a seeming discouragement in everyone. Discussion of the standards and judgements components of Stake's model was perhaps the most potentially threatening part because no longer was the program simply being described but rather it was being judged. The threat seemed to accompany a slowing of, and general resistance to, the procedure. Because the staff members were in effect evaluating their own program, and there was no valid data to substantiate the claim that the slow-down was due only to the perceived threat of the last phase of the evaluation, it could be revealing to examine the interactions between the Director and the counsellors in terms of some psychological framework such as group dynamics or Bale's Interaction Analysis (1952, 1970) in future evaluations of a similar nature.

February 7 meeting

The 2-hour session consisted of a discussion about the strengths and weaknesses of the model and its application to the Uncles at Large program evaluation. The counsellors were requested to write a one-page summary of their opinions (see Appendix I). The comments generally supported the model and the process over the previous 6 months.

Summary

Evaluation of the Uncles at Large agency in Edmonton, Alberta from August, 1978 to February, 1979 was described in terms of two general procedures. The first was discussion of the three basic issues pertinent to conducting this evaluation and the second was a description of the seven meetings required to complete the model. Complementary to the procedure is the content of the matrix which was the reason for the meetings. This content will be discussed in the next section.

CHAPTER IV

RESULTS: THE COMPLETED MATRIX

Using Stake's matrix as a guideline and framework for meetings with the counsellors and the Director of Counselling for the Uncles at Large program, each cell was completed. In the evaluation, discussion began with a description of the rationale of the program and continued with the intents and observations of the antecedents, transactions and outcomes. The standards and judgements were completed in a similar order. In the present study the issues of congruence and contingency were not discussed with the staff members, but will be included in the following discussion. The order of this discussion follows the matrix across the cells of description to judgement of each item from philosophy to intents and observations to standards and judgements for antecedents, transactions and outcomes. This order is different from the actual evaluation. It was the evaluator's opinion that the "flow-through" or the continuity of the model is demonstrated by the order selected for the discussion (see Figures 1-7 for completed matrix).

Rationale

The statement of rationale was obtained from two sources. The first was the Uncles at Large information sheet which is frequently sent to prospective uncles and family applicants (see Appendix B). It is significant that one of the judgements of the antecedents was a proposal to rewrite it because in the opinion of the counsellors it did not represent the present program philosophy. The second was discussion with the staff members at the commencement of the evaluation process. Key points from both are appropriate to the statement of rationale required in Stake's matrix.

The r tionale is related to the purposes of the program. The program is ba ed on the assumption that a fatherless boy needs an adult male relationship in order to facilitate healthy development and to reduce the incidence of social maladjustment. The major purposes of the relationship available to those in need are: (1) to build the boy's self esteem, (2) to reduce the boy's symptomatic behavior, (3) to aid the boy in overcoming his fears, (4) to prevent further disturbances in the boy, and (5) to enhance the boy's life and to broaden his horizons with the unique experience. These are consistent with the philosophy of a similar organization, Big Brothers, cited in Lemire (1971).

Consideration of the philosophy, as above, raised three important questions. The first was, "Is there research support for the claim that a fatherless boy needs a male relationship to lead a healthy life and to prevent maladjustment?" Describing fatherless child development, Lamb (1976) suggested that the quality of the interaction between adult and child is the prime determinant of "normal" development rather than a distinction between the presence or absence of a male or female relationship. Research in the area is fraught with methodological difficulty and bears close scrutiny before definite conclusions can be made. However, with the question raised by the philosophy of the Uncles at Large program at least partially in contradiction to research, further investigation is suggested. This assumption basic to the philosophy was not dealt with in the subsequent evaluation of the program except by the general proposal to rewrite the philosophy.

The second question emerging from the rationale was how to identify the population in need of the service. Although considered in the intents of the antecedents, no related judgement specified the population served by the program. The present evaluator attempted to identify the population of boys served by Uncles at Large by compiling demographic data from both the application forms and the continuous follow-up data kept on each applicant (see Appendix E). The data obtained were unreliable and invalid. As such, they were not usable in the present evaluation. It would seem that the question could be answered in part, at least, by consistent record-keeping for the next 1 to 2 years. To attempt to deal with the lack of data, a number one priority coming from the evaluation was a waiting list caseload from which data could be obtained (see Figure 3, judgement #1 in the antecedents dealing with families).

The last question challenged the logical relationship between the rationale component and the other parts of the matrix, primarily the intents. It was noted that content of the rationale dealt only with the philosophy and purposes as they affected the boys, while in the matrix of the actual program operation, the content focused on uncles and families. In fact, the boy was only seen at the time of pre-match. Data were not retained to determine how well the program met its preventive function for the boy as stated above. With the rather obvious absence of a logical relationship between the content of the program rationale and its implementation described in the cells of the matrix, the evaluator wondered about the program function. The question is whether it operates for the boys or for the processes of inquiry, application, matching and follow-up of uncles and mothers, without consideration for the boys' opinions. The lack of contact between the boys and the counsellors was discussed later in the evaluation and some subsequent action proposed (see Figure 5, standard #2 in the transactions dealing with families).

Antecedents

The antecedents of the Uncles at Large program were defined for the families as the events before the boy is matched, up to and including the pre-match interview. For prospective uncles, antecedents were the events up to the time of being matched. The procedures for each group consisted of inquiry, application and screening before the match. For the families, aspects of the waiting period overlapped from the antecedent to the transactions. There is no waiting list of uncles. In fact, there is a constant demand for "uncles". The lack of suitable men is partially responsible for the lengthy waiting list for a boy to obtain an uncle.

Inquiry, Application, and Screening of Families and "Uncles" - Intents, Observations, Standards and Judgements of the Antecedents

The procedures that facilitate the entrance of both boys and "uncles" to the program are similar in that they both consist of inquiry, application, and screening processes. Each process also has components that are different as the model indicated. The dissimilarities are emphasized by the easy availability of "nephews" and the chronic shortage of "uncles" for the program. The result is screening criteria which are vaguely-defined for families and are precisely-delineated for uncles.

Inquiries and applications (families)

These two processes demonstrate incongruence between intents and observations in the matrix. For example, one intent was to define the population in need of the service, yet the program is attempting to serve any families who apply, according to observations. It was observed that the population which might need the services perhaps was not being reached. The subsequent standards and judgements gave a vague plan of action, which was the number one priority for immediate implementation by the Uncles at Large program. It began to address the concern, but there is the need for reliable data to answer specific questions such as, "How can the program shorten its waiting list?" "Can the population be specified so as to serve the community more efficiently?" and others.

Inquiries and applications (uncles)

These two processes demonstrated congruence between intents and observations. The observations were supported by empirical data while the standards were more carefully delineated and required little change. No immediate plans of action were made. Due to insufficient "uncle" applications, the staff endeavored to refine the screening procedure in order to give a fair chance to all prospective uncles. Consequently, there were explicitly-stated approaches outlined to deal with uncle inquiries and applications. This attention to detail was also characteristic of the screening and matching of uncles.

