The State Bar of California

Council on Access & Fairness

Diversity Pipeline Model Program Self-Evaluation Guidelines

For Inclusion on State Bar, Council on Access and Fairness, Diversity Pipeline Model Program Web Page

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WELCOME & INTRODUCTION

Welcome to the State Bar of California Diversity Pipeline Model Program Self-Evaluation Guidelines. These Guidelines are intended to provide information regarding the importance and benefit of "program self-evaluation" for those interested in starting and/or improving existing diversity enhancement efforts in the legal profession.

Historically, the legal profession has identified as a value the importance of encouraging diversity among practitioners in the law and on the bench. Often in the past, law related diversity programs have focused primarily at college and law school levels as well as on recruitment, hiring, retention, and advancement in the profession. In recent years, the profession has recognized that it is important to actively encourage educational attainment of diverse populations much earlier in the educational "pipeline" to ensure that diverse populations are seeking and achieving success in college and law school and thereby increasing the diversity of the those in the legal profession including the judiciary, This resource provides tools for programs that address all points in the diversity pipeline -- from the pre-school through high school educational pipeline that feeds students into college and then law school –- to efforts to ensure diversity in recruitment, hiring, and retention in the profession. We hope those of you who use the resources provided here find them helpful and will take steps to actively and effectively encourage diversity in the hopes of further increasing diversity in the legal profession.

The remainder of this Introduction provides a brief overview of the contents and resources provided in these Guidelines. The Guidelines will be available in PDF format or accessible on the State Bar web site at www.calbar.org/AFCouncil.

A. "Measure What Is Meaningful"

Historically, many diversity programs have not engaged in meaningful self-evaluation to determine the effect or outcomes achieved by program activities. Many may have avoided conducting such program self-evaluations due to perceived resource limitations, lack of understanding about how to structure and conduct program self-evaluations, or a lack of awareness about the importance of ongoing, regular program self-scrutiny. These guidelines are offered as a resource to diversity programs of all kinds that are willing and able to undertake "program self-evaluation" to enhance program effectiveness. Rather than relying on outside organizations to complete program evaluation or impose program evaluation requirements, these tools are offered to encourage programs to proactively assess their own performance and the effects their program has on the overarching goal of achieving diversity in the legal profession.

Program self-evaluation can be as simple or complex as a program determines is necessary to assess program effectiveness. These program self-evaluation guidelines and resources are based on one primary premise: "Measure What is Meaningful" so that you collect and review the types of information that clearly help program improvement. Be sure to consider what is "meaningful" to your program's constituents as well to the program's own point of view.

B. Benefits of Program Self-Evaluation

The benefits of conducting regular program self-evaluation are many. Program self-evaluation is a tool that helps programs:

(1) Use information to learn about and document program success and outcomes;

(2) Share information with key audiences, and

(3) Improve services.

1. Learn About & Document Program Success & Long-term Participant Outcomes

Effective program self-evaluation helps organizations/programs find out what works – both overall and in specific parts of the organization or program. Self-evaluation practices enable a program to hear directly from and document the needs of those it serves to determine how the population is changing over time. Finally, effective self-evaluation enables a program to identify its successes – both anticipated and unanticipated.

2. Share Information with Key Audiences

Information gathered through program self-evaluation can be used as an effective communication tool in many ways. Programs can use such information to:

- Recruit and retain staff and volunteers and to help them to feel part of something meaningful;
- Attract new participants in the program based on its documented success;
- Engage collaborators who can provide resources and support for program development and expansion;
- Obtain support and recognition for innovative efforts;
- Gain public recognition and support for the program; and
- Respond to the ever-increasing call from program funders and the public to be accountable for "outcomes" achieved, i.e., for "outcome-based management.

3. Improve Program Services

Ultimately, program self-evaluation can best help programs focus on information needed to identify and implement improvements in services. Using regular program self-evaluation practices enables a program to:

- Manage and monitor implementation on a regular basis;
- Monitor service effectiveness and increase effectiveness through adjustments to program design and/or service delivery;
- Improve the allocation of resources so that resources are directed to support those activities/services that are proven effective; and
- Retain or increase funding by demonstrating what the organization/program is doing and what difference it makes.

C. Challenges Posed by Program Self-Evaluation

There are real challenges involved in designing and conducting effective program self-evaluation. Self-evaluation requires programs to:

(1) Find and maintain sufficient organizational resources to design and conduct ongoing self-evaluation; and

(2) Ensure a long-term focus for program development and assessment.

1. Sufficiency of Organization's Skills/Resources

Many diversity programs are started by volunteers and have limited structure and guaranteed ongoing resource support. Also, it is not unusual for such programs to be supported by volunteers who are not trained in or do not have skills needed to design and complete effective program evaluation. To face this challenge, diversity programs that embrace the importance of effective program evaluation need to find collaborative partners and/or volunteers with the requisite skills to support program self-evaluation and/or focus on obtaining the needed resources to enhance the skills of program staff so they can complete periodic program self-evaluation. [LINK to Building Collaborative Relationships for Program Evaluation]

2. Long-term Focus

Because many diversity programs begin as volunteer-led efforts, it is not unusual for a program's effectiveness to wax and wane based on volunteer leadership and involvement. To establish effective program self-evaluation, it is important for a program to understand that it will need to demonstrate program effectiveness over the long-term and to put into place the people and practices needed to support the program over time.

D. Incentives for Completing Program Self-Evaluation

Three primary incentives for engaging in program self-evaluation relate to:

(1) Enhancing funding/resources,

(2) Improving staff/volunteer skills, and

(3) Building collaborative relationships and community support.

1. Funding / Resources Enhancement

A clear incentive to design and complete effective program self-evaluation is the program's increased ability to obtain funding and other program resources based on the program's ability to demonstrate its effectiveness,

2. Staff/Volunteer Skills Enhancement

Another incentive for developing program self-evaluation practices is to provide an opportunity for program staff and volunteers to enhance their skills by learning how to do effective program evaluation.

3. Building Collaborative Relationships and Community Support

Many smaller programs understand the need to develop collaborative relationships with other organizations to help the program design, implement, and analyze results of program self-assessment. Building such collaborative relationships provides benefits not only by helping provide the program needed resources for program self-evaluation, but also develops supporters for the program in the community who better understand the program's purpose and can become community advocates for ongoing program support.

DIVERSITY PIPELINE OVERVIEW

A. Diversity as a State Bar of California Goal

Diversity in the legal profession has long been acknowledged by the State Bar of California as one of its key values which the Board of Governors has included in its Strategic Plan goals and strategies.

State Bar Strategic Plan Diversity Priorities:

Goal 5.
The State Bar is recognized and respected as a contributing and accountable leader in improving the administration of justice and ensuring the rule of law in our civil society.

Strategies:
5.1 *Diversity of Bar Membership*. Encourage individuals of diverse populations to seek and qualify for admission to the practice of law in California, and, once admitted, to remain in active practice.

5.5 *Participation and Leadership Development*. Encourage increased participation in State Bar activities and identify opportunities to inspire diversity in leadership in all members of the bar.

State Bar Target: Diversity In Legal Profession Mirrors State Population.
The State Bar's diversity goals for membership in the legal profession mirror the latest Census figures for statewide and local populations. Achieving demographics of the legal profession that reflect general population figures will enable the profession to be more responsive to the needs of our diverse communities and provide more effective legal representation locally and in the context of the growing global marketplace. Such diversity will also serve to enhance the public's trust and confidence in the legal profession and the judicial system.

B. State Bar Access & Fairness Programs[1]

1. Center for Access & Fairness

The Center for Access and Fairness is the staff support office for the Council on Access and Fairness and the primary locus of the State Bar's efforts related to diversity programs and initiatives [LINK to web page for Center for Access & Fairness, if any]

2. Diversity Awards

The State Bar annually recognizes programs/individuals that demonstrate leadership and implementation of exemplary diversity activities. [LINK to diversity awards procedures, honorees]

3. State Bar Diversity Pipeline Project History

1. **Initial Diversity Pipeline Committee and Task Force**
   a. The State Bar's *Initial Diversity Pipeline Committee* was created in 2005 and charged with identifying issues/challenges and presenting solutions for increasing diversity in the legal profession. [LINK to Diversity Pipeline Committee Roster]

   b. A special *Diversity Pipeline Task Force* was created and convened by the Diversity Pipeline Committee to create a web-based resource guide that would include model diversity programs that are representative of a broad range of programs and that can be replicated easily by bar associations, law firms, corporate offices, governmental entities, law schools and the courts. [LINK to Task Force Report] The Task Force also produced a Report and Recommendations regarding diversity among the judiciary [LINK to Courts Working Group Report] The Task Force completed its work and was disbanded in March 2007.

