**ICAP EVALUATION GRANT APPLICATION**

**APPLICATIONS ARE DUE BY 9/30/16 FOR PROGRAMS SEEKING FUNDING IN THE 2016-17 PROGRAM YEAR.** Additional [grantee requirements](#GranteeRequirements) and [definitions](#Definitions) are listed in this document. Resources on how to plan an evaluation and examples of evaluation plans ([Sample Impact Evaluation](http://www.nationalservice.gov/sites/default/files/resource/Sample_Evaluatin_Plan.pdf)) can be found on the [national service website](http://www.nationalservice.gov/resources/evaluation/planning-evaluation).

Please submit your completed application to Justin Ellis at jellis {at} iwcc.edu.

|  |
| --- |
| **HOST SITE INFORMATION** |
| Applicant Name |  |
| Applicant contact info |  |
| Organization Name |  |
| Organization Address |  |

|  |
| --- |
| **EVALUATION TYPE** |
| * Process or Implementation
 |
| * Outcomes (Short-,Intermediate, and Long-Term) or Impact
 |
|  | * Experimental
 |
|  | * Quasi-Experimental
 |
|  | * Non-Experimental
 |

|  |
| --- |
| **INTRODUCTION** |
| Program Background and Problem Definition (1 – 2 pages)* Overview of problem and program model
* Purpose of current evaluation
* Scope of current evaluation
 |
|  |
| Overview of Prior Research (1 – 2 pages)* Prior research on this program or similar programs
 |
|  |

|  |
| --- |
| **PROGRAM THEORY, LOGIC MODEL AND OUTCOMES OF INTEREST** |
| Program Theory (1 – 2 pages)* A description of the theory of change, or why the proposed intervention is expected to produce the proposed results.
 |
|  |
| Logic Model (attachment) |
| * I will use the [ICAP logic model](#ICAPlogicModel)
 | * I have created my own logic model using the [logic model template](#LogicModelTemplate) and it is attached to my application
 |
| Outcomes of Interest (1 page)* List the clear and measurable outcomes that are aligned with the theory of change and will be assessed during the evaluation.
 |
|  |

|  |
| --- |
| **STUDY COMPONENTS** |
| Your program evaluation must last at least one year. |
| Evaluation Start Date | Evaluation End Date |
|  |  |
| Evaluation Design (1 page)* Evaluation Design, including a rationale for the design selected, an assessment of its strengths and limitations, and a description of the process and/or impact assessment components
 |
|  |
| Data Collection (1 page)* Sampling Methods, Measurement Tools, and Data Collection Procedures
	1. What will be collected?
	2. How will the information be collected?
	3. From whom will data be collected? If applicable, what sampling method will you use?
	4. When will data be collected?
 |
|  |
| Analysis Plan (1 page)* How will data be analyzed?
	1. Statistical analysis for quantitative data
	2. Content analysis for qualitative data
 |
|  |

|  |
| --- |
| **INTERNAL REVIEW BOARD (IRB) CLEARANCE (IF APPLICABLE)** |
| This section serves as a reminder to request IRB approval for your evaluation (if applicable). |

|  |
| --- |
| **EVALUATOR QUALIFICATIONS** |
| You can either attach an evaluator resume or bio to your plan or briefly describe their experience conducting evaluation work similar in size and scope to the current evaluation. |
|  |

|  |
| --- |
| **REPORTING RESULTS, TIMELINE AND BUDGET** |
| Reporting results (1 page)* Briefly describe how results from your evaluation will be reported.
 |
|  |
| Timeline including the following (1 page)* Study planning (including IRB clearance if applicable)
* Sampling/comparison group identification
* Data collection instrument
* Data collection (baseline, post-testing, follow-up periods)
* Analysis
* Report writing (including drafts if applicable)
 |
|  |
| Budget (attachment)* Please attach your budget to your evaluation plan.
* Iowa Campus Compact will cover the cost of contracting an external evaluation, not to exceed $5,000
* Applicants are required to cover additional cash and/or in-kind costs (i.e., staffing, materials and supplies)
* Applicants must provide at least 25% matching non-federal funds (cash or in-kind, excluding federal indirect agreements)
 |

