

External- Journeys Within Our Community 2018 Scholarship Program Evaluation

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Table of Contents

List of Figures.....	4
General Information	5
Project Definitions.....	6
Executive Summary	7
Evaluation Purpose and Evaluation Questions.....	9
Project Background	10
<i>The Problem.....</i>	<i>10</i>
<i>Program Description.....</i>	<i>12</i>
<i>Theory of Change</i>	<i>13</i>
<i>Figure 1: Theory of Change Diagram: Journey’s Within Our Community Scholarship Program.....</i>	<i>16</i>
Evaluation Questions, Design, Methods, and Limitations	17
<i>Evaluation Approach.....</i>	<i>17</i>
<i>Methods for Data Collection.....</i>	<i>17</i>
<i>Sampling</i>	<i>20</i>
<i>Data Analysis</i>	<i>21</i>
<i>Limitations</i>	<i>22</i>
Findings	23
<i>Question 1: Do JWOC Scholarship Program students and alumni exhibit attributes that indicate a mindset of civic engagement?</i>	<i>23</i>
<i>Question 2: Are JWOC Scholarship Program alumni leaders in their community?.....</i>	<i>25</i>
<i>Question 3: Does JWOC provide meaningful professional development skills-building for program participants?</i>	<i>26</i>
<i>Question 4: Are JWOC Scholarship Program alumni successfully employed?.....</i>	<i>33</i>
<i>Question 5: Do JWOC Scholarship Program alumni feel supported by JWOC since graduation?.....</i>	<i>35</i>
<i>Question 6: Do JWOC Scholarship Program Alumni feel their quality of life has improved since graduating and finishing JWOC?</i>	<i>37</i>
Conclusions.....	38
Recommendations	39
<i>Clarify Skills-Building</i>	<i>39</i>
<i>Improve Alumni Relationship Management</i>	<i>40</i>
<i>Create Monitoring & Evaluation Plan</i>	<i>40</i>
Appendix A: Project Proposal	42

Statement of Purpose 42

Plan of Action..... 42

Goals of Project..... 43

Necessary Resources 43

What Preparation Do I Have for This Experience?..... 44

Conclusion 45

Appendix B: Work Plan..... 46

Appendix C: Design Matrix 47

Appendix D: Staff Interview Consent Form..... 53

Appendix E: Current Staff Interview Questions 54

Appendix F: Alumni Impact Survey Consent and Questions..... 56

Appendix G: Current Student Consent & Interview Questions..... 64

Appendix H: Master Code List..... 66

References 67

List of Figures

Figure 1: Theory of Change Diagram.....16

Figure 2: Evaluation Question 1 Data.....24

Figure 3: Evaluation Question 2 Data.....26

Figure 4: Alumni Survey Question 27 Responses.....29

Figure 5: Current Student Survey Question 20 Responses.....30

Figure 6: Alumni Survey Question 18 Responses.....33

Figure 7: Alumni Survey Question 19 Responses.....35

Figure 8: Alumni Survey Question 31 Responses.....36

Figure 9: Alumni Survey Question 33 Responses.....37

General Information

About the Project

This paper was written as a final project for the International Public Service Project (IPSP) course at the University of Arkansas Clinton School of Public Service. In the IPSP course, students undertake field projects that meet identified community needs in collaboration with a community partner. This evaluation was completed by the researcher, Patrick McBride, in partnership with Journeys Within Our Community, and under the direction of Dr. Christy Standerfer and Tiffany Jacob, MPS, in accordance with the agreed upon Project Proposal (Appendix A) based on the agreed upon Work Plan (Appendix B). This evaluation was completed in Siem Reap, Cambodia during the summer of 2018.

About Journeys Within Our Community

Journeys Within Our Community (JWOC) is a nonprofit organization operated to empower low-income Cambodians to lead their communities by providing educational and personal development opportunities and inspiring a mindset of co-responsibility and social service. More information about Journeys Within Our Community can be found at <https://www.jwoc.info>.

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Project Definitions

Below are definitions of terms and phrases used in the research and evaluation:

Communication Skills: *Refers to specific skills enhancing the ability to communicate in any manner. Examples include public speaking, writing, translation, business communication, presenting, and Curriculum Vitae (CV) and cover letter writing.*

Current Student: *Refers to any student currently enrolled in a university and participating in the JWOC Scholarship Program.*

Financial Skills: *Refers to specific skills required for operational understanding and management of personal and/or business financial processes. Examples include budgeting, loan processing, loan counseling, understanding interest rates, lending practices, etc.*

JWOC Scholarship Alumni: *Refers to any former student of the JWOC Scholarship Program who successfully completed their degree and remained in JWOC until graduation.*

Leaders in Community: *Refers to actions taken by individuals or groups within community settings, rather than just thoughts or beliefs regarding or being expressed regarding community.*

Leadership Skills: *Refers to specific skills which are required for leadership of individuals, groups, or projects. Examples include teaching, facilitation, problem solving, and management.*

Life Skills: *Refers to general skills that are helpful to individuals in activities of daily living. Examples include, but are not limited to, hygiene, home gardening, and goal setting.*

Livable Wages: *Refers to income needed to provide a decent but modest living, and includes factors such as costs of food, essential needs, housing, and unforeseen circumstances (Anker & Anker, 2017).*

Meaningful Professional Development Skills-Building: *Refers to focusing on building skills that are sought out or required for professional roles within Cambodia.*

Participants: *Refers to both current and alumni JWOC students. Though program staff were interviewed, they will be referred to as staff, and never included in the participants group.*

Service-learning: *Refers to combined objectives of learning and community development work, which fosters skills-growth and understanding of civic engagement.*

Soft Skills: *Refers to skills that make interactions with others more effective and make individuals more effective in group settings. Skills can include showing up for work on time, consistency in the work place, customer service skills, and interpersonal skills.*

Successfully Employed: *Refers to employment with a livable wage.*

Teamwork: *Refers to a broad set of skills and abilities that improve collaboration within groups.*

Technical Skills: *Refers to specific skills required for specific jobs, projects, or duties. Examples include computer skills, research skills, or WASH (water, sanitation, and hygiene training).*

Executive Summary

To better understand the effectiveness of the Journeys Within Our Community (JWOC) Scholarship Program, an outcomes evaluation was conducted May-July 2018, following the 10th year of the scholarship program being operational. The aim of the evaluation was to provide point-in-time information about program outcomes for current participants and alumni. The core questions for the evaluation were as follows:

1. Do JWOC Scholarship Program students and alumni exhibit attributes that indicate a mindset of civic engagement?
2. Are JWOC Scholarship Program alumni leaders in their community?
3. Does JWOC provide meaningful professional development skills-building for program participants?
4. Are JWOC Scholarship Program alumni successfully employed?
5. Do JWOC Scholarship Program alumni feel supported by JWOC since graduation?
6. Do JWOC Scholarship Program alumni feel their quality of life has improved since graduating and finishing JWOC?

Operating in Cambodia in an environment that struggles with extreme poverty, inadequate education and skills development, and a lack of community leaders, JWOC aims to tackle multiple issues with its program design. JWOC provides scholarships to low-income Cambodians who showcase an interest in community involvement, and a commitment to education. Through university scholarships, involvement in a service-learning program, workshops, and trainings, JWOC aims for participants to raise out of poverty, as well as become active within their communities.

A mixed-methods data approach was employed utilizing key informant interviews, surveys, observations, document review, and a literature review. The researcher collected and analyzed data to assess outcomes for program participants. Through engagement with program key stakeholders, valuable data and broad experiences were analyzed. In total 99 alumni were surveyed, and semi-structured interviews were conducted with 16 current students and 6 staff members. Analysis of data included descriptive statistics, thematic coding, and triangulation. Limitations included; a non-experimental design; no confidentiality; low current participant interviews; missing alumni contact data; language barrier; and challenges finding Cambodian wage data.

Key findings suggest the majority of students and alumni reported attributes that indicated a mindset of civic engagement. Unexpectedly, findings suggested a minority of alumni reported being leaders within their community. Research indicated JWOC provides extensive opportunities for skill-building. Research also suggested the organization lacks clarity in which skills it aims for students to gain or improve. Additionally, research indicated there is a lack of equity in availability of skills building between participant service-learning roles within various departments. One of the strongest findings is that more than 93% of alumni reported making above both minimum wage and the living wage, and 45% of alumni reported making wages associated with highly skilled positions¹.

Analysis and interpretation of findings suggested that overall the JWOC Scholarship Program was accomplishing most of its goals, and would benefit from setting specific outcome targets, and strengthening the overall strategy design for the program. Key recommendations

¹ Within this document percentages are rounded, and due to rounding errors—such as a split final percentage between 3 or more answers—percentages may not add up to 100% in all places.

include clarifying skills-building goals for participants, improving alumni relationship management, and creating a monitoring & evaluation plan for the scholarship program.

Evaluation Purpose and Evaluation Questions

The Journeys Within Our Community (JWOC) Scholarship Program just completed its 10th year of operation. Currently JWOC is placing the scholarship program at the core of their activities. The current JWOC staff is in the beginning phase of strategic planning for guiding the future of the organization and its programs. With an eye towards the future, the executive director is interested in evaluation as part of a continuing learning process and is seeking evaluation and understanding of the outcomes associated with JWOC's core programming.

Initially, an impact evaluation was requested for this project. However, the organization lacked regular data from monitoring and evaluation, target indicators, and baseline data, making an impact evaluation impossible. Due to time and resource constraints, it was not feasible to create a comparison group. Therefore, an outcomes-focused evaluation using a non-experimental one-shot design looking at processes, program documents, and current data collected through surveys and interviews was chosen. This evaluation approach provides insights into strengths and challenges of the JWOC Scholarship Program at reaching targeted outcomes, providing in-depth indicators to measure program outcomes, and enabling program managers to understand data related to those outcome indicators. The indicators and data provided can be used by program managers to set up a continuous monitoring and evaluation for the JWOC Scholarship Program, which will allow the program to measure impact moving forward. The core questions for the evaluation were as follows:

1. Do JWOC Scholarship Program students and alumni exhibit attributes that indicate a mindset of civic engagement?

2. Are JWOC Scholarship Program alumni leaders in their community?
3. Does JWOC provide meaningful professional development skills-building for program participants?
4. Are JWOC Scholarship Program alumni successfully employed?
5. Do JWOC Scholarship Program alumni feel supported by JWOC since graduation?
6. Do JWOC Scholarship Program alumni feel their quality of life has improved since graduating and finishing JWOC?

Project Background

The Problem

The people of Cambodia have faced immense challenges over the past hundred years including colonization, occupation, and the most widely known challenge that is still impacting the people of Cambodia, the Khmer Rouge and the destruction and annihilation that came as a result of their years in power, and the decades of war that followed. With anywhere from 1.5-3.5 million Cambodian deaths (around 25% of the population) resulting from the Khmer Rouge genocide, greater than 50% of the current population is now estimated to be under the age of 25 (Central Intelligence Agency, 2018). The Khmer Rouge left communities without leadership, educators, intellectuals, and pulled families apart, and forced children to commit atrocities. Though it is four decades later, it would be negligent not to focus on how these factors and generational trauma are still impacting Cambodians today, including in regards to inadequate education, inadequate skills, lack of quality employment and poverty, as well as lack of leadership and participation within communities.

Exacerbating these historical issues faced by Cambodia is the current political environment, in which a challenging environment has been created that has received

international attention. The political environment within Cambodia is challenging for those who participate.

Poverty

Currently, Cambodia ranks as one of the poorest countries in Asia, which led to major investments from international agencies, as well as the emergence of thousands of individual NGOs across Cambodia (Central Intelligence Agency, 2018). While poverty is often understood in terms of wages and salaries, poverty is deeper than a dollar amount in Cambodia. Wealth is measured in belongings, transportation, and the materials a house is made of. While two people may make the same salary, one may be living in a shack made of clay and wood scraps, while the other may be living in a brick house. Many Cambodians live in extreme poverty, having little income or productive assets. While Cambodia is widely acknowledged as one of the poorest countries in the region, finding clear data on the average wage, minimum wage, and living wage in Cambodia is challenging. The data that exists is very scattered, and from one source to another you get very different information.