2. **Purpose and Goals of State Bar Diversity Pipeline Task Force**
   a. *Purpose.* To focus on a replicable working model of a career pipeline using outreach activities that extend from preschool through colleges/universities to entry and advancement in the legal profession, and involve collaborative efforts among the

[1] **NOTE: The nature and scope of these efforts, as well as the success of the programs, are contingent upon and supported by voluntary contributions. No mandatory attorney dues are used for these activities.**

bench, bar associations, corporate counsel, law schools, universities, school districts, law firms and the public sector.

b. *Task Force Goals.* Develop collaborative activities and efforts along the pipeline to generate and provide support to increase the number of diverse lawyers eventually entering and advancing in the legal profession by:
   - Raising student awareness and interest in the law as a profession,
   - Increasing student and lawyer aspirations, and
   - Assuring academic rigor.

c. *Initial Selection of Model Programs.* The Diversity Pipeline Task Force created four working groups including Bar Associations/Law Firms, Corporate Counsel/Government and Public Sector, Courts, and Education Pipeline (P to 20). The charge to each working group was to identify model programs that met the criteria described below for inclusion on the State Bar web site.

d. *Initial Model Program Criteria*.[2] The working groups conducted outreach and research to identify "Model Programs" using initially defined CSIR program criteria:

   Continuity: Is the program of a continuing nature as opposed to a one-time project or event?
   Sustainability: Does the entity have sufficient resources (funds, staff support and other resources) to sustain the ongoing operations of the program?
   Impact: Is the program providing identifiable benefits for the intended group(s)?
   Replicability: Can all or parts of the program be easily replicated by other entities?

3. **State Bar Council on Access & Fairness.** To institutionalize the work of the Diversity Pipeline Committee and Task Force, the Board of Governors created the 25 member[3] Council on Access & Fairness as appointed by the Board of Governors in March 2007.

[2] The Task Force recognized that it did not have formal evaluation tools to determine the effectiveness of the programs identified as potential "model programs" and decided that the issue of evaluation tools would be addressed as part of the future work of the Task Force.

[3] The Council membership consists of individuals representing a wide range of stakeholders and constituencies engaged in programs and initiatives focusing on increasing diversity in the legal profession. Members from the Council are drawn from diverse constituencies, including but not limited to: race, ethnic and national origin constituencies; gender constituencies; age constituencies; sexual orientation and transgender constituencies; disability constituencies; large, small and solo firms; government and public sector practice; domestic corporate and private firm

a. *Council Mission.* The mission of the Council on Access & Fairness is to advise the Board on strategies to enhance diversity opportunities and recognition, including:
   - Leadership development and appointments to State Bar entities;
   - Education "pipeline" initiatives to educate students about the law and career opportunities in the law,
   - Recruitment, employment, retention and advancement in the legal profession; and
   - The State Bar's Annual Diversity Awards.

b. *Council Charge:* When it was created, the Council was charged with the responsibilities to:
   - Advise the Board on strategies to develop collaborative activities and efforts along the diversity pipeline to raise interest in the legal profession
   - Serve as liaison between the State Bar and the diverse stakeholders and constituencies in the legal profession
   - Identify and encourage individuals from diverse backgrounds to enter the legal profession.
   - Encourage full and equal opportunity for individuals from diverse backgrounds to remain and advance in the legal profession.
   - Identify and encourage attorneys from diverse backgrounds to become active participants in the administration and governance of the State Bar and make specific recommendations to the Board of Governors for increasing that participation.
   - Promote and ensure collaborative efforts to generate and provide support and to increase the numbers of attorneys from diverse backgrounds entering and advancing in the legal profession.
   - Study and report on the status of attorneys from diverse backgrounds in the legal profession and in State Bar activities.
   - Produce on an ongoing basis programs and materials designed to maximize opportunities for individuals from diverse backgrounds in the legal profession and in the administration and governance of the State Bar's programs and activities.

practice; law schools; educational system constituencies (P-12, colleges and universities); and the judiciary; consistent with State Bar appointments policies and diversity criteria.

- Comment, when requested by the Board of Governors or the Executive Director, on barriers directly related to access opportunities within the profession for attorneys from diverse backgrounds
- Screen applicants and make recommendations to the Board of Governors for recipients of the Annual Diversity Awards.
- Educate all attorneys of State Bar policy within the authority of this charge.

c. *Diversity Pipeline Defined.* The Diversity Pipeline encompasses diverse constituencies, including but not limited to: race, ethnic and national origin constituencies; gender constituencies; age constituencies; sexual orientation and transgender constituencies; disability constituencies; large, small and solo firms; government and public sector practice; domestic corporate and private firm practice; law schools; educational system constituencies (P-12, colleges and universities); and the judiciary along the full continuum of all stages of a “pipeline” for encouraging increased diversity in the legal profession. Stages in the “Pipeline” range from the Pre-school to high school, to colleges, universities and law schools, through attorney recruitment, hiring, promotion and advancement in the profession including service as a judicial officer.

[LINK TO THE FULL DIVERSITY PIPELINE GRAPHIC WITH CONCENTRIC CIRCLES, INCLUDING THE FOLLOWING:]

Pre-College Interest in Law School	Planning for Law School During College	Admission to Law School	Graduation From Law School	Passing the Bar Exam	Recruitment & Retention in the Legal Profession	Advance-ment

STATE BAR DIVERSITY PIPELINE MODEL PROGRAM CLEARINGHOUSE

A. Role of State Bar in Diversity Pipeline Model Program Evaluation

The role of the State Bar is to serve as a clearinghouse of information by gathering and disseminating information about diversity programs focused on enhancing the diversity of the legal profession. A primary focus of the clearinghouse is to provide general resource material about and encourage "self-evaluation" practices in diversity programs of all kinds. **It is important to note that the State Bar does NOT assume the role of monitor or evaluator of individual diversity programs.**

In fulfilling its role as an "information clearinghouse," the State Bar:

- Identifies model diversity programs along the full educational and professional "pipeline;"
- Encourages diversity program self-evaluation and information sharing across programs;
- Provides guidelines and tools to encourage development of program analysis, monitoring tools, and evaluation skills and practices internal to programs and in collaboration with others;
- Encourages tracking of data -- not only tracking of information/results available for participants in individual programs, but also tracking, to the extent possible, information/results throughout the full range of educational and career development activities engaged in by individuals;
- Encourages collaboration among diversity pipeline programs to support ongoing, scholarly research regarding diversity issues in the education pipeline and the legal profession.

B. Criteria for Selection as State Bar Diversity Pipeline Model Program

The State Bar uses CSIRE criteria to determine which programs to recommend for inclusion as a Diversity Pipeline Model Program on its web site:

Continuity:	Is the program of a continuing nature as opposed to a one-time project or event?
Sustainability:	Does the entity have sufficient resources (funds, staff support and other resources) to sustain the ongoing operations of the program?
Impact:	Is the program providing identifiable benefits for the intended group(s)?
Replicability:	Can all or parts of the program be easily replicated by other entities?
Evaluation:[4]	Does the program lend itself to evaluation and self-evaluation practices described in these Guidelines?

To become a State Bar Model Diversity Pipeline Program, programs must complete an application and follow the additional steps listed below. [LINK TO Model Program Application Template]

[4] These Guidelines strongly encourage the existence and use of program analysis, monitoring and self-evaluation practices and the availability and reporting of related data to support selection of a program as a "Model Program."

C. Guidelines for Self-Reporting and State Bar Use of Program Self-Evaluation Information

1. ***Timeline and Process for Model Program Identification.*** New Model programs are identified twice a year through in a combination of ways including: (1) staff research to identify possible new programs, and (2) applications submitted by new programs to be considered a "Diversity Pipeline Model Program." [Link to Model Program "Application" Template]

2. ***Process for Model Program Criteria Review and Assessment.*** State Bar staff complete the assessment of potential model programs using the CSIRE criteria and develop recommendations to the Council on Access and Fairness for approval of selected model programs.

3. ***Posting of Model Programs on State Bar Web Site.*** Selected Model Programs are listed on the State Bar's web site. The State Bar creates and distributes outreach materials to promote the site to encourage the sharing of information among programs. [Link to Model Program Listing]

4. ***Updating of Information about Existing Model Programs.*** Once per year State Bar staff updates the web site with new information regarding existing model programs including available program self-evaluation data/information.

5. ***Use of Model Program Self-Evaluation Information.*** Self-evaluation information provided by programs is posted to the State Bar web site [Link to Model Program Listing so that it is available to other programs interested in improving their own program effectiveness.

6. ***Diversity Pipeline Model Program Categories.*** Model Programs are identified in six General Program Categories based on the source and/or location of the primary initiator/sponsor of the program:

   a. ***Educational Pipeline – P-20 –*** Education-system based activities from Pre-School to advanced degree education that encourage education and advancement of diverse populations;

   b. ***Law Firms*** – programs offered/supported by law firms to enhance diversity in their associate and partner ranks;

   c. ***Bar Associations –*** programs offered by national, state, local and specialty bar associations to encourage greater diversity in the profession;

d. ***Corporate Counsel –*** programs offered by corporations and other employers to enhance diversity in the ranks of corporate and outside counsel;

e. ***Courts –*** programs that encourage and assist in obtaining greater diversity in the pool of judicial applicants and in judicial officers on the bench; and

f. ***Government/Public Sector –*** programs that encourage greater diversity among attorneys who practice in government and public sector agencies/organizations.