Screening (families)

Only one component of family screening was mentioned in the intents of the antecedents. It was congruent with the related observation, but standards upon which judgements could be made were not discussed. The particular area, that of rejecting unmotivated families and families not requiring the Uncles at Large service, was related to the definition of the desired population to be served. However, this has not been done as stated earlier. The specification of standards for rejecting families from the program may be of greater relevance and use to the counsellors.

Screening (uncles)

In uncle screening, there was a relationship between the intents and observations, but the degree of this logical relationship (congruence) was questionable. Comprehensive uncle inquiry and application processes were also present in the uncles screening, and to that degree represented the congruence. The questions arose when the reason for the choice of selection procedures revealed in the observations was unclear. Also, if the intent of the uncle screening was to match uncles with boys as quickly as possible, then the whole process can be questioned in terms of its cost efficiency. The average length of time between uncle acceptance and match was not specified. In future, the time calculated might be worthwile in determining the cost efficiency of the processes. Considering the low rate of return of applications (50%) and the desire of the counsellors to maintain rapport with the Board which requests numbers of matches as indicative of the program's "successful" operation, the judgements required little action. A closer examination of the assumptions and rationale for the complicated uncle screening process is suggested in order to determine its cost efficiency in the context of the whole program.

Transactions

Transactions involving the family referred to those events after the pre-match interview in which the boy and the mother met with the counsellor. This is the first time that the boy was seen by the staff. Uncle transactions were the matching procedures relative to the quality and appropriateness of the match, the uncle training programs, and the termination of unsuccessful matches.

After Pre-match - Family Transactions Including Intents, Observations, Standards and Judgements

These transactions are intended to facilitate the matching of boys with uncles. There seemed to be congruence between the intents and observations. A standard was established and the subsequent judgement was a definitive plan of action to enhance the process. One of the major intents was to build and maintain rapport with the boy and the mother while they were waiting for a suitable match. Specific observations supported the counsellors' attempts to fulfill this objective. They were providing information to the mothers about community resources that could be used while waiting, matching as quickly as possible after the pre-match interview, and allowing a 6-month period for decision, if the mother was uncertain about obtaining an "uncle", before the name was dropped from the waiting list. A standard to hasten the time before matching and after pre-match was that the family would be contacted if the match had not been made by the 2-month point. The judgement following this standard was the establishment of accountability and follow-up for those who had waited longer than 2 months. In the overall evaluation, a judgement that emerged as a number two priority for implementation was the mothers' orientation seminars after the matching had occurred.

Matching - Uncle Transactions

The observations related to the above-mentioned intents of the uncle matching seemed to be congruent. There was delineation of the anecdotal criteria for making appropriate suitable matches, for training uncles, and for termination of inappropriate matches. The standards specified for making matches were general, and no judgement was made indicating the need for more clearcut criteria supported by data. There were two quite clearly-delineated standards regarding uncle training and unsuccessful matches. Particularly, there was a clearcut judgement to propose the preparation of an uncle training manual by March 31, 1980, the third main priority for implementation of the evaluation. There was also a judgement to encourage greater staff involvement at match termination.

Outcomes

The outcomes centered on the follow-up procedures that were being used in the program for the families (mothers and boys) and the uncles. They also included a more general statement of intents for families in need, community action and research activities within the agency.

A telephone interview format is used as a framework for 1-month, and 3-month follow-ups for families and uncles. There is also an annual office interview with the mother, the uncle and the counsellor to determine the progress of the match. Again there was a discrepancy between the intents and observations because at no time were the boys asked to give an opinion about the match. This is similar to the lack of logical relationship between the rationale and the remainder of the matrix stated earlier in the results. The subsequent standards and judgements suggest the need for more rigorous quantitative data in order to determine the short-term and long-term outcomes of the program. The other intents that relate to helping families in need, to introducing community action and to implementing research in the program require further scrutiny.

Summary and Conclusion

Stake's matrix was used as a framework for describing the Uncles at Large program, which consisted of inquiry, application, screening, matching and follow-up processes for families and uncles. These fit into both the descriptive cells, the intents and observations, and the judgement cells, standards and judgements. Use of the model demonstrated areas where the program is incongruent and where information was omitted. At least three plans for implementation of change in the program were specifically proposed. The overall view was that Stake's model was useful in evaluating Uncles at Large. This was supported by the opinions of the staff in an informal meta-evaluation (see Appendix F) and by the completed matrix (see Figures 1 -7). It is recommended that the model be used for continuing formative evaluation of the program.

FIGURE 1

Rationale

Key points of philosophy:

A boy needs a male relationship in order to facilitate healthy development and to reduce the incidence of social maladjustment by the presence of a male influence (see Appendix B).

Purposes:

for boys in need:

1. Build self esteem
2. Reduce symptomatic behavior
3. Overcome fears
4. Prevent future disturbances
5. Enhance life and broaden horizons

FIGURE 2

Intents and Observations of Antecedents

-events before the boy is matched, up to & including prematch interview
-inquiries to waiting list

Intents	Observations
Families	
Inquiry	
1. Define population in need of service -assess degree of need for an uncle by families applying -reaching population in need	1. Serving whoever applies - no attempt to serve a particular population -there is an unsubstantiated concern that the population in need is not being reached -ages at application may reflect mother's perception of need
Application	
2. Facilitating entrance of boys & families to the program -inform the families about the program -build rapport with mother and boy -support counselling -rank order needs giving special consideration to emergency requests	2. No publicity for families -mainly self-referral-no active family recruitment -no follow-up on initial family inquiries -secretary handles initial family inquiries -initial interview is low priority -1½ yr. waiting list to prematch -dropouts at prematch 46% -locate families -if not found, they're dropped from the waiting list, but application is kept for a year -6-month priority list & group outings
Screening	
3. Rejecting unmotivated families & families not requiring U@L -eliminate extremely dysfunctional families	3. Referred to other programs if rejected by U@L
4. Prematch interview -meet boy for the first time	4. Counsellor with mom & boy in the office
Uncles	
Inquiry	
1. Publicity - attract motivated, available, qualified 'uncles'	1. Larry handles publicity

Intents	Observations
2. Uncle inquiry phone calls are a high priority	2. Inquiry calls are handled by a counsellor -statistics uncle inquiry application analysis -26% inquiries become uncles; inquiries are followed up if application not received
Application 3. Send out application - application returned	3. 50% are returned -high priority interview is scheduled with counsellor when application is received - characteristics of uncle looked for in an interview are motivation, qualifications, availability -testing procedure -assessment of qualities using MMPI or CPI and POI -results discussed with applic. -check references & criminal record
4. Match uncles with boys as quickly as possible	4. Length of time between uncle acceptance & match (not clearly specified)

FIGURE 3

Standards and Judgements of Antecedents

Standards	Judgements
1. Need information to assess needs	1. Waiting list caseload held by each counsellor to increase rapport with & knowledge about population -population being served is not defined for action #1 priority
2. Contact with waiting list	2. Continue with priority list
Uncles	
Inquiry	
1. Attract prospective uncles	1. Rewrite history & explanation of program in order to attract more uncles -tone & content of advertising needs to be expanded -more selling of program to prospective uncles
2. Uncle inquiries -maintain rapport with Board, Community -salvaging potential applicants coordination with social service agencies -cost efficiency of counsellors vs. secretaries handling the inquiries & interviews	2. No judgements made
Application	
3. Applications -variable from individuals -opportunity for reflection -tests motivation of uncle - screening device for unmotivated uncles	3. Consider the purpose of the application form & the degree to which it serves the purpose in optimal fashion
4. Criteria for acceptance/rejection in selection of uncles -.87 correlation between MMPI scores & performance in program -values of uncles -communication styles -sense of personal adequacy	4. Continue to consider factors that influence uncle selection
5. Facilitate as quickly as possible application to match time period	5. No judgements made

