



# AN EVALUATION PLAN FOR SPORTS+

CREATED FOR  
RYU DAN EMPOWERMENT FOUNDATION

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## Organization Overview

Ryu Dan Empowerment Foundation (RDEF) is a martial arts center in Trinidad and Tobago that offers programming in a variety of areas to the community's most vulnerable populations. The organization, which focuses on youth empowerment, is a stand-alone organization that is affiliated with the alumnus organization Fight for Peace (FFP). The RDEF is also a part of the Community Resilience Initiative under USAID and Democracy International. Established in 2012, this organization initiates and delivers programs to support the social, intellectual, and physical development of people in the Chaguanas Community.

The organization is guided by its “Seven Pillars of Community Development” and offers programs in martial arts and self-defense, educational and life skills training, entrepreneurship and employment, youth leadership programming, parenting empowerment, mentorship, and succession training. RDEF employs a “holistic development” model of programs that focuses not only on youth development through martial arts but uses the sport as a springboard to address many challenges that the Trinidad and Tobago community members face. While technically a martial arts center, RDEF is much more than that to its participants—it is an effort to enhance the lives of nationals as well as the large population of Venezuelan migrants by teaching the fundamental skills that the Seven Pillars of Community Development encompass.

Ryu Dan Empowerment Foundation's theory of change encompasses the organization's short-term and long-term programming, both of which work toward the empowerment of vulnerable communities in Trinidad and Tobago. Through the organization's holistic approach, it provides valuable life skills and personal development to its community. Personal development and behavioral mitigation programming are provided through martial arts classes and netball, educational (particularly language learning) opportunities, job readiness training, social support networks, and youth leadership opportunities.

## Evaluation Focus and Purpose

Through collaboration with Ryu Dan Empowerment Foundation, this plan will evaluate the organization's Sports+ program by strategically addressing the ways in which RDEF can continue to provide and improve their services in Trinidad and Tobago. While the effects of the COVID-19 pandemic have not substantially changed how the organization operates, remote schooling, smaller class sizes, and less in-person support has taken a toll on the community at large. Youth participants enrolled in RDEF need to continue demonstrating progress in managing their behavioral issues, improving their reading abilities, and increasing their leadership skills while adult participants need to continue demonstrating progress in self-reliance and improving family relations.

The purpose of this evaluation plan is to provide feedback to program facilitators, who would like evidence of program success as well as an assessment of the potential for future geographic expansion. The information gathered and conclusions drawn by this evaluation will allow program facilitators to share organizational progress with current and potential stakeholders. RDEF's flagship program, called "Sports+", is a community-focused program that aims to empower local youth and their families through a combination of education, vocational training, and family support. The Sports+ program focuses on four of the seven aforementioned pillars of community development:

- Sports (martial arts, football, netball)
- Educational assistance (Literacy, English and Spanish language courses)
- Family and Youth Development (parenting program, life skills, mentorships)
- Entrepreneurship (vocational training, trade skills)

Although RDEF has served youth as young as three years old, the target population for this evaluation includes an approximate age range of 12 - 50 years old. By evaluating both youth and adult programming offered through the Sports+ program, this evaluation will emphasize the holistic approach to community-building taken by RDEF. Therefore, the evaluation target population includes both young people and adults alike, as the Sports+ program engages people of all walks of life and has a community-wide effect.

Chaguanas, where RDEF currently operates, is a community whose members, of all ages, experience an array of challenges and vulnerabilities. For example, the lack of adult supervision in the community due to a high proportion of single-parent households and other factors, may lead to the possibility of youth engagement in criminal behavior. A large proportion of students are falling behind academically, which creates potential for them to shift their energy elsewhere, such as to gangs. By providing structure and supervision to kids as well as parenting classes and vocational training to adults, RDEF programs work to address many challenges faced by the Chaguanas community. Additionally, because RDEF provides English and Spanish language courses, the organization also has a hand in combating xenophobia and anti-immigrant biases in the community.

With over eight years of experience, RDEF's initiative continues to be a successful part of the local Chaguanas community. RDEF's leadership is highly keen on conducting an external,

impartial evaluation of their program's efficacy and potential for long-term success for the following key reasons:

- *Documentation*: RDEF would like to officially copyright its Sports+ program, which includes an exhaustive bureaucratic process that necessitates evaluations of results. RDEF representatives believe that having an impartial evaluation plan from Northeastern University will assist in this process.
- *Funding Requests*: The organization relies on a combination of government and corporate funding sources, and RDEF leadership believes that any requests for continued financial support will be well-received if accompanied by an academic evaluation. Northeastern University's position as an impartial entity in this process adds credibility to RDEF's funding requests, which are essential towards the organization's continued support of the local community.
- *Expansion*: RDEF leadership has a desire to formally expand their community work across new cities in Trinidad and Tobago. While RDEF has a small presence in an external community, a full expansion will involve a large shift in the organization's scale. Before undertaking this venture, they would like to see an evaluation of their current work, including quantifiable results, so as to improve their understanding of organizational strengths and opportunities for improvement. This will better inform growth and implementation strategies for future geographic expansion.
- *Organizational Resilience*: Since the onset of the COVID-19 pandemic, RDEF has undertaken several operational changes and adjustments to ensure they abide by public safety guidelines while continuing to provide the highest level of service to their community. This process has provided mixed results; therefore, RDEF leadership would like to improve their organizational resilience through a formal evaluation of their program strategy and delivery for both the pre-COVID-19 and COVID-19 periods.

In summation, the purpose of facilitating a formal external evaluation plan is so RDEF will be equipped with the data, feedback, and implementation suggestions necessary to craft compelling narratives when applying for future funding such as grants through USAID and other agencies. Furthermore, the RDEF team is working to be more intentional and efficient in their overall operations for the sake of the community they serve and scaling their capacity. Finally, any expansion projects will have a higher chance of success when equipped with the planned evaluation.

## Stakeholders

### Program Stakeholders

There is an array of stakeholders in Ryu Dan Empowerment Foundation's Sports+ program, including financial supporters, volunteers, families, and local schools. RDEF depends on funding from the private sector, such as corporate sponsors and high wealth donors, as well as grant funding from the public sector, namely the U.S. Embassy in Trinidad (U.S. Embassy, 2018). While the program has three full-time employees, Sports+ depends on the work of 15 consistent volunteers for its success. This gift of time is their investment in the Sports+ program and the community. Program participants are also stakeholders, as without their continued engagement the program would not move forward. If youth participate in the program, their parents and families are also expected to engage in some capacity. Additionally, two local schools currently partner with RDEF by referring participants to the program; when a referral is accepted, the school grants RDEF permission to access student testing records.

### Evaluation Stakeholders

Stakeholders that will benefit from the evaluation include the organization itself, community members and program participants, and donors. First, the organization itself will be the most important beneficiary of the evaluation, because as they begin to expand and improve programming, it will be useful to know what aspects of the program have been and continue to be effective. Due to the organization's interest in learning if the programming can be replicated across the region, the evaluation will be integral in gaining a better understanding of that potential. Second, the community members and program participants will benefit from the evaluation. Participants are obviously already benefiting from the current Sports+ programming, but an evaluation will allow the organization to understand any gaps in the program efficacy and thereby adjust programming where necessary to better address its goals. Participants, among other community members, will be the direct beneficiaries of improved programming. Lastly, the organization's donors and sponsors (specifically the Trinidad Community Development Ministry and USAID) will benefit from the evaluation because they will be more informed about the program's results and community impact, and therefore will know how their funding is making a tangible difference in vulnerable communities.

## Evaluation Questions

The board members of Ryu Dan Empowerment Foundation serve as the primary decision-makers regarding Sports+. They intend to use evaluation results to demonstrate program success and **sustainability** to potential investors. They believe that an external evaluation will add credibility to their claims of increased **community resilience**. Increased funding enables the organization to hire project managers, facilitators, and other staff. This allows the board to look more toward the long-term goals of the program by providing more stability, especially with potential **expansion** into areas not currently served. The board also hopes the evaluation will serve to build trust in communities targeted for expansion, by showing potential volunteers and participants the past success of the program.