6. ***Diversity Pipeline Model Program Types.*** For purposes of enabling program developers, administrators, participants and others to find programs of interest and of similar design and purposes, the State Bar has organized selected Diversity Pipeline Model Programs according to a list of "Model Program Types." These program types are not hard and fast categories because many programs may encompass more than one type of activity in their program structures and designs. Each Model Program Type - with profiles of existing programs and recommended approaches to program self-evaluation are in detail on the web site. A link directly to each Model Program Type is provided below:

   The Model Program Types recognized by the State Bar for purposes of encouraging program self-evaluation and information sharing are listed in alphabetical order below. [INSERT FOR EACH HEADING A LINK TO THE CORRESPONDING MODEL PROGRAM PAGE ON THE WEB SITE]

- Attorney Volunteers
- Awards/Recognition
- Bar Examination Preparation
- Career Advancement
- Clerkships
- College Preparation
- College to Law Preparation
- Cross-Firm Diversity Workshop
- How to Become a Judge
- Internships
- Job Placement Assistance
- Job Shadow
- Judicial Diversity Summit
- Law Day
- Law Firm/School Partnerships
- Law School Preparation
- Law-Themed High Schools

- Leadership Positions
- Legal Career Seminar
- Local and National Minority Bar Association Participation
- Mediation Training
- Mentoring
- Moot Court/Mock Trial
- Outside Counsel Diversity Initiatives
- Practice Section/Specialization Education/Mentoring
- Professional Development for Teachers
- Public Outreach/Education
- Recruitment & Retention Plan
- Recruitment Pledge
- Retention/Advancement Training
- Scholarships
- Sponsorships
- Street Law
- Summer Job
- Summer Law Camp/Academy/Program
- Tutoring

D. Sample Diversity Pipeline Program Self-Evaluation Tools

For each program type, the State Bar provides the following samples/ examples to assist diversity programs in developing/enhancing self-evaluation practices.

1. Program Profile

A program profile is a description of the program that informs others of its purpose, design, practices, results achieved, and contact information. [LINK to downloadable Program Profile Template]

Program Profile Template

Program Name:	**Contact Person:**
Lead Organization/Sponsor:	**Address:** **Phone:** **Fax:** **Email:**

Program Purpose (Mission):

Program Goals:

Program Description: (short description of the services and activities in which the program engages)

Resources Needed to Sustain Program:

- Staff
- Volunteers
- Funding

How Success Is Measured:

- Description of Program Self-Evaluation Practices
- Description of Data Collection and Analysis Practices
    1. Program Data
    2. Customer/Participant Feedback
    3. Collaborator Feedback

(continued next page)

Results Achieved:

- Data Collected & Conclusions Drawn
- Description of Program Results Over Time (including unintended results)
- Results Published (reports or other sources)

Why Program Works:

Collaborative Partners: (Name, address, contact)

Comments/Advice:

2. Standardized Definitions of Collected Data

It is important to use uniform definitions for data collection that can apply across programs, to the extent possible, to aid the program in being able to effectively compare itself to others and to enable other programs and researchers to evaluate information among multiple programs. Set forth below are some possible data sets that you should consider using in designing your program self-evaluation practices. The suggested sample demographic data is taken from standardized definitions used by the California Department of Education www.cde.ca.gov and the U.S. Census Bureau www.census.gov. In addition to the demographics, additional data items are listed for each of the program categories Education, Law Firms, Corporate Counsel, Government/Public Sector, Bar Associations, and Courts. These samples are offered as a starting place for program data collection design. Depending on the structure and needs of your program, you may select data sets from any of the samples provided which can be augmented later by development of your own additional program-specific data sets for collection, as needed.

3. Sample Data Sets

DEMOGRAPHICS OF PROGRAM PARTICIPANTS

NOTE: ALL DEMOGRAPHIC INFORMATION IS PROVIDED BY PARTICIPANTS ON A VOLUNTARY BASIS.

Age __________

Ethnicity
☐ Alaska Native ☐ Hispanic or Latino ☐ Asian ☐ African American
☐ Pacific Islander ☐ White Filipino ☐ Multiple ☐ No Response

Gender ☐ Male ☐ Female

Sexual Orientation: ☐ Lesbian ☐ Gay ☐ Bi-sexual ☐ Transgender
☐ No Response

Disability: ☐ Yes ☐ No
Nature of Disability: ☐ Mobility ☐ Vision ☐ Hearing ☐ Psychological
☐ Respiratory ☐ Manual Dexterity ☐ Learning Disability
☐ Chronic Medical Condition ☐ Other

Language ☐ English Speakers ☐ English Learners
Language(s) Spoken: ☐ English ☐ Spanish ☐ Mandarin ☐ Cantonese
☐ Vietnamese ☐ Japanese ☐ Thai
☐ Russian ☐ French ☐ Other: __________________

Socio-Economic Level Annual Income
☐ Family ☐ Individual
☐ 0 - $10,000
☐ 10,001 – 20,000
☐ 20,001 – 30,000
☐ 30,001 – 40,000
☐ 40,001 – 50,000
☐ 50,001 – 60,000
☐ 61,000 – 70,000
☐ 70,000+

Location ☐ Rural ☐ Suburban ☐ Urban

Parents in Home ☐ Mother ☐ Father ☐ Step-Mother ☐ Step-Father

Number of Siblings Brothers: _____
Sisters: _____
Step-Brothers: _____
Step-Sisters _____

PROGRAM PARTICIPANT EDUCATION INFORMATION

1. Participant Education Level:

Current Grade in School:

Elementary	Middle	Secondary	Post-Secondary	Graduate School
▪ Pre-school ▪ Kindergarten ▪ 1 ▪ 2 ▪ 3 ▪ 4 ▪ 5	▪ 6 ▪ 7 ▪ 8	▪ 9 ▪ 10 ▪ 11 ▪ 12	▪ 13 ▪ 14 ▪ 15 ▪ 16	▪ 17 ▪ 18 ▪ 19 ▪ 20

Diploma/Degree Awarded
- High School
- Trade School
- College
- Graduate School

Prior "Diversity Pipeline Programs In Which Person Has Participated"
- Name of Program
- Length of Program
- Program Type (select from program type list) or Other ________________
- Results Achieved

2. Education Level of Parents
- Elementary (pre-school – 5th grade)
- Middle School (6th grade through 8th grade)
- Secondary (9th grade through 12th grade)
- Trade School (partial/completed)
- College (partial/completed; if completed, degree awarded)
- Graduate School (partial/completed; if completed; degree awarded)

3. Highest Education Level of Sibling(s)
- Elementary (pre-school – 5th grade)
- Middle School (6th grade through 8th grade)
- Secondary (9th grade through 12th grade)
- College (partial/completed; if completed, degree awarded)
- Graduate School (partial/completed; if completed, degree awarded)

PROGRAM PARTICIPANT
LAW SCHOOL PREPARATION/ ADMISSIONS / GRADUATION INFORMATION

- **College Level Law School Preparatory Course(s) Taken:**
  Course Name: ______________________
  Where Taken: _______________________
  Date Completed: _______

  Course Name: ______________________
  Where Taken: _______________________
  Date Completed: _______

  Course Name: ______________________
  Where Taken: _______________________
  Date Completed: _______

- **LSAT Score** ____________

- **Law Schools Applied To:**

Name of Law School: ____
☐ Accredited ☐ Non-Accredited Accrediting Body: ☐ ABA ☐ State ____
Date of Application: ____
Result of Application: ____

Name of Law School: ____
☐ Accredited ☐ Non-Accredited Accrediting Body: ☐ ABA ☐ State ____
Date of Application: ____
Result of Application: ____

Name of Law School: ____
☐ Accredited ☐ Non-Accredited Accrediting Body: ☐ ABA ☐ State ____
Date of Application: ____
Result of Application: ____

- **Scholarships Received:**

Amount _______________
Type: ☐ Tuition ☐ Books ☐ Room & Board
Class Year: ☐ 1st Year ☐ 2nd Year ☐ 3rd Year ☐ Other: _____________
Source Name: ____

Amount _______________
Type: ☐ Tuition ☐ Books ☐ Room & Board
Class Year: ☐ 1st Year ☐ 2nd Year ☐ 3rd Year ☐ Other: _____________
Source Name: ____

PROGRAM PARTICIPANT
LAW SCHOOL PREPARATION/ ADMISSIONS / GRADUATION INFORMATION
(CONT'D)

- **Graduation/Recruitment Information**

Summer Job/Internship 1st Year:

☐ Law Firm ☐ Gov't/Public Sector ☐ Corporate Counsel ☐ Other
Name of Employer: ____
Type of Work: ____
How Position Obtained: ☐ On Campus Interview ☐ Job Fair
☐ Intern Program ☐ Other ______________