Inadequate Education & Skills

General education for children is often varied and inadequate through high school. Many schools are under-resourced, including lacking proper educators in many cases. Many NGO schools teaching children have volunteers who come in and out, and often continuity in education is a challenge if existent at all for many Cambodians. While private international schools do exist, the cost and locations are prohibitive to many Cambodian families. Those who are committed to schooling and complete year 12 are often unable to continue on to university due to lack of funding. The average cost of university tuition, books, and fees in Cambodia is \$650, which amounts to half or more of the annual income for most Cambodian families. This

cost makes attaining higher education almost impossible for many Cambodians who otherwise may be able to succeed at university.

Community Participation & Leadership

As stated previously, the Khmer Rouge eradicated the leadership of Cambodia – politicians, teachers, religious leaders, intellectuals, professionals of all sorts, and minorities. This has had a lasting impact on the structure of Cambodian communities, their leadership, and continuity of skills and abilities. As a result, many Cambodians lack basic skills, and many more lack leadership skills and abilities. Exacerbating the issues for communities is the current environment in Cambodia. The environment for civil society within Cambodia makes leadership and community participation risky (The International Center for Not-for-Profit Law [ICNL], 2018). Without community leadership change will be difficult for Cambodians, especially those who are rural and living in poverty. Leadership is necessary to help educate communities, establish programs, create change, and to help lead people out of poverty.

Program Description

After a decade of serving the community JWOC's Scholarship Program has 160 alumni and 67 current participants. The program provides financial scholarship in the form of tuition and books to the local university for students demonstrating need, ability, and commitment to community. In addition, it is required for program participants to engage in a service-learning program through committing a minimum of 7 volunteer hours per week with community-serving programs organized and managed by JWOC.

The service-learning opportunities students participate in, along with workshops and trainings provided for JWOC students, aim to help students learn a variety of skills. According to a former case study on JWOC, three of the key skill competencies that emerge from the program

are critical thinking, social responsibility, and leadership (Marsico, Joo, & Esparza, 2014). These skills, and several others, are gained by JWOC students, helping them to achieve greater levels of professionalism and abilities that make them more desirable in the workforce.

With the provision of funding for education, the service-learning that has students completing projects in communities, and the development of skills through service-learning as well as workshops and trainings, there are three primary goals for JWOC's Scholarship Program that were identified in document review and discussion with program staff: 1) students will successfully complete university; 2) students will become successfully employed lifting them out of poverty; and 3) students will continue to be active in/contribute to their communities.

Theory of Change

As evidenced by the goals indicated above, JWOC's theory of change is rooted in the assumption that critical education provides the means and motivation for personal and community involvement (Freire, 1970). Youth in Cambodia face challenges of extreme poverty and inadequate education that leads to a cycle of generational poverty that can be near-impossible to escape without adequate intervention. Thousands of NGOs have entered the scene in Cambodia, many of which hinder Cambodians from becoming self-sustaining, instead making them dependent on assistance continually. Journeys Within Our Community's Scholarship Program aims to provide scholarship and service-learning opportunities to lower-income Cambodians to help them achieve a self-sustainable quality standard of living, as well as encourage them to become active participants and leaders within their community.

Beginning with the application process for the program, staff of the organization seek participants that have financial need but demonstrated commitment to both education and community participation. Participants contribute a minimum of 7 volunteer hours per week

through service-learning projects in communities throughout Siem Reap Province while attending university. Through a series of workshops, trainings, team-building activities, retreats, meetings, and coaching that are supplied in addition to the service-learning programs, students gain additional life skills, technical skills, leadership skills, financial skills, communication skills, as well as a stronger understanding of teamwork. These skills assist them in becoming more professional, and more qualified for positions in the local economy. The program hopes this leads to program participants achieving full time jobs with livable wages, lifting them and their families out of poverty, and increasing their standard of living.

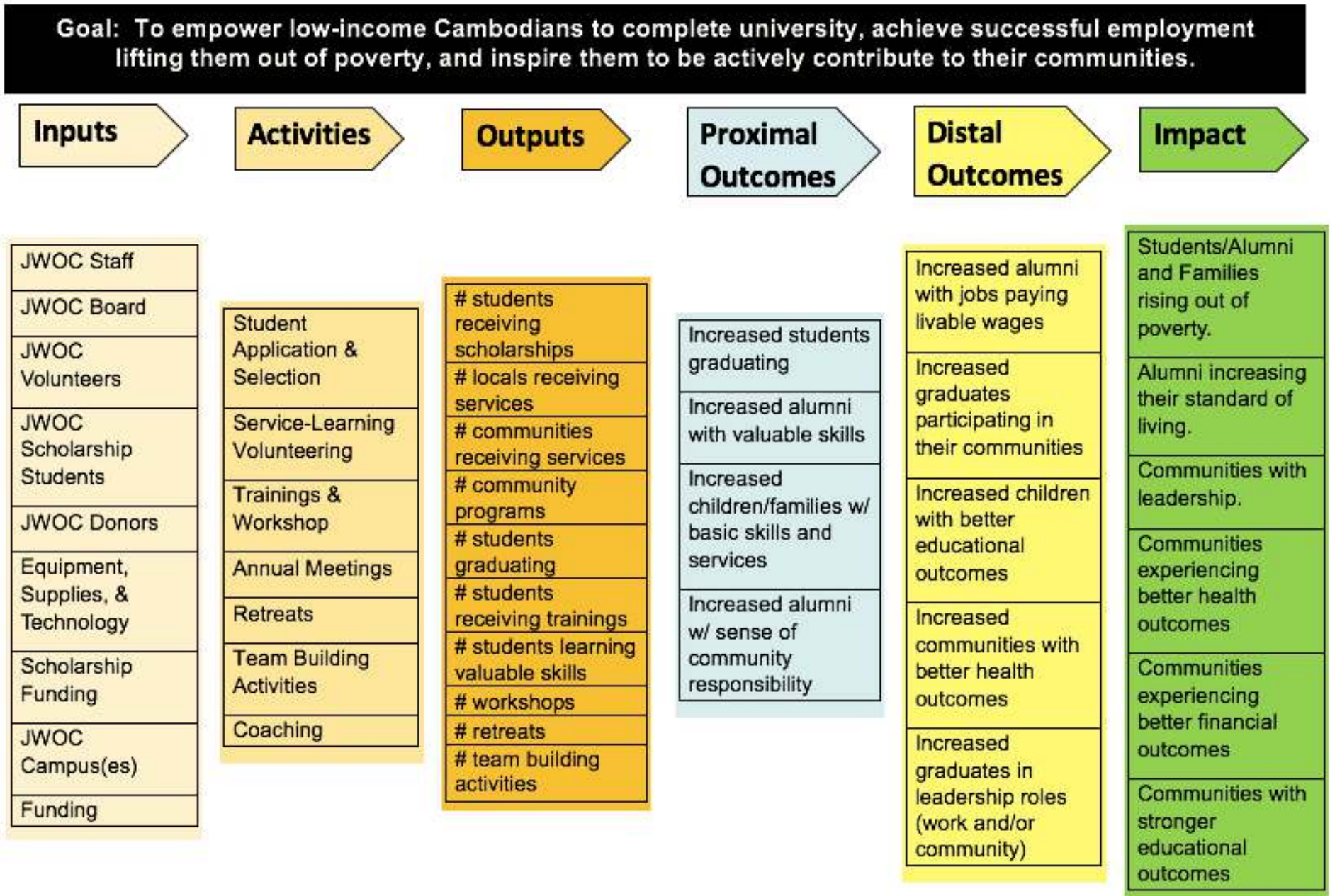
In addition to the financial outcomes for students, the program aims to attract students with community-commitment, and through service-learning as well as additional trainings, instill in students a sense of commitment to community, and knowledge on how to lead and make changes within their communities. Having experience leading communities through their service-learning projects, as well as knowledge on how to create change, leads to more graduates participating in their communities, which creates more communities with leadership.

In addition to the benefits for the student participants, the various programs they volunteer with such as Free Classes and Community Support, which provide services such as English education and Water, Sanitation and Hygiene training (WASH), leads to many children and families in communities within the province receiving an increase in basic skills and education. This increase in access to basic skills and education leads to an increase in educational, health, and financial outcomes for individuals as well as their local communities. For example, extensive research on programs around the globe directly links WASH training to long-term increases in positive health, educational, and economic outcomes (UNICEF, 2012).

The JWOC Scholarship Program's success depends on the ability to continue to operate within Cambodia as a non-profit, the ability to continue to raise funds and receive support from donors. In the design of this program, it is assumed that those applying for the program will be truthful about their commitment to education and community participation at the onset. It is assumed that program participants will adhere to the rules of the program, work to achieve success in university, and fulfill their service-learning commitments while in the program. It is assumed that students who complete all of these items will use the skills and tools provided and seek employment that will help them to achieve a quality standard of self-sustainable living. The program model also assumes outside factors will not impact student success.

It must be understood, however, that in Cambodia outside factors ranging from health issues of participants or loved ones, or financial challenges outside of tuition may come up that prevent students from being successful. These factors are outside the scope of the program, and it is expected these types of issues will lead to some attrition of scholarship cohorts. When considering community leadership and involvement, it also must be understood that the challenging environment for civil society that exists in Cambodia which means community involvement and participation may be both hindered, as well as look different from western perspectives when it is successful in this environment.

Figure 1: Theory of Change Diagram: Journey's Within Our Community Scholarship Program



Evaluation Questions, Design, Methods, and Limitations

Evaluation Approach

For the evaluation of the JWOC Scholarship Program a mixed-methods approach of qualitative and quantitative data was utilized using both primary and secondary data based on prior research-informed best practices. The project design was a non-experimental one-shot design, providing a snapshot in time of various measures of program outcomes that can be used to show current measures for alumni and current students.

Evaluation questions included descriptive, normative, and causal questions. However, due to the nature of one-shot design, and the fact that all of the data was a snapshot in time, one-shot design is a less than ideal design for causal questions due to its inability establish causality. The first two evaluation questions and the 13 sub-questions aligned with them were all normative in nature. The third evaluation question was normative in nature, and the 14 sub-questions aligned with it include normative, causal, and descriptive questions. The fourth evaluation was normative in nature and the six sub-questions aligned with it included both descriptive and normative. The fifth and sixth evaluation questions were descriptive with three descriptive sub-questions. The Design Matrix (Appendix C) outlines each of the primary evaluation questions, sub-questions, data sources, targets/standards, design strategy, data analysis method, and where available a brief, inclusion of actual results from research, which are covered later in the evaluation.

Methods for Data Collection

Data collection included both primary and secondary data collection strategies. Secondary data included both organizational documents as well as a literature review on topics

aligning with the research. Primary data was collected via staff interviews, current student interviews, alumni surveys, observations, and meetings with staff members.

Staff Interviews

To gain insights and information from project administrators a semi-structured key informant interview was created for program and organizational staff (Appendices D & E). A semi-structured design was chosen to allow the researcher to change, add, or remove questions within reason to pursue additional information on topics that were brought up by the respondent, to remove questions that did not pertain to specific respondents, and to add questions where necessary. The interview protocol was reviewed, edited, and piloted prior to launch for comprehension, clarity, and usability. The process determined the interview protocol was effective as written.

Alumni Survey

The survey for program alumni (Appendix F) was reviewed and edited by staff. This process led to clarity and comprehension as well as the addition of a question on alumni self-reported standard of living, additions of different types of employment, and removed questions deemed too sensitive by staff with the political climate including a true/false question of “I am informed on current government issues.” Following this, it was translated by professional translators from English to Khmer and piloted prior to launch. This process focused on comprehension, clarity, and usability. This process revealed two questions that when translated were not effective in Khmer and had to be reworked. University students underwent training by the lead researcher and the JWOC Scholarship Coordinator to conduct surveys by phone of program alumni. Each trainee had test surveys completed and reviewed prior to conducting actual interviews to ensure understanding of the survey and validity of results collected. The

survey was composed of both open-ended and multiple-choice questions for both quantitative and qualitative data.

Current Student Interviews

The survey for current students (Appendix G) was reviewed, edited, and piloted prior to launch. This process focused on comprehension, clarity, and usability. The process determined that the survey was effective as written. The lead researcher conducted in-person interviews on premises at JWOC with current students. When translation was needed, the Scholarship Coordinator translated from Khmer to English. Both open-ended and multiple-choice questions were used to collect qualitative and quantitative data.