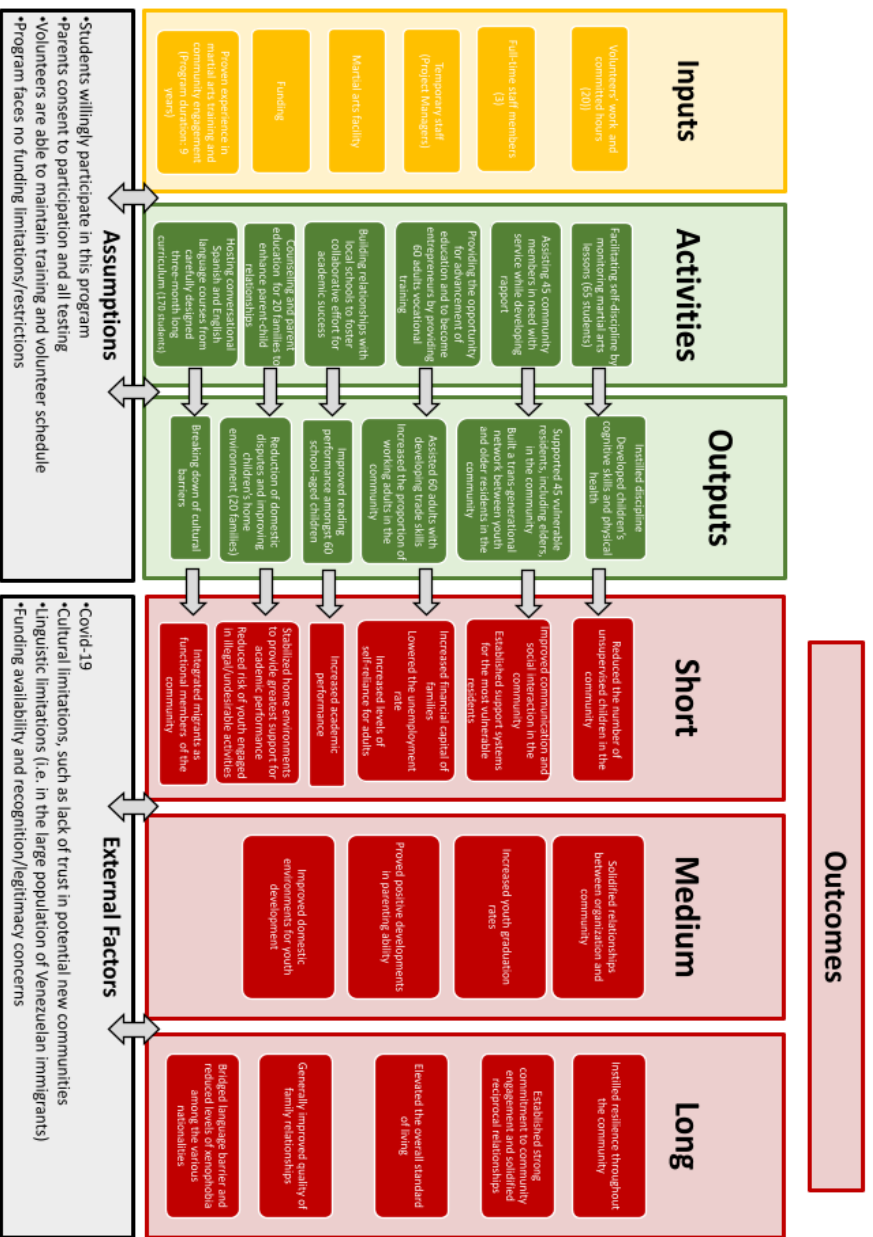
This evaluation will serve to answer three main questions using the outlined criteria:

1. To what extent is the Sports+ program running **efficiently** and **effectively**?
  - a. Literacy improvements
  - b. Behavioral issue mitigation
  - c. Self-reliance for adults
2. What is the **current level of sustainability** for the Sports+ program, and are there **potential improvements** in this area?
  - a. Participant retention
  - b. Funding
  - c. Space for program activities
  - d. Improved family relationships
  - e. Building trust in new communities
  - f. Improved standard of living
3. What is the **likelihood of successful outcomes** (for both RDEF and local communities) through the **planned expansion** of the Sports+ program into new communities? Are there **potential barriers** decreasing this likelihood?

# Evaluation Logic Model

<p><b>Problem</b></p> <p>In Trinidad and Tobago, youth are often unsupervised outside of school hours, leading to behavioral issues and difficulty in meeting academic potential. Additionally, communities often do not have an abundance of economic and social opportunities.</p>
<p><b>Priorities</b></p> <p>RDEF's Sports+ program aims to address the central region and other communities' intertwined social and economic issues through programming for children and adults.</p>
<p><b>Evaluation Method</b></p> <p>Mixed-methods approach to offset the individual weaknesses of qualitative and quantitative methods, and provide a holistic evaluation of a long-standing community program</p>

## Sports+ Logic Model



**Community Impact**

Create a lasting community by encouraging civic-mindedness and empowering program participants to excel and assume leadership roles in their communities.



## Evaluation Design and Methodology

### Introduction

This mixed-methods evaluation of the Sports+ program serves to answer three questions. In answering these questions, the evaluators will also make program improvement recommendations to stakeholders.

1. To what extent is the Sports+ program running efficiently and effectively?
2. What is the current level of sustainability for the Sports+ program, and are there potential improvements in this area?
3. What is the likelihood of successful outcomes (for both RDEF and local communities) through the planned expansion of the Sports+ program into new communities? Are there potential barriers decreasing this likelihood?

To answer question one, six factors will be considered:

- The first, whether students' reading scores are improving, will be assessed using a pre-test and post-test of program participants. A control group of qualifying, non-participating youth will be included in data collection for analysis. These assessments will be administered in October and July, respectively. This timeline was created in partnership with RDEF leadership to ensure that the evaluation follows the local school year schedule, with October forming the pre-program data, and July being the post-completion data (which should reflect any measurable improvements in test scores). Formative assessments will take place in January and April to determine the need for any necessary mid-program adjustments.
- The second factor to consider is behavioral improvements among program participants. Evaluators will analyze data collected through a survey of randomly selected classroom teachers who have students participating in Sports+.
- The third factor that evaluators will study is the improved self-reliance of adults, specifically related to the Sports+ program's vocational training. Two surveys will be administered, one six months after the vocational training and the other one year after, asking participants about various factors concerning their employment status. These surveys will be administered to all participants of the vocational training, in order to gather information about their level of self-reliance after the program. The survey will keep all participants anonymous and with a 60-80% response rate to previous surveys, the evaluators anticipate a large percentage of participants to engage with this survey.
- The fourth factor focuses on improved family relations and will involve interviews with the parenting class participants and others in their household. These interviews will take place during the last program session and will allow evaluators to measure the percentage of participating families who feel the parenting classes improved family function and communication.
- The fifth factor will require measurement of a long-term goal: whether program graduates are becoming leaders within their communities. By completing a series of interviews over an extended period of time, evaluators can determine the long-term impacts of Sports+ programming on participants, including whether they stay engaged and become leaders in their communities.

- The sixth and final factor to be considered is community integration, through bridged language barriers and reduced levels of xenophobia among the community's various nationalities, specifically related to the Sports+ program's English and Spanish language course. Focus groups will be conducted with the program participants at the end of the program as well as six months post-completion. These sessions will allow evaluators to measure the course's impact on migrant participants' ability to integrate as functional members of the community and the perceived level of xenophobia they encounter.

In regard to question two, Ryu Dan Empowerment Foundation defines sustainability as building capacity and strengthening the institution, which they believe relies heavily on financial backing. Taking this into account, evaluators intend to use two specific inputs to determine the sustainability levels of the Sports+ program:

- First, in order to measure participant retention, evaluators will assess what percentage of participants continue with a Sports+ program through completion as well as what percentage advance to another program within RDEF. Evaluators will use attendance data collected by RDEF to determine the percentage of participants who complete Sports+ programming as well as the number who move on to new programs.
- Second, in order to measure the sustainability of program funding, the evaluation calls for a review of RDEF's annual financial reports to determine whether the program is using funds efficiently and whether the organization can reasonably expect future funding for the Sports+ program.

Question three addresses the potential geographic expansion of RDEF to a new region of Trinidad and Tobago. Program facilitators would like evaluators to determine the likelihood that the expansion of Sports+ into new communities will be successful. Evaluators will use voluntary interviews with stakeholders to measure program fidelity. These interviews will allow evaluators to understand how closely the current Sports+ program resembles its original intention, indicating the implementation quality of the program as a whole. If the current Sports+ program was implemented effectively, then there is a greater chance it could successfully be scaled. Additionally, evaluators answering this evaluation question will assist RDEF staff in determining the priorities for future expansion into new communities.