FIGURE 4

Intents and Observations of Transactions

-events after the prematch & during the match

Intents	Observations
Families	
1. Giving information regarding the program to those already on the waiting list	1. No observations made
2. Build & maintain rapport with boy & mother -inform them about community resources -match as quickly as possible after pre-match -family waits for appropriate match or is rejected	2. If mother is uncertain the application is placed on the 6-month list as dropped awaiting the decision. A call is made at the 6-month point to decide. -counsellor selects family/boy from top 6 months of list -rematch is high priority (new uncles for boys already in the program) -information about boys before matching is minimal
3. Pre-match interview - meet boy for first time	3. Counsellor with mom and boy in the office
4. Reassessment of needs with regard to a particular situation	4. Rematch is a high priority for boys already in program
5. No intents made	5. Some mothers are requesting orientation
Uncles - matching	
1. Make an appropriate suitable match - #matches to maintain caseload - information-giving	1. Matches caseload - Dec. 31/78 - Director - 65; Counsellor #1 - 76; Counsellor #2 - 83
2. Assessment of match suitability -counsellor available if needed	2. Assessment of fit (not necessarily in same order) -geography together to facilitate ease in contact -personal preferences & interests - similarity -an attempt at relating value systems - similarity without alarming differences -personality similarities -overt vs. covert expect'ns of families & uncles -assessment of uncle qualities
3. Orientation of uncles -support system and/or preparation of uncles -rapport with uncles	3. Compulsory orientation sessions (4) and optional training sessions (Being Aware program)

Intents	Observations
4. One year commitment of uncles	4. One year commitment followed inconsistently
5. Terminate unsuccessful matches	5. Characteristics of poor quality contact between boy & uncle (anecdotal from counsellors) -destructive behavior of uncle - not following through on promises made - uncle not accepting boy -discipline problems -value conflicts -communication problems (inferred)

FIGURE 5

Standards and Judgements of Transactions

Standards	Judgements
Families	
1. No standards made	1. No judgements made
2. Two-month goal for matching after prematch -number of boys in prematch should be related to uncle pool -more contact with boys before match	2. Phone family 2 months after prematch interview if not already matched -no. boys waiting longer than 2 mo. should be tallied & accounted for -give a higher priority to families who have waited longer than 2 mo. -consultation among counsellors to determine which boys are to be called in
3. No standards made	3. No judgements made
4. No standards made	4. No judgements made
5. Mothers orientation could facilitate more ease with & understanding of the program	5. Mothers orientation seminars - #2 priority
Uncles	
1. No standards made	1. No judgements made
2. Encouraging high quality contact	2. No judgements made
3. Participation in orientation & Being Aware (preferably) programs need improvement	3. In preparing the uncle, the format of the Being Aware seminars need to change -preparation of an uncle training manual #3 priority for action
4. Make 1 year commitment clear - make it a good experience for both the uncle & boy even if only only 1 year	4. Include in statistics one category for discontinued matches those ones which represent the end of the commitment - contact the uncle at the 11-mo. point to give a clear choice whether he wishes to continue or close the match

Standards	Judgements
5. Unsuccessful matches are inevitable -terminations to be creative -no more than 15% of the matches should be destructive -50% of the matches should move towards accomplishing the goals for matching	5. More involvement of staff at termination -often there is little knowledge of the situation or the persons in order to evaluate outcomes -determine reasons for unsuccessful matches -constant striving for improvement in quality & quantity of matches -set objectives to reduce margin of error -establish quantitative standard for next year - April 1/79 to March 31/80; look at the data and set standard on the basis of: -more information required - present info & future needs -more factors -group outings -interviews in the home -deal directly with boy -matching with/without interviews -look at reporting procedures -gather & record information -use data present in the files & in monthly statistics -research indicated
6. Cost benefit of interviews, etc.	6. No judgements made

FIGURE 6

<u>Intents and Observations of Outcomes</u>

-events after first matched, including development of the relationship

Intents	Observations
1. Follow-ups -mothers - gaining some assistance -boys - build self esteem - reduce symptomatic behavior - overcome fears - prevent future disturbances - enhance life by broadening horizons -uncles - learning & satisfaction	1. Mother/uncle reporting -1-month telephone interview -3-month office interview -annual office interview
2. Help families in need	2. No observations made
3. Community action	3. No observations made
4. Research	4. No observations made

FIGURE 7

Standards and Judgements of Outcomes

Standards	Judgements
1. Quantitative data - need more rigor -data is anecdotal, intuitive, inconsistently reported	1. Investigate present forms of data-gathering and introduce consistency, reliability and validity as a basis for future quantitative evaluation and research re: the short-term and long-term success of the program

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

The major purpose of the evaluation process at Uncles at Large was to determine the applicability of Stake's model to a non-educational program evaluation. On the basis of information from several meetings between the staff members and the evaluator, it was concluded that the model was appropriate to formative evaluation of the program. The purpose of this discussion is to highlight the strengths and weaknesses of the particular application from two perspectives: the application and the theory. Application refers to approaches and basic issues unique to the selected evaluation context. Theory refers to model considerations.

Recommendations will be made from both of these perspectives, with a greater emphasis on the theory due to the main intent of the present study.

Application

Use of the Involvement Approach

This approach has two components: (1) the evaluator being in attendance at all the meetings with the staff members to complete the matrix and (2) the evaluator acting as a facilitator of the process and essentially, the staff members evaluating their own program.

The weaknesses of the involvement approach were the difficulty the staff experienced at first in understanding the model and using it, the length of time required to complete the matrix and the need to deal with group dynamics which can be complicated. The following recommendations are proposed:

Recommendation #1

To reduce the length of time, a weekend or several consecutive days could be devoted exclusively to evaluation. If that time is unavailable, selected categories from the matrix could be used. However, one problem with using only parts of the model is that the "whole" perspective of the program demonstrated by the model could be lost. It is important to note that, although the evaluation seemed time-consuming, the completed matrix would be a solid foundation of program evaluation for a long time after ~~the initial~~ input. A cost-benefit analysis of the long-term effects of the time spent is also suggested to clearly determine the value of using the approach.

Recommendation #2

In order to effectively handle the group, as a necessary component of the involvement approach, it is suggested the evaluator be skilled in theory and practise of group dynamics, in order to speed up the process and to enhance the facilitator role of the evaluator. It is hoped that the increased facilitation may also aid in understanding the model more easily.