Field Observation & Literature Review

The instruments used for this evaluation included meetings with staff, review of key project documents and data, and a literature review. Meetings with staff were both formal and informal, in person and online, and helped to give the lead researcher greater understanding of the program and organization as a whole from the perspective of staff. Review of key project documents included: (a) JWOC Scholarship Student Guidelines 2018; (b) JWOC Scholarship Student Contract 2018; (c) JWOC: A Case Study of 21st Century Skills Development (prior research conducted for JWOC); (d) JWOC 2017 Annual Report; (e) JWOC 2016 Annual Report; (f) JWOC 2015 Annual Report; and (g) JWOC Website. In addition, a literature review was conducted focusing on evaluation of scholarship programs, evaluation of service-learning programs, compensation and poverty within Cambodia, and the environment for civil-society in Cambodia.

Sampling

For the Alumni Survey, attempts were made to conduct a census sample of the entire group of 160 former alumni. A list was provided by JWOC staff of all 160 program alumni with their last known phone number(s). Of the 160 alumni, 99 were surveyed three alumni turned down participation, and 58 were unable to be contacted after seven or more attempts.

Of the alumni who participated 47% were male and 53% were female. Alumni surveyed indicated which program(s) they volunteered for as part of their service while a student at JWOC with the following results: 51% Free Classes or Schools; 46% Microfinance; 37% Clean Water; 20% Community Support/Community Liaison and Assistance; 12% Educational Loans; 5% Communication; 4% Scholarship; and 8% reporting other.

For the Current Student Interviews, a convenience sample was used of students available during the days and times the lead investigator was in the office available to interview. Of the 67 current students, 19 were interviewed. 10 were female, 9 were male. Four each in years 1, 2, and 3 of university. Five in year 4 of university. Two in year 0 of university, meaning they were completing a study year to ready them for year 1 of university. Of the 19 students, seven were in finance related program, six were in English teaching or literature programs, four were in hospitality tourism and management, and one each for information technology and civil engineering. Of the 19 students, they reported either currently or have previously used their JWOC volunteer hours in the following departments: 1 each in microfinance, education loans, and communication; 2 each in clean water and scholarship; 10 in free classes/schools; 11 in community support/community liaison and assistance.

For staff, the sample was purposive, as it sought those with the longest tenure, former students of the program, and those with current or former experience managing the scholarship program. In total, 6 of the 9 office staff members were interviewed.

Data Analysis

A mixed-methods approach of quantitative and qualitative methods was used for this research to strengthen validity of findings. Analysis included descriptive statistics, thematic coding, and triangulation.

For qualitative data – or the open-ended data from interviews and open-ended survey questions – responses were recorded, transcribed, reviewed, organized, coded, and interpreted. To limit potential bias the lead researcher engaged two additional researchers to assist in the coding process. All three researchers independently coded the same interview transcripts and generated their own coding categories. Once complete, overlap was looked for, unique codes from each list were looked at, and the lists were merged to create a master code list used for coding all qualitative data (Appendix H). This method of triangulation was used to ensure consistency of findings and increase trustworthiness and validity of findings. Once the master code list was created, the lead researcher used computer-based program NVivo For Mac to code all qualitative materials and pull data for each code. While this program has many capabilities, it was used to input a master code list, individually code each of the sources, and pull together lists of coded data under each individual code.

For quantitative data, descriptive statistics were used to look at information from survey and interview questions with quantifiable results. Further triangulation was used to cross-analyze current student responses, alumni responses, staff responses, and project documents looking at

both qualitative and quantitative data to determine if information being provided remained consistent amongst sources.

Limitations

The limitations for this evaluation include the following:

- **Non-experimental design of research:** Due to lack of baseline data, lack of pre-set outcome indicators, or historic data on participants, causality and direct impact of outcomes cannot be established through this research. In response, the researcher collected data from various sources to help provide depth to the descriptions of relationship between program interventions and effects on participants. However, one-shot design was the only option, which is limited.
- **No confidentiality:** Due to JWOC wanting to collect names of each respondent, answers may have been less robust.
- **Number of current students interviewed:** Of 67 total students, only 19 were interviewed. There were challenges working with staff to get students signed up for specific interview slots. There were challenges in communication. Time was made available to interview several more students, but due to miscommunication multiple days the lead investigator was available saw no availability or presence of students.
- **Alumni contact information:** The alumni contact list began with the vast majority (more than 90 of 160) not having current contact information. After providing this information to staff, they went through contacts in their own phones and updated the list with dozens of additional updated numbers. There were still more than 50 alumni that were unable to be contacted due to lack of updated phone numbers. There is a possibility that alumni

who have not been kept in contact with by the organization or individual staff members would answer the questions differently than those who responded.

- Language barrier: While translation was available, the language barrier between the primary researcher and the evaluation participants must be acknowledged. Though every attempt was made to ensure understanding, there is still a possibility that information was lost in translation.
- Usable data on Cambodian wages were not found until after the surveys and interviews began, which makes interpreting the results for minimum wage, livable wage, etc, somewhat unclear.

Findings

Findings are broken down by each overarching evaluation question. Sub-questions are discussed when necessary. The overall finding resulting from data collected for each evaluation question are expressed in the final statement in each section.

Question 1: Do JWOC Scholarship Program students and alumni exhibit attributes that indicate a mindset of civic engagement?

In order to help capture civic engagement data from current students and alumni, questions were adapted from a study and program from University of Minnesota that was published in Journal of Leadership Education that provided ways of measuring civic engagement (Scheffert, 2007). For the alumni survey (Appendix F) questions 5, 6, 7, and 9 related to civic engagement. For the current student interviews, questions 11, 12, 13, and 14 were related to civic engagement. The outcome indicators measured through the question were: knowledge on making change within communities; knowing issues affecting communities; having a vision for community; and expressing ideas and opinions about communities.

As seen in Figure 2, when it came to all four outcomes indicators, a strong majority of current students answered yes to all, and a strong majority of alumni answered yes to all with exception to expressing their ideas and opinions about their community.

Figure 2: EVALUATION QUESTION 1 Data Do JWOC Scholarship Program students and alumni exhibit attributes that indicate a mindset of civic engagement?					
SUB QUESTIONS	DATA SOURCES	YES	NO	UNSURE	N =
1A. Do JWOC Scholarship Alumni know how to make change in their community?	Alumni survey question #5	85%	9%	6%	98
1B. Are JWOC Scholarship Alumni informed on issues affecting their community?	Alumni survey question #6	83%	7%	10%	98
1C. Do JWOC Scholarship Alumni have a vision for the future of their community?	Alumni survey question #7	79%	10%	10%	97
1D. Do JWOC Scholarship Alumni express their ideas and opinions about their community?	Alumni survey question #9	60%	33%	7%	97
1E. Do JWOC Scholarship current students know how to make change in their community?	Current student interview question #11	79%	5%	16%	19
1F. Are JWOC Scholarship current students informed on issues affecting their community?	Current student interview question #12	79%	11%	11%	19
1G. Do JWOC Scholarship current students have a vision for the future of their community?	Current student interview question #13	89%	5%	5%	19
1H. Do JWOC Scholarship current students express their ideas and opinions about their community?	Current student interview question #14	84%	16%	0%	19

When taking an average of all civic engagement indicators for alumni, 76% answered in the affirmative to questions on civic engagement. When taking an average of all civic

engagement indicators for current students, 83% answered in the affirmative. This represents a 7% difference in responses between current students and alumni. The biggest difference for an indicator between alumni and current students was in expressing ideas and opinions about their community. While the research does not provide a definitive reason for this, factors that may be related to this that were brought up during staff interviews include an increase in focus on soft skills over the past few years, which may increase participant comfort levels in expressing ideas and opinions. Additionally, the focus on student leadership has continued to increase, which may have impacted this outcome. One external factor that may have contributed to this is that surveys were conducted in the two months leading up to the election. Due to personal repercussions related to politics happening within the country in the year and months leading up to this research, including jailing of politicians, participants' willingness to express their ideas and opinions about their community may have been hindered.

Overall this research suggests that the majority of current students and alumni reported exhibiting attributes that indicate a mindset of civic engagement. This indicate the majority of current students and alumni are knowledgeable about what is going on in their communities, and are participating in their communities.

Question 2: Are JWOC Scholarship Program alumni leaders in their community?

In order to establish outcome indicators for alumni being "leaders in their community," questions were adapted from the same study in Question 1 (Scheffert, 2007), as well as developed with the program staff. Outcome indicators included developing new leaders in their community, volunteering time in their community outside of work, participating in community meetings, being responsible for decision making for a community organization outside of work, and working for NGO, government, or social enterprise. The research found that while a slight

majority of alumni contribute time in their communities outside of work and participate in community meetings, a minority of alumni work to develop new leaders, are responsible for decision making in their community, or work for community-NGO, government, or social enterprise employers.

Overall, the research suggests that only a minority of program alumni reported attributes of being leaders within their community. This is an important finding as part of JWOC’s mission statement is to “empower low-income Cambodians to lead their communities” (Journeys Within Our Community website, 2018). If alumni are not becoming leaders in their community, this suggests challenges in achieving the organization’s mission. This will be addressed further in the Recommendations section of this report.

Figure 3: EVALUATION QUESTION 2 Data					
Are JWOC Scholarship Program alumni leaders in their community?					
SUB QUESTIONS	DATA SOURCES	YES	NO	UNSURE	N =
2A. Do JWOC Scholarship Alumni work at developing new leaders in their community?	Alumni survey question #8	42%	54%	4%	97
2B. Do JWOC Scholarship Alumni contribute time in their communities outside of work?	Alumni surveys question #10	58%	33%	9%	98
2C. Do JWOC Scholarship Alumni participate in community meetings?	Alumni survey question #11	53%	38%	9%	97
2D. Are JWOC Scholarship Alumni responsible for decision making at community organizations outside of work?	Alumni survey question #12	38%	47%	16%	96
2E. Do JWOC Scholarship Alumni work for government, NGO, or Social Enterprise?	Alumni survey question #14	35%	65%	0%	96

Question 3: Does JWOC provide meaningful professional development skills-building for program participants?

In considering meaningful professional development skills-building, the indicators examined included skills the program aims for participants to learn, skills learned by participants, tools and trainings offered by the program, service-learning roles, and equity in learning skills.

Goal Skills & Learned Skills

In collecting data on skills JWOC aims for students to learn, key informant interviews were conducted with five staff members, the website was reviewed, as were key program documents such as the 2018 Scholarship Student Guidelines and Annual Reports. Two staff members and the website discussed life skills as goals, including general health knowledge, goal setting, critical thinking, logic, and rationale. Two staff members and the website discussed technical skills as goals including study methods, computer skills, science, and community programming. All five staff members and program documents discussed leadership skills as goals including general leadership, teaching, how to be a good leader, problem solving, how to be a trainer, taking responsibility, and being a self-starter. Only one staff member discussed financial skills, which mentioned fundraising. Four staff members and program documents discussed communication skills as goal skills including public speaking, general communication, CV writing, cover letter writing, and interview skills. Two staff members and program documents discussed teamwork including team building, working towards the benefit of others, and teamwork in general. And finally, two staff members and program documents discussed English proficiency as a goal skill.

A list of skills and categories of skills were assembled based on project documents, program manager insight into skills aimed to achieve through the program, skills identified as 21st Century Skills in a previous report for JWOC (Marsico, Joo, & Esparza, 2014), and general

skills necessary for employment identified by job board postings and application requirements. The data on skills learned by participants relies on self-reported data from current students and alumni when asked to indicate whether they learned or improved the following skills as a result of participation in JWOC:

- Life Skills (hygiene, home gardening, goal setting)
- Technical Skills (computer skills, research skills, Water Sanitation and Hygiene)
- Leadership Skills (teaching, facilitating, problem solving, management)
- Financial Skills (budgeting, loan processing)
- Communication Skills (public speaking, writing, translation, business communications, CV and cover letter writing)
- Teamwork
- English

Alumni responses can be seen in Figure 4 and current student responses can be seen in Figure 5. A higher percentage (12-40%) of current students than alumni stated they learned or improved every skill. While 58-100% of current students reported learning or improving each skill at JWOC, the range for alumni was 46-65% for the skills. The skill chosen most as having been learned or improved by members of both groups were leadership skills and teamwork, while the skills ranking lowest were financial skills and technical skills for alumni, and financial skills and English for current students. While this shows that there has likely been an improvement in the training and provision of skills for JWOC participants over time, it shows there is still a lack of equity in skills-building for participants. Stated another way, it shows not all participants are learning or improving the same skills, which is in conflict with the organization's stated goals, and staff member beliefs about outcomes of the organization. This will be discussed further later on in the report.