The following table expands on the aforementioned evaluation design:

Evaluation Question(s)	Evidence	Method(s) & Measurement Tool (s)	Sample	Time Frame
<p>To what extent is the Sports+ program running efficiently and effectively?</p>	<p>1 - Literacy improvements: number of students whose literacy test scores improved</p> <p>2 - Behavioral issue mitigation: percentage of students who have reduced their number of behavioral infractions</p> <p>3 - Self-reliance for adults: percentage of participants who have completed a vocational program, become employed, and maintained employment</p> <p>4 - Improved family relations: percentage of parenting class participants and their children who believe their family is functioning more cohesively with improved communication after the class</p> <p>5 - Increased leadership skills: percentage of child participants who</p>	<p>1 - Reading &amp; writing pre-test &amp; post-test (October and July). Additional, formative tests will be conducted between this period (corresponds with school year) to monitor progress.</p> <p>2 - Survey of teachers</p> <p>3 - Two anonymous surveys of program participants</p> <p>4 - Interviews of parent participants and their children</p> <p>5 - Multiple interviews of program graduates</p>	<p>1 - Read for Life participants (control group of qualifying but non-participating students)</p> <p>2 - Random selection stratified by grade level</p> <p>3 - All participants of vocational training program</p> <p>4 - All participants upon completion of parenting program</p> <p>5 - All participants encouraged to participate in periodic check-</p>	<p>1 - Pretest: October; Progress checks: January, April. Post-test: July</p> <p>2 - October and July</p> <p>3 - 6 months and 12 months post-completion of program</p> <p>4 - Last session of program</p> <p>5 - First formal interview conducted at the end of the program. Follow-up</p>

	<p>have become leaders in their community</p> <p>6 - Migrant integration into the community: bridged language barrier and reduced levels of xenophobia among the various nationalities through developed curriculum and testing</p>	<p>over an extended period of time</p> <p>6 - Focus group of program participants over an extended period of time</p>	<p>ins with program facilitators</p> <p>6 - All participants encouraged to participate in periodic focus group check-ins with program facilitators</p>	<p>interview conducted at the 4-6-month period post-completion; program facilitators will use communication channels to informally measure outcomes between the two interviews.</p> <p>6 - First focus groups conducted at the end of the program; follow-up focus group conducted at the 4-6-month period post-completion; program facilitators will use qualitative analysis to measure outcomes between the two sessions</p>
<p>What is the current level of sustainability for the Sports+ program, and are there potential improvements in this area?</p>	<p>1 - Participant retention: what percentage of participants 1) continue with a Sports+ program from start to finish and/or 2) advance to another program</p> <p>2 - Funding: percentage of funding utilized overall and percentage going to overhead</p>	<p>1 - Attendance data collected by Sports+ program leaders</p> <p>2 - Analysis of annual financial report</p>	<p>1 - Data related to all participants of Sports+ program</p> <p>2 - Annual report prepared by the organization</p>	<p>1 - Beginning of programs, end of programs</p> <p>2 - Utilization of the most recent report (time frame is dependent on organization's publishing of report)</p>
<p>What is the likelihood of successful outcomes (for both RDEF and local communities) through the planned expansion of the Sports+ program into new communities?</p>	<p>Program fidelity: the extent that the current program corresponds to its original intention</p>	<p>Interviews with stakeholders (i.e., director, participants, investors, community leaders, staff, volunteers)</p>	<p>Participation on a volunteer basis</p>	<p>January through June</p>

## Data Collection

In order to adequately measure whether or not Sports+ is achieving its goals and objectives, a mixed-methods evaluation approach will be utilized. The types and sources of information will vary depending on the three questions presented earlier in the deliverable. In answering the question, “Is the Sports+ program running efficiently and effectively?” evaluators should consider information stemming from both quantitative and qualitative sources. In order to track literary improvements, pre-and post-tests (quantitative primary data) will be compared in an attempt to determine if literacy improved for the participants involved in the program. To evaluate behavioral issue mitigation, teacher surveys and student record comparisons (quantitative secondary data) from the beginning and end of the program will be used, providing a mixed approach in determining if participants’ behavior improved as a result of the program’s offerings. Surveys and interviews (mixed method primary data) will be used to determine if program participants became more self-reliant as adults, improved their familial relations, and took on leadership roles during their adult lives.

In order to answer the following two questions, “Is the program sustainable?” and “Can this program model be implemented elsewhere?” sources of information come less from program participants and more from quantitative sources and stakeholders. Specifically, in order to track the retention rate of Sports+, a regular attendance record (quantitative secondary data) should be kept by the Sports+ program leaders and staff members. Additionally, to track specific funding percentages, an evaluation will require annual financial reports and budget operations assessments (quantitative secondary data). Lastly, program fidelity will require interviews (qualitative primary data) with key RDEF stakeholders from current locations.

For the qualitative data (interview transcripts and focus groups), there are multiple steps necessary for a complete analysis of the available information, including but not limited to annotation, segmentation, deductive analysis, focus group facilitation, and feedback collection. The primary resource for this stage is an evaluator who is comfortable with qualitative research processes. The importance of expertise in this area is magnified due to some interview participants being children.

For quantitative data (comparative test scores and survey results), advanced statistical methods (examples are ANOVA, MANOVA, Non-Detects) will be needed. For comparative test scores, statistical methods will provide an accurate comparison between RDEF students and the control group (non-RDEF) individuals. For survey results, the primary purpose of employing statistical methods is to quantify the improvements in education, income, or other measurable variables that can be attributed to RDEF’s activities in the community.

Due to the small sample size of students/families involved in the RDEF program, data volume will not be a concern in this evaluation. Therefore, specialized software applications/packages will not be necessary for this stage of the evaluation. However, expertise with mixed methods research will be critical, and will comprise the majority of the resources needed to create a complete collection and analysis of the data:

- Expert evaluator/researcher working-hours (and associated costs per project/hour)
- MS Office (for interview transcription and data analysis)

There are different controls to compare each measurable variable. Literacy improvements will use a control group of qualified, nonparticipating students in partner schools. Evaluation of behavioral issue mitigation will use previous behavior reports from schools and teachers. Measuring self-reliance of adults will analyze the change of employment status between the two surveys. Evaluation of improvements in family relations, household members will complete a survey to measure improved communication, emotional intelligence, conflict resolution, and other related skills. Measuring participant retention will use attendance data from their most popular program, martial arts, as a standard of comparison for the Sports+ program. To examine funding the evaluators will use multiple years' annual reports.

The following table expands on the aforementioned collection methodologies:

<b>Type and Source of Information</b>	<b>Qualitative, quantitative, or mixed data</b>	<b>Resources needed to analyze the information</b>	<b>Standard of comparison</b>
<p><b>Efficient and Effective?</b> <u>Literacy improvements</u></p> <ul style="list-style-type: none"> <li>Reading and writing pre- and post-test, comparing the test scores to determine if literacy improved for participants in the program</li> </ul> <p><u>Behavioral issue mitigation</u></p> <ul style="list-style-type: none"> <li>Teacher surveys to determine if behavior has improved</li> <li>Student record comparisons from beginning and end of the program to determine if behavior has improved</li> </ul> <p><u>Self-reliance for adults</u></p> <ul style="list-style-type: none"> <li>Anonymous surveys from participants of the vocational program, including questions related to employment, familial status, and credit scores</li> </ul> <p><u>Improved family relations</u></p> <ul style="list-style-type: none"> <li>Individual interviews of parents and other family members to track their perceptions on family values and relationships</li> </ul> <p><u>Increased leadership skills</u></p> <ul style="list-style-type: none"> <li>Interviews with graduates of program about their</li> </ul>	<p><b>Mixed Methods</b> <u>Qualitative data:</u></p> <ul style="list-style-type: none"> <li>Interviews of key stakeholders (save transcripts, utilize repetitive language, or key words, generalize amount of “good” vs “bad” interview feedback, analyze for the use of implementation to improve overall experience)</li> <li>Focus group of English &amp; Spanish Language Course participants to facilitate guided discussion regarding efficacy of curriculum, preconceived notions of the opposite nationality, and evolutions as they integrated and reduced levels of xenophobia</li> </ul> <p><u>Quantitative data:</u></p> <ul style="list-style-type: none"> <li>Comparative test scores (progress quantified and compared to highlight percentage of improvement, or decline, in general scores)</li> <li>Survey results from key stakeholders (use</li> </ul>	<p><b>Qualitative data:</b> <u>Interview transcripts:</u></p> <ul style="list-style-type: none"> <li>Annotation</li> <li>Segmentation</li> <li>Deductive analysis</li> </ul> <p>*Primary resource is evaluator who is comfortable with qualitative research processes</p> <p><b>Quantitative data:</b> <u>Comparative test scores:</u></p> <ul style="list-style-type: none"> <li>ANOVA</li> <li>MANOVA</li> <li>Non-Detects</li> </ul> <p><u>Surveys quantify improvements in:</u></p> <ul style="list-style-type: none"> <li>Education</li> <li>Income</li> <li>Other measurable variables</li> </ul> <p>*Primary resource is evaluator/researcher working hours and MS Office</p>	<p>Literacy improvements: Control group of nonparticipating, but qualifying, students in local schools</p> <p>Behavioral issue mitigation: Previous behavior reports from schools/teachers</p> <p>Self-reliance for adults: Change of employment data between the two surveys</p> <p>Improved family relations: Perceived comparison from before the program</p> <p>Increased leadership skills: Perceived comparison from before the program</p> <p>Participant retention: Difference between retention from most popular RDEF</p>