Summer Job/Internships 2nd Year:

☐ Law Firm ☐ Gov't/Public Sector ☐ Corporate Counsel ☐ Other
Name of Employer: ____
Type of Work: ____
How Position Obtained: ☐ On Campus Interview ☐ Job Fair
☐ Intern Program ☐ Other ______________

Year Graduated: _____________
Rank in Class at Graduation: _____________

- **Bar Examination Preparation Information:**

Bar Review Course(s) Attended/Taken:
Name/Sponsor:____
Location : ____
Date: ____

Name/Sponsor: ____
Location : ____
Date: ____

- **Bar Examination(s) Taken (**complete for each exam taken**):**

State: _________________________ Location of Exam: ______________
Number of Exam Taken: ☐ 1st Exam ☐ 2nd Exam ☐ 3rd Exam ☐ Other ____
Result of Exam: ☐ Pass ☐ Fail

State: _________________________ Location of Exam: ______________
Number of Exam Taken: ☐ 1st Exam ☐ 2nd Exam ☐ 3rd Exam ☐ Other ____
Result of Exam: ☐ Pass ☐ Fail

- **Admission to Practice:**

Year Admitted _________ State: ________________
Year Admitted: _________ State: ________________

PROGRAM PARTICIPANT
LAW FIRM AND CORPORATE COUNSEL INFORMATION

First Job After Graduation: ______________________________________
First Job After Bar Admission:

☐ **Private Law Firm --** *Type of Practice:*
- ☐ Civil Litigation: ☐ Plaintiff ☐ Defense
- ☐ Criminal Defense
- ☐ Business Formation/Contracts/Intellectual Property
- ☐ Trusts & Probate/Estate Planning/
- ☐ Taxation
- ☐ Real Estate
- ☐ Personal Injury/Malpractice/Strict Products Liability
- ☐ Antitrust
- ☐ Labor/Employment
- ☐ Environmental
- ☐ International Law
- ☐ Other: (specify) ____

☐ **Govt/Public Sector --** *Type of Practice:*
- ☐ Prosecutor
- ☐ Public Defender
- ☐ Legislative Staff
- ☐ Court System Staff (specify): ________________________________
- ☐ Regulatory Agency (specify): ________________________________
- ☐ Legal Services Agency (specify): _____________________________

Level of Gov't ☐ Federal ☐ State ☐ County ☐ City/Local

☐ **Corporate Counsel –** *Type of Practice:*
- ☐ Litigation
- ☐ Business Formation/Contracts/Intellectual Property
- ☐ Taxation
- ☐ Real Estate
- ☐ Other: (specify) ____

Corporate Sector (in alpha order)**:**
- ☐ Agriculture
- ☐ Entertainment (Television, Film, Music, Sports)
- ☐ Environmental
- ☐ Manufacturing
- ☐ Marketing/Advertising
- ☐ Technology
- ☐ Tourism/Service Industries (Travel/Hotel/Restaurant)
- ☐ Utilities (telephone, power, etc.)
- ☐ Other: (specify) ____

PROGRAM PARTICIPANT
LAW FIRM & CORPORATE COUNSEL PRACTICE EXPERIENCE INFORMATION

Number of Years as Junior/Associate Attorney: _______

Salary Information:
Starting Salary: ___________________________
Salary Increases: Amount__________ Year: _____________
Amount __________ Year: _____________

Number of Senior Attorney Mentors/Overseers: ___________________________
Demographics of Senior Attorney Mentors/Overseers (complete for each)**:**

Age: ____
Ethnicity:
☐ Alaska Native ☐ Hispanic or Latino ☐ Asian ☐ African American
☐ Pacific Islander ☐ White Filipino ☐ Multiple ☐ No Response
Gender: ☐ Male ☐ Female
Sexual Orientation: ☐ Lesbian ☐ Gay ☐ Bi-sexual ☐ Transgender
☐ No Response
Language(s) Spoken: ☐ English ☐ Spanish ☐ Mandarin ☐ Cantonese
☐ Vietnamese ☐ Japanese ☐ Thai
☐ Russian ☐ French ☐ Other: __________________
Disability: ☐ Yes ☐ No
Nature of Disability: ☐ Mobility ☐ Vision ☐ Hearing ☐ Psychological
☐ Respiratory ☐ Manual Dexterity ☐ Learning Disability
☐ Chronic Medical Condition ☐ Other

Partner Track/Promotion Consideration:
Year: ______________ Result: ________________________
Year: ______________ Result: ________________________
Year: ______________ Result: ________________________

Number of Different Firms/Companies Worked For: _________________________

Mentoring Programs/Relationships:
☐ Firm/Company Sponsored
☐ Bar Association Sponsored
☐ Law School Sponsored

Reasons for Changing Positions/Firms/Companies: (check all that apply)
☐ Interest in Different Type of Law ☐ Did Not Receive Partner Status/Promotion
☐ Opportunity to Gain Broader Experience ☐ Work/Life Balance Issues
☐ Uncomfortable with Culture of Existing Firm/Company ☐ Lack of Support
☐ Dissatisfaction with Practice of Law Generally ☐ Other (describe):
____

PROGRAM PARTICIPANT
BAR ASSOCIATION INFORMATION

Bar Association Memberships:

Local Bar Assn Name: ______________________

State Bar Assn Name: ______________________

National Bar Assn Name: ______________________

Specialty Bar Assn Name: ______________________

Bar Association Positions Held: (check all that apply)

- ☐ Dues Paying Member
- ☐ Honorary Member
- ☐ Director/Governor/Trustee
- ☐ Officer
- ☐ Program Volunteer
- ☐ Paid Staff

Types of Programs Personally Participated in with Bar Associations:

- ☐ Attorney Volunteers
- ☐ Awards/Recognition
- ☐ Bar Examination Preparation
- ☐ Career Advancement
- ☐ Clerkships
- ☐ College Preparation
- ☐ College to Law Preparation
- ☐ Community Outreach/Education
- ☐ Cross-Firm Diversity Workshop
- ☐ How to Become a Judge
- ☐ Internships
- ☐ Job Placement Assistance
- ☐ Job Shadow
- ☐ Judicial Diversity Summit
- ☐ Law Day
- ☐ Law Firm/School Partnerships
- ☐ Law Preparation
- ☐ Law-Themed High Schools
- ☐ Leadership/Appointment
- ☐ Legal Career Day/Seminar
- ☐ Mediation Training
- ☐ Mentoring
- ☐ Moot Court/Mock Trial
- ☐ Outside Counsel Diversity Initiatives
- ☐ Practice Section/Specialization
- ☐ Prof. Development for Teachers
- ☐ Recruitment & Retention
- ☐ Recruitment/Pledge
- ☐ Retention/Training
- ☐ Scholarships
- ☐ Sponsorships
- ☐ Street Law
- ☐ Summer Job
- ☐ Summer Law Camp/Academy
- ☐ Tutoring

PROGRAM PARTICIPANT
COURTS AND OTHER PUBLIC SECTOR AGENCY INFORMATION

Age: ____

Ethnicity:
☐ Alaska Native ☐ Hispanic or Latino ☐ Asian ☐ African American
☐ Pacific Islander ☐ White Filipino ☐ Multiple ☐ No Response

Gender: ☐ Male ☐ Female

Sexual Orientation: ☐ Lesbian ☐ Gay ☐ Bi-sexual ☐ Transgender
☐ No Response

Language(s) Spoken: ☐ English ☐ Spanish ☐ Mandarin ☐ Cantonese
☐ Vietnamese ☐ Japanese ☐ Thai
☐ Russian ☐ French ☐ Other: __________________

Disability: ☐ Yes ☐ No
Nature of Disability: ☐ Mobility ☐ Vision ☐ Hearing ☐ Psychological
☐ Respiratory ☐ Manual Dexterity ☐ Learning Disability
☐ Chronic Medical Condition ☐ Other

Employer:
- ☐ Court
- ☐ Prosecuting Agency
- ☐ Public Defender
- ☐ Legislative Branch
- ☐ Executive Branch (Governor, County Commission, Mayor)
- ☐ Regulatory Agency (specify): ______________________________
- ☐ Legal Services Agency (specify): ___________________________

Occupation:
- ***Judiciary*** ☐ State ☐ Federal
  - ☐ General Jurisdiction
  - ☐ Limited Jurisdiction
  - ☐ Appellate Judge/Justice
  - ☐ Administrative Law Judge
  - ☐ Tribal Court Judge

- ***Other Legal System Professional***

☐ Court Executive/Administrator	☐ Legal Secretary
☐ Research Attorney	☐ Legal Assistant/Paralegal
☐ Law Clerk/Legal Extern	☐ Law Enforcement
☐ Court Clerk	☐ Probation Officer
☐ Court Reporter	☐ Other:____________________
☐ Bailiff	

PROGRAM PARTICIPANT
COURTS AND OTHER PUBLIC SECTOR AGENCY INFORMATION
(CONT'D)