Figure #4:
Alumni Survey Question 27 Responses
 Please indicate which of the following skills you learned or strengthened through your participation in the JWOC Scholarship Program

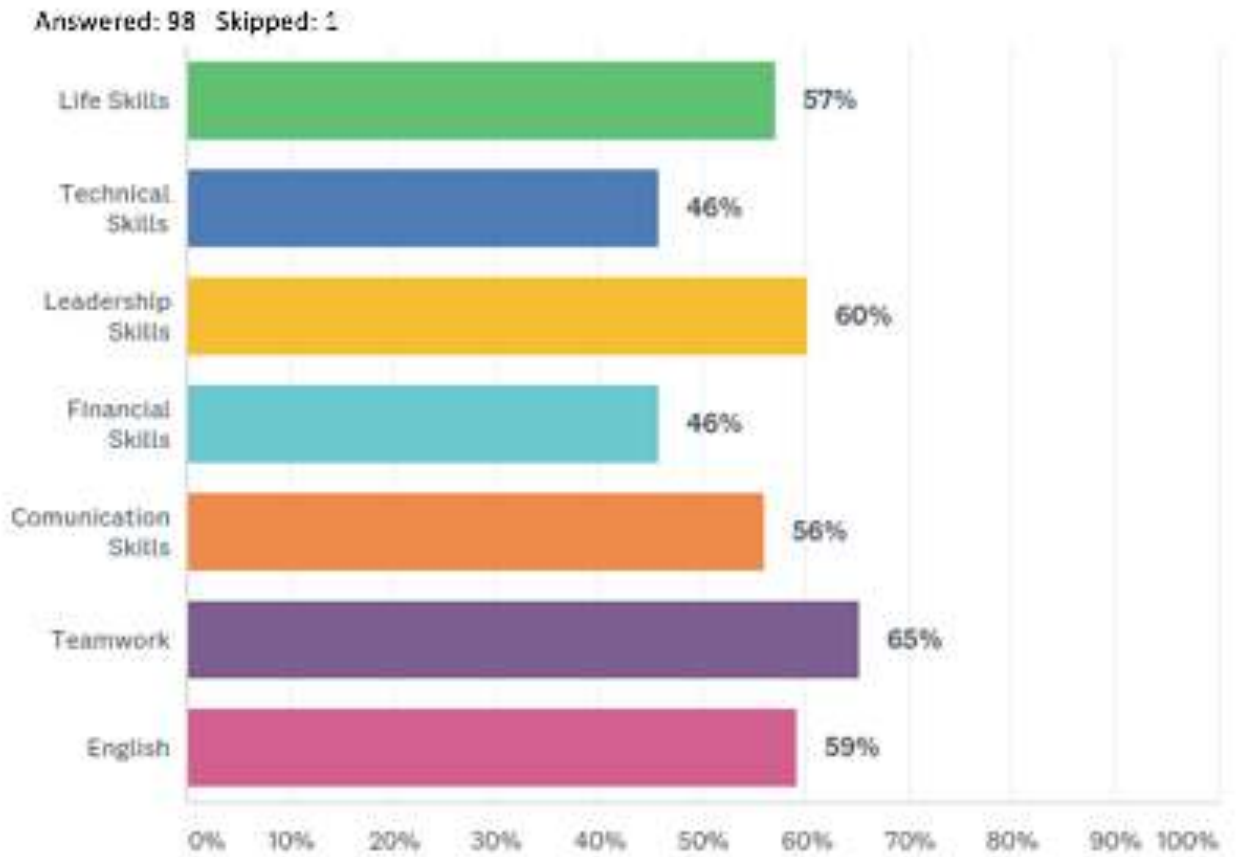
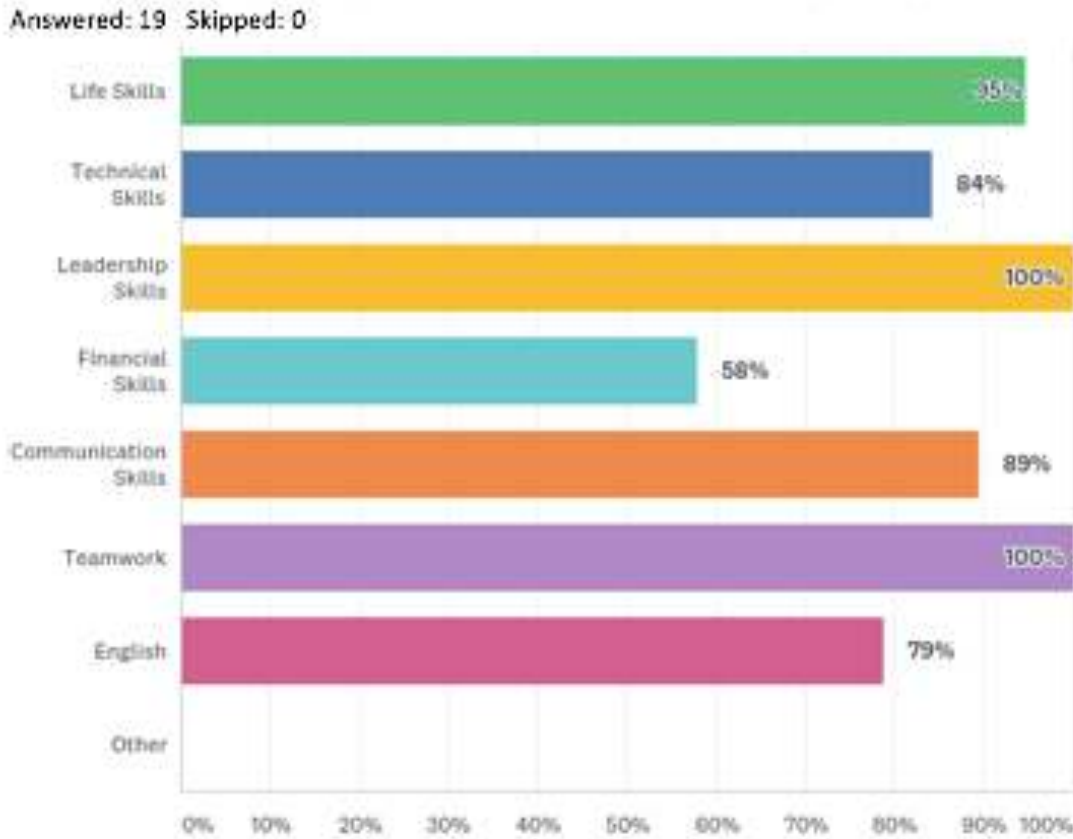


Figure #5:
Current Student Survey Question 20 Responses
 Please indicate which of the following skills you learned or strengthened through your participation in the JWOC Scholarship Program



Trainings & Tools Provided by JWOC

According to data gathered from triangulation of key informant interviews with both current staff and current students, JWOC provides trainings and workshops on the following topics to students: leadership, communication, WASH (water, sanitation & hygiene), financial literacy, teaching, facilitation, goal setting, time management, risk management, team building, English, stress management, first aid, general health, CV/cover letter, cultural sensitivity, and professionalism. In addition to the trainings and workshops provided, tools are offered to students for loan including books, laptops, tablets, and cameras. This suggests overall JWOC is

providing a wide variety of trainings and tools to assist participants in learning skills, as well as providing the means for operationalizing many of those skills.

Service-Learning Roles & Equity in Learning Skills

Evaluation of this question also focused on service-learning roles and equity in learning skills. Key informant interviews with staff determined that there was no regular discussion or evaluation of participant volunteer roles within the program to ensure they were developing skills within their roles. Further discussion with staff found that many times the needs and goals of the subsequent community programs students participating in with their volunteer hours took precedence over the scholarship program itself.

In terms of equity of skills-building between participant service-learning roles, each of the staff members stated that all students had access to the same skills offered by JWOC. Upon further examination of information provided by the staff members during interviews, the data showed that there are large variations in the skills offered between departments. While workshops and trainings are offered to all students, the quality and quantity of training of skills within each department is wide-ranging, and therefore unequal for participants.

In discussing what they have learned from their participation in JWOC, one student stated:

“JWOC helps make me confident about community. Taught me about community work and relations. When we go to make communication with people at countryside, how do we speak to them. They have helped me to improve myself and improve my capacity. Before, first year, when I go to volunteer sometimes it was very difficult for me to make communication with other people, but JWOC has taught me how to communicate with them. When I start second year, or third year, and now, I can go meet people at

countryside and speak with them, and I am not scared. When you go to meet leader in community or elder, it is scary. But now I know about my project and can talk to them. JWOC helped me a lot.”

Another student stated,

“I think JWOC has really helped me a lot. Especially with soft skills more than hard skills. Hard skills too, but especially a lot about soft skills. Leadership, knowledge about community, about studying and find a job, discuss with JWOC about studying. JWOC helps find jobs and with information about NGOs. JWOC really helps people a lot. JWOC has many trainings - computer or English. Working in the hotel industry, people talk to me and I tell them about JWOC. Because I’m a student and get scholarship, they ask me, and I tell people about my volunteering at countryside, and show them people. It’s always good.”

One staff member stated,

“To me, in my experience, we try to help them learn how to be a good leader. A leader is many things. Good with teamwork and problem solving. During the scholarship program when they have problems, they have to find solutions. They also learn open-sharing. When they are working, they are not only benefitting themselves, but they are benefitting others as well.”

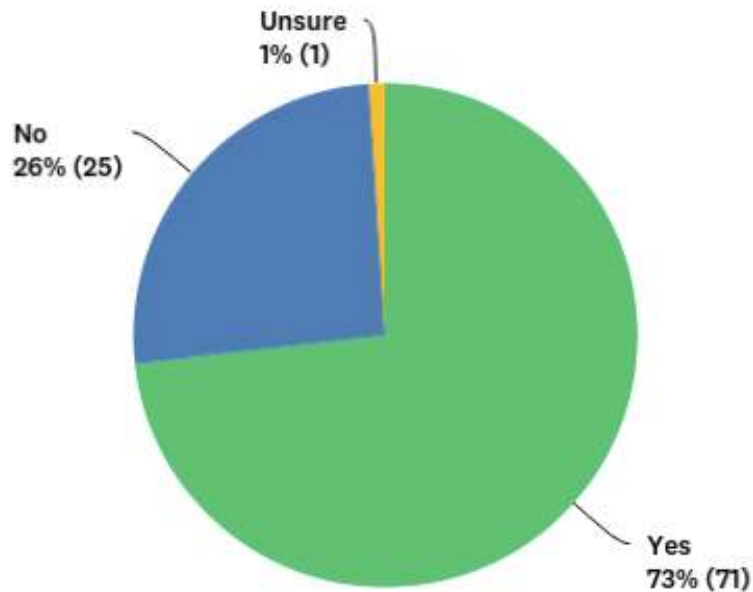
Overall, JWOC does provide meaningful professional development skills-building opportunities for program participants. While staff members have some shared understanding of the skill-building goals of the program, more clarity can be established to strengthen the organization’s focus in this area. A lack of equity of skill-building between various roles were

found in this research, and staff discussed during interviews that these issues are ones they are aware of and are focusing on as part of their strategic planning efforts.

Question 4: Are JWOC Scholarship Program alumni successfully employed?

To determine successful employment of alumni, the evaluator looked at outcome indicators that include full-time employment status – current and historic since graduation – as well as salary, and whether or not alumni are in positions that require university degrees. Of the alumni who responded to the corresponding question (n = 98), 88% reported being currently employed full-time, while 12% reported they were not. Of the alumni who responded to the corresponding question (n = 95), 85% reported having been employed full-time the majority of the time since they graduated, 13% reported having not been employed full-time the majority of the time, and 1% were unsure. As seen in Figure #6, 73% of alumni also reported that their current job requires a university degree.

Figure #6: Alumni Survey Question 18 Responses
Does your job require a university degree?
 Answered: 97 Skipped: 2



When considering salary information, the data is being analyzed against minimum wage, \$170/month, living wage, \$154/month for an individual, and highly skilled wages, \$424/month as of 2017 (Trading Economics, 2018). All dollar amounts used in this report, the survey, and the literature are in USD, which is the currency used in conjunction with Cambodian Riel within the kingdom.

Per the data in Figure 7, a minimum of 93% of alumni who responded to the question (n = 93) reported making above both minimum wage and the individual living wage. Due to the fact that the survey question was created prior to the establishment of these numbers, it is possible a portion of or all of an additional 4%, who stated they made between \$101-\$200, may also be above those wages. For highly skilled wages a minimum of 45% of responding alumni also fit in that category. Again, due to the agreed upon baselines for wages coming after the survey question, a portion of the responses for the response of \$301-\$450/month may also fall into this category.