<p>continued engagement (or lack thereof) with their community and any leadership roles they've held since the end of the program</p> <p><u>Integration into the Community</u></p> <ul style="list-style-type: none"> <li>Focus groups intended to track participants' community integration progress following the three-month English &amp; Spanish Language Course</li> </ul> <p><b>Sustainable?</b></p> <p><u>Participant retention</u></p> <ul style="list-style-type: none"> <li>Regular attendance record collection by Sports+ program leaders and staff</li> </ul> <p><u>Funding</u></p> <ul style="list-style-type: none"> <li>Annual financial reports and budget operations assessments</li> </ul> <p><b>Replicable?</b></p> <p><u>Program fidelity</u></p> <ul style="list-style-type: none"> <li>Interviews with key stakeholders from current RDEF location</li> </ul>	<p>quantifiable questions where possible, utilize repetitive language or key words)</p>		<p>program (martial arts classes) and Sports+ program</p> <p>Funding: Past annual financial reports</p> <p>Program fidelity: None</p> <p>Integration into the Community: Perceived change as seen from focus group discussion results</p>
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## Data Analysis and Reporting

What are the proposed criteria for success in the program?

- A majority of program participants show improvement from reading pre-test to post-test
- Classroom teachers report a reduction in behavior problems of participants
- Vocational training students report higher employment, showing the ability to find and maintain employment
- Families report better communication and cohesive functioning
- Graduates express an interest in and demonstrate a history of community engagement and leadership roles
- Graduates continue to demonstrate integration through use of new language skills and express reduced levels of xenophobia

What do you propose to compare the information collected to?

- Reading evaluation scores for program participants will be compared to a control group of non-participating, but qualifying, students. This will allow evaluators to measure improvements against those of statistically similar students.

2. Several surveys will be conducted, which will ask subjects to provide reflective answers. Some of this will include quantitative data, and some will be qualitative.

Is there other information needed in order to rule out alternative explanations and justify conclusions?

1. COVID-19 pandemic
  1. The ongoing pandemic has required the program facilitators to make changes to accommodate the government's distancing and group size requirements. This may impact the level of instruction provided to individual students.
  2. Country-wide economic struggles, exacerbated by the pandemic, may impact joblessness as well as financial contributions.
2. Families face a variety of socioeconomic hardships they must work to overcome. These can significantly impact a participant's performance.



## Dissemination of Evaluation Results

The delivery of the evaluation results is critical towards ensuring that the findings and recommendations are introduced and implemented to improve RDEF's processes and program delivery to the local community, and will also aid in community trust-building, improving legitimacy with governmental partners, and providing current and potential donors/sponsors with evidence of success.

The full evaluation report will be delivered to the RDEF leadership team, as they are the primary audience, and a formal presentation of the evaluation results will accompany this extensive evaluation report. The presentation will primarily focus on key findings and recommendations that were created through the evaluation process. The evaluators will utilize this presentation to have an open dialogue with RDEF leadership regarding the results and encourage the development of new ideas that can address any challenges or areas for improvement that were identified through the evaluation.

Following this, we recommend that RDEF leadership undertakes the next stage of the evaluation dissemination, which involves sharing these results with different stakeholders, partners, and other audiences. Our proposed plan is that RDEF leadership utilize the language and results from both the report and the presentation to create the following list of documents and/or presentations (partial list, refer to Table VIII for a complete list of audiences/formats):

- 1-2-page internal memo discussing evaluation results and opportunities for improvement
- 3-4-page funding document (create a standard template that can be modified depending on donor size, history, or other unique factors)
- Presentations (to be shared with different audiences based on context)

While the evaluation team will be available to assist in the creation of these documents and presentations, we recommend that RDEF accepts primary responsibility for these tasks to ensure that 1) RDEF leadership has control over the tone and/or contents of what is shared with different audiences and 2) RDEF is directly involved in the presentation of materials to different audiences, which will allow for improved communication and trust-building.

The full list of audiences and recommended delivery modes/formats are listed in the following table:

Audiences	How to share results
RDEF Leadership Team	RDEF's Leadership Team will receive the full evaluation results through a variety of formats, with the foremost being a presentation (PowerPoint or other medium) and a summary findings document (two-page limit). Accompanying these materials will be the full evaluation report including but not limited to methodology explanations, data analysis and complete data results, and an expanded conclusions/recommendations section. This will be in the form of a document, and it must be ensured that participant data used in the evaluation (families, children, RDEF workers) should be non-attributable to prevent any follow-on repercussions.

RDEF Staff/Volunteers	To improve efficiency in the delivery of evaluation results and to avoid overwhelming staff and volunteers with an extensive report, we recommend that RDEF leadership create an internal memo to be distributed amongst the staff. This will ensure that the leadership can isolate potential areas for improvement and address those internally to create better processes and results for the community. This memo can be delivered as a brief document, an online webpage, or as a presentation from RDEF leadership.
RDEF Partners (Local Schools)	Due to their role as critical partners in helping RDEF improve children's welfare in the community, local schools should be presented with a condensed version of the summary findings document, focusing on children's literacy and school performance data. The goal of presenting results to this audience is to improve their understanding of RDEF's effect on children's education and emphasize the improvements that can be formed in the RDEF-local school relationship. The most effective way to distribute this information, and facilitate a productive dialogue, would be a presentation (PowerPoint, mixed materials), followed by open dialogue between RDEF leadership and school principals and/or teachers.
Trinidad and Tobago Government (municipal and state officials)	RDEF leadership emphasized that local officials in Chaguanas are familiar with the organization, and that the organization itself is in no manner associated with a specific political party or political agenda. However, RDEF's goal of expansion into other communities necessitates an efficient relationship with local and state governments. This relationship will be aided through the creation of a policy brief that uses the evaluation results for recommendations and partnership opportunities. Policy briefs should be specific to the regional level of governmental authority and should focus on the community quality-of-life improvements attributed to RDEF and the potential for new/improved support structures in other communities for RDEF's planned expansions. RDEF's leadership have noted that availability of space is a major challenge for the organization, and governmental support (i.e., low-cost leasing of municipal property) can be utilized to address this organizational need.
Funding Sources (Corporate partners, Individuals, Other organizations such as USAID)	Funding requests are aided with the presentation of quantitative data and qualitative success stories, and a two-page document (condensed version of evaluation's findings section) that outlines RDEF's successes and financial needs should be created as a standard document for all funding requests. Based on the funding source's potential contribution size, RDEF leadership can present evaluation results (PowerPoint or mixed media), focusing on the community improvements, preferably through using individual success stories and other human-interest elements.
Chaguanas and Mayaro Community	Due to RDEF's longstanding presence in the Chaguanas community, there is a reduced need for presenting the evaluation results to local residents and families. However, this form of relationship building is critical towards ensuring there is sufficient community trust, and consequently participation, in RDEF's Sports+ program. RDEF leadership can disseminate evaluation results as online articles on social media and/or printed flyers. For new expansions, RDEF should follow up with a town-hall meeting to facilitate an open dialogue with community residents. This meeting should begin with a short presentation that focuses on evaluation findings and utilize one or two individual success stories. This presentation should be customized based on each community's needs and must also be accommodating of linguistic limitations to efficiently conduct the trust building process. For example, the needs of the Venezuelan migrant population in Mayaro are different from those of local residents, and they also have a major limitation due to a majority of the community speaking only Spanish.