Although there are weaknesses in the involvement approach used in the study, its strengths address two knotty issues in evaluation cited earlier - the political issue and the utilization issue. The evaluator's facilitation role at the meetings established rapport and trust with the agency, which seemed instrumental in minimizing the political difficulties often inherent in evaluations by an ininvolved outsider. Furthermore, in facilitating rather than dictating the evaluation, the evaluator was not solely responsible for the content of the matrix but rather, the counsellors ultimately decided what should be excluded and included. Less threatened by and more involved in the evaluation as is not usually the case in many evaluations, the counsellors may be encouraged to utilize the results more readily. Utilization of evaluation results seemed to be one of the most difficult issues to resolve. Typical to most evaluations, proof of the implementation is in the actual observed change, before involvement can be cited as a key factor in evaluation results utilization.

It may be that the prime impetus for utilization can be attributed to a "personal factor" described by Paton, et al (in Cook, et al, 1978, p. 82). This personal factor relates to the involvement of a key staff member and his support of the program evaluation which promotes increased openness of other staff members to using the evaluation results. The involvement approach has both strengths and weaknesses described above. It is one part of overall considerations in program evaluation.

Another factor to consider in evaluation is the design. Using involvement as a key strength necessitates a less rigorous design. Due to the exploratory nature of the present evaluation, it was descriptive and similar to a case study. Strengths, weaknesses and recommendations regarding this descriptive approach in general will be discussed next.

Use of the Descriptive Approach

Selection of the descriptive approach was made when it became apparent that the information in the program files was inappropriate for providing data to support or refute program claims. The main weakness of continuing with the less rigorous design reduces the reliability, validity and generalizability of the results. As cited earlier, evaluation in general must not be necessarily generalizable. Often, results of a descriptive approach may be based on shakey data, but still be of practical significance and heuristic value to the program. Therefore, the strength of continuing with the involvement and the descriptive approach was its practical significance and heuristic value to the program.

Recommendation #3

The evaluation process itself also could be a source of reliable and valid data by recording and transcribing the meetings, perhaps using behavioral observation techniques or interaction analysis approaches (Bales, 1951, 1970) or some other consistent data collection format.

Recommendation #4

To ensure future evaluations and research studies that are supported by reliable data, it is recommended that the agency establish appropriate data-gathering methods to address specific concerns of the judgements and the three priorities for action indicated by this evaluation. Also, the parts of the matrix for which data is absent should be examined and acted upon.

For example (see the intents of the antecedents for uncle screening, Figure 2, item #4) it is the intent of the program to match the prospective uncles with the boys quickly, yet the average length of time between "uncle" acceptance and match with the boy, was not mentioned. A specific numerical absolute or relative standard was not made, and thus a judgement could not be made. In this example the average length of time could be calculated, an arbitrary standard established and a judgement of the program could be made after a few months.

Other items in the intents of the antecedents, transactions and outcomes need to be examined in a similar manner. Beginning the discussion of the model leads into the major consideration of the present evaluation - the theory.

Theory

In Scriven's terms (1967) the evaluation of Uncles at Large was formative, rather than summative. Formative evaluation information is intended to stay within the agency and improve the product (in Worthen & Sanders, 1973, p. 62). Summative evaluation goes beyond the agency and intends to improve utilization or recognition of the product (p. 63). It could be said that formative evaluation judges the process and suggests change, while summative evaluation determines if the program is "successful" and is to be continued. The formative evaluation in the present study served two purposes: (1) to describe the program as it existed at the time and (2) to indicate the future directions of the program.

The weaknesses of the formative evaluation were hinted at in the discussion of the descriptive approach. Subjectivity contaminates the within-agency formative evaluation and the results.

Recommendation #5

To increase objectivity in the formative approach defined by Scriven, use questionnaires, recorded interviews, monthly statistics and similar data-collection formats.

The strength of the formative approach is its descriptive and developmental focus. It is useful for evaluating new programs and existent programs without the threat sometimes present in summative evaluations, that of wondering if a program is to continue and if one's job is yet intact. Stake's model seemed particularly appropriate to both the descriptive and developmental intent of the evaluation at Uncles at Large.

The use of Stake's framework in the formative approach demonstrated strengths and weaknesses. The staff experienced difficulty in understanding the model at first and found it hard to distinguish between some cells of the matrix. Mackay and Maguire (1971) cited the vagueness of Stake's model, which might have contributed to the difficulty in its comprehension, as being both a strength and a weakness. The strength is its broad base for data collection which can lead to the examination of many possible relationships. Its weakness is the practical limitation of resources for its broad scope of application leading to superficial investigation. Confusion about the boundaries of the categories is supported by Mills and Crawford (1973) and Lupart (Note 1) who performed evaluations of a reading language arts program and a day care center, respectively (cited earlier).

Another weakness of the model emerged when the staff members wanted to include two new categories in the matrix. In the staff members' opinions, the model did not adequately encompass the program operations. The first addition proposed was procedures. They were defined as every-day activities of the program. Although the evaluator was unable to distinguish between procedures and observations, the category remained throughout the evaluation, as a political endeavor. It facilitated understanding of the model and participation in the evaluation which was necessary to complete the matrix.

The second addition proposed was called "action" and it also remained throughout the evaluations for the same reasons as the first one. However, after the evaluation was completed, a closer examination was given to the definition of judgement according to Stake (1967, p. 536) as "assigning a weight, an importance, to each set of standards". Furthermore, rational judgement in educational evaluation is a"decision as to how much to pay attention to the standards of each reference group (point of view) in deciding whether or not to take some administrative action" (p.536). The definition suggests that the final judgement is to take action or not. The nature of that action is unclear. Action defined as implementation of the judgements may have some merit as an additional category after judgements in the matrix.

Recommendation #6

An examination of available evaluation theory research could be made to determine if the addition of actions to Stake's model is supported. If it is, then the validity of its inclusion in similar evaluations may be indicated.

Continuing with the discussion, selection of Stake's framework as it was first described in Stake (1967) resolved the basic issue involving conceptualization of program processes and outcomes. Use of the matrix contributed to organizing the inquiry process, thereby facilitating both description and judgement of the program. It also demonstrated the areas where data were weak or not available in the program as it existed at the time.

According to Worthen and Sanders (1973) flexibility is necessary in selection of models for evaluation. It was recommended, also as did Mackay and Maguire (1971), that a model was not to be used alone. Rather, it was suggested that a complement of models and designs, including experimental and quasi-experimental designs, be selected on the basis of the particular program needs. The present evaluation used one model only and as such,contradicted these suggestions. However, there is ample opportunity to implement these suggestions now that a basis of evaluation has been established. This evaluation thus seemed to be a first step toward more formal evaluation designs, and perhaps the use of other models to augment the Countenance framework could be attempted.

Recommendation #7

Consideration be given to other ways of evaluating Uncles at Large by using the data already collected and implementing other models approaches complementary to Stake's model.

There were strengths and weaknesses of both the theory and the application of Stake's framework in evaluating the Uncles at Large program in Edmonton. In the evaluator's opinion this close consideration of the many interrelated factors of evaluation with a particular emphasis on the theory of evaluation sum up to one conclusion. Stake's Countenance model is viable for evaluating a non-educational program. The limitations of this application are indicated by the weaknesses discussed. The contributions made by the study follow the two major discussion topics of - application and theory. The applied contribution was the implementation of evaluation procedures using Stake's model for the first time with the Edmonton Uncles at Large. The contribution to evaluation theory was the completed matrix, demonstrating its use for evaluating a non-educational program.