For a family in Cambodia, the living wage is considered around \$300/month (Trading Economics, 2018). Aggregate data from all alumni who responded (n = 93) suggests 67% of alumni reported making enough to support a family. When cross-analyzing multiple alumni survey questions, including the individual salary, additional household salary, and households with more than 1 person, an additional 19 respondents reported they lived in households with livable wages for supporting a family. This brings the total of alumni who responded (n = 93) in self-reported households with wages to support a family to 81, which is 87% of respondents.

Overall, the data from this research suggests a vast majority of JWOC alumni reported data that suggests they are successfully employed. Staff and students alike suggested that the experiences at JWOC help round out skills for participants that make them more likely to find

employment. Another staff member suggested this is, “Because learning at the university is only learning, and does not give them any skills relevant to their life. Employers need staff that have experience. So, JWOC not only gives them access to higher education, but gives them extra skills and experience so they can find a job easier. And we have seen that happen because most of our students, just after year two, almost all of them are employed.”

Figure #7: Alumni Survey Question 19 Responses
What was your monthly salary range last month?

Answered: 93 Skipped: 6



Question 5: Do JWOC Scholarship Program alumni feel supported by JWOC since graduation?

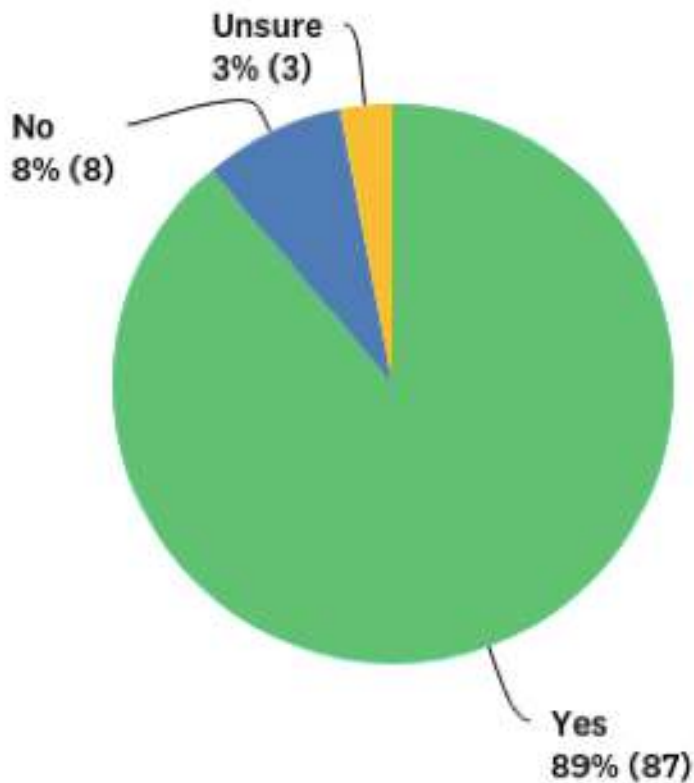
In considering analysis for evaluation question 5, two sub-questions that were used focused on individual indicators to answer the question. The first was whether or not alumni believe their role at JWOC assisted them in finding a job, and the second was if they have felt supported from JWOC since graduation. Of respondents, 91% of alumni feel their role at JWOC helped them in finding a job, while 9% felt it did not. As seen in Figure 8, in terms of generally

feeling supported from JWOC since graduation, 89% of alumni said they have felt supported, 8% said they have not, and 3% were unsure.

Overall, an average of 90% of alumni surveyed stating that they feel supported by JWOC since graduation when the two indicators were combined. While this averaged 90% support between the two questions, it is important to note here that the validity of these results may be skewed, as those students who JWOC has not remained in contact with and they do not have an updated phone number for may feel differently.

Figure #8: Alumni Survey Question 31 Responses
Have you felt supported by JWOC since you graduated the program?

Answered: 98 Skipped: 1

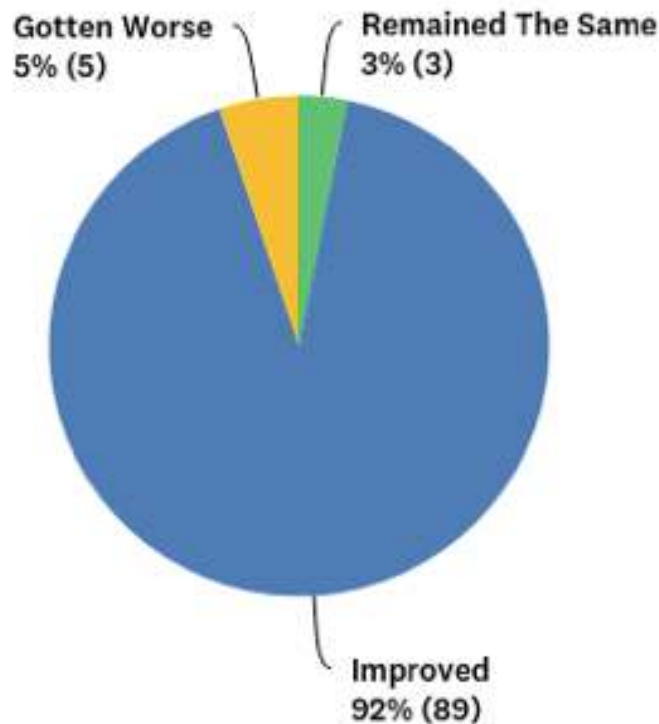


Question 6: Do JWOC Scholarship Program Alumni feel their quality of life has improved since graduating and finishing JWOC?

To answer question 6, the evaluation focused on the outcome indicator of self-reported assessment of positive, negative, or no change to quality of life from program alumni via the survey. As seen in Figure 9, the vast majority of alumni (92%) believe their quality of life has improved since graduating and finishing JWOC.

Figure #9: Alumni Survey Question 33 Responses
Has your standard of living remained the same, improved, or gotten worse since graduating and finishing JWOC?

Answered: 97 Skipped: 2



Conclusions

Analyzing and interpreting all of the findings suggests that overall the JWOC Scholarship Program was accomplishing most of its goals, and would benefit from setting specific outcome targets, and strengthening the overall strategy design for the program.

The majority of current students and alumni reported attributes that indicated a mindset of civic engagement, though a lower number of alumni were participating in activities that would translate to them being considered leaders within their communities. Based on entrance interviews to join JWOC focused on community-commitment, the service-learning component of the program, and the focus on community development, it would be expected that greater than 58% of alumni would contribute time in their communities outside of work. This result would also be anticipated being higher when compared with the 79% of alumni who stated that they had a vision for their community. Community participation and leadership was the one area of the evaluation where outcomes were lower than expected.

Overall, JWOC was providing an excellent assortment of skills-building workshops, trainings, and opportunities on a regular basis to all students. All students and alumni learned or improved some skills at JWOC that make them more desirable in the workforce. Leadership skills and teamwork were the two skills the greatest number of both alumni and current students reported learning or improving through JWOC participation. The challenge that the data showed is the equity in access of the skills that was offered to each student depending on their service-learning roles, which was exacerbated by lack of regular review of student roles and the skills-building involved with them.

One of the strongest indicators that JWOC outcomes were being achieved was the successful employment of alumni. Data showed at least 93% of alumni were above minimum

wage and individual living wage, and when salary data, household size, and other household income data was cross-analyzed, 87% of responding alumni were living in a household with a living wage to support a family.

Overall 89% of alumni stated that they felt supported by JWOC since graduating, and 92% felt as though their quality of life had improved since graduating and finishing JWOC. These results were positive, however, with JWOC not having updated contact information for approximately 50 alumni, this data may be skewed based on only those JWOC has remained in contact with being surveyed.

Regarding the 5 respondents who stated that their quality of life has gotten worse since graduating and finishing JWOC, 4 (80%) responded that it took them more than 5 years to find a job related to their degree. All of them make more than minimum wage and individual living range, and 80% of them make a living wage to support a family. All of them are happy with the degree they finished, and 4 out of 5 of them stated that the JWOC Program helped them find a job. All of them also state that they have felt supported by JWOC since graduating. This data suggests that their response to this question is likely impacted by external factors, and not factors related to their participation in the JWOC Scholarship Program.

Recommendations

The following recommendations are based on findings and conclusions from the evaluation:

Clarify Skills-Building

- a. **Define goal skills.** The organization should determine which skills are the core skills they aim for program participants to learn or improve during the program.

- b. **Ensure goal skills are built in to each service-learning role.** If skills are not naturally used or grown within a role, they should be used as topics for workshops and trainings outside of the service-learning role.
- c. **Workshops and training should be focused on goal skills.** For an organization to be effective it must be focused. With time with participants limited, and organizational resources limited, workshops and trainings should only be provided if they fall within the goal skills identified, or if a critical matter presents itself that requires an additional workshop or training.

Improve Alumni Relationship Management

- d. **Staying in contact.** One of the biggest challenges the research identified is the organization's lack of maintaining contact with all alumni. All graduating participants should provide updated contact information (phone, email, address) at the end of their program. At minimum, once per year each alumnus should be reached out to for a check in and to update contact information.
- e. **How to stay active in your community.** If alumni being community leaders and being active within their communities is confirmed as a goal of the organization during strategic planning, goals should be set for how to keep alumni active. Part of this could be discussions or a workshop prior to graduation, and part of this could be follow ups with alumni that discuss ways to get involved, perhaps even having alumni share with each other how they are staying active.

Create Monitoring & Evaluation Plan

This evaluation took broad goals set by the organization and created detailed sub-level questions to create indicators that can help assist the organization in determining if it is reaching,

exceeding, or falling below its goals. Following the creation of these questions, a snap-shot in time of results for these indicators for alumni and current students were collected through various means. This research can be built on to establish a credible monitoring and evaluation program for JWOC by determining which questions are most important to the organization, setting goals/standards, and determining the process for regularly collecting data to report on. Without regular monitoring or setting standards, it will remain challenging to show statistically significant outcomes resulting from participation in the JWOC Scholarship Program. This research has established there are clear strengths of the program, and many current program participants and alumni are achieving goals set forth by JWOC in terms of employment, rising out of poverty, and engaging with communities. It has also established opportunities for improvement. It is strongly recommended that the following actions are taken in regards to monitoring and evaluation:

1. Review evaluation questions and sub-questions within staff/board to determine which questions are most important to the organization.
2. Create goals/standards for the questions chosen. Indicators must be established.
3. Collect baseline data for indicators that have a target/standard.
4. Set a plan for when and how data will be collected and analyzed for future monitoring and evaluation.
5. Embrace data and transparency as an organization.
6. Have a plan for how data collected in each phase of monitoring and evaluation will be used within the organization.

Appendix A: Project Proposal

JWOC Scholarship Evaluation

I am currently completing graduate work for a Master's Degree in Public Service at the University of Arkansas Clinton School of Public Service. My goals through my academic pursuits, strengthened by my work experience in the non-profit sector in the United States, are to assist organizations in effectiveness and efficiency of programs, projects, and policies through program planning and program evaluation. Though I have extensive experience in both community and national non-profit organizations in the United States, it was with the goals of being of service to an international organization while being immersed in a cross-cultural experience to gain global experience that I reached out to Journeys Within Our Community (JWOC) in Siem Reap, Cambodia to pursue a collaboration for a summer project.

Journeys Within Our Community is a small NGO based in Siem Reap, Cambodia that aims to “empower low-income Cambodians to lead their communities by providing educational and personal development opportunities, inspiring a mindset of co-responsibility and social service” (Journeys Within Our Community website, 2018). In discussing potential projects with Kneath Heard, the organization's Executive Director, our aim was to determine a project that would meet a current need for the organization while simultaneously utilizing and strengthening my skills. Having just completed the 10th year of programming, the JWOC Scholarship Program became our focus, and we decided an evaluation of the program would be the best project to collaborate on, as well as a goal of re-engaging their alumni network.

Statement of Purpose

There are two purposes of this project: 1) Evaluate the scholarship program operated by Journeys Within Our Community in Siem Reap, Cambodia based on its first 10 years of operation; 2) Find a way to gather alumni skills to share with other alumni to help create networking opportunities and re-engage alumni.

With the scholarship program having just completed its 10th year, providing an external evaluation of program activities and outcomes will assist the organization to ensure maximum efficiency and effectiveness moving forward.

Additionally, to provide long-term support to alumni, the development of a skills-bank to assist alumni with networking and skills-sharing will allow JWOC to continue to serve program participants to ensure program outcomes.

