

Enhancing evaluation of a large scale civic education initiative with community-based focus groups

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Abstract

The views of the community and their role in school initiatives are important during school-based programs. When the ideals of the community and the school are aligned, the chances of the initiative being sustainable and successful are increased. For that reason, a large county-wide school program evaluation used community member focus groups to inform school leaders and program directors on the views of the community during the initiative. The purpose of conducting community member focus groups was to understand to what degree the views of the community members were synchronous with the goals of the program and the impact the program was having on the community. This paper addresses how the focus groups informed the evaluation, lessons learned on organising and conducting focus groups, and the impact school programs have on the surrounding communities.

This article has been peer-reviewed and accepted for publication in *SLEID*, an international journal of scholarship and research that supports emerging scholars and the development of evidence-based practice in education.

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ISSN 1832-2050

Introduction

Over 40 years ago the United States Congress passed the *Elementary and Secondary Act 1965 (ESEA, 1965)* which mandated the incorporation of school program evaluations as a necessary component for success of school-based initiatives. Since their introduction, school program evaluations have been used to monitor, assess, and improve program development, implementation, and outcomes. Program evaluations conducted in schools offer benefits to various stakeholders including students and teachers (Sullins & Sanders, 2006). Evaluations seek to identify the students' needs, and these needs are often translated into program objectives. Evaluations are also used to modify objectives, monitor implementation practices, and understand the outcomes of the program and why they are occurring as well as make judgments on whether a program should continue to be supported, modified, or terminated. Research suggests cooperation and communication between school personnel, families, and the residents of surrounding areas of a school may promote academic and social benefits (Bushnell, 2009; Costa & Kahn, 2003; Epstein & Sheldon, 2002; Sheldon

& Epstein, 2002). Focus groups are often conducted to understand the differences and perspective within a group of people (Krueger & Casey, 2000) and may provide useful information to guide the program to progress towards achieving the goals and objectives (Fitzpatrick, Sanders, & Worthen, 2004; Patton, 2002; Scriven, 1991; Stufflebeam & Shinkfield, 2007). The purpose of this paper is to illustrate how incorporating community member focus groups in the evaluation of a large scale civic education initiative informed key stakeholders of the various views within the community, thus helping the program meet its intended goals.

Community Involvement in Schools

Communities and schools are connected in multiple ways, but the most obvious and arguably important connection is how members of the community are also the students, parents, grandparents, and other involved family members of the students attending the schools (Crowson, 1998), yet communities are a resource that is largely untapped by schools (Price, 2008). There are several arguments made for community involvement in schools including developing social capital (Coleman, 1987; Sanders, 2003) and building and maintaining healthy communities (Benson, 1996; Combs & Bailey, 1992; Keith, 1996; Sanders, 2003), which could not be done without understanding the perceptions of the community (Kahn & Westheimer, 2001). Schools and communities need to engage actively in constant communication in order to avoid any inconsistencies with the messages students receive as misaligned perspectives may confuse students, contribute negatively to their academic achievement, as well as adversely impact their disposition towards the community or the school.

School children do not grow, learn, and develop in isolation, but within social networks of families, schools, neighbourhoods, communities and other organisations (Radowsky & Munoz, 2009). Riley (2008) states that unless schools actively make an effort to engage with their communities in novel ways, there is a potential for some young people to be disconnected or disenfranchised from their educational experience. He suggests that rather than trying to sell or convince parents and community members about the goals of the school and the education it provides, there should be an open dialogue between school personnel and community members. This open dialogue would allow the educational goals to be an agreed upon outcome, thus ensuring alignment of the messages the students are receiving.

Context of the Program

The program evaluated was a federally funded grant to improve the quality of civic education in a large public county-wide school district in the south-east region of the United States. The main objective of the program was to improve the quality of civic education by implementing various programs to improve public knowledge, understanding and support of Federal and State legislatures. The project aimed at increasing student achievement, increasing teacher knowledge and awareness, developing civic education curriculum, informing community members about the United States government and its processes, and increasing voters within the community. The program provided summer institutes for teachers and administrators and broadcasted a Democracy series aired on three public television channels. The hope was for teachers' knowledge of civic engagement to increase and be transferred into classrooms during the autumn of the 2008 United States Presidential Campaign which would in turn increase the civic awareness of the youth population.