## Follow-Up Steps

### 1. Recommendations Section Clarity

While this is a part of the evaluation report writing process, the clarity of language in the recommendations presented to RDEF is fundamental towards ensuring that the results of the evaluation are easily understandable, and the recommendations are actionable. Providing RDEF leadership with useful tools such as cost-benefit data for each recommendation, what-if scenario exploration, and other recommended next steps is a means of ensuring that the findings are acted on by the organization. An additional measure would be the creation of a timeline for incorporating recommendations, which can be helpful in a systemic implementation of new processes (or process improvements).

### 2. Communication Channels

Due to the extensive size of the proposed evaluation report, the evaluation team must ensure that an open channel is established with multiple members of RDEF to address any questions, concerns, or other issues that are related to both the evaluation, and its distribution. A key role played by the evaluation team will be in assisting RDEF with the creation of the documents listed above, and to ensure that the messaging and contents for each one is audience-appropriate, while also checking for factual consistency. Maintaining communication with the organization will allow the evaluation team to assist in any actions that are undertaken based on the report's recommendations and will aid RDEF in eliminating any errors or oversights.

### 3. Follow-Up Meetings

The evaluation team should discuss the potential for follow-up meetings with the RDEF team at 3-, 6-, and 12-month periods after the delivery of the evaluation report and presentation is complete. As aforementioned, the recommendations will be delivered along a timeline, and having follow-up meetings at different intervals will aid in observing the actions/results of the evaluation. Conducting these meetings will provide RDEF with an opportunity to present their undertaken steps and allow the evaluation team to observe the results of any implemented recommendations. Following a meeting schedule also presents the evaluation team with an opportunity to conduct an internal evaluation of the validity and effectiveness of all presented recommendations, which will aid in all current and future work conducted by the evaluation team.

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## Methods Appendix 1 - Read for Life Program Student Testing

Method of evaluation: Standardized assessment designed by RDEF that tests phonemic awareness, oral reading fluency, letter recognition, and accuracy. This assessment is administered to all students who enter the Read for Life course and is used to monitor progress (experiment group). Students who qualify but do not participate in the course will be assessed as a control group.

### Reading pre-test and post-test

(Source: Ryu Dan Empowerment Foundation)

**RYU DAN EMPOWERMENT FOUNDATION**  
FACILITATING EMPOWERMENT; IMPROVING LIVES; PROMOTING HOLISTIC DEVELOPMENT  
 23 Railway Road, Empowerment Village, Chaguanas  
 Telephone: 1-868-772-1417/754-5466/739-7123; Email: ryudandef@gmail.com

**READ FOR LIFE / ACADEMIC SUPPORT PROGRAM  
 INITIAL LITERACY ASSESSMENT**

Level 1	
Level 2	

**1 Form Filling**  
 NAME: \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_  
 SCHOOL: \_\_\_\_\_

**2 Sight Words**

the	only	water	your	with	could	her
down	want	their	first	year	were	know
like	that	for	here	because	since	which

**3 Letter Recognition**

t p n a s i r m o f c d e  
 l g b u h k v j y w z q x  
 A N B G T L H R M O I Z P  
 D X U C S V K Y E J W Q U F

**4. Phonemic Awareness**  
 t a p n s a i d c i h o r o m e b l e f g u k z v w u y j q

**COMMENTS**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 Name in block letters                      Signature                      Date

#### READING (45 words) LEVEL 1

Hesitant	Instructional	Fluent
----------	---------------	--------

There are many house and bush fires during the dry season. To prevent fires you should not burn rubbish in our backyard. You should put out lamps if you are going out. Children should not play with matches. Adults should not smoke in their beds.

#### READING (77 words) LEVEL 2

Hesitant	Instructional	Fluent
----------	---------------	--------

Some people throw paper, bottles, fruit peels and old containers on the ground. Litter can give off a bad smell and attract pests and flies. We can help to keep our environment clean by sorting our litter. Litter can be sorted in three groups; paper, plastic and cans. Some litter can be reused. Some litter rot very quickly while others do not. Do not pick up litter with your bare hands. Wash your hands after touching litter.

#### COMMENTS

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 Name in block letters                      Signature                      Date

### Rubric/Scoring

(Source: Ryu Dan Empowerment Foundation)

Category	4	3	2	1	Score
Decoding	Applies decoding, word recognition skills, and comprehension strategies to develop vocabulary, increase fluency, and construct meaning.	Uses decoding, word recognition skills, and comprehension strategies to develop vocabulary, increase fluency, and construct meaning.	Attempts to use decoding, word recognition skills, and comprehension strategies to develop vocabulary, increase fluency, and construct meaning.	Does not attempt to use decoding, word recognition skills, and comprehension strategies to develop vocabulary, increase fluency, and construct meanings (wants to be told)	

Fluency	Reads in large, meaningful phrase groups. Some repetitions, regressions may be present. Preservation of the author's syntax is consistent. Some or most of the story is read with expression.	Reads primarily three- or four-word phrase groups. Some smaller groupings may be present. Little or no expressive interpretation is present.	Reads primarily in two-word phrases with some three- or four-word groupings. Some word by word. Word groupings may seem awkward in the context of the sentence.	Reads primarily word-by-word with occasional two- or three-word phrases.	
Comprehension	Summarizes events in the reading selection in the correct sequence using details and vocabulary from the text. Interprets message or theme with higher-level thinking.	Summarizes many events in the reading selection in the correct order including many details and vocabulary from the text. Interprets message or theme literally.	Summarizes a few events in the reading selections with some details and vocabulary from the text. Little or no interpretation of message or theme.	Tells a few events from the story, not necessarily in order. Misinterprets the message or theme of the text.	
				Total	

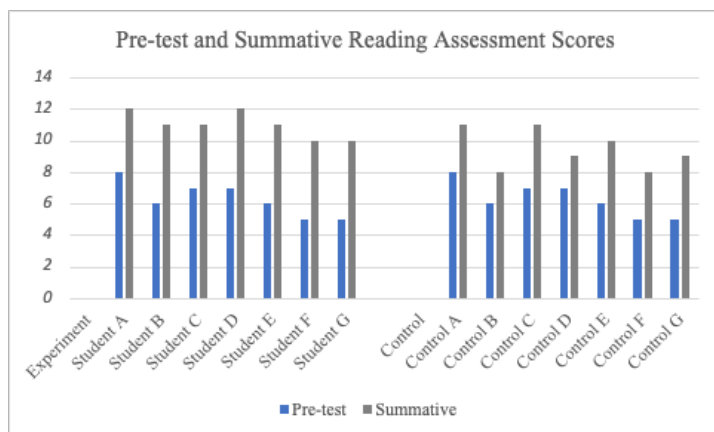
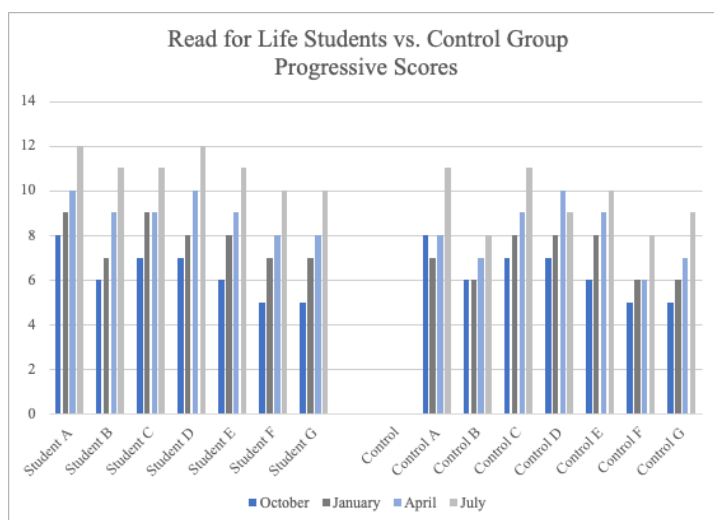
### Data Presentation Template

Data is compiled into a spreadsheet and converted to a visual representation. This graph enables stakeholders to see a side-by-side comparison of experiment and control groups, and the progression/regression of scores for the duration of the course. The second graph removes the mid-course, formative assessment scores to demonstrate overall progress. (Note - Data is hypothetical in the sample graphics)

*Pre-test Formative Formative Summative*

Experiment	October	January	April	July
Student A	8	9	10	12
Student B	6	7	9	11
Student C	7	9	9	11
Student D	7	8	10	12
Student E	6	8	9	11

Student F	5	7	8	10
Student G	5	7	8	10
Control A	8	7	8	11
Control B	6	6	7	8
Control C	7	8	9	11
Control D	7	8	10	9
Control E	6	8	9	10
Control F	5	6	6	8
Control G	5	6	7	9



Scores of 10 or more indicate that the student is making good progress in fluency. Scores below 10 indicate that the student needs additional instruction in fluency.