Program Role:

- ☐ Program Design
- ☐ Program Marketing/Promotion/Public Information
- ☐ Teaching/Faculty
- ☐ Mentoring
- ☐ Promoting Participation/Increasing Awareness
- ☐ Other (please describe: ________________________________)

Types of Court Programs Personally Participated In:

- ☐ Attorney Volunteers
- ☐ Awards/Recognition
- ☐ Bar Examination Preparation
- ☐ Career Advancement
- ☐ Clerkships
- ☐ College Preparation
- ☐ College to Law Preparation
- ☐ Community Outreach/Education
- ☐ Cross-Firm Diversity Workshop
- ☐ How to Become a Judge
- ☐ Internships
- ☐ Job Placement Assistance
- ☐ Job Shadow
- ☐ Judicial Diversity Summit
- ☐ Law Day
- ☐ Law Firm/School Partnerships
- ☐ Law Preparation
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- ☐ Leadership/Appointment
- ☐ Legal Career Day/Seminar
- ☐ Mediation Training
- ☐ Mentoring
- ☐ Moot Court/Mock Trial
- ☐ Outside Counsel Diversity Initiatives
- ☐ Practice Section/Specialization
- ☐ Prof. Development for Teachers
- ☐ Recruitment & Retention
- ☐ Recruitment/Pledge
- ☐ Retention/Training
- ☐ Scholarships
- ☐ Sponsorships
- ☐ Street Law
- ☐ Summer Job
- ☐ Summer Law Camp/Academy
- ☐ Tutoring

DEMOGRAPHICS OF PROGRAM VOLUNTEERS

Age: ____

Ethnicity:
☐ Alaska Native ☐ Hispanic or Latino ☐ Asian ☐ African American
☐ Pacific Islander ☐ White Filipino ☐ Multiple ☐ No Response

Gender: ☐ Male ☐ Female

Sexual Orientation: ☐ Lesbian ☐ Gay ☐ Bi-sexual ☐ Transgender
☐ No Response

Disability: ☐ Yes ☐ No
Nature of Disability: ☐ Mobility ☐ Vision ☐ Hearing ☐ Psychological
☐ Respiratory ☐ Manual Dexterity ☐ Learning Disability
☐ Chronic Medical Condition ☐ Other

Language(s) Spoken: ☐ English ☐ Spanish ☐ Mandarin ☐ Cantonese
☐ Vietnamese ☐ Japanese ☐ Thai
☐ Russian ☐ French ☐ Other: ___________________

Occupation:

- ***Attorney***
  - ☐ Private Practice
  - ☐ Gov't/Public Sector
  - ☐ Corporate Counsel
  - ☐ Legal Education Professional
- ***Judiciary*** ☐ State ☐ Federal
  - ☐ General Jurisdiction
  - ☐ Limited Jurisdiction
  - ☐ Appellate Judge/Justice
  - ☐ Administrative Law Judge
  - ☐ Tribal Court Judge
- ***Law School***
  - ☐ Professor
  - ☐ Law Student
  - ☐ Law School Administration
- ***Other Legal System Professional***
  - ☐ Research Attorney
  - ☐ Law Clerk/Legal Extern/Legal Intern
  - ☐ Court Clerk
  - ☐ Court Reporter
  - ☐ Bailiff
  - ☐ Legal Secretary
  - ☐ Legal Assistant/Paralegal
  - ☐ Other: _________________

Hobbies: ____
Club/ Committee/ Section Memberships: ______________________________________

Program Role:
☐ Teaching ☐ Mentoring ☐ Other ________________________

4. Sample Data Collection Tools

The following tools can be used to obtain information from program participants, people affiliated with program participants, such as family members, collaborative program partners, and any other individuals or organizations that are affected by the work of your program.

a. **Surveys.** Surveys can be used to obtain information from program participants, persons affiliated with program participants (such as family members), and others such as collaborative partners. Surveys can take many forms, including mail, telephone, on-line, and in-person surveys (interviews). Surveys can be used to obtain information about what your program means to the people who are involved in it and what effects participation in the program has had. Surveys can be designed and conducted to seek statistically relevant cross-sections of those you are seeking to survey, or can be done as “snap shots” of current information based on self-selected participation. There is an art and a science to effectively drafting and analyzing the results of survey. For example, it is important to consider whether to use random samples, to target specific populations, and the phrasing/framing of questions (use of open-ended or closed questions), etc. Seek assistance as necessary to ensure surveys you use provide sound information on how well the program is doing and the perceptions participants and others hold of the program. [LINK to Sample Surveys from Model Programs]

b. **Focus Groups.** Focus groups are groups of program participants, family members, collaborative partners or others that are brought in to meetings to discuss the program. Focus groups are an effective tool for obtaining information, especially if large-scale, statistically valid random samples are not needed for your self-evaluation. Focus groups are a good tool for seeking feedback about means to improve your program as well as feedback on how the program is doing and perceptions of the program similar to information sought in surveys. Focus groups can be convened, as needed, as ongoing groups to discuss issues and develop recommendations. *Caution*: Be aware that information obtained through focus groups can be influenced by factors such as “group dynamics,” the unwillingness of some with strong opinions to participate, and issues related to confidentiality. Focus groups also can be convened via conference call. In some instances telephonic focus groups may be preferable depending on the group dynamics, potential scheduling problems, and travel time involved in trying to convene individuals in person. It is important when conducting focus groups to provide trained facilitators as group leaders to ensure the integrity of the process, that time is well used, and that all questions are effectively addressed. [LINK to Sample Focus Group Designs from Model Programs]

c. **Program Records.** Basic information about the individuals that your program serves are best obtained through effective "intake" and other program recording keeping. These types of records include information about the demographics of participants, their reasons for participation, and other service recipient related information. Program records also track information such as services received, attendance records or other activities in which your program participates. [LINK to Sample Program Record Data Design from Model Programs]

d. **Independent Observation**. Some program achievements may best be documented through the observations of a neutral party regarding program delivery. [LINK to Sample Independent Observation Design/Reports from Model Programs]

e. **Staff Assessments.** Staff and/or volunteers who help deliver program services also are a good source for completing program assessments, especially when there is need to assess progress or outcomes of specific individuals. Additionally, program staff and/or volunteers are a ready source for feedback about what is working and not working in the program based on their individual experiences. [LINK to Sample Staff Assessment Form/Questions from Model Programs]

f. **Data from Other Similar Programs.** To the extent feasible, it is highly productive to seek information from/about other similar programs to identify the types of information collected, obtain sample survey, focus group, or other assessment tools, and to effectively compare the results of your program to others (see "Comparison Studies" below.) [LINK to Model Programs – Self-Reported Evaluation Results]

5. Program Evaluation Resources

Program evaluation is its own field of professional engagement and there are many resources (including books, other publications, and online resources) which are available to help program founders, directors, and managers systematically address program self-evaluation. Some of the available resources include:

a. Program Evaluation -- "How To:"

- Books:
  - *The Manager's Guide to Program Evaluation: Planning, Contracting, and Managing for Useful Results*, Paul W. Mattessich, Ph.D., Amherst H. Wilder Foundation, St. Paul, MN (2003)
  - *Information Gold Mine – Innovative Uses of Evaluation*, Paul W. Mattessich, Ph.D. and Shelly Hendricks, Amherst H. Wilder Foundation, St. Paul, MN (2007)
  - *A Funder's Guide to Evaluation – Leveraging Evaluation to Improve Nonprofit Effectiveness*, Peter York, Fieldstone Alliance, St. Paul, MN (2005)
  - *A Funder's Guide to Organizational Assessment – Tools, Processes, and Their Use in Capacity Building,* Lori Bartczak, GEO Ed., Fieldstone Alliance, St. Paul, MN (2005)

- Law School Admission Council (LSAC) Research Grant Program – www.lsac.org
- Bureau of Justice Assistance - www.ojp.usdoj.gov/BJA/evaluation
- The Resource for Great Programs - www.greatprograms.org
- American Evaluation Association - www.eval.org
- Minority Corporate Counsel Association - www.mcca.com
- Bridging Worlds - www.bridgingworlds.org/pdfs/8_BMWtoolkit54.pdf
- United Way Outcome Measurement Resource Network – www.national.unitedway.org/outcomes/

b. Effective Reporting -- Visual Display of Information:

- Books:
  - *The Visual Display of Quantitative Information,* 2nd Ed., Edward R. Tufte, Graphics Press, Cheshire, Connecticut (2001)
  - *Visual Explanations – Images and Quantities, Evidence and Narrative*, Edward R. Tufte, Graphics Press, Cheshire, Connecticut (1997)
  - *Envisioning Information*, Edward R. Tufte, Graphics Press, Cheshire, Connecticut (1990)

PROGRAM SELF-EVALUATION OVERVIEW/TUTORIAL

A. What is Program Evaluation?

Program self-evaluation is a systematic process of using information to describe and improve program activities, impacts, and effectiveness to (1) better serve people and (2) represent the program to others. As an ongoing "practice, program evaluation is a key tool of a learning organization, i.e., an organization that learns from what it does and strives to do better.