The program offered various trainings to teachers on civic engagement, content knowledge, and pedagogy of teaching, including engaging a diverse population of students to improve civic education within the school district. Content trainings included topics on leadership, the United States Government, international relations, and cultural competence. The overall long-term goal was to increase the quality of civic education to prepare students to understand the concept of participatory democracy and thus take part in the process by being civically aware and engaged, including voting.

Context of the Evaluation

One component of the evaluation was to ascertain the views of the community. Specifically, the evaluation would inform the stakeholders on the various views on civic engagement within the community, and identify activities members of the community participated to be civically engaged. Dudley and Gitelson (2002) suggest civic education programs often seek to teach students what good citizenship is, and what it means to be civically engaged, but these programs often provoke contradictory beliefs on civic engagement and citizenship. Kahn and Westheimer (2001) maintain school programs often imply a shared understanding of civic engagement principles, but research indicates there is not always such a consensus. By including a community component to the evaluation, this program was able to develop an understanding of the civic engagement practices and beliefs of the greater community where the program was being implemented.

The evaluation included both formative and summative components, where the formative portions addressed the process of program delivery and implementation, while the summative piece included outcome measures that informed the stakeholders on the impact of the program and the satisfaction of the participants. Understanding the impact the program had on the surrounding community was used to inform both the formative and summative components of the evaluation. Understanding the current views of the community and their level of civic engagement informed the stakeholders on the different community views, and helped shape the program delivery and training. Assessing how the community reacted to the program being implemented, informed stakeholders summatively on the impact of the program within the community, a desired outcome of the program.

Results of an evaluation are only as good as how these results are used. Therefore, this evaluation utilised a pragmatic collaborative evaluation approach (Rodríguez-Campos, 2005) to involve stakeholders as contributing members of the evaluation. A collaborative evaluation is one in which there is a significant degree of partnership between evaluators and stakeholders during the evaluation process (Cousins, Donohue, & Bloom, 1996; O'Sullivan & D'Agostino, 2002; Rodríguez-Campos, 2005). Facilitated through active involvement in the evaluation process, stakeholders maintain confidence with the evaluation and deem results as valid. This approach has the potential to increase the utility of the findings and improve the program. Evaluators utilised the Model for Collaborative Evaluations (MCE) to guide the theory of collaboration to evaluation practice (Rodríguez-Campos, 2005). The MCE allows for different stakeholders to assume the role of Collaboration Members and become actively engaged in the evaluation process. Collaboration members and evaluators work together with a shared vision, in an effort to provide quality information to the stakeholders to allow the program to meet its highest potential (Rodríguez-Campos, 2005). The MCE was designed as an interactive and iterative system (Rodríguez-Campos, 2005) where evaluators can treat the model

as a checklist to ensure that all the elements are implemented (Rodriguez-Campos, Martz, & Rincones-Gomez, 2010). As a result, the evaluation component of the program is viewed as both critical and crucial for successful program development and delivery.

The MCE is designed to guide evaluators to conduct effective collaborative evaluations. The model includes six interactive components that help evaluators create and facilitate a supportive evaluation environment (Figure 1). The six interactive components of the model include: (1) identify the situation; (2) clarify the expectations; (3) establish a shared commitment; (4) ensure open communication; (5) encourage the best practices; and (6) follow specific guidelines (Rodriguez-Campos, 2005). Included within each component are also helpful suggestions to avoid any uncomfortable or unnecessary confrontations, or tensions between the client and the evaluator as well as ten steps to operationalise and define exactly how to carry out the components.