## Methods Appendix 2 – Teacher Surveys

Method of evaluation: Random selection of teachers to measure behavioral issue mitigation. The purpose of the surveys is to track the percentage of students who have reduced their number of behavioral infractions.

### October Survey

1. What grade do you teach? \_\_\_\_\_
2. What percentage of your students participate in the Sports+ program? \_\_\_\_\_
3. Using a scale of 1 to 5, how true to your experience are the following statements (with 1 being not true at all and 5 being completely true)?

Item	Rating	Comments (optional)
3.1. Students who participated in RDEF programs have previously had regular behavioral infractions	1   2   3   4   5	
3.2. Students who participated in RDEF programs have had more behavioral infractions than those who did not participate.	1   2   3   4   5	
3.3. Students enjoy Sports+ Programs.	1   2   3   4   5	
3.4. Students make friends when participating in Sports+.	1   2   3   4   5	
3.5. The RDEF was helpful in improving the self-esteem of my students.	1   2   3   4   5	
3.6. I believe that Sports+ has thus far improved the behavior of my students.	1   2   3   4   5	
3.7. This course provided students with new skills.	1   2   3   4   5	

4. Open-ended questions: Please answer the following questions to the best of your knowledge.
  - 4.1. Based on your understanding of Sports+, do you believe Sports+ will have a positive impact on the way in which your students behave? Please explain why or why not.
  - 4.2. Why do you feel your students behave inappropriately?



4.3. What kinds of activities do you feel will be most helpful in confronting behavioral issues in your students?

### July Survey

1. What grade do you teach? \_\_\_\_\_
2. What percentage of your students participate in the Sports+ program? \_\_\_\_\_
3. Using a scale of 1 to 5, how true to your experience are the following statements (with 1 being not true at all and 5 being completely true)?

Item	Rating	Comments (optional)
3.1. Students who participated in RDEF programs have previously had regular behavioral infractions.	1   2   3   4   5	
3.2. Students who participated in RDEF programs have had more behavioral infractions than those who did not participate.	1   2   3   4   5	
3.3. Students enjoyed the Sports+ Programs.	1   2   3   4   5	
3.4. Students made friends when participating in Sports+.	1   2   3   4   5	
3.5. The RDEF was helpful in improving the self-esteem of my students.	1   2   3   4   5	
3.6. The RDEF contributed to lower students' behavioral infractions.	1   2   3   4   5	
3.7. I believe that Sports+ improved the behavior of my students.	1   2   3   4   5	
3.8. The RDEF provided students with behavioral mitigation skills.	1   2   3   4   5	

3.9. The RDEF met the needs of my students.	1	2	3	4	5	
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- 4. Open-ended questions: Please answer the following questions to the best of your knowledge.
  - 4.1. How do you believe Sports+ impacted the behavioral mitigation of your students?
  
  - 4.2. Did you see a noticeable difference in your students' behavior over the course of the year?
  
  - 4.3. How can Sports+ and the RDEF improve to better improve the behavior of your students?
  
  - 4.4. What activities do you believe work and does not work in the RDEF's goal of improving students' behavioral mitigation?

## Methods Appendix 3 – Anonymous Vocational Training Outcome Surveys

Method of evaluation: The anonymous vocational training outcome surveys will measure improved self-reliance of adults, specifically related to the Sports+ program's vocational training. Two surveys will be administered, one six months after the vocational training and the other one year after, asking participants about various factors concerning their employment status. These surveys will be administered to all participants of the vocational training, in order to gather information about their level of self-reliance after the program.

### 6 months post-program survey

1. What vocational training program did you participate in?
2. What is your age? \_\_\_\_\_
3. Did you participate in the entire program? CIRCLE ONE  
     Yes                                      No  
     If no, approximately how many weeks/months of the program did you complete?  
     \_\_\_\_\_
4. Course specific questions: Using a scale of 1 to 5, how true to your experience are the following statements (with 1 being not true at all and 5 being completely true)?

Item	Rating	Comments (optional)
4.1. Class materials helped me understand the course.	1    2    3    4    5	
4.2. Interactions with my instructor helped me understand the course.	1    2    3    4    5	
4.3. During the course, I felt a sense of community with my classmates and instructor.	1    2    3    4    5	
4.4. Now, I feel a sense of community with my classmates and instructor.	1    2    3    4    5	
4.5. Class sessions were helpful for my learning.	1    2    3    4    5	
4.6. Out-of-class assignments were helpful for me learning.	1    2    3    4    5	

4.7. This course was challenging.	1	2	3	4	5	
4.8. I learned a lot in this course.	1	2	3	4	5	
4.9. This course provided me with new skills.	1	2	3	4	5	
4.10. This course provided me with new knowledge.	1	2	3	4	5	
4.11. This course inspired me.	1	2	3	4	5	
4.12. I gained a greater sense of confidence from this course.	1	2	3	4	5	
4.13. This course helped me find a job/career.	1	2	3	4	5	
4.14. This course helped advance a career that I already had.	1	2	3	4	5	

5. Employment-specific questions: Circle Yes or No.

Item	Yes / No		Comments (Optional)
5.1. I was employed at the start of the course.	Yes	No	
IF YES TO 5.1: 5.2. I was employed in the field of my choice at the start of the course.	Yes	No	
5.3. The course material directly applies to the field of my choice.	Yes	No	
5.4. I am currently employed.	Yes	No	
IF YES TO 5.4: 5.5. I am currently employed in the field of my choice.	Yes	No	
IF YES TO 5.4: 5.6. I am currently employed in a job that is relevant to my vocational training through RDEF.	Yes	No	
5.7. I am currently unemployed or underemployed and am looking for work.	Yes	No	

5.8. I am currently unemployed or underemployed and am not looking for work.	Yes	No	
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6. In your opinion, what impact did the vocational training from RDEF have on your professional life (i.e., did you gain experience that allowed you to switch fields, did you get promoted because of new knowledge, etc.)? How did your employment status change from the beginning of the program to now?

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### 12 months post-program survey

1. What vocational training program did you participate in?

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2. What is your age? \_\_\_\_\_

3. Did you participate in the entire program? CIRCLE ONE

Yes                      No

If no, approximately how many weeks/months of the program did you complete?

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4. Employment-specific questions: Circle Yes or No.

Item	Yes / No		Comments (Optional)
4.1. I was employed at the start of the course.	Yes	No	
IF YES TO 4.1: 4.2. I was employed in the field of my choice at the start of the course.	Yes	No	
4.3. The course material directly applies to the field of my choice.	Yes	No	
4.4. I am currently employed.	Yes	No	
IF YES TO 4.4: 4.5. I am currently employed in the field of my choice.	Yes	No	
IF YES TO 4.4:	Yes	No	

4.6. I am currently employed in a job that is relevant to my vocational training through RDEF.		
4.7. I am currently unemployed or underemployed and am looking for work.	Yes                  No	
4.8. I am currently unemployed or underemployed and am not looking for work.	Yes                  No	

5. In your opinion, what impact did the vocational training from RDEF have on your professional life (i.e., did you gain experience that allowed you to switch fields, did you get promoted because of new knowledge, etc.)? How did your employment status change from the beginning of the program to now, and in what way?

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## Methods Appendix 4 – Parent and Child Interviews

Method of evaluation: Improved family relations will be evaluated through interviews with the parenting class participants and others in their household. These interviews will take place during the last program session and will allow evaluators to measure the percentage of participating families who feel the parenting classes improved family function and communication.