In essence, this overall first step towards evaluation provided some guidelines for future use of Stake's model at the program. Documentation of evaluation processes such as have been described is an infrequent occurrence in the literature. Neophyte evaluators are left to "reinventing the wheel" many times. The present study encompasses many of the potential pitfalls in evaluation and thereby has value for other evaluators undertaking similar endeavors.

Performing evaluation is not easy. Just when the evaluator thinks that the situation is in hand, it disintegrates before his eyes. Limitations are many, leaving scanty results compared with the grandiose plans that began the evaluation. The present evaluator experienced that many times, yet there is one redeeming feature to the whole process. Alkin and Fitz-Gibbon (1975) summed it up in their article about methods and theories of evaluating programs.

> While such frustrations are disturbing; one must still recognize that the primary function of an evaluation is to provide information of the best quality possible under the circumstances. If the exigencies of the situation reduce the meaningfulness of the data, then say so and proceed to indicate what is known, what has been observed, albeit from a less rigid set of data-collection protocols. (p.15)

The key is "under the circumstances" which allows considerable latitude in evaluating a host of different programs. This potential for diversity in using evaluation principles is alluring, challenging and downright fascinating to anyone interested in applied study.

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APPENDIX A

STAKE'S MODEL

DEFINITIONS FOR STAKE'S MODEL OF EVALUATION

Rationale - philosophy and basic purposes.

Evaluation - consists of both description and judgement.

Antecedents - any condition existing prior to the agency process which may relate to outcomes.

Transactions - are the encounters, interviews, screening procedures etc., which comprise the agency process. Transactions are dynamic whereas antecedents and outcomes are relatively static although the boundaries betwee them are not clear.

Outcomes - evident immediate and implied long-term effects of the U&L program.

Standards - special criteria on which the program should be evaluated before it advances to another stage. These include absolute and relative standards. (see definition below)

Judgements - The judging act itself is deciding which set of standards to heed. More precisely, judging is assigning a weight, an importance to each set of standards. Rational judgement in educational evaluation is a decision as to how much to pay attention to the standards of each reference group (point of view) in deciding whether or not to take some administrative action. From relative judgement of a program (compared to other similar programs) as well as from absolute judgement (compared to ideals or individual programs), we can obtain an overall or composite rating of merit (perhaps with certain qualifying statements) a rating to be used in making a decision. From this final act of judgement a recommendation can be composed.

Intents - goals, planned-for environmental conditions. The resulting collection of Intents is a priority listing of all that may happen.

Observations - client outcomes including use of inventory schedules, biographical data sheets, interview routines, check lists, opinionnaires and all kinds of psychometric tests.

Contingency - relationship among variables. Is there a logical relationship between antecedents, transactions and outcomes. These could include what you see as logical, intuitive and experientially supported endorsements of the relationship.

Congruence - refers to the relationship between intents and observations i.e. what was intended did occur. It does not necessarily mean that the outcomes were reliable or valid.

Remember

The model below is background for developing an evaluation plan. What and how are determined by your participation and implementation.

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Stake's Model

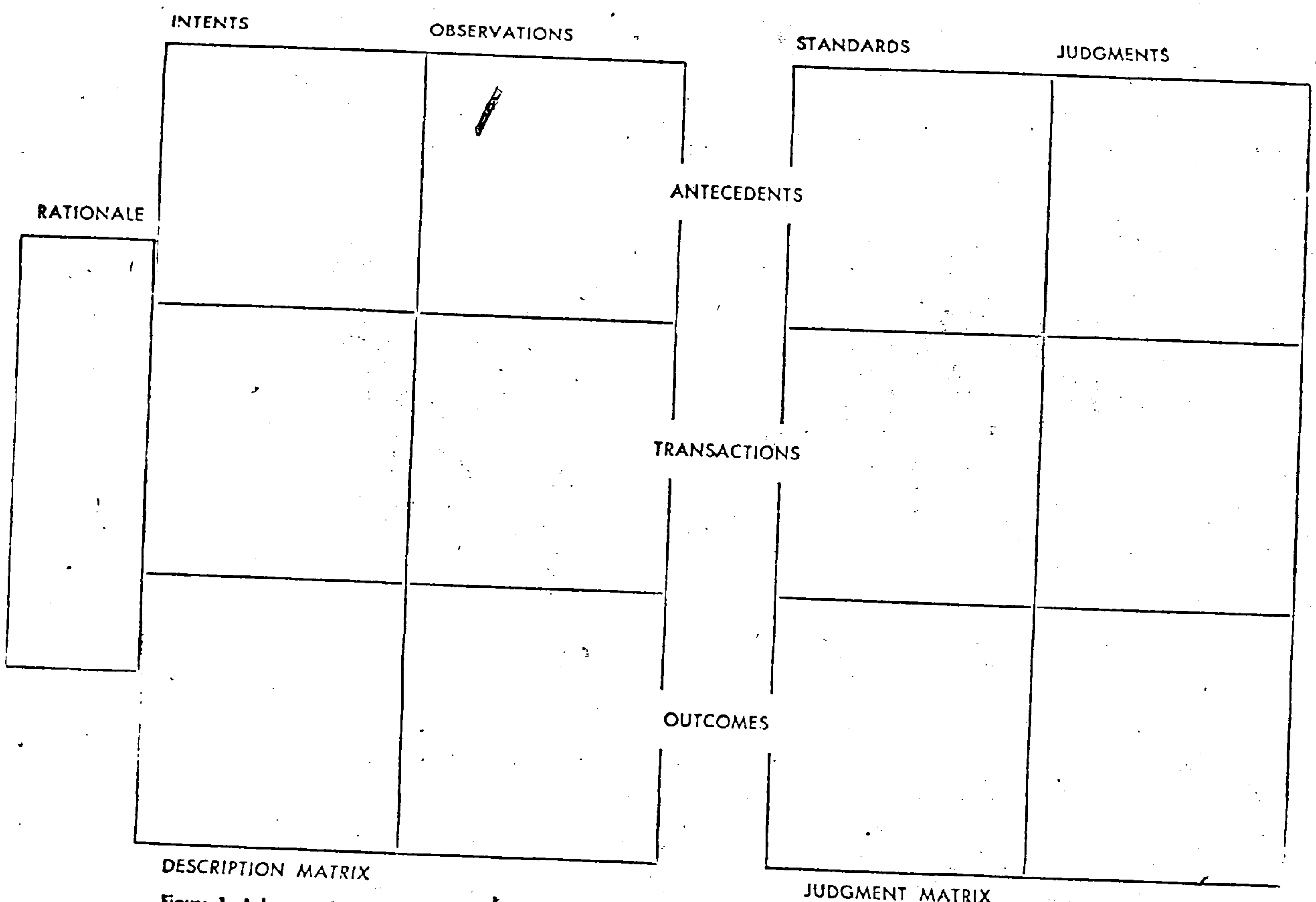

Figure 1. A layout of statements and data to be collected by the evaluator of an educational program.