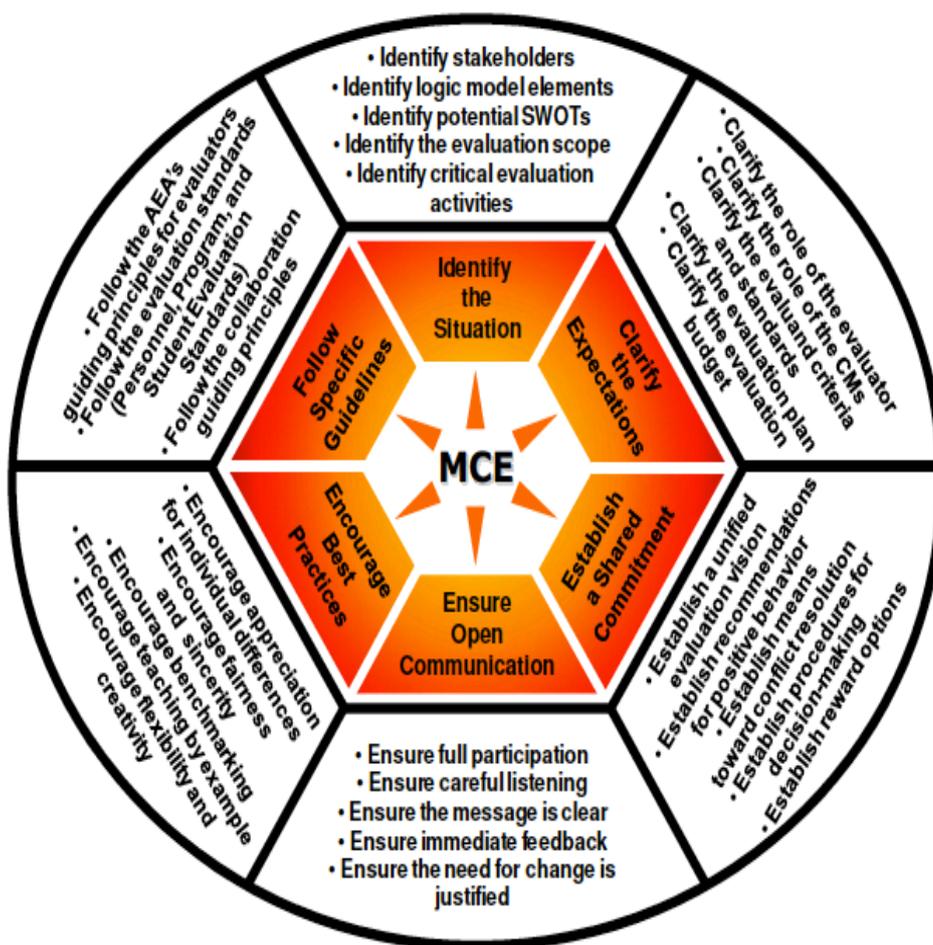


Figure 1: Model for Collaborative Evaluations¹

¹ Adapted from *Collaborative evaluations: A step-by-step model for the evaluator*, Liliana Rodríguez-Campos © 2005 (<http://www.collabeval.com>)

Method

In an effort to understand the different views in the community on civic engagement and the types of activities in which citizens were participating, four separate focus groups were conducted to answer the following evaluation question: “What is the extent of the civic engagement of the community?” Focus groups are conducted to understand how people think about a particular issue, topic, service, idea, or product (Krueger & Casey, 2000; Morgan, 1998). Focus groups usually address a specific topic with predetermined questions, set in a comfortable environment for participants to exchange ideas (Krueger & Casey, 2000).

The evaluators planned, facilitated, and moderated the focus groups, as well as analysed the data. Principles on conducting focus groups outlined by Krueger and Casey (2000), and Morgan (1998) were considered. Components such as using a pre-scripted focus group protocol and assistant moderators as note-takers were utilised. A single-category design was used for the focus groups. Single-category designs include conducting a set of focus groups to the target audience to gather information on the targeted population until the point of saturation (Krueger & Casey, 2000). As saturation is not pragmatic under non-academic or research settings, it is suggested that 3–4 focus groups be conducted.