1. How did you initially learn about RDEF's programs?
2. Why did you decide to participate in RDEF?
3. How many family sessions were you able to attend?
4. What would have made it easier for you to attend more sessions?
5. Did your relationship with your child(ren) change after RDEF?
6. Do you feel RDEF helped to improve relationships between you and your child(ren) and within your family?
7. Do you feel RDEF helped to improve your child(ren) peer friendships/relationships?
8. Do you feel RDEF helped your child(ren) do better in school?
9. Do you feel RDEF helped to improve your child's self-esteem?
10. What did you think of the RDEF schedule?
11. What did you like MOST about RDEF?
12. What did you like LEAST about RDEF?
13. What is your favorite or most memorable child/family RDEF experience?
14. What could we do to improve RDEF?
15. Do you have any additional comments or suggestions that you would like to share with us about your RDEF journey?

## Methods Appendix 5 – Multiple Interviews of Program Participants

Method of evaluation: One of the desired skills that RDEF hopes its participants will gain is leadership skills. In order to measure graduates' growth in leadership, multiple interview-based assessments can be used to track the leadership positions and achievements of program graduates. Graduates are interviewed and encouraged to check-in with program facilitators periodically. The percentage of program graduates who move on to become community leaders is one of many measures that can be used to determine the success of the program.

### **Interview questions immediately following program completion**

1. Are you interested in becoming a community leader now or in your future? Please explain why or why not.
2. How has the RDEF contributed to your interest or lack of interest in being a leader?
3. How has the RDEF influenced your perception of community engagement?
4. The Sports+ program is designed to meet several goals, one of which is to connect participants to jobs. Did you find that Sports+ was helpful in preparing you in your job readiness?
5. Do you feel prepared to enter the workforce and/or to apply for employment?
6. Which parts of your community are you most interested in working with?
7. Do you have any leadership position offers since graduating from the RDEF?
8. Which specific activities were most helpful in building leadership skills?

### **Interview questions 4-6 months following program graduation**

1. Since graduating from the RDEF, have you served any time as a community leader?
2. If so, please explain your role.
3. Looking back on your time with Sports+ at the RDEF, do you believe the skills you acquired there are transferable to your role now?
4. For those not involved in any kind of leadership, do you plan on being involved in the near future?
5. How did the RDEF influence your perception of the importance of community engagement?



6. Which parts of your community are you most involved with, if any?
7. Do you feel that the RDEF helped you form connections with professional entities?
8. What would you do to improve the RDEF's efforts in building community leaders?

## Methods Appendix 6 – Evaluation of English and Spanish Course Outcomes

Method of evaluation: Method of evaluation: Using an established, interview-based assessment, program facilitators are able to determine the competency of language class participants prior to the commencement of the program. Students are evaluated at the end of this period to measure progress. This progress is just one measure of the program's success. In addition, facilitators will include questions related to the program's inclusivity, measuring the progress toward their goal of combating xenophobia.

### One-on-one interview testing language proficiency

For Venezuelan Students	For T&T Nationals
What is your name?	¿Cuál es tú nombre?
Where do you live?	¿Cómo te llamas?
Who do you live with?	¿Con quién vives?
What color is your house/t-shirt/hair?	¿De qué color es tu casa/tu camiseta/tu pelo?
Do you have any pets?	¿Tienes mascotas?
How many people are there in your family?	¿Cuántas personas hay en tu familia?
What color is your room?	¿De qué color es tu cuarto?
What room are you in?	¿Dónde estás?
What foods do you like to eat?	¿Qué comida te gusta?

### Conversational testing (observed by facilitators)

Sample questions:

1. What is your name?
2. Where do you live?
3. What do you like to do?

### Rubric/Scoring

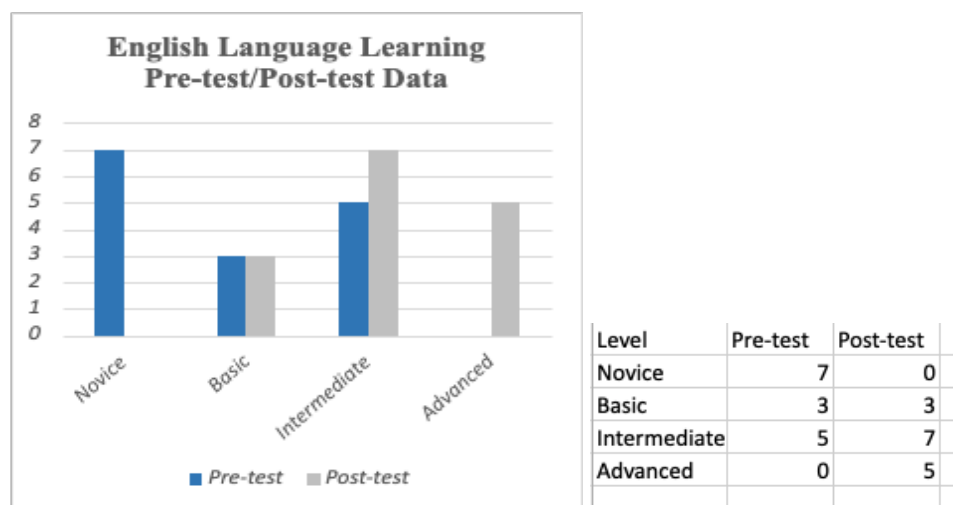
Holistic scoring based on all parts of the language assessment.

Advanced	<ul style="list-style-type: none"> <li>• No pattern of errors.</li> <li>• Responds fluently and appropriately.</li> <li>• Clarity of expression with good pronunciation.</li> </ul>
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Intermediate	<ul style="list-style-type: none"> <li>• Understands written and spoken English/Spanish.</li> <li>• Responds to appropriate sentences.</li> <li>• Some clarity of expression with few pronunciation errors.</li> </ul>
Basic	<ul style="list-style-type: none"> <li>• Asks and understands basic questions with repetition.</li> <li>• Respond with appropriate, broken sentences.</li> <li>• Unclear expression with some pronunciation errors but can communicate with sympathetic listeners.</li> </ul>
Novice	<ul style="list-style-type: none"> <li>• Difficult to understand.</li> <li>• May have simple vocabulary.</li> <li>• Cannot communicate in second language.</li> </ul>

### Data Presentation Template

The following graphic is an example of how to visually represent language proficiency scores for evaluated students. (Note - Data is hypothetical in the sample graphics)



### Dismantling xenophobia focus groups

Using focus groups, facilitators will ask questions to determine the level of xenophobia that still exists upon completion of this program. Sample questions:

1. In what ways has participating in this inclusive learning experience helped you understand the (opposite) culture?
2. Do you feel this understanding has helped you (welcome Venezuelan immigrants *or* feel more settled in your new community)? Please give an example or explain your answer.

## Methods Appendix 7 – Stakeholder Interviews

Method of evaluation: For this evaluation plan, three key stakeholder groups in RDEF's Sports+ program have been identified:

1. RDEF Leadership/Permanent Staff
2. RDEF Volunteers
3. Community Leaders/Representatives

For each of these identified stakeholder groups, the evaluation will conduct semi-structured interviews. These results will be utilized to create a collection of qualitative and quantitative (tests, surveys, etc.) data on internal and external perceptions of the Sports+ program. The evaluator must compile the results of the interview questions (qualitative data) for each group, and perform analysis (key words, common themes, etc.) to identify commonalities within each group's interview responses. These must be compared intra- *and* inter-group to identify potential disparities or gaps in perception under each of the evaluation question areas. These gaps or disparities must be incorporated as potential recommendations for program improvement.

### **RDEF Leadership/Permanent Staff - Interview Questions**

Evaluation Question - To what extent is the Sports+ program running efficiently and effectively?

A – Common Questions for all Stakeholder Groups

1. Do you think the Sports+ program is meeting its originally conceptualized goals through its implementation in your community?
2. Have you noticed any increases or decreases to overall efficiency in the delivery of the program services in your community?
3. Do you have any ideas on how to improve the efficiency of the Sports+ program?
4. Are there any operational strategies to improve the effectiveness of Sports+ in serving your community?
5. Do you have any further ideas or is there anything else you would like to mention on making the Sports+ model a more effective and efficient program in your community?

B – Questions Specific to RDEF Staff

1. Do you feel that the current program model has any room for internal process improvement?
2. What, if any, steps have been taken to address efficiency concerns?
3. What, if any, steps have been taken to make Sports+ more effective?

Evaluation Question - What is the current level of sustainability for the Sports+ program, and are there potential improvements in this area?