**GRANTEE REQUIREMENTS**

Awarded evaluation plans must produce --

1. Full Evaluation Plan which includes;
2. Introduction
	1. Program Background and Problem Definition
	2. Overview of Prior Research
3. Program Theory, Logic Model and Outcomes of Interest
4. Research Questions to be Addressed in the Study
5. Study Components
	1. Evaluation Design, including a rationale for the design selected, an assessment of its strengths and limitations, and a description of the process and/or impact assessment components
	2. Sampling Methods, Measurement Tools, and Data Collection Procedures
	3. Analysis Plan
6. Internal Review Board (IRB) Clearance (if applicable)
7. Evaluator Qualifications
8. Reporting Results, Timeline and Budget
9. Evaluation Report or Results which includes, but is not limited to, the following;
10. The date of the research or evaluation was completed, and the time period for which the intervention was examined
11. A description of the target population studied (e.g. the demographics)
12. The methodology used in the study (e.g.; outcome study, random assignment, regression discontinuity design , or propensity score matching)
13. A description of the data, data source, and data collection methods
14. The outcomes or impacts examine and the study findings
15. The strength of the findings (e.g. confidence level, statistical power of the study design and statistical significance of findings).

**ICAP LOGIC MODEL**

|  |  |  |  |
| --- | --- | --- | --- |
| Project Resources | Core Project Components | Evidence of Project Implementation | Evidence of change |
| Processes | Outcomes |
| Inputs | Activities | Outputs | Short-Term | Medium-Term | Long-Term |
| What we invest (# and type of AmeriCorps members) | What we do | Direct products from program activities | Changes in knowledge, skills, attitudes, opinions | Changes in behavior or action that result from participants’ new knowledge | Meaningful changes, often in their condition or status |
| * 145 Minimum Time members
* 25 Quarter Time members
* Student Volunteers
* Community Volunteers
* Coordinating Service Events
* Training Volunteers on Program Tasks
* Capacity Building and Volunteer Management Training
 | Recruit Volunteers | Number of recruited volunteers | Increase in partnership quality as reported by Organizations | Increase in the number of organizations returning to receive ICAP members | Organizations have developed a sustainable pipeline of community or student volunteers to meet program needs |
| Number of volunteer hours | Increase in attitude that more volunteers will be recruited to their organization | Recruited student volunteers are more likely to return to volunteer at an organization |
| Percent of recruited volunteers serving more than one hour | Increase in attitude that volunteers will be better prepared to volunteer at the organization | Number of volunteers serving at the organization is sustainable to the organization’s need. |
| Percent of recruited volunteers serving at more than one event |
| Manage Volunteers | Number of managed volunteers | Increase in attitude that more student volunteers will volunteer for 6-month or longer projects | Increase in the amount of volunteer management services adopted  | Organizations are able to provide more or better services to their communities |
| Increase in attitude that volunteers will be managed more effectively |
| Provide Specialty Capacity Building services | Number of organizations receiving specialty capacity building services | Increase in attitude toward organization’s capacity to perform effectively | Increase in organizational support toward area in which capacity services were built |
| Type of specialty capacity building services being provided | Increase organization’s attitude in evaluating ICAP member performance |

**LOGIC MODEL TEMPLATE**

|  |  |  |  |
| --- | --- | --- | --- |
| Project Resources | Core Project Components | Evidence of Project Implementation | Evidence of change |
| Processes | Outcomes |
| Inputs | Activities | Outputs | Short-Term | Medium-Term | Long-Term |
| What we invest (# and type of AmeriCorps members) | What we do | Direct products from program activities | Changes in knowledge, skills, attitudes, opinions | Changes in behavior or action that result from participants’ new knowledge | Meaningful changes, often in their condition or status |
|  |  |  |  |  |  |

**DEFINITIONS**

*Evaluation*

Uses scientifically-based research methods to assess the effectiveness of programs by comparing the observed program outcomes with what would have happened in the absence of the program.

*Experimental*

A research design that eliminates all factors that influence outcome except for the cause being studied (independent variable). All other factors are controlled by randomization, investigator-controlled manipulation of the independent variable, and control of the study situation by the investigator, including the use of control groups.

*Non-Experimental*

Non-experimental research designs do not involve a manipulation of the situation, circumstances or experience of the participants.

*Outcomes and Impact Evaluation*

 Addresses questions such as “What difference did you make?”

*Performance measurement*

Performance measure is the process of systematically and regularly collecting and monitoring data related to the direction of observed changes in communities, participants (members), or end beneficiaries receiving your program’s services. It is intended to provide an indication of your program’s operations and performance.

*Process and Implementation Evaluation*

Addresses questions such as “What did you do and how well did you do it?”

*Quasi-Experimental*

A quasi-experimental approach shares characteristics of an experimental approach. However, quasi experimental evaluations lack random assignment of treatment and comparison groups.