Participants

Evaluators used different resources to coordinate and recruit focus group participants within the community. Various sampling techniques were used to recruit focus group members including purposeful, snowball/chain and convenience sampling. To solicit participants, evaluators enlisted the help of the Collaboration Members to help organise the focus groups via their various contacts within community. A total of four focus groups were conducted and included a diverse range of participants

The first focus group was conducted at a local public library with an existing group of citizens who met regularly to discuss current events. The second focus group was conducted at a local government organisation site with some of its members. The second focus group snowballed into a third focus group. One of the active participants felt that this type of discussion would be beneficial at her workplace. She organised a meeting at her place of employment, and this meeting served as the third focus group. The final focus group was a convenience sample of advanced graduate students at a local university. In order to maintain anonymity of the responses specific demographic information was not collected during the focus groups, therefore no direct comparison can be made between the focus groups and the community at large, a limiting factor with respect to generalisability and representativeness. The number of participants varied across the focus groups and included as few as four and as many as eight community members.

Focus Group Protocol

The evaluators created a focus group protocol and attended training on conducting focus groups to ensure consistency among the four different sessions. The focus group protocol was a guideline used by the evaluators while moderating the focus groups. The protocol included the major components of focus group structures such as the welcome, the overview of the topic, the ground rules for the focus group, the focus group questions, and possible probes. Focus group participant were provided with a definition of civic engagement to guide their thinking and help to provide a

common understanding to frame the conversations. Moderators used the script provided in the protocol to ensure consistency among the different focus groups. A total of three evaluators moderated each focus group. Prior to conducting the first focus group, evaluators participated in a focus group training session on moderating. One evaluator served as the lead moderator while the other two assistant moderators took notes on the discussions. These notes served as the data for the focus groups.

In order to determine the areas in which the community was civically engaged, evaluators used the 19 core indicators of engagement developed by the Centre for Information and Research on Civic Learning and Engagement (CIRCLE) in 2006 as a part of a national study to create the focus group questions and plan for possible probes if needed (Krueger & Casey, 2000). The 19 core indicators were grouped into three different categories: civic activities; electoral activities; and political voice activities. Examples of civic activities included being involved in community problem solving, volunteering on a regular basis for a non-electoral organisation, being an active member in a group or association, participating in fundraising events (run/walk/bike), and any other fundraising activities. Electoral activities included voting on a regular basis, wearing buttons, displaying signs or stickers, making campaign contributions, and volunteering for a political candidate or political organisation. Political voice activities included contacting public officials, contacting both the print and broadcast media, protesting, signing or creating petitions both paper or via email, boycotting events or boycotting goods, and canvassing. There are many other specific examples that could also fall into one of these three categories; however, based on the study, CIRCLE (2006) found these to be the most prevalent and important indicators of civic engagement, and was thus used as the theoretical framework for the focus groups, and ultimately the program. Table 1 categorises the 19 core indicators into their three categories and aligns these categories with the questions and probes used in the focus groups.

Data Analysis

Evaluators employed qualitative analytical techniques to generate emerging themes on civic engagement within the community. Data from the focus groups were aggregated to protect the participants' identity. Evaluators transcribed, organised, and summarised the note-based (Krueger & Casey, 2000) data from the focus groups immediately after each focus group, but conducted the analysis on the combined set of data after all four focus groups were completed. The analytical process incorporated a systematic data reduction process based on pattern identification (Krueger & Casey, 2000) where all the individual comments were grouped into salient points. These salient points were then further reduced into major themes. The major themes were then reduced into specific sub-themes. Evaluators used Excel to map the progress of each individual comment to ensure consistency with the themes. Evaluators considered several factors when generating the themes including the frequency, specificity, emotion, and extensiveness of the comments (Krueger & Casey, 2000). For example, when certain comments were said multiple times by multiple participants over multiple focus groups, a heavier weight was applied to this theme, and may have warranted its own sub-theme.