Plan of Action

As outlined in the Work Plan (Appendix B), the project will include pre-departure work as well as on-site work. Prior to departure I will continue to research both the organization as well as methodology to assist in developing both the evaluation itself as well as the tools and methodologies for the projects. These will be reviewed by both the Executive Director and Academic Advisors prior to finalization.

Both surveys and interviews will definitively be used for this project. A survey will be created to gather information from JWOC Scholarship Alumni. This survey will be primarily conducted over the phone, with two current JWOC students trained to call and complete these surveys. The

primary purpose of these surveys will be to ascertain outcomes of the JWOC Scholarship Program.

Additionally, interviews will be conducted with staff, volunteers, and current students to help gather information on program activities, methods, goals, and other information.

Using coding and analysis, survey and interview data will be combined with secondary research to evaluate the JWOC Scholarship Program and provide a formal written evaluation report to the JWOC Executive Director.

In addition to this evaluation, I will work with staff to determine the best method to gather and distribute data for an alumni skill bank while on-site. Due to the sensitive nature of some of the survey questions (salary data), it may be best to collect this information separately, so participants feel they have the confidentiality to be honest. One potential is to attempt to collect the skill-bank data via email to lessen time commitment of JWOC student assistants.

Goals of Project

The goals of the project are as follows:

- 1) To answer the following evaluation questions (*preliminary*)
 - a. Do JWOC Scholarship Program alumni exhibit attributes that indicate a mindset of co-responsibility and social service?
 - b. Are JWOC Scholarship Program alumni community leaders?
 - c. Does JWOC provide meaningful professional development skills-building for program participants?
 - d. Are JWOC Scholarship Program alumni successfully employed?
- 2) To ensure alumni are afforded opportunity to continue to benefit from the network of JWOC graduates.
- 3) Provide evaluation of and recommendations for JWOC Scholarship Program based on research.

Necessary Resources

There will be no funding provided for this project. The primary resources will be time, skills, and materials. JWOC has agreed to provide two students to assist in the data collection (surveys), as well as make available staff, students, and volunteers to be interviewed. In addition, JWOC will make space available as needed to complete work for the project. JWOC has also provided and will continue to provide program documents and data as necessary to help with thorough review and evaluation. I am committing 8 weeks, full time, in addition to research and program material creation pre-departure, to ensure this project is successfully completed. Dr. Ellen Fitzpatrick has agreed to review evaluation materials pre-departure to ensure the best potential tool are being used given the constraints that exist for these specific circumstances.

One challenge that may be faced is lack of responses to phone surveys. We will work to alleviate this by conducting research (by phone) during various times to try to reach as many program alumni as possible. In addition, efforts will be made to make the survey as short as possible while still being effective, so as not to lose participants due to time constraints.

What Preparation Do I Have for This Experience?

I am prepared to conduct an evaluation of the JWOC Scholarship Program at Journeys Within Our Community in Siem Reap Cambodia and create a means for alumni of the program to share their skills and network with each other due to my activities in the following areas: 1) graduate course completion in field research, program planning, and program evaluation 2) experience in field research, program planning, and program evaluation; 3) professional communications & technical writing; 4) project-specific research; 5) academic and expert review.

Graduate Course Completion in Field Research, Program Planning, and Program Evaluation

As a student at Clinton School of Public Service I have excelled in completion of coursework for the following courses: 1) Field Research Methods; 2) Program Planning & Development; 3) Program Evaluation. Through these courses I have exhibited not only a functional understanding of the principles and methodologies of each of these subject areas, but I have completed projects showcasing my ability to expertly operationalize the skills acquired through the coursework.

Experience in Field Research, Program Planning, and Program Evaluation

In my more than 15 years of working with community, regional, and national non-profit organizations within the United States, as well as with my academic background, I have had extensive experience in creating and implementing programs, including evaluation and assessment of programs, of various levels.

I have completed interview and surveys for dozens of projects over the past 15 years, including confidential surveys and interviews for community-based health organizations, which required utmost adherence to privacy and professionalism. I have conducted focus groups for several projects, most recently including a 2017 project for the Anderson Institute on Race and Ethnicity and a continuing project for Ronald McDonald House Charities of Arkansas I have been working on since 2017.

My experience also includes program planning, development, and evaluation on various levels, from community sexual health testing events to national fundraising programs. My experience has allowed me to create recommendations and program improvements that have helped organizations realize extensive growth in outcomes.

Professional Communications & Technical Writing

Having completed journalism and technical writing academic course work, I have excelled professionally in creating products and projects that are easily interpreted and usable across various audiences. Projects completed include writing and creating membership booklets for Military Officers' Association of America, writing and creating nationally-distributed membership and fundraising campaign materials for Association of the United States Navy and for KaBOOM!, creating campaign branding and marketing materials for The AIDS Fund, and writing research reports that include evaluation and assessment for Ronald McDonald House Charities of Arkansas.

Project-Specific Research

Prior to reaching out to JWOC in December of 2017 I completed initial research on the organization and have continued to research the organization as well as topics at hand since. With a foundation in materials I have already collected (Appendix A), I will continue to

strengthen and focus my research to ensure I am pulling the best practices and methodologies from social sciences to effectively complete the work for this project.

Academic and Expert Review

In addition to my own experience, I have the great pleasure of utilizing academic and expert experience of faculty at Clinton School of Public Service. As Faculty Director of the Office of Community Engagement, Dr. Cristina C. Standerfer will review all of my materials prior to program implementation. Additionally, I have asked Associate Professor and Evaluation Expert Dr. Ellen Fitzpatrick to review and assist me in revision of my evaluation materials prior to implementing them in the field, and graciously she has agreed. These two valuable experts will provide extensive practical knowledge to assist me in creating effective and efficient tools.

Conclusion

This project has a strong foundational base in JWOC-defined needs, and research-based methods. While preliminary evaluation questions, survey questions, and interview questions will be developed pre-departure, due to the nature of the work, information gathered when on the ground in Siem Reap may lead to revisions to better serve the evaluative purpose and program needs. Due to the extensive research and pre-departure work completed and that will continue to be completed, in addition to the resources provided by JWOC, I believe the foundation exists to complete a successful project, and look forward to working with program staff, participants, and alumni once in Siem Reap.

Appendix B: Work Plan

JWOC Scholarship Evaluation

ACTIVITY	START	FINISH	PHASE	RESOURCES
Site and Organization Orientation	May 17	May 17	Orientation	JWOC Staff
Survey & Interview Protocol Creation	May 17	May 22	Planning	JWOC Staff
Survey Training	May 27	May 27	Surveys	JWOC Staff, Students
Testing Surveys	May 27	May 27	Surveys	JWOC Staff, Students
Conducting Staff Interviews	May 22	June 1	Interviews	JWOC Staff
Transcribing Staff Interviews	May 23	June 4	Interviews	
Mid-Point Work Log Due	June 10	June 10	Administrative	
Coding Staff Interviews	May 31	June 13	Coding	Clinton Staff/ Colleagues
Conducting Student Interviews	May 31	June 14	Interviews	
Coding Student Interviews	June 1	June 29	Coding	
VACATION	June 14	June 29	VACATION	VACATION
General Information, Project Description, Literature Review, Methodology	June 29	July 1	Paper	
Conducting Surveys (140-160) (5 Weeks – try for less)	May 27	July 1**	Surveys	JWOC Students
Interview Analysis	June 13	July 3	Analysis	
Coding Survey Open-Ended Questions	July 2	July 11	Coding	Clinton Staff/ Colleagues
Survey Analysis	July 11	July 12	Analysis	
Cross Analysis of Surveys and Interviews	July 12	July 13	Analysis	
Draft Alumni Skill Bank	July 9	July 18	Alumni Skill Bank	
Draft Results, Recommendations, Discussion, Conclusion	July 13	July 18	Paper	Clinton Staff/ Colleagues for review
Update General Info, Project Description, Literature Review, Methodology	July 13	July 18	Paper	Clinton Staff/ Colleagues for review
Review Draft Materials w/ Stakeholders	July 19	July 19	Review	JWOC Staff
Final Data and Findings Report	July 19	July 23	Report	
Final Alumni Skill Bank	July 19	July 23	Alumni Skill Bank	
Review of Final Materials with Key Stakeholders	July 24	July 26	Wrap Up	JWOC Staff

Appendix C: Design Matrix

EVALUATION QUESTIONS	SUB QUESTIONS	QUESTION TYPE	DATA SOURCES	TARGET OR STANDARD	BASELINE DATA	ACTUAL RESULTS	DESIGN STRATEGY	DATA ANALYSIS
1. Do JWOC Scholarship Program students and alumni exhibit traits that indicate a mindset of civic engagement?	1A. Do JWOC Scholarship Alumni know how to make change in their community?	Normative	1A. Alumni survey question #5	Needs Defined	N/A	85% Yes, 9% No, 6% Unsure	One-Shot	Descriptive Statistics
	1B. Are JWOC Scholarship Alumni informed on issues affecting their community?	Normative	1B. Alumni survey question #6	Needs Defined	N/A	83% Yes, 7% No, 10% Unsure	One-Shot	Descriptive Statistics
	1C. Do JWOC Scholarship Alumni have a vision for the future of their community?	Normative	1C. Alumni survey question #7	Needs Defined	N/A	79% Yes, 10% No, 10% Unsure	One-Shot	Descriptive Statistics
	1D. Do JWOC Scholarship Alumni express their ideas and opinions about their community?	Normative	1D. Alumni survey question #9	Needs Defined	N/A	60% Yes, 33% No, 7% Unsure	One-Shot	Descriptive Statistics
	1E. Do JWOC Scholarship current students know how to make change in their community?	Normative	1E. Current student interview question #11	Needs Defined	N/A	79% Yes, 5% No, 16% Unsure	One-Shot	Descriptive Statistics
	1F. Are JWOC Scholarship current students informed on issues affecting their community?	Normative	1F. Current student interview question #12	Needs Defined	N/A	79% Yes, 11% No, 11% Unsure	One-Shot	Descriptive Statistics
	1G. Do JWOC Scholarship current students have a vision for the future of their community?	Normative	1G. Current student interview question #13	Needs Defined	N/A	89% Yes, 5% No, 5% Unsure	One-Shot	Descriptive Statistics

EVALUATION QUESTIONS	SUB QUESTIONS	QUESTION TYPE	DATA SOURCES	TARGET OR STANDARD	BASELINE DATA	ACTUAL RESULTS	DESIGN STRATEGY	DATA ANALYSIS
	1H. Do JWOC Scholarship current students express their ideas and opinions about their community?	Normative	1H. Current student interview question #14	Needs Defined	N/A	84% Yes, 16% No, 0% Unsure	One-Shot	Descriptive Statistics
2. Are JWOC Scholarship Program alumni leaders in their community?	2A. Do JWOC Scholarship Alumni work at developing new leaders in their community?	Normative	2A. Alumni survey question #8	Needs Defined	N/A	42% Yes, 54% No, 4% Unsure	One-Shot	Descriptive Statistics
	2B. Do JWOC Scholarship Alumni contribute time in their communities outside of work?	Normative	2B. Alumni surveys questions #10 Staff Interviews	Needs Defined	N/A	58% Yes, 33% No, 9% Unsure	One-Shot	Descriptive Statistics
	2C. Do JWOC Scholarship Alumni participate in community meetings?	Normative	2C. Alumni survey question #11	Needs Defined	N/A	53% True, 38% False, 9% Unsure	One-Shot	Descriptive Statistics
	2D. Are JWOC Scholarship Alumni responsible for decision making at community organizations outside of work?	Normative	2D. Alumni survey question #12	Needs Defined	N/A	38% True, 47% False, 16% Unsure	One-Shot	Descriptive Statistics
	2E. Do JWOC Scholarship Alumni work for government, NGO, or Social Enterprise?	Normative	2E. Alumni survey question #14	Needs Defined	N/A	35% Yes, 65% No	One-Shot	Descriptive Statistics
3. Does JWOC provide meaningful professional development skills-building for program participants?	3A. Do JWOC Scholarship Program Students (alumni and/or current) learn or improve their English from the JWOC Program?	Causal	3A. Alumni survey question #27, current student interview question #20	N/A	N/A	Alumni - 59% Yes Current - 79% Yes	One-Shot	Descriptive Statistics