BUILDING BLOCKS OF PROGRAM SELF-EVALUATION

Systematic

Careful design that is:

- Reliable, Credible, Useful in
  - √ Defining important concepts (e.g., services provided, persons served)
  - √ Selecting methods that adequately meet scientific standards

Ongoing Process

- Involves many or all parts of organization over time
- *Intention:* Document what program is doing with tools to measure and understand activities and outcomes over time

Information

- Data informs decision-making related to:
  - √ *Research Findings* (assessment of needs, inventories of services, human behavior, organizational behavior)
  - √ *Program Evaluation Findings* – effectiveness of programs, service, activities
  - √ *Practice Wisdom* – knowledge gained by professionals in organization and peers
  - √ *Other Influences* – remaining information, opinions, miscellaneous inputs
- Use information to better serve people, and represent the program to others

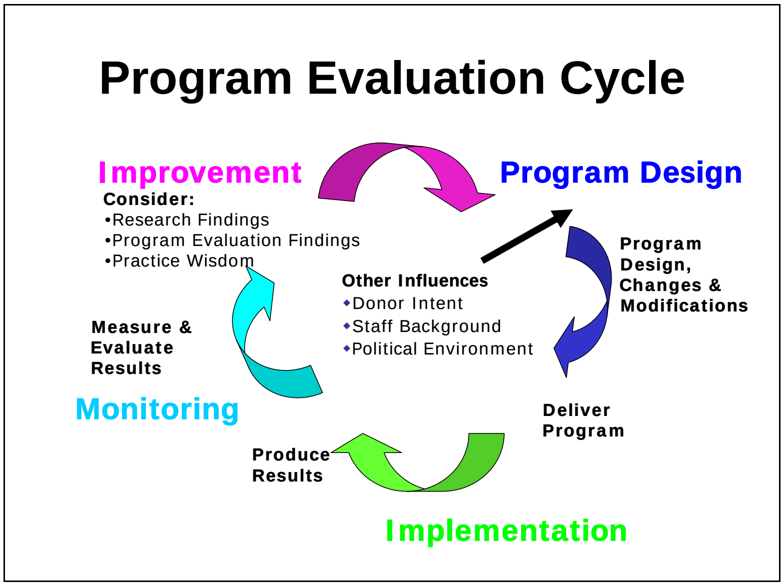
Activities, Impacts, Effectiveness

- *Activities = those served and what they receive*
- *Impacts = Results produced – intended and unintended*
- *Effectiveness = extent to which program achieves specific outcomes for those it seeks to benefit*

Effective Action & Decision-Making

B. Program Evaluation Cycle

Developing effective program self-evaluation is a cyclical process of program design, modification, delivery, monitoring, and improvement in seeking to obtain the highest results for those the program serves. The cyclical nature of the process and the elements in it are:



C. Types of Evaluation Information

> **"Not everything that counts can be counted and not everything that can be counted counts."**
> ***-- Anonymous***

In designing any program self-evaluation, there are two general types of information to focus on: Key Information and Additional Information.

Key Information:	• ***Participant/client Information*** – attributes of people served
	  • Age, gender, ethnicity, income, education, place of residence, marital status; family status
	  • Interests
	  • Personal Abilities (for students, including school and test data)
	  • Needs, goals, problems to resolve
	  • Capacities, resources
	• ***Service Data*** – volume and other features of services/activities provided
	  • Type of service or activity provided
	  • Measure of service unit ("session," "hour," "item," "event")
	  • Staff/volunteers who offer the service/activity (e.g., position, demographics, tenure, other characteristics)
	• ***Documentation of Results/Outcomes*** (Changes that occur because of the efforts of an organization among the persons, groups, communities, and/or organizations affected by the changes)[5]
	  • Knowledge gained, skills acquired
	  • Problems resolved, needs met
	  • Changes in the status of an individual, family, organization, community or other group, e.g., behavior, physical attributes, feelings, relationships, patterns of interaction [these case be documented through use of both quantitative and qualitative data]
	• ***Perceptions about Services/Activities***
	  • Feelings about organization overall
	  • Ratings of quality of service
	  • Ratings of staff/volunteer performance
	  • Ratings of facilities
	  • Perceptions of accessibility (e.g., hours, transportation, etc.)

Additional Information	• Demographic information on service area or market area served • Data about needs in communities • Comparable measures from other similar organizations • Financial/cost information

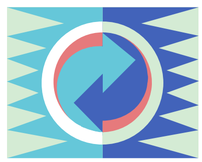
[5] Not all program activities can be demonstrated to have direct cause/effect relationships with results – but try to document the program's role in results identified to the extent possible.

D. Program Evaluation Phases & Steps

There are four phases in program self-evaluation which are applicable to both time-limited studies and ongoing evaluation research. Graphically depicted as a cycle, the phases in Program Evaluation include:

Phase 2
Data Collection

Phase 1
Design



Phase 3
Analysis

Phase 4
Reporting

NOTE: It is important to be aware of the time it takes to complete each phase of program evaluation. There are no hard and fast rules regarding time requirements for each phase. The amount of time it will take to complete program evaluation depends on the size and complexity of your program, the size and complexity of the evaluation you seek to complete, the number of individuals who will assist in completing each phase of the evaluation including their skill levels and time availability, and other factors that can affect completion of each phase of the evaluation. A good rule of thumb is to assume that each phase likely will take longer than you initially anticipate so build your program evaluation with ample time allowed for completion of each phase.

Phase 1 – Design

Each phase in program self-evaluation is important, but none is as important as the design phase. Decisions made during the design phase will affect all other aspects of program evaluation activities and success. It is important to take the time to address each of the following design steps:

Design Steps:	
Step 1	State the goals of the review or analysis, research questions, and other major expectations.
Step 2	Specify Program Mission and Goals and a "Program Theory"
Step 3	Select appropriate methods or data sets
Step 4	Finalize estimates of costs, agreements on roles, and plans for activities
Step 5	Finalize and pretest methods
Step 6	Train staff and/or volunteers and implement evaluation

In completing these design steps, give careful thought and seek input from others regarding evaluation design. Brief overviews of the factors involved in each design step are listed below:

Design Step 1 Study Goals, Research Questions, and Expectations. Determine what you want the evaluation to do for your program by explicitly defining the goals of your study/evaluation. You may have already articulated your program goals as part of a strategic planning process. If so, revisit those goals to see how they translate into goals for your study/program evaluation and the questions that need to be asked. Once the goals of the study are clarified, develop the specific research questions that the evaluation will answer by discussing them with intended audiences. The nature of the questions you will ask is tied to the maturity level of your program (for example, a relatively new program may need to limit its initial focus to inputs/outputs rather than outcomes. See description of these terms in Step 2 below). Also during this step, it is important to state other major research expectations including expectations related to evaluation costs [LINK to Staffing the Evaluation and Estimating Costs], timing, communication with participants, study methods, and other important preferences for the evaluation. Keep in mind that in this step while you seek to provide a clear idea of the initial statements of goals, research questions, and expectations, these statements are like a general "road map" and may be changed, negotiated, or adjusted as needed as you move through the remaining phases of the program evaluation.

Design Step 2. Program Profile/Description and Program Theory. A program self-evaluation design provides a coherent account of how and why the program exists and how it generates the outcomes it produces. Effective design is based on a program profile or description and a program theory or logic model. The program profile or description should include a statement of the program's Mission and Goals. Your program already may have its mission and goals articulated as part of a strategic planning process. If it does not, time needs to be taken to develop agreed-upon mission and goal statements for the program generally which then are incorporated into your program profile/description. Be open during this phase to the possibility that you may identify needed adjustments to existing statements of program goals to ensure their clarity and relevance to program success.

Once the Program Profile/Description is in place, develop a Program Theory or Logic Model which will enable your program to:

- Tie evaluation information together in meaningful way;
- Understand why something works;
- Apply knowledge to new situations;
- Combine knowledge to produce valuable and powerful information; and
- Understand additional information needed or what can be omitted.

The Program Theory or Logic Model is a high level overview of the different types of information that will be gathered and how those different types of information relate to each other. For example, a generally accepted Logic Model includes a description of program:

Inputs		Activities		Outputs		Outcomes
Resources a program uses to carry out its activities e.g., volunteers, supplies, staff, money	➔	Actual services or work of the program, such as counseling, training, mentoring, etc.	➔	Accomplish-ments, products or service units provided by the program, such as number of persons who received training	➔	Changes that occur in people or the world as a result of the program's activities

It is important to define the possible full range of program outcomes as follows:

Initial Outcomes:	***Intermediate Outcomes:***	***Longer-Term Outcomes:***
Changes that a program produces immediately in participants, e.g., a change in people's knowledge, skills, or attitudes.	Changes that occur later as a result of initial outcomes, such as people choose to further their education as a result of knowledge or skills they gained.	Changes that a program ultimately strives to accomplish and that follow from intermediate outcomes, such as people choosing to enter the legal profession, or diverse associates making partner in a law firm.