Table 1 Alignment of the Core Indicators of Civic Engagement to Focus Group Protocol

Categories of Indicators	19 Core Indicators of Civic Engagement	Focus Group Categories	Community Member Focus Group Protocol Questions	Community Member Focus Group Possible Probes
Civic Activity Indicators	Community Problem Solving Regular volunteering for a non-electoral organisation Active membership in a group or association Participation in fund-raising run/walk/ride Other fund raising for charity	Civic Activities	Think about activities or problems you see in your community. Have you been, or are you currently involved in any community activities? If so, what kind of activities? Do you see any reason NOT to be involved in the community?	Are you making contributions to benefit your community? Do you spend time participating in volunteer activities? Do you belong to any group or association, either locally or nationally? Do you donate money to any group or association? Is there a social or political issue or event that has motivated you to take action? If yes, how did you express your view regarding this issue? What factors prevent you from getting involved? Do you have any ideas how to increase engagement with civic activities in your community?
Electoral Activity Indicators	Regular voting Persuading others Displaying buttons, signs, stickers Campaign Contributions Volunteering for candidate or political organisation	Electoral Activities	Are you involved in any electoral or political activities? If so, what kind of activities? Do you see any reason NOT to be involved in electoral or political activities?	How politically active are you? When there is a local or national election taking place, do you vote? What factors prevent you from getting involved in electoral or political activities? Is there something you would change in politics to make it more appealing to you?
Political Voice Indicators	Contacting officials Contacting the print media Contacting the broadcast media Protesting E-mail petitions Written petitions Boycotting Buycotting Canvassing	Civic Activities	Think about local or national activities you have engaged in that relate to the political process.	How did you voice your opinion regarding public issues?

The purpose for using this pattern identification analytical strategy was to discover ideas which were similar or different across the groups of community members (Creswell, 2007; Creswell & Plano-Clark, 2007; Newman, Ridenoir, Newman, & DeMarco, 2003) with regard to civic engagement and education. These ideas were then translated into a set of descriptive notes in the form of a bulleted report (Krueger & Casey, 2000) to inform the evaluation. Although frequency was a factor considered throughout the analytical process, numbers were not reported. Focus groups are intended to be small using numbers to describe results can be misleading as they do not, nor are they intended to represent an entire population (Krueger & Casey, 2000).

Results

The findings from the four focus groups were used to inform the stakeholders for program delivery. After conducting four community member focus groups, evaluators analysed the data qualitatively and extracted four broad themes. The first three themes were aligned to the focus group protocol, and the 19 core indicators of engagement: 1. Community members' engagement with civic activities; 2. Community members' engagement with electoral activities; 3. Ways the members of the community took action; and 4. Barriers to civic engagement identified by the community members. Within each broad category themes were identified. Results from each of these categories are provided below:

Community Members' Engagement with Civic Activities

Almost all of the focus group participants indicated their involvement in community activities or organisations. These various organisations that were reported fell into two distinct categories. The first category, community sponsored organisations, included such as religious organisations, women's organisations (such as the League of Women Voters or a Junior Women's Group), cultural organisations, and outreach organisations. The second category, community service-oriented organisations, incorporated participating in events focused on raising money for individual causes such as Relay for Life and the Heart Walk. Other examples of community service that participants were involved in included volunteering in sports activities and outreach programs that assisted disenfranchised groups. Examples of disenfranchised groups included students in need of academic assistance, impoverished families, and incarcerated citizens. Attending community meetings and helping with activities sponsored by various religious organisations were other ways participants stated that they, along with their families, were involved with the community.

Participants were not able to provide any reasons people should not to be involved in the community. According to the participants, involvement in the community usually varied based on the individual life experiences. It was agreed upon that often is it life experiences that act as motivators to become involved. For example, one may be motivated to participate in a walk sponsored by the cancer society because a close friend or family member has been recently diagnosed. Participants indicated although phase of life did dictate the degree to which they were involved; it was not and should not be an excuse for people to not to be involved. Participants mentioned that their involvement in the organisations changed as their life progressed. For example, one participant listed his community involvement ten years ago which included Cub Scout leader, the girls' soccer coach, and the president of the Parents and Teachers Association, but noted as his children grew up, his interests changed. Currently he and his wife are available on the weekends

to donate their time, and have chosen to work with Habitat for Humanity to help build homes.

Community Members' Engagement with Electoral Activities

Participants described the various political activities they were involved along with the various reasons they chose to be involved in these activities. The most common electoral activity that was discussed was voting in local and national elections, including voting in non-presidential elections. Other electoral activities participants engaged in included volunteering with voter registration, being an election official, such as a polling station volunteer, attending candidate rallies, watching debates on television, displaying campaign paraphernalia, such as displaying bumper stickers or signs outside of their homes, and trying to get others to vote by wearing buttons and informing others about the voter registration procedures.