APPENDIX B

UNCLES AT LARGE INFORMATION

Uncles at Large

Uncles at Large (Edmonton Area) Society, 10045 - 110 Street, Edmonton, Alberta T5K 1J5
Telephone: (403) 423-1160

THE UNCLES AT LARGE PROGRAM

PURPOSE

The Uncles at Large program is based on the belief that a child's growth into healthy adulthood is facilitated by the presence of both male and female adult models. Unfortunately, family breakdown is a fast increasing phenomenon in modern society. This trend is reflected in Edmonton's population statistics. There are approximately 10,000 single parent families in Edmonton, over 8,000 of which are headed by mothers. In many of these families, circumstances deny the children access to their father. Lack of a male figure has been shown to cause social disturbances in some children. Fatherless boys are over-represented in appearances before Courts, and in juvenile treatment centres. They have a greater chance of failure at school and tend to show behaviour problems more frequently. As adults, they run a higher risk of unsuccessful marriages.

The Uncles at Large program endeavors to provide these boys with the adult male companionship considered desirable for healthy development. We hope the attention given a boy by an Uncle at Large assigned to him will help reduce the incidence of social maladjustment which may occur when there is no significant male influence.

HISTORY

The need for a program to provide male volunteers for boys lacking a father has long been evident. Prior to 1967 several unsuccessful attempts were made to establish this type of service. In 1967 the Canadian Progress Club was made aware of the need by the Family Service Association of Edmonton and the Monica Society, and finally accepted the responsibility for providing both funding support and the initial volunteers from their membership for matching as uncles for boys. To that end, "Progress" worked in conjunction with the Family Service Association of Edmonton in the development of a program format, philosophy, and professional procedures. The service got underway in 1967 under the administration of the Family Service Association of Edmonton.

The growth of the program was such that by 1974 it was evident that the aims of the program could best be fulfilled by an independent office and staff. Steps were therefore taken to have Uncles at Large incorporated as a Society under the Alberta Societies Act and an office with a full time staff was set up. This office took over the administration of the program from the Family Service Association of Edmonton. Hence the program became completely independent as a duly registered Society.

The growth of the Uncles at Large program was paralleled by a similar growth in the sponsoring organization, The Canadian Progress Clubs in Edmonton. 1974 saw the chartering of a fifth Area Club with all five

...2

Clubs accepting the sponsorship of Uncles at Large as their prime community service. Each of the five Clubs appoints three members to serve as members of the Society along with two appointed representatives of mothers served by our program and two representatives chosen from the uncles. From this membership the Officers and Directors of the Society are elected at the annual meeting of the Society.

STRUCTURE & ORGANIZATION

Management of the program is undertaken by the Society staff under the direction of the Society Executive who provide guidance, policy direction and authority for publicity and recruitment of uncles, general program review, long range planning and development, and development of budgets and raising of funds.

PROFESSIONAL PROCEDURES

UNCLES APPLICATION

The man interested in becoming an Uncle at Large begins by phoning our office at 423-1160 or dropping into our office to chat with us personally. Upon indicating his interest in becoming an Uncle at Large, he then receives an application form to be completed and returned to us. This application form asks him to share with us personal information which assists the Uncles at Large counsellor in the interview which follows.

INDIVIDUAL INTERVIEW

Individual interviews are held with each prospective uncle by an Uncles at Large counsellor. This interview serves primarily to determine a man's eligibility for the program. The applicant is also asked to share with us information with regard to interests, preferences, and personality data which assists us in selecting the nephew best suited to him as an individual. Prospective uncles who are found unsuitable for the program are encouraged to explore alternate avenues for giving voluntary service to the community.

PSYCHOLOGICAL TESTING

After the applicant is tentatively approved on the basis of the personal interview, he is asked to write psychological tests. These personality inventories assist the counsellor both in further assessing the applicant's eligibility for the program and in determining which boy might best be matched with him. Completion of the tests generally takes approximately two hours.

ORIENTATION SEMINAR

Before an uncle is matched with a boy in the program, he attends a seminar with other prospective uncles present. Available at this seminar as resource persons are two Uncles at Large counsellors, two experienced uncles in the program, and two mothers of boys enrolled in the program. This seminar serves to provide a more personal, first hand knowledge of the program thereby filling any gaps in the applicant's understanding of the program. It also serves to provide him with the companionship and support of other people involved in the program.

MATCHING

While the uncle has been sharing the information with us to enable us to know him better, similar information has also been obtained from mothers and boys seeking to participate in the program. The information gained from each party allows us to match an uncle with a particular boy on the basis of such factors as interests, personality, geographic location within the city, and stated preferences. The average time period between the time an uncles applies and is matched is approximately one to two months. Unusual preferences or needs may lengthen this period somewhat.

The actual matching occurs in a meeting which takes place in the Uncles at Large office. The uncle and mother are first introduced to each other and encouraged to question each other on areas of mutual concern such as discipline, behaviour problems, or household roles. The man and boy then meet.

UNCLE'S COMMITMENT

Before the uncle is matched with his nephew, he is made to understand that his participation involves a two-part commitment. One, he is expected to undertake to see the boy on an average of once a week for approximately four hours. Two, the more long term commitment which he agrees to is to remain in the program for one year barring unforeseen circumstances. At the end of that one year the match is reassessed, at which time the uncle may choose to withdraw.

MATCH MAINTENANCE & FOLLOW-UP

The Uncles at Large program consists mainly of individual contact between an uncle and his nephew. Supervised outings do not constitute a significant aspect of the program. Contacts between the Uncles at Large counsellor and the participants in the program is considered very important. Uncles or mothers are encouraged to contact the office anytime they feel there is any thing they wish to discuss. In addition to this, the counsellor conducts routine follow-ups on the match at three month intervals. The first contact consists of an interview between the Uncles at Large counsellor, the Uncle at Large and the mother of the boy involved. If problems are developing they can be handled in a positive manner before they develop to major proportions. Subsequent to this interview, telephone follow-ups are conducted every three months. Should problems arise which cannot be reconciled, then a match will be terminated and the counsellor after reviewing the situation determines whether to proceed with rematching the parties or whether to retire one or both of them from the program.

YOU CAN HELP

The foremost need of the Uncles at Large program is for men over the ages of 18 to volunteer to become Uncles at Large. You can therefore help by volunteering to become an uncle yourself or by recruiting others to assist in the program. We urge you to use any opportunity which is available to you to publicize the program.

You can also help by supporting the Canadian Progress Club in its fund raising activities. Why not inquire about becoming a member of one of the five local Clubs?

...4

SUMMARY

The Uncles at Large program endeavours to provide male companionship to fatherless boys. Funding is provided by the Canadian Progress Clubs of Edmonton. There is no charge to families making use of our program.

We welcome all inquiries pertaining to any aspect of the program. Office hours are 9 a.m. to 5 p.m., Monday to Friday. Our phone number is 423-1169. Please feel free to call or drop in for coffee.