A hypothetical example of a diversity pipeline model program logic model is presented below to illustrate how each element in a logic model is defined.

Diversity Pipeline Model Program
Logic Model Example

Logic Model: Middle School Mock Trial Program

Program Theory: By actually playing a role in a mock trial, students will better understand how the justice system works and the roles played by different players in the system, which will capture the interest of students and will result in them choosing to pursue the law as a profession.

Inputs
- Staff
- Volunteers
- Mock Trial Script
- Training of Volunteers

Activities
- Youth training regarding roles in mock trial
- Completion of mock trial and debriefing session

Outputs
- Number of youth in mock trial programs

Initial Outcomes
- Increased knowledge of justice system
- Personal connection with attorney volunteer

Intermediate Outcomes
- Youth develop interest in justice system and/or government in general

Long-term Outcomes
- Youth improve scholastic performance
- Youth engage in activities related to government, civics, and history
- Youth choose to go to college
- Youth choose to pursue legal education and join the legal profession

Note, you do not have to collect about everything that appears in the logic model but the model will help you focus on that information that is important to understand the effectiveness of your program.

Design Step 3. Selection of Information Gathering Methods and/or Data Sets. Typically, information gathering methods can include combinations of program and individual records, surveys, focus groups, observation by researchers, and assessments by staff/volunteers. Decisions related to which type of tools and how they are to be used should be carefully considered during this design step. More detailed information regarding information gathering methods for use in designing your program are found in the Sample Diversity Pipeline Program Self-Evaluation Tools section of this web site. [LINK to Sample Data Collection Tools]

In addition to basic program records, such as demographic data and information that documents *Inputs*, *Activities*, and *Outputs* applicable to each program, self-evaluation design challenges program personnel to identify “performance or outcome measures” and to collect data that demonstrates how the program is performing over the short, intermediate, and long term. Articulating *Outcome Measures* and gathering data related to them helps a program identify *actual results plus program impact or benefit*. Program self-evaluation depends upon effective design of *Outcome Measures* to be able identify both what the program seeks to achieve and what it actually accomplishes over time. General characteristics of well-developed measures include relevance, validity, reliability, sensitivity, and timeliness. Ultimately, *Outcomes* are the information programs want to identify to clearly and credibly represent the program to those it serves, funders, and the community at large.

Design Step 4. Finalize Cost Estimate, Roles, and Evaluation Activity Plans. Step 4 is your opportunity to review the initial expectations developed in Step 1 and finalize estimates of costs to complete the evaluation, clarify roles of all staff, volunteers and/or paid consultants who will in conducting the evaluation, including confirming written agreements related to roles as needed, and confirm your anticipated evaluation action plan, i.e., tasks, timeline, assigned responsibilities and resource needs for each phase of the evaluation. Be sure to communicate your plan and other information to others involved in the evaluation as needed to ensure everyone is working together to achieve the same ends.

Design Step 5. Finalize and Pre-Test Methods. Step 5 requires you to finalize your data collection methods and to pre-test them to ensure that they provide you the information you are seeking. Finalizing your program evaluation methods includes developing questions for use in surveys, with focus groups, and in staff/volunteer self assessments, and identifying program records you will be compiling. Once you have finalized your methods, they need to be pre-tested. Taking the time to pretest your methods will allow you to make adjustments to the methods as needed and will ensure that the time you put into the actual data collection and analysis will be productive.

Design Step 6. Training and Implementation. To ensure effective program evaluation it is important to train staff and/or volunteers who will be using the methods you have identified so that they understand what is required in using each method. Once you are satisfied that all who will be assisting you with the evaluation are well-prepared, it is tie to implement the program self-evaluation.

Phase 2 - Data Collection

Phase 2 in program self-evaluation is the actual collection of the data identified during the design phase. Data Collection Steps include:

Data Collection Steps:	
Step 1	Obtain necessary information using methods developed during design phase
Step 2	Protect confidentiality as required
Step 3	Clean data (a required step in any good statistical analysis)
Step 4	Compile and store data

Data Collection Step 1. Collecting Data. This step is the actual collection of identified data, i.e., the conducting of surveys, focus groups, self-assessments, and the compiling of program records.

Data Collection Step 2. Protect Confidentiality. Ensure that all data that is collected, especially any that may contain sensitive personal information, is handled in a way that protects confidentiality as needed. Failure to protect such confidentiality can have serious, adverse consequences to the program if such breaches of confidentiality adversely impact persons providing the information or the program itself. Protecting confidentiality is a key element in gaining the trust of those from whom you seek information and will establish a strong foundation for the program's ongoing self-evaluation processes.

Data Collection Step. 3. Clean Data. Cleaning data is an important step in ensuring the accuracy of any statistical analysis. Be sure to engage the services of staff, volunteers, or consultants who know how to appropriately "clean the data" so that the results you find when completing your analysis are not subject to question about reliability and validity.

Data Collection Step 4. Compile and Store Data. Once the data has been cleaned, it needs to be compiled and stored for use in analysis. In the evaluation design phase you should have addressed the methods for data compilation and storage, e.g., whether your current information system permits analysis of program records, and whether data bases of any kind need to be created to handle collected self-evaluation data.

Phase 3 – Analysis

Phase Three of program self-evaluation involves all types of analysis of the data collected. Data analysis steps include:

Data Analysis Steps:	
Step 1	Conduct statistical processing
Step 2	Present and discuss preliminary analysis

Data Analysis Step 1. Once you have cleaned, compiled and stored your data, it is time to actual analyze it. Processing of data includes statistical processing of quantitative data and narrative analysis of qualitative data. Data should be reviewed and analyzed for each question in the evaluation design and compiled into a preliminary report.

Data Analysis Step 2. Once the preliminary report is prepared, present the preliminary analysis to staff, volunteers, and/or others to get a sense of how well your data is answering your designed evaluation questions. At this stage, you may identify the needed to adjust your data collection in different ways or reframe your questions, and will provide you an opportunity to collect more data as needed for your final evaluation report.

Phase 4 – Reporting

Phase Four of program self-evaluation is the reporting or presentation of program information internally and to others for the purpose of informing future directions. Reporting steps include:

Reporting Steps:	
Step 1	Present findings to intended audiences
Step 2	Make other presentations as needed

Reporting Steps 1 and 2. Presenting Findings to Intended Audiences and Others. Data collection for purposes of program self-evaluation is important not only for program personnel to assess program effectiveness, but also to enable the program to effectively communicate its effectiveness to others. "Getting the Word Out" is as important a step as the initial data collection and analysis itself because it is through communication of effective program self-evaluation information that others are persuaded to begin or continue program involvement and support. Communication products that can be created from effective data collection include:

- ***Annual Program Reports*** that are distributed to program participants, funders, community supporters, collaborative partners, i.e., any individuals or organizations that need to be kept abreast of program accomplishments.

- ***Comparison Studies*** that demonstrate the effectiveness of your program in comparison to other similar programs which helps set the context for your program's accomplishments.

- ***Press Releases*** that seek to inform the larger community about your program, its benefits and effectiveness.

- ***Staff/Volunteer Evaluation/Feedback Information*** that can be used to inform program staff and/or volunteers about where they are excelling and where they need to focus improvement efforts, which can be tied to employee/volunteer performance evaluation practices where appropriate.

When reporting results, it is important to ensure that you are presenting findings that are based on well-accepted evaluation principles.

	Guidelines for Credible Findings:	
1.	***Show Your Work***	• Describe/display methods used so others can assess what was done and feel confident about conclusions. • Consider using effective graphic or other visual displays of information to engage readers/receivers of your reports.
2.	***Include Four Types of Essential Information***	• Participant/Client Information • Service Data • Documentation of Results • Perceptions
3.	***Include Program Theory***	• Define: √ Inputs √ Activities √ Outputs √ Outcomes Sought to Be Measured
4.	***Include Enough Participants in Study***	• Involve sufficient numbers of participants to: √ Allow identification of differences in results √ Provide sufficient information to guide/support program design, policy, and funding decisions
5.	***Match Methods to Conclusions***	• Help reviewers accept cause-and-effect conclusions • Define the context of program services and activities that establishes a reasonable framework within which to evaluate results
6.	***Have a Credible Comparison***	• The most effective cause/effect evidence is a credible comparison • Types of credible comparisons include *Comparing Service Recipients* to: √ Themselves over time √ People waiting for service √ Similar individuals in the general population √ A group of people eligible for service who are randomly assigned not to receive it √ Service recipients in other programs

E. Staffing the Evaluation and Estimating Costs

Conducting effective program self-evaluation requires resources. Every program has two options to consider in deciding the threshold question of how to proceed with program evaluation:

Option 1: Hire help? ***Option 2. Do it yourself?***

Questions to Consider:

- What capability does staff have to do the data collection, monitoring, and/or evaluation work?
- How complicated is the process of measuring what you need to measure?
- Do you have to start "from scratch" or do program records or data collection system(s) already exist that can provide much of the needed information?
- Do you have financial resources to draw from?