Participants listed different reasons they chose to be involved in electoral activities. Some of the reasons they chose to be involved included the beliefs that voting can change things (for example, laws), adults are role models, voting is a powerful tool for citizenship, and lastly each adult has a responsibility to teach young citizens about the process and the consequences they may face if they chose not to be involved in the electoral process and electoral activities.

Ways the Community Members Took Action

Community members indicated different political or social issues that motivated them to take action. These motivators included government cuts in services that affected the community; policies or other loopholes that made voting difficult; large community issues such as teen pregnancy, crime rates, homelessness; need for more information on the voting process; strong conviction on the importance of involvement in the political process; belief that civics needs to be a major part of education so the next generation understands these vital components; and lastly a general desire to help other people in need. Focus group participants recalled the specific actions taken which included: voicing their concern when an issue arose, writing letters to various politicians, attending forums or community meetings, networking to discuss issues with others, sending emails, trying to educate others on the issues, getting involved in the electoral process, and finally helping others in need by donating food to organisations that help groups of people or assisting individuals and their families in need.

Community members discussed how they took the action that was most comfortable for them and appropriate for the issue. One participant mentioned that writing letters to various politicians on both the negative and positive issues is something she often does. She mentioned that she did not always expect some to respond, but often times she would notice a change (for example a new stop sign, fixing a sidewalk, or putting up a light at a busy intersection) which motivates her to continue to write to her elected officials. She stated, "In the past I have written to local congressmen, state senators, and even the President of the United States."

Barriers to Being Civically Engaged

The community members mentioned certain factors which may prevent people from getting involved. These barriers were broken into two separate categories: barriers to community involvement and barriers to political or electoral involvement. These barriers were quite variable among respondents and are not necessarily barriers experienced by the focus group members directly, but more general barriers. These barriers included time constraints, lack of transportation, no

supervision for children, lack of interest, fear of rejection, lack of importance in respect to other life activities, feeling that one person cannot make much difference, feeling that they actually need to be receiving assistance instead of giving, unawareness of how to get involved, and unawareness of the happenings in the community.

Community members listed a variety of barriers they personally experience or have experienced in the past that prevent them from being politically or electorally involved. These barriers included: not being registered to vote, experiencing difficulty in trying to register to vote, feeling their vote does not count, feeling their voice is not heard, belief that voting is private, not making politics a personal priority, feeling there is a potential for conflict, lack of trust in the political process based on past experiences and history, being afraid to become involved for they may be penalised at work, being afraid of vandals or extremists from opposing political party, not liking the candidates, being unable to donate money to candidates, not a personal passion of theirs, and not a citizen.

Discussion

Findings indicated focus groups members had positive attitudes about being involved in the community. Although some regretted they were not able to be more active due to other obligations, there was a general consensus favouring community involvement including involvement in political and electoral activities. Combining obligations and other factors, is one way focus group members could be involved in the community without adding extra obligations. For example, participants indicated time was a big constraint, between work and family, there was almost no extra time to give back to the community. By including family in a community activities allowed some participants to be able to be involved.

Although the ways in which members were involved and took action varied, the motivation behind their involvement were similar, providing schools with different ideas to involve students, and engaging in different motivational strategies to elicit involvement and engagement. For example, a great number of participants mentioned joining organisations and causes supporting cures for various ailments and missions. If these organisations motivate students, schools and such organisations can collaborate with family members to increase community involvement and civic engagement, with students and the community as a whole. Understanding the community is a gateway to understanding and reaching students in the classroom (Riley, 2008). For example, schools can encourage electoral voice by learning about the community issues affecting students, discussing these issues, and then engaging the students to take action, like writing to elected officials, signing petitions, and putting up posters. Using the information gathered during the focus groups should allow educators to understand the different activities that the community participates in, and create similar activities within the classroom to engage students in the learning process. Educators should understand the misconceptions and fallacies in the community regarding the electoral process and politics and be prepared to teach students the history, process, and importance of the process to help prevent the misconceptions from spreading. Schools should organise learning experiences that will motivate and provide opportunities for the students to begin to be involved, and finally schools should model for their students their expectations by being civically educated and engaged individuals within the community.