EVALUATION QUESTIONS	SUB QUESTIONS	QUESTION TYPE	DATA SOURCES	TARGET OR STANDARD	BASELINE DATA	ACTUAL RESULTS	DESIGN STRATEGY	DATA ANALYSIS
	3B. Do JWOC Scholarship Program Students (alumni and/or current) learn or improve Teamwork from the JWOC Program?	Causal	3B. Alumni survey question #27, current student interview question #20	N/A	N/A	Alumni - 65% Yes Current - 100% Yes	One-Shot	Descriptive Statistics
	3C. Do JWOC Scholarship Program Students (alumni and/or current) learn or improve their Life Skills from the JWOC Program?	Causal	3C. Alumni survey question #27, current student interview question #20	N/A	N/A	Alumni - 57% Yes Current - 95% Yes	One-Shot	Descriptive Statistics
	3D. Do JWOC Scholarship Program Students (alumni and/or current) learn or improve their Technical Skills from the JWOC Program?	Causal	3D. Alumni survey question #27, current student interview question #20	N/A	N/A	Alumni - 46% Yes Current - 84% Yes	One-Shot	Descriptive Statistics
	3E. Do JWOC Scholarship Program Students (alumni and/or current) learn or improve their Leadership Skills from the JWOC Program?	Causal	3E. Alumni survey question #27, current student interview questions #18, #19, #20	N/A	N/A	Alumni - 60% Yes Current - 100% Yes	One-Shot	Descriptive Statistics
	3F. Do JWOC Scholarship Program Students (alumni and/or current) learn or improve their Financial Skills from the JWOC Program?	Causal	3F. Alumni survey question #27, current student interview question #20	N/A	N/A	Alumni - 46% Yes Current - 58% Yes	One-Shot	Descriptive Statistics
	3G. Do JWOC Scholarship Program Students (alumni and/or current) learn or improve their Communication Skills from the JWOC Program?	Causal	3G. Alumni survey question #27, current student interview question #20	N/A	N/A	Alumni - 56% Yes Current - 89% Yes	One-Shot	Descriptive Statistics

EVALUATION QUESTIONS	SUB QUESTIONS	QUESTION TYPE	DATA SOURCES	TARGET OR STANDARD	BASELINE DATA	ACTUAL RESULTS	DESIGN STRATEGY	DATA ANALYSIS
	3H. What skills does JWOC aim for scholarship students to learn during their program participation?	Descriptive	3H. Staff interview question #3, Program Documents,	N/A	N/A		One-Shot	Thematic Coding, Triangulation
	3I. Does the JWOC Scholarship Program give tools or trainings to scholarship students to help them grow leadership skills?	Descriptive	Current student interviews, staff interviews.	N/A	N/A		One-Shot	Thematic Coding, Triangulation
	3J. What types of tools and trainings does JWOC provide for skills-building for students?	Descriptive	Alumni surveys, current student interviews, staff interviews, program documents	N/A	N/A		One-Shot	Thematic Coding, Triangulation
	3K. Do required student volunteer roles at JWOC require professional skills building?	Normative	Staff Interviews	Target: All students learn same skills.	N/A		One-Shot	Thematic Coding, Triangulation
	3L. Do all students at JWOC learn the same skills?	Descriptive	Staff Interviews, Alumni Surveys, Current Student Interviews	N/A	N/A		One-Shot	Thematic Coding, Triangulation, Percentages
	3M. Do all students at JWOC have the opportunity to learn all the skills offered?	Descriptive	Staff interviews, observation, program documents	N/A	N/A		One-Shot	Thematic Coding, Triangulation
	3N. How often does JWOC review student roles to ensure they are developing skills within their roles?	Descriptive	Staff interviews	N/A	N/A		One-Shot	Thematic Coding, Triangulation

EVALUATION QUESTIONS	SUB QUESTIONS	QUESTION TYPE	DATA SOURCES	TARGET OR STANDARD	BASELINE DATA	ACTUAL RESULTS	DESIGN STRATEGY	DATA ANALYSIS
4. Are JWOC Scholarship Program alumni successfully employed?	4A. Are JWOC Scholarship Program Alumni employed full time?	Descriptive	4A. Alumni survey question #13	N/A	N/A	88% Yes, 12% No.	One-Shot	Descriptive Statistics
	4B. Have JWOC Scholarship Program Alumni been employed full-time the majority of the time since they graduated?	Descriptive	4B. Alumni survey question #15	N/A	N/A	85% Yes, 14% o, 1% Unsure	One-Shot	Descriptive Statistics
	4C. Are Scholarship Program Alumni in positions that require a university degree?	Descriptive	4C. Alumni survey question #18	N/A	N/A	73% Yes, 26% No, 1% Unsure	One-Shot	Descriptive Statistics
	4D. What percentage of Scholarship Program Alumni are earning more than the Cambodia minimum wage?	Normative	4D. Alumni survey question #19	Needs Defined \$170 USD/month	N/A	At least 92%	One-Shot	Descriptive Statistics
	4E. What percent of Scholarship Program Alumni are earning more than the Cambodia living wage?	Normative	4E. Alumni survey question #19	Needs Defined Individual - \$154 USD/Month Family - \$311 USD/Month	N/A	At least 92%	One-Shot	Descriptive Statistics
	4F. What percent of Scholarship Program Alumni are earning wages equal to or greater than highly skilled Cambodian wages?	Normative	4F. Alumni survey question #19	Needs Defined \$424 USD/Month	N/A	At least 45%. Ranges were \$301-\$450 and \$451 or more.	One-Shot	Descriptive Statistics
5. Do JWOC Scholarship Program alumni feel supported by JWOC since graduation?	5A. Do JWOC Scholarship Program Alumni believe their role at JWOC helped them find a job?	Descriptive	5A. Alumni survey question #30	N/A	N/A	91% Yes, 9% No, 0% Unsure	One-Shot	Descriptive Statistics

EVALUATION QUESTIONS	SUB QUESTIONS	QUESTION TYPE	DATA SOURCES	TARGET OR STANDARD	BASELINE DATA	ACTUAL RESULTS	DESIGN STRATEGY	DATA ANALYSIS
	5B. Do JWOC Scholarship Program Alumni feel they have been supported by JWOC since they graduated?	Descriptive	5B. Alumni survey question #31	N/A	N/A	89% Yes, 8% No, 3% Unsure	One-Shot	Descriptive Statistics
6. Do JWOC Scholarship Program Alumni feel their quality of life has improved since graduating?		Descriptive	6. Alumni survey question #33	N/A	N/A	3% Remained the same, 92% Improved, 5% Gotten worse, 0% Do not know	One-Shot	Descriptive Statistics

Appendix D: Staff Interview Consent Form

JWOC Scholarship Evaluation

This interview is being conducted in an agreement between The University of Arkansas Clinton School of Public Service and JWOC (Journeys Within Our Community) for research purposes in order to help us determine JWOC Scholarship Program’s strengths, as well as areas for improvement. Participation is voluntary, and if at any time during the interview you decide you no longer want to participate we will stop the interview, and your answers will be removed from our research.

The information you share is confidential and will be used for research purposes. The researcher, executive director, and scholarship program coordinator will have access to the data and may reach out to you to follow up. Outside of those individuals, your answers will not be connected to your name in final reports and data that is used. However, as a staff member it may be helpful to quote you in the final report, so below you can waive confidentiality if you are okay with your answers being connected to your name.

While it is helpful to answer all questions, none are required. If you do not want to answer a question, let me know and we can skip it. We believe there are no known risks associated with this research study; however, the risk of a breach is always possible. To the best of our ability your answers in this study will remain confidential. We will minimize any risks by limiting the number of volunteers and staff with access to the data. The interview will be recorded to assist with transcribing later. After transcribing is completed, the recordings will be deleted.

I consent to voluntarily participate in this interview. I understand what is written above, and I agree to be recorded.

I agree for my name and/or title to be used in the final report and waive confidentiality

I do not agree for my name and/or title to be used in the final report

I do not wish to participate in this interview

Participant Full Name

Researcher Full Name

Participant Signature

Researcher Signature

Date

Appendix E: Current Staff Interview Questions

JWOC Scholarship Evaluation

Name _____

Former JWOC Student? YES or NO (circle)

Department _____

Role _____

Time Employed by JWOC _____

1. Does the JWOC Scholarship Program encourage scholarship students to actively participate in their communities during the program? If yes, how?
2. Does the JWOC Scholarship Program encourage scholarship students to be active within their communities after graduating the program? If yes, how?
3. What skills does JWOC aim for scholarship students to learn during their program participation?
4. Does the JWOC Scholarship Program give tools or trainings to scholarship students to help them grow leadership skills? If yes, please describe.
5. Is job-skills building a goal of the JWOC Scholarship Program?
6. Does the JWOC Scholarship Program provide skills training that helps prepare students for jobs? If yes, what skills training is provided?
7. Does the JWOC Scholarship Program provide skills training that helps prepare students for finding a job (or the job search process)? If yes, what skills training is provided?
8. Do the roles scholarship students are required to spend time volunteering in require professional skills building?
9. Are all JWOC Scholarship Students given the same opportunity to learn all of the skills offered by JWOC? If not, how is this decided?
10. Does JWOC review student roles to ensure professional development skills are being developed for students? If so, how often? What does this process look like? Who is involved?
11. What is the selection criteria for becoming a JWOC scholarship recipient?
12. Do you feel JWOC students are more successful than typical university students?

13. Based on selection criteria, do you believe JWOC scholarship recipients are more likely to be successful than the typical university student regardless of JWOC participation?
14. How would you describe your overall experience at JWOC?
15. What do you think JWOC is doing really well with the scholarship program?
16. What do you think JWOC could do to improve experiences for scholarship students?
17. Is there anything else you'd like to share?

Appendix F: Alumni Impact Survey Consent and Questions

JWOC Scholarship Evaluation

ការវាយតម្លៃកម្មវិធីអហារូបករណ៍របស់អង្គការសហគមន៍យើង

JWOC Scholarship Program Evaluation

ការស្ទង់មតិអំពីកម្មវិធីអហារូបករណ៍របស់អង្គការសហគមន៍យើង

JWOC Alumni Impact Survey

១. សួស្តី (និយាយឈ្មោះរបស់អតីតនិស្សិត) ឈ្មោះរបស់ខ្ញុំគឺ (និយាយឈ្មោះរបស់អ្នក) ហើយបច្ចុប្បន្នខ្ញុំជាអ្នកស្ម័គ្រចិត្តម្នាក់នៅអង្គការសហគមន៍យើង (JWOC)។ យើងកំពុងបំពេញការស្ទង់មតិរបស់អ្នកស្រាវជ្រាវអំពីអតីតនិស្សិតអហារូបករណ៍ ដើម្បីជួយពួកយើងក្នុងការកំណត់ពីភាពខ្លាំងរបស់កម្មវិធី និងវិធីដែលយើងអាចអភិវឌ្ឍន៍កម្មវិធីនេះ។ ការស្ទង់មតិនេះចំណាយពេលប្រហែល ១០នាទី។ តើអ្នកយល់ព្រមធ្វើការស្ទង់មតិតាមទូរស័ព្ទជាមួយខ្ញុំដែរឬទេ?

1. Hi (say alumni name), my name is (say your name) and I am a current volunteer at JWOC. We are completing a quick survey of alumni to help us determine our programs strengths as well as how we can improve. The survey takes about 10 minutes. Would you mind taking the survey by phone with me?