A – Common Questions for all Stakeholder Groups

1. Have you noticed an increase or decrease in overall program sustainability in recent years?
2. Have there been any challenges with the continuation of the Sports+ program in your community?
3. Has the quality or quantity of services delivered under the Sports+ model decreased or increased recently? If so, would you have any thoughts on this development?

B – Questions Specific to RDEF Staff

1. Do you consider funding to be a barrier in successfully continuing the program in your community?
2. Do you feel you are under-, over-, or appropriately compensated for your work at RDEF for the Sports+ Program?
3. Has program sustainability been a priority issue for your organizational culture?
4. Have you noticed any increases in mentions of program sustainability within the RDEF organization? If so, what are the contexts for these mentions?

Evaluation Question - What is the likelihood of successful outcomes (for both RDEF and local communities) through the planned expansion of the Sports+ program into new communities? Are there potential barriers decreasing this likelihood?

A – Common Questions for all Stakeholder Groups

1. Based on your understanding of the success of Sports+ and opportunities for improvement in your community, are there potential barriers in an expansion of the program to new communities?
2. Is the Sports+ program flexible in adapting to the specific needs of your community?
3. Do you have any thoughts on the program's level of success in its current expansion areas?
4. Based on your familiarity with the Sports+ program, do you foresee any barriers in future expansion to other communities?

B – Questions Specific to RDEF Staff

1. Have you encountered any difficulties in forming relationships with community leaders, local government, and other potential partners in new communities?
2. Have there been instances of community resistance in adopting the Sports+ program in new communities?
3. What are the strategies planned/implemented to adopt Sports+ to the unique needs of different communities?
4. Are there funding limitations that are preventing the program's potential for expansion?

**RDEF Volunteers – Interview Questions**

Evaluation Question - To what extent is the Sports+ program running efficiently and effectively?

A – Common Questions for all Stakeholder Groups

1. Do you think the Sports+ program is meeting its originally conceptualized goals through its implementation in your community?
2. Have you noticed any increases or decreases to overall efficiency in the delivery of the program services in your community?
3. Do you have any ideas on how to improve the efficiency of the Sports+ program?
4. Are there any operational strategies to improve the effectiveness of Sports+ in serving your community?
5. Do you have any further ideas or is there anything else you would like to mention on making the Sports+ model a more effective and efficient program in your community?

B – Questions Specific to RDEF Volunteers

1. Do you feel that your feedback on program improvements is acknowledged and/or implemented by the organization?
2. Do you consider a lack of sufficient resources (i.e., funding, labor, facility space) to be a barrier in the program's effectiveness in your community?
3. Are there any specific areas or issues that you consider as a major barrier in improving efficiency or effectiveness of Sports+?
4. Do you feel that there is a high, low, or medium level of communication and agreement between volunteers and RDEF staff?

Evaluation Question - What is the current level of sustainability for the Sports+ program, and are there potential improvements in this area?

A – Common Questions for all Stakeholder Groups

1. Have you noticed an increase or decrease in overall program sustainability in recent years?
2. Have there been any challenges with the continuation of the Sports+ program in your community?
3. Has the quality or quantity of services delivered under the Sports+ model decreased or increased recently? If so, would you have any thoughts on this development?

B – Questions Specific to RDEF Volunteers

1. Have you noticed any changes to the program's need for volunteers to deliver its various elements?
2. Is there a noticeable lack of available resources for the program's delivery?
3. Is there a sufficient level of community participation to ensure program viability? Do you have any insights on how to make the Sports+ program more attractive to residents in your community?

Evaluation Question - What is the likelihood of successful outcomes (for both RDEF and local communities) through the planned expansion of the Sports+ program into new communities? Are there potential barriers decreasing this likelihood?

A – Common Questions for all Stakeholder Groups

1. Based on your understanding of Sports+'s success and opportunities for improvement in your community, are there potential barriers in an expansion of the program to new communities?
2. Is the Sports+ program flexible in adapting to the specific needs of your community?
3. Do you have any thoughts on the program's level of success in its current expansion areas?
4. Based on your familiarity with the Sports+ program, do you foresee any barriers in future expansion to other communities?

B – Questions Specific to RDEF Volunteers

1. Based on your understanding of the success of Sports+ and successful implementation in your community, do you consider other communities to provide RDEF with comparable volunteer resources?
2. Why did you choose to volunteer for the Sports+ program? If you were recruited in any form by RDEF, would you consider those methods to be effective in other communities?

3. Would you choose to work as a full-time employee for RDEF if appropriate compensation was available for your potential position?

### **Community Leaders/Representatives – Interview Questions**

Evaluation Question - To what extent is the Sports+ program running efficiently and effectively?

#### A – Common Questions for all Stakeholder Groups

1. Do you think the Sports+ program is meeting its originally conceptualized goals through its implementation in your community?
2. Have you noticed any increases or decreases to overall efficiency in the delivery of the program services in your community?
3. Do you have any ideas on how to improve the efficiency of the Sports+ program?
4. Are there any operational strategies to improve the effectiveness of Sports+ in serving your community?
5. Do you have any further ideas or is there anything else you would like to mention on making the Sports+ model a more effective and efficient program in your community?

#### B – Questions Specific to Community Leaders/Representatives

1. From your perspective, is the Sports+ program effective at addressing specific issues within your community?
2. What are the specific changes, if any, you have observed in your community since the introduction of the program?
3. What are your thoughts on the specific needs of the community that are currently unaddressed, but could be partially or completely included under the Sports+ program?
4. Are there any unique cultural characteristics of your community that affect the efficiency or effectiveness of the Sports+ program?
5. Would you consider the overall level of resilience in your community to be enhanced, depreciated, or unaltered as a direct or indirect outcome of the Sports+ model?

Evaluation Question - What is the current level of sustainability for the Sports+ program, and are there potential improvements in this area?

#### A – Common Questions for all Stakeholder Groups

1. Have you noticed an increase or decrease in overall program sustainability in recent years?
2. Have there been any challenges with the continuation of the Sports+ program in your community?
3. Has the quality or quantity of services delivered under the Sports+ model decreased or increased recently? If so, would you have any thoughts on this development?

#### B – Questions Specific to Community Leaders/Representatives

1. Do you have any insights on the community's ability to support the Sports+ model (does the community have an ongoing need, will the need for the program reduce, etc.)?
2. Has the Sports+ model evolved with changes in community needs?

Evaluation Question - What is the likelihood of successful outcomes (for both RDEF and local communities) through the planned expansion of the Sports+ program into new communities? Are there potential barriers decreasing this likelihood?

A – Common Questions for all Stakeholder Groups

1. Based on your understanding of the success of Sports+ and success and opportunities for improvement in your community, are there potential barriers in an expansion of the program to new communities?
2. Is the Sports+ program flexible in adapting to the specific needs of your community?
3. Do you have any thoughts on the program's level of success in its current expansion areas?
4. Based on your familiarity with the Sports+ program, do you foresee any barriers in future expansion to other communities?

B – Questions Specific to Community Leaders/Representatives

1. When the Sports+ program was initially introduced in your community, were there any cultural, social, or economic barriers that prevented certain members of your community from accessing it?
2. Are there any particular outreach methods that would assist RDEF in introducing the organization and the benefits of the Sports+ program to a new community?



## Terminology Appendix

### Subjective Terminology

Sustainability: Building on previous experience to maintain a successful program, as measured by the initial goals set by stakeholders. Ability to show success is necessary to maintain funding, in turn leading to continuity of the program.

Community resilience: Addressing the vulnerability of a community's economic and social infrastructure, specifically family life, crime, violence, and personal and social assets.

Expansion: Using lessons learned from the original program to provide services to new communities and improve services in existing locations.

Efficiency: Adhering to a well-defined structure and plan, budget compliance, collaboration with community groups, schools, and leaders. Appropriate ongoing monitoring and evaluating program strategies to making necessary changes or improvements, including identification of and maintaining best practices.

Family relationships: Parental skills and decision-making impact bonds between parent and child, affecting the manageability and stability of interfamily relationships.

Trust: Believing in the reliability and dependability of a person or organization. Community's trust in RDEF is driven through the organization's commitment to its goals.

Standard of living: Increased civic-mindedness and community leadership, easier access to education leading to higher education and/or employment opportunities, higher-income and employment levels in the community, and improved physical health amongst children and youth.

Program fidelity: How well a program's implementation adheres to its original goals.

Sympathetic listener: Someone who listens non-judgmentally with the knowledge that the speaker is using a non-native language.