Research has indicated both student behaviour and attendance in schools can be improved through the involvement of families and communities (Epstein & Sheldon, 2002; Sheldon & Epstein, 2002). Therefore it is plausible to engage families and communities to improve the civic awareness and engagement of the youth population. The first step to engaging families and communities is to identify and understand the ideologies of the families and communities in an effort to reach a shared vision toward civic engagement, citizenship, and community involvement. By understanding the frame of reference within the community, schools ultimately understand the outside factors that are also influencing the students. It was important to understand the different activities students see their parents, relatives, neighbours, and friends participating in, as well as understand how students have internalised different misconceptions about civic engagement and the electoral process. This current program, enlisted the use of focus groups to do just that, identify and understand the values within the community, to help enforce the ideals of civic engagement within the classroom, during a historical Presidential election.

Community member focus groups provided vital information regarding the different views within the community, the information garnered was used to inform the program towards meeting its overall goals. One recommendation included having additional activities and networks with community organisations to support the civic education initiative. This could help ameliorate the disenfranchisement of some people from politics, increasing participation in the democratic process and community activities.

School programs and school based program evaluations should make every attempt to reach out to various community individuals and groups to help understand their views and even garner support for the programs being implemented. The community provides essential information that will help to understand the preconceived notions of the students. It also helps to bridge an alliance between the school and the community, initiated by a neutral party. Evaluation is the key to successful program development and implementation (Sanders & Sullins, 2006); however, communities and schools need to work together in harmony to ensure that programs being implemented achieve the maximum potential benefits for students (Riley, 2008).

Lessons Learned

Although, the evaluation incorporated the use of four community based focus groups to inform a large civic education initiative, it was not free of challenges, and evaluators learned several lessons, with regard to focus group recruitment, focus group protocols, and evaluation approaches and models.

Given that the community represented an extremely large county and that budgetary guidelines did not allow compensation for the focus groups, it was quite a daunting task to begin to assemble and form these sessions without inconveniencing the volunteers. Evaluators were aware of this potential issue when preparing the evaluation proposal and utilised the principles of the MCE as a way of working with school district officials, using their influence and contacts within the community to begin to acquire and conduct the focus groups and potentially avoid any challenges in securing focus groups. The MCE did allow the evaluators to have access to necessary data and information to gather focus groups; however, some groups were not able to meet for various reasons, and sampling techniques had to be altered in order to collect the necessary data. It is wise not to overestimate the ability to secure voluntary participants without providing any

incentives. Additionally, due to ethical guidelines outlined in the grant, the evaluators were not able to collect demographic information on the focus group participants such as age, gender, race, political affiliation, family status, highest degree, and income. Therefore, we are unable to compare community demographics with that of the focus groups.

The 19 core indicators of civic education were extremely beneficial for the evaluation team as they conducted the community member focus groups and elicited information about their involvement. Using the three broad categories to operationalise terms such as civic engagement, community involvement, and citizenship allowed community members to understand the topic and feel connected to the group, as many of them were civically engaged but were unaware their involvement would be considered civic engagement. The core indicators provided springboards for participants to discuss different ways of being involved in the community and being civically informed sparked discussions that led to other participants leaving the focus group feeling as if they were civically educated and engaged, and motivated to continue to become involved and do more for the community. Providing definitions for terms helps participants be active and engaged in the focus group discussions and should be used regardless of how informed the group may be.

Finally, using a collaborative approach, specifically the MCE, allowed for the evaluators to have access to all the necessary data that was needed to appropriately complete the evaluation. The MCE allowed different stakeholders to serve as Collaboration Members and assist evaluators in their efforts to collect as much information as possible to garner accurate and credible results to inform this large scale initiative. Without the assistance from the Collaboration Members, the community member focus groups may not have been a feasible source of data. In addition, without the steps laid out in the MCE, the evaluation would not have been able to answer questions regarding community members' views of the program's objectives, and impact on the community. Choosing a systematic evaluation approach is necessary when conducting evaluations.

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