APPENDIX C

UNCLE APPLICATION FORM

Uncles at Large

Uncles at Large (Edmonton Area) Society, 10045 - 110 Street, Edmonton, Alberta T5K 1J5
Telephone: (403) 423-1160

CONFIDENTIAL

INFORMATION FORM FOR PROSPECTIVE UNCLE

The information you provide below will help us decide how you might best participate in the Uncles at Large program. While you may consider some of the information we request to be of a personal nature, the program is such that a personal knowledge of you is very important.

Please attempt to answer all questions. If answering any particular question presents a problem please indicate on the form that you would like to discuss the question more fully when you have your interview with one of our counsellors.

All information received will be held in strictest confidence.

1. GENERAL INFORMATION

(a) ______________________________
Given names Surname

(b) Date of Birth ____________________
Day Month Year

(c) Address ____________________
____

Postal Code ____________________

(d) How long have you lived in the Edmonton Area? ____________

(e) Telephone - Residence ____________
- Business ____________

(f) Employer's Name ____________

(g) Maritial Status Single ☐ Married ☐ Separated ☐ Divorced ☐ Widowed ☐

(h) Wife's Name ____________

(i) Children's names and ages ____________ ____________
____________ ____________
____________ ____________

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2. EMPLOYMENT HISTORY

(a) What is your job position, and what are your responsibilities?

____

____

____

(b) Do you work overtime? Yes ☐ No ☐

How frequently? ______________________________

(c) Do you work shift? Yes ☐ Specify ____________ No ☐

(d) Does your work take you out of town for extended periods of time?

____

(e) How long have you worked for your present employer? ____________

(f) List other jobs you have had and duration of time in each.

____

____

____

____

3. EDUCATIONAL HISTORY

(a) What is the highest grade you have achieved in school?

____

(b) What additional training have you pursued?

____

____

____

(c) Are you currently enrolled in a course of study? If so, how much time is committed to it per week? ____________

____

(c) Are you planning to return to school? If so, when? How much time per week will be committed to your studies? ______

______

______

4. UNCLES AT LARGE

(a) Where did you first learn of the Uncles at Large program?

______

(b) Why do you desire to give voluntary service to the community?

______

______

(c) Why have you chosen the Uncles at Large program?

______

______

(d) What personal attributes do you have that you think would help you to develop a relationship with a boy in the Uncles at Large program? Describe any experiences you have had with children that might provide a background for your participation in the program.

______

______

______

______

______

______

______

______

______

(e) What do you expect to gain from your involvement in the Uncles at Large program?

______

______

5. SOCIAL

(a) Describe your current interests, social activities and community involvement (such as hobbies, clubs, cultural and sporting activities, etc.). Which of these could you share with a boy in our program?

(b) How does your wife (or girlfriend, if applicable) feel about your proposed involvement in the Uncles at Large program?

(c) If you have children, how do they feel about your involvement in Uncles at Large?

(d) How many friends do you have, and how regularly do you see them?

(e) Describe your attitudes toward the use of alcohol and street drugs. If you use any of these drugs at present, describe how you use them. In addition, indicate what use you made of them in the past.

6. REFERENCES

Please supply the names, addresses, and telephone numbers of three persons who may be contacted for a personal reference. Do not give the names of relatives. If possible, one of the names should be an employer or supervisor.

NAME	ADDRESS	PHONE	RELATIONSHIP (e.g. friend, employer, etc
(1) ________	________	R: ________	________
	________	B: ________	________
(2) ________	________	R: ________	________
	________	B: ________	________
(3) ________	________	R: ________	________
	________	B: ________	________

7. COMMENTS

If you have any additional comments or questions, please use the space provided below.

8. PERMISSION FOR CRIMINAL RECORD SEARCH

To fulfill our responsibility to the boys in the Uncles at Large Program, we routinely conduct a Criminal Record Search. We therefore ask that you sign the consent form below.

You can be assured that if such information is obtained, it will be kept in the strictest confidence and will be discussed with you.

PLEASE READ THE CONSENT FORM CAREFULLY BEFORE YOU SIGN IT.

ACKNOWLEDGMENT AND CONSENT FOR PROVISION OF PERSONAL INFORMATION

I hereby authorize the Uncles at Large Society of Edmonton to undertake a Criminal Record Search in connection with my application to participate in the Uncles at Large program.

Signature of Applicant ______________________________

Date ______________

PLEASE PRINT:

Name of Applicant ______________________________
Given Names Surname

Date of Birth ______________________________
Day Month Year

Place of Birth ______________________________
City Province

APPENDIX D

MOTHER APPLICATION FORM

Uncles at Large

Uncles at Large (Edmonton Area) Society, 10045 - 110 Street, Edmonton, Alberta T5K 1J5
Telephone: (403) 423-1160

CONFIDENTIAL

INFORMATION FORM FOR FAMILIES APPLYING

TO UNCLES AT LARGE

The information you provide below will assist us in finding a suitable "uncle" for your son. Please make your answers as complete and detailed as possible. This information will be treated confidentially.

1. GENERAL INFORMATION: Mother

(a) ____
Given names (Mother)   Surname

(b) Date of birth (Mother) ______________________
Day   Month   Year

(c) Address ____

____

Postal Code ____

(d) Telephone - Residence ______________________________

Business ______________________________

(e) Employer's Name ______________________________

(f) Maritial Status
- [ ] Single
- [ ] Separated
- [ ] Divorced
- [ ] Widowed

(g) If you are separated or divorced, what is your former husband's name? ______________________________

His present address ______________________________

____

____

His telephone number ______________________________

(h) Have you been married more than once? ______________

Jan/77

Family Information Form cont'd.,

2. FAMILY SITUATION:

(a) Please list all your children and their dates of birth. Place a check (✓) next to the names of those children who are living with you.

NAME	DATE OF BIRTH DAY	MONTH	YEAR

(b) Indicate the freqency of your former husband's contact with the children (check one):

- [ ] No contact.
- [ ] Once or twice a year.
- [ ] Several times a year.
- [ ] Once or twice a month.
- [ ] Usually every week.

(c) Do you think that your former husband would be in favor of his son(s) participating in the Uncles at Large program? ______________

(d) Do you have any adult male relatives in the Edmonton area? ______ If your answer is "yes", would any of these relatives be able to carry on the function of an uncle? ______________________

(e) If divorced or widowed, do you have plans for re-marriage in the near future? ______________________________________

____

Family Information Form cont'd.,

3. INFORMATION ABOUT PROSPECTIVE "NEPHEW":

Describe each of the boys for whom you wish to have an "uncle", making special reference to the following areas:

(1) Personality of boy, (e.g. - quiet, shy, happy, etc.) - his maturity or immaturity for his age.

(2) Activities and interests.

(3) Boy's handling of lack of father.

(4) How he gets along with family and friends.

(5) Emotional or behavioral problems, (e.g. - stealing, bedwetting, etc.)