Potential Vendors/Collaborators:

There are several potential sources/types of evaluation vendors or collaborators. They include:

- Independent professional evaluation consultants who work alone;
- Not-for-profit research/consulting organizations;
- For-profit, research/consulting organizations; and
- Academic research centers, university faculty.

Conduct research to identify potential vendors and collaborators in your region/locale. Make contact with representatives of the potential vendors/collaborators to discuss your program evaluation needs and explore possibilities for collaboration with them or others or seeking funding to underwrite the costs of program self-evaluation.

Keeping the Evaluation Process In-House:

When you choose to keep program self-evaluation in-house, you are encouraging the development of staff/volunteer self-evaluation capabilities and, thereby, you are investing in your program and its people. To position the program for success in its self-evaluation processes, it is important to:

- Provide training to staff/volunteers;

- Invest in developing data collection, tracking, and analysis systems; and
- Create collaborative relationships with others to assist. [LINK to Building Collaborative Relationships for Program Evaluation]

Estimating Costs:

Use well-accepted project management and budgeting practices when estimating costs for program self-evaluation, including:

Step 1.	**Prepare Project Plan by Phase**	• Specify activities and time requirements by personnel type (e.g., evaluation researcher, assistant, secretary, interviewers, interview supervisor, programmer) for each project phase
Step 2.	**Estimate Staff Costs**	• Estimate costs of staff salary plus benefits cost by personnel type for each phase and total all as Staff Costs.
Step 3	**Calculate Total Costs**	• Calculate total costs by combining: Staff Costs (from Step 2) + Printing/Desktop Publishing + Facilities and Supplies + Overhead

[LINK to Sample Program Self-Evaluation Project Plans and Budgets from Model Programs]

F. Building Collaborative Relationships for Program Evaluation

Because program self-evaluation can be resource intensive, especially for small, volunteer driven programs, it is important to explore the development of collaborative relationships that will help your program design the collection of, analyze, and report on the results of program self-evaluation information. Possible sources of such collaborative relationships include:

Local or Regional Colleges and Universities. Higher education organizations often are looking for research projects and are a good source of student and/or faculty assistance in program research. Meet with advisors in graduate schools your local colleges and universities to find out their areas of focus, to educate them about your programs and to determine if you can align your programs with their academic/research criteria.

Similar Programs. If you are aware of other programs that deliver similar services, you may want to explore with those other programs the possibility of sharing resources for a comprehensive program self-evaluation approach for both organizations. When you consider collaborative with other organizations to share program evaluation practices and resources, it is important to clearly identify the roles each organization will play, the resources that each is committing to the collaboration, and how the results of the collaborative research will be used/distributed.

***Other Community Organizations/Programs*.** Depending on the size of your community, there may be other community organizations that provide services different than those of you program but with whom you may be able to collaborate for the purposes of program evaluation. Again, when exploring the development of such a collaborative relationship, it is important to clearly identify the roles each organization will play, the resources that each is committing to the collaboration, and how the results of the collaborative research will be used/distributed.

G. Celebrating Program and Self-Evaluation Successes

In addition to distributing information about program self-evaluation results, it is important for building morale in your organization to periodically celebrate your successes. Celebration of success can take many forms especially in recognizing participants' success and staff and volunteers' contributions to the program. Forms of celebration range from more formal public meetings/ celebrations with community publicity about program success and awarding of certificates of appreciation/accomplishment, to informal gatherings such as picnics or program parties. More formal celebration events present opportunities for collaboration with other community partners, again to share resources and costs. In addition to celebrating the overall success of your program, take time to acknowledge and celebrate your successes in completing effective program self-evaluation!

MODEL PROGRAMS - SELF-EVALUATION GUIDELINES BY PROGRAM TYPE

The Model Program Types recognized for inclusion on the web site are:

- Attorney Volunteers
- Awards/Recognition
- Bar Examination Preparation
- Career Advancement
- Clerkships
- College Preparation
- College to Law Preparation
- Cross-Firm Diversity Workshop
- How to Become a Judge
- Internships
- Job Placement Assistance
- Job Shadow
- Judicial Diversity Summit
- Law Day
- Law Firm/School Partnerships
- Law School Preparation
- Law-Themed High Schools
- Leadership Positions
- Legal Career Seminar
- Local and National Minority Bar Association Participation
- Mediation Training
- Mentoring
- Moot Court/Mock Trial
- Outside Counsel Diversity Initiatives
- Practice Section/Specialization Education/Mentoring
- Professional Development for Teachers
- Public Outreach/Education
- Recruitment & Retention Plan
- Recruitment Pledge
- Retention/Advancement Training
- Scholarships
- Sponsorships
- Street Law
- Summer Job
- Summer Law Camp/Academy/Program
- Tutoring

When posted on the web site, each of these Model Program Types will have its own "page" that will include the following general guidelines with links to each specific Model Program Profile and related self-reported evaluation information. [When posted, the program type specific data sets will be identified as well as program-specific available resources.]

General Self-Evaluation Guidelines

As a first step, develop your Program Profile and Program Theory using the resources provided. [LINK to Program Profile Template] [LINK to Program Profile section of web site] Develop your Program Theory to be able to measures the outcomes you seek to demonstrate. Then work with your Program Theory to develop levels of complexity in the data collection design. Don't try to achieve everything with a first attempt. Start simple, but build into your plan the need to build upon your data gathering process over time to develop moderate, and eventually more complex levels of data and types of information as your program grows and/or as you identify additional resources to assist you with program self-evaluation.

Program Specific Data Sets for Collection

1. ***Look to Existing Data First.*** As you develop your data collection plan, look to your existing data first to identify what you already collect. Then identify additional data that you think is needed to be collected to support your program theory, and the method by which you will be able to collect each type of data.

2. ***Define Data Categories***: It is helpful to identify the data you collect according to the data categories described on this web site, including:

Inputs:	Resources a program uses to carry out its activities e.g., volunteers, supplies, staff, money
Activities:	Actual services or work of the program, such as counseling, training, mentoring, etc.
Outputs:	Accomplishments, products or service units provided by the program, such as number of persons who received training
Outcomes:	Changes that occur in people or the world as a result of the program's activities, such as: √ Impact on Those Served √ Knowledge of participants before and after participation

3. ***Determine Appropriateness/Capacity for Long-Term Tracking.*** Consider the appropriateness or capacity of your program to track data related to individual participant outcomes over time. One of the challenges faced by those who seek to expand the diversity pipeline is being able to track outcomes related to program participants to determine whether their program participation resulted in the participant choosing to continue higher education, especially law school and legal practice. Consider whether and how your program can collect such data over time and contribute your findings to over-arching research related to the impact of diversity programs.

Program-Specific Evaluation Resources

a. Program Evaluation -- "How To:"

- Books:
  - *The Manager's Guide to Program Evaluation: Planning, Contracting, and Managing for Useful Results*, Paul W. Mattessich, Ph.D., Amherst H. Wilder Foundation, St. Paul, MN (2003)
  - *Information Gold Mine – Innovative Uses of Evaluation*, Paul W. Mattessich, Ph.D. and Shelly Hendricks, Amherst H. Wilder Foundation, St. Paul, MN (2007)
  - *A Funder's Guide to Evaluation – Leveraging Evaluation to Improve Nonprofit Effectiveness*, Peter York, Fieldstone Alliance, St. Paul, MN (2005)
  - *A Funder's Guide to Organizational Assessment – Tools, Processes, and Their Use in Capacity Building,* Lori Bartczak, GEO Ed., Fieldstone Alliance, St. Paul, MN (2005)

- Law School Admission Council (LSAC) Research Grant Program – www.lsac.org
- Bureau of Justice Assistance - www.ojp.usdoj.gov/BJA/evaluation
- The Resource for Great Programs - www.greatprograms.org
- American Evaluation Association - www.eval.org
- Minority Corporate Counsel Association - www.mcca.com
- Bridging Worlds - www.bridgingworlds.org/pdfs/8_BMWtoolkit54.pdf
- United Way Outcome Measurement Resource Network – www.national.unitedway.org/outcomes/

b. Effective Reporting -- Visual Display of Information:

- Books:
  - *The Visual Display of Quantitative Information,* 2nd Ed., Edward R. Tufte, Graphics Press, Cheshire, Connecticut (2001)
  - *Visual Explanations – Images and Quantities, Evidence and Narrative*, Edward R. Tufte, Graphics Press, Cheshire, Connecticut (1997)

- *Envisioning Information*, Edward R. Tufte, Graphics Press, Cheshire, Connecticut (1990)

Specific Model Programs Identified on State Bar Web Site (w/ available evaluation data and/or link)

[LINK to ________ Specific Model Program Information]

[LINK to ________ Specific Model Program Information]

[LINK to ________ Specific Model Program Information]