(If more space is needed, use next page)

Date ____________________ Signature ____________________

APPENDIX E

DEMOGRAPHIC DATA

SUMMARY OF DEMOGRAPHIC DATA Aug. 30, 78

	Boys in Program	Waiting List
Total N (no. families)	236	188
Total N (boys)	218	232
N (random choice families)	42	35
N (random choice boys)	48	38
Actual N (after terminations) families	39	26 (several have only inquiry without application yet)
Actual N (after terminations) boys	45	28
Average age of boys	N (no deletions for missing data) = 45 Average: 10 yrs. 10 mo.	N (no deletions for missing data = 28 Average: 7 yrs. 9 mo.
Range of ages (boys)	7 yrs. 2 mo. to 16 yrs. 10 mo.	4 yrs. 8 mo. to 12 yrs. 5 mo.
Average age of mothers	N(after deletion for missing data) = 29 Average: 39 yrs. 1 mo.	N (after deletion for missing data = 25 Average: 35 yrs.
Range of ages (mothers)	26 yrs. 2 mo. to 54 yrs. 1 mo.	23 yrs. 4 mo. to 48 yrs. 7 mo.
Employment	N(after missing data)=28 1)employed:22 3)SA:1 2)unemployed:5 (mentioned)	N(after missing data)=26 1)employed:18 3)SA:7 2)unemployed:1 (mentioned)
Marital status	N = 31 1)single:5 3)divorced:14 2)separated:2 4)widowed:10	N = 26 1)single:4 3)divorced:12 2)separated:5 4)widowed:5
No. of times married	N = 32 1)one time:20 3)NA:6 2) one time:0	N = 26 1)one time:19 3)NA:4 2) one time:3
Birth order of "nephew" (frequency data)	1)only child: 8 3)oldest:6 2)youngest:14 4)other:10	1)only child:13 3)oldest:5 2)youngest:5 4)other:3
Frequency of ex-husband's contact	1)none:16 4)1-2/mo:2 2)1-2/yr:4 5)1/week:0 3)several/yr:3 6)NA:7	1)none:12 4)1-2/mo:1 2)1-2/yr:4 5)1/week:1 3)several/yr:1 6)NA:7
Remarriage	1)yes:0 3)maybe:1 2)no:21 4)NA:11	1)yes:2 3)maybe:2 2)no:20 4)NA:4

APPENDIX F

METAEVALUATION -

COUNSELLOR OPINIONS OF THE PROCESS

RON KEMP

I feel good about the process that we went through in evaluating the Uncles at Large program. I think that it is a positive and necessary exercise when an agency has an opportunity to reflect on its "service delivery". I also think that it is necessary to have some structure built into an evaluation process to guide the participants in their reflection.

The process we went through with Pat was in the form of a model called Stake's Model. We spent quite a few sessions working with this model and the process resulted in some creative, challenging insights into the Uncles at Large program. More importantly, we were able to translate these insights into some concrete procedural changes and an innovative pilot project. I think these changes will help us to better serve our clients.

While the evaluation process was obviously useful, I have some concerns about the process and Stake's Model in particular.

1. The process was lengthy and time-consuming. It was difficult for me to maintain continuity from session to session.

2. The model did not flow in a logical sequence for me. I tended to see "Intents" as "Goals" and I wanted to make "Standards" some concretized "Objectives". I don't think I articulated my concerns with the model to other participants.

3. While structure is necessary in an evaluation model, I think that Stake's Model in some ways limited creativity and "dreaming". I sometimes felt as if we were putting too much emphasis on the model and that the completion of the model was becoming more important than evaluation of the program.

Despite these reservations, I am glad we went through the process. Also, I am grateful for Pat Lavelle's assistance as facilitator of the process.

LORNE SEAMAN

It's difficult to comment on Stake's model, having no other evaluative models to compare it with. In addition, the model as it evolved for us bears little resemblance to Stake's Model as it was first defined for us. "Antecedents" in Stake's Model refers to conditions prior to any agency involvement. (I question what he can mean by "Intents" in Antecedents.)

Basically the model we used provided a framework in which to lay out the program systematically. For that purpose, almost any other framework might have worked as well. On the negative side, to make the program fit or conform to the model some distortion took place (of both the model and the program) and considerable time was required. In fairness, those are conditions which may have occured equally or more with other models.

A major problem is one of defining terms, particularly Standards and Judgements. "Judgements" was defined for us in part as "deciding which set of standards to heed". I have a philosophical bias against such post hoc judgements. I feel that agencies should have standards developed prior to the evaluative process and judgements would then be the evaluation of the congruence between those standards and observations. Such standards would then be in part operationalized intents.

The model might look like:

R A T I O N A L E

INTENTS	STANDARDS	OBSERVATIONS	JUDGEMENTS
i.e. matches should be positive influence	no more than 15% destructive 50% or more fulfill purpose	17% are destructive 51% are positive	methods should be improved(or) standards are unrealistic

congruence by definition

On the whole, the experience of evaluating the Uncles at Large program has been a positive one. Good recommendations (judgements?) emerged from the process and we all gained from the experience.

GERRY KILGANNON

By using the model, we were able to conceptually organize the different parts of the program in a very orderly way. This gave us a clearer picture of the program in its entirety and enabled us to look at the parts objectively. We were able to see how the different parts related to each other. In this way, the model served a useful purpose.

I feel, however, that we did not use this organizing vehicle to the limit of its potential because of both the manner in which our time was scheduled and the limited time we had. We did not complete all the cells.

I recall having a considerable amount of difficulty working with the model in the beginning. Creating an initial column in which to list our procedures eliminated this initial difficulty for me. Judging from the definition of the model, these procedures should have been the transactions. Since we employ procedures at both the antecedent and the outcome level, (For us all three levels are dynamic.) this description of the model's use did not fit for us.

As we worked with the model, it became evident that we had few established standards against which to evaluate. I had difficulty knowing just what it was we were trying to evaluate - our intents or our procedures. I think we attempted to do both, but were at times unaware that these two areas of evaluation are each at a different level.

I think the confusion I experienced might have been eliminated somewhat if we had dealt with standards immediately following the intents. Also, I think some of our intents were reflecting the transition stage we were in regarding a shift in philosophy. There was a blurring between "what is" on the one hand and "what ought to be" on the other, in my view. By attempting to come up with observations immediately following intents, we had no parameters within which to make our observations. By establishing standards first, I believe our observations could have been more precise. For me it seems natural to move then from observations to judgements. I see this alteration as a major change in the model; one that I believe better fits for us.

I found using the model a very worthwile learning experience for me. I found it very valuable to be able to take an objective, overall look at the program. It generated some very positive ideas and provoked some very creative discussions.

Good luck!

VITA

NAME: Patricia Lavelle

PLACE OF BIRTH: Red Deer, Alberta

YEAR OF BIRTH: 1952

POST-SECONDARY EDUCATION AND DEGREES:

University of Calgary
Calgary, Alberta
1971-1974 B. A. in Psychology

University of Alberta
Edmonton, Alberta
1977-1979 M. Ed.
Thesis title: Evaluation of Uncles at Large: an application of Stake's model.

HONOURS AND AWARDS:

Graduate Research Assistantship
University of Alberta
1977-1978

Province of Alberta Scholarship
University of Alberta
1978-1979

Graduate Teaching Assistantship
University of Alberta
1978-1979

EXTRACURRICULAR ACTIVITIES:

Student Member of
Department Research Committee
University of Alberta
1977-1979

RELATED WORK EXPERIENCE:

Child Care Worker
William Roper-Hull Home
Calgary, Alberta
1974-1977