- ក. បាទ/ចាស សូមបន្ត
- ខ. ទេ ខ្ញុំមិនចង់ចូលរួមទេ
- a. Yes, let's continue
- b. No, I do not want to participate

២. សូមអរគុណចំពោះការយល់ព្រមលើការស្ទង់មតិ។ ការស្ទង់មតិនេះ គឺជាផ្នែកមួយនៃការស្រាវជ្រាវដែលត្រូវបានធ្វើឡើងនៅក្នុងកិច្ចព្រមព្រៀងមួយរវាងសាលា Clinton និងអង្គការសហគមន៍យើង (JWOC)។ ព័ត៌មានដែលអ្នកចែករំលែកគឺជាការសម្ងាត់ ហើយនឹងត្រូវបានប្រើសម្រាប់គោលបំណងស្រាវជ្រាវ។ អ្នកស្រាវជ្រាវនាយកប្រតិបត្តិ និងអ្នកសម្របសម្រួលកម្មវិធីអហារូបករណ៍ នឹងទទួលបានទិន្នន័យនេះ ហើយអាចទាក់ទងទៅអ្នកដើម្បីពិនិត្យបន្ថែម។ ក្រៅពីបុគ្គលទាំងនោះ ចម្លើយរបស់អ្នកនឹងមិនត្រូវបានភ្ជាប់ជាមួយនឹងឈ្មោះរបស់អ្នកនៅក្នុងរបាយការណ៍ចុងក្រោយ និងទិន្នន័យដែលត្រូវបានប្រើនោះទេ។ វាមានសារៈប្រយោជន៍ណាស់ក្នុងការឆ្លើយសំណួរទាំងអស់ តែវាមិនត្រូវបានតម្រូវនោះទេ។ បើសិនជាអ្នកមិនចង់ឆ្លើយសំណួរណាមួយ សូមប្រាប់ខ្ញុំ ហើយយើងអាចរំលងវាបាន។ ប្រសិនបើនៅពេលណាមួយ អ្នកសម្រេចចិត្តថាអ្នកមិនចង់ចូលរួមក្នុងការស្ទង់មតិនេះ សូមប្រាប់ខ្ញុំឱ្យដឹង។ ចម្លើយដែលអ្នកបានផ្តល់ជូន នឹងត្រូវបានលុបចេញពីទិន្នន័យស្រាវជ្រាវ។ យើងជឿជាក់ថា គ្មានហានិភ័យណាមួយកើតឡើងទាក់ទងនឹងការសិក្សាស្រាវជ្រាវនេះនោះទេ ទោះជាយ៉ាងណាក៏ដោយ ហានិភ័យនៃការរំលោភបំពានគឺតែងតែមានទៅរួច។ ទៅតាមលទ្ធភាពដែលយើងអាចធ្វើបាន ចម្លើយរបស់អ្នកនៅក្នុងការសិក្សានេះ នឹងត្រូវបានរក្សាជាការ សម្ងាត់។ យើងនឹងកាត់បន្ថយហានិភ័យនានាតាមរយៈការកំណត់ចំនួនអ្នកស្ម័គ្រចិត្ត និងបុគ្គលិកដែលមានអាចទទួលបានទិន្នន័យ។ ដោយការបន្តការស្ទង់មតិ អ្នកយល់ព្រមថា ការចូលរួមរបស់អ្នកគឺធ្វើឡើង ដោយការស្ម័គ្រចិត្ត ហើយអ្នកយល់ពីអ្វីដែលខ្ញុំទើបតែបាននិយាយខាងលើនេះ។

2. Thank you for agreeing to the survey. This survey is part of research being conducted in an agreement between The Clinton School and JWOC. The information you share is

confidential and will be used for research purposes. The researcher, executive director, and scholarship program coordinator will have access to the data and may reach out to you to follow up. Outside of those individuals, your answers will not be connected to your name in final reports and data that is used. While it is helpful to answer all questions none are required. If you do not want to answer a question, let me know and we can skip it. If at any time you decide you do not want to participate in this survey, please let me know. The answers you have provided will be removed from the research data. We believe there are no known risks associated with this research study; however, the risk of a breach is always possible. To the best of our ability your answers in this study will remain confidential. We will minimize any risks by limiting the number of volunteers and staff with access to the data. By continuing you agree that your participation is voluntary and you understand what I just stated

ក. ខ្ញុំយល់ព្រមចូលរួមដោយស្ម័គ្រចិត្ត ហើយខ្ញុំយល់ពីអ្វីដែលទើបតែបាននិយាយខាងលើ

a. I agree to voluntarily participate, and I understand what was just stated

ខ. ទេ ខ្ញុំមិនចង់ចូលរួមទេ

b. I do not want to participate

៣. តើឈ្មោះពេញរបស់អ្នកគឺអ្វី?

3. What is your full name?

៤. តើអ្នកចូលរួមគឺជាស្រី ឬប្រុស? (សូមកុំសួរ គ្រាន់តែគូសចំណាំបានហើយ)

4. Is the participant male or female? (do not ask, just mark)

៥. ខ្ញុំដឹងពីវិធីធ្វើឲ្យមានការផ្លាស់ប្តូរ នៅក្នុងសហគមន៍របស់ខ្ញុំ។

5. I know how to create change in my community

ក. បាទ/ចាស a. Yes

ខ. ទេ b. No

គ. មិនប្រាកដ c. Unsure

៦. ខ្ញុំដឹងពីបញ្ហានានា ដែលប៉ះពាល់ដល់សហគមន៍របស់ខ្ញុំ។

6. I am informed on issues affecting my community

ក. បាទ/ចាស a. Yes

ខ. ទេ b. No

គ. មិនប្រាកដ c. Unsure

៧. ខ្ញុំមានទស្សនវិស័យ សម្រាប់អនាគតនៃសហគមន៍របស់ខ្ញុំ។

7. I have a vision for the future of my community

ក. បាទ/ចាស a. Yes

- ខ. ទេ b. No
- គ. មិនប្រាកដ c. Unsure

៨. ខ្ញុំធ្វើការក្នុងការអភិវឌ្ឍអ្នកដឹកនាំថ្មី នៅក្នុងសហគមន៍របស់ខ្ញុំ។

8. I work at developing new leaders in my community

- ក. បាទ/ចាស a. Yes
- ខ. ទេ b. No
- គ. មិនប្រាកដ c. Unsure

៩. ខ្ញុំបញ្ចេញគំនិត និងយោបល់របស់ខ្ញុំអំពីសហគមន៍របស់ខ្ញុំយ៉ាងសកម្ម។

9. I actively express my ideas and opinions about my community

- ក. បាទ/ចាស a. Yes
- ខ. ទេ b. No
- គ. មិនប្រាកដ c. Unsure

១០. ខ្ញុំផ្តល់ពេលវេលាចូលរួមក្នុងសហគមន៍របស់ខ្ញុំ នៅក្រៅម៉ោងធ្វើការរបស់ខ្ញុំ។

10. I contribute time in my community outside of work

- ក. ពិត a. True
- ខ. មិនពិត b. False
- គ. មិនប្រាកដ c. Unsure

១១. ខ្ញុំចូលរួមក្នុងកិច្ចប្រជុំសហគមន៍។

11. I participate in community meetings

- ក. ពិត a. True
- ខ. មិនពិត b. False
- គ. មិនប្រាកដ c. Unsure

១២. ខ្ញុំទទួលខុសត្រូវក្នុងការសម្រេចចិត្តនៅអង្គការសហគមន៍មួយ នៅក្រៅម៉ោងធ្វើការរបស់ខ្ញុំ។

12. I am responsible for decision making at a community organization outside of work

- ក. ពិត a. True
- ខ. មិនពិត b. False
- គ. មិនប្រាកដ c. Unsure

១៣. តើអ្នកកំពុងធ្វើការងារពេញម៉ោងមែនឬទេ?

13. Are you currently employed full time?

- ក. បាទ/ចាស a. Yes
- ខ. ទេ b. No

១៤. តើអ្នកធ្វើការនៅអង្គការប្រភេទណា? (ជ្រើសយកចម្លើយទាំងអស់ដែលព្រឹមត្រូវសម្រាប់អ្នក)

14. What type of organization do you work for? (choose all that apply)

- ក. អង្គការប្រកួតប្រជែងរដ្ឋាភិបាល a. NGO
- ខ. រដ្ឋាភិបាល b. Government
- គ. សហគ្រាសសង្គម c. Social Enterprise
- ឃ. អាជីវកម្ម d. Business
- ង. កសិករ e. Farmer
- ច. កម្មករ f. Laborer
- ឆ. ផ្សេងៗ g. Other

១៥. តើអ្នកបានបម្រើការពេញម៉ោងភាគច្រើន ចាប់តាំងពីពេលដែលអ្នកបានបញ្ចប់ការសិក្សា/សញ្ញាបត្ររបស់អ្នកដែរឬទេ?

15. Have you been employed full time the majority of the time since you finished your degree?

- ក. បាទ/ចាស a. Yes
- ខ. ទេ b. No
- គ. មិនប្រាកដ c. Unsure

១៦. តើអ្នកបានចំណាយពេលប៉ុន្មាន ដើម្បីទទួលបានការងារដែលទាក់ទងនឹងជំនាញ/ការអប់រំរបស់អ្នក បន្ទាប់ពីបញ្ចប់ការសិក្សា? (ជ្រើសរើសចម្លើយតែមួយ)

16. How long did it take you to get a job related to your education after graduating? (Pick one)

- ក. មុនពេលបញ្ចប់ការសិក្សា a. Before Graduation
- ខ. ០-២ ឆ្នាំ b. 0-2 years
- គ. ៣-៥ ឆ្នាំ c. 3-5 years
- ឃ. លើសពី ៥ ឆ្នាំ d. More than 5 years
- ង. ខ្ញុំមិនមានការងារដែលទាក់ទងនឹងជំនាញ/ការអប់រំរបស់ខ្ញុំនោះទេ e. I have not had a job related to my education

១៧. តើអ្នកទទួលបានការងាររបស់អ្នកដោយរបៀបណា? (ជ្រើសរើសចម្លើយតែមួយ)

17. How did you get your job? (Pick one)

- ក. ព័ត៌មាន/បណ្តាញរបស់អង្គការសហគមន៍យើង a. JWOC Information/Networking
- ខ. ព័ត៌មាននៅសាកលវិទ្យាល័យ b. University Information
- គ. មិត្តភក្តិ/គ្រួសារ c. Friends/Family
- ឃ. សេចក្តីប្រកាសការងារជាសាធារណៈ d. Public Announcement
- ង. ផ្សេងៗ e. Other

១៨. តើការងាររបស់អ្នកតម្រូវឱ្យមានសញ្ញាបត្រពីសាកលវិទ្យាល័យដែរឬទេ?

18. Does your job require a university degree?

- ក. បាទ/ចាស a. Yes
- ខ. ទេ b. No
- គ. មិនប្រាកដ c. Unsure

១៩. តើកម្រិតប្រាក់បៀវត្សរបស់អ្នកកាលពីខែមុនគឺប៉ុន្មាន?

19. What was your monthly salary range last month?

- ក. ០ ដុល្លា a. \$0
- ខ. ១-១០០ ដុល្លា b. \$1-\$100
- គ. ១០១-២០០ ដុល្លា c. \$101-\$200
- ឃ. ២០១-៣០០ ដុល្លា d. \$201-\$300
- ង. ៣០១-៤៥០ ដុល្លា e. \$301-\$450
- ច. ៤៥១ ឬលើសពីនេះ f. \$451 or more

២០. ដោយមិនរាប់បញ្ចូលប្រាក់បៀវត្សរបស់អ្នក តើប្រាក់បៀវត្សសរុបរបស់សមាជិកដទៃនៅក្នុងគ្រួសាររបស់អ្នកកាលពីខែមុនគឺប៉ុន្មាន?

20. Excluding your salary, what was the total monthly salary from others in your household last month?

- ក. ០ ដុល្លា a. \$0
- ខ. ១-១០០ ដុល្លា b. \$1-\$100
- គ. ១០១-២០០ ដុល្លា c. \$101-\$200
- ឃ. ២០១-៣០០ ដុល្លា d. \$201-\$300
- ង. ៣០១-៤៥០ ដុល្លា e. \$301-\$450
- ច. ៤៥១ ឬលើសពីនេះ f. \$451 or more

២១. តើអ្នកប្រើប្រាក់បៀវត្សរបស់អ្នកដើម្បីជួយអ្នកណាខ្លះ? (ច្រើនជាងមួយអាចរៀបចំ)

21. Who do you support with your salary? (Check all that apply)

- ក. ខ្លួនឯង a. Yourself
- ខ. ម្តាយឪពុក b. Parents
- គ. ប្តី ឬប្រពន្ធ c. Husband or Wife
- ឃ. សង្សារប្រុស ឬសង្សារស្រី d. Boyfriend or Girlfriend
- ង. កូន e. Children
- ច. បងប្អូនប្រុស ឬបងប្អូនស្រី f. Brothers or Sisters
- ឆ. ផ្សេងៗ g. Other

២២. តើអ្នកប្រើប្រាក់បៀវត្សរបស់អ្នក ដើម្បីជួយមនុស្សប៉ុន្មាននាក់ ដោយរាប់បញ្ចូលខ្លួនអ្នក?

22. How many people, including yourself, do you support with your salary?

២៣. តើមានមនុស្សសរុបប៉ុន្មាននាក់រួមទាំងខ្លួនអ្នក ដែលទទួលបានការជួយពីប្រាក់បៀវត្សរ៍ទាំងអស់នៅក្នុងគ្រួសាររបស់អ្នក?

23. How many people in total, including yourself, are supported by all of the salaries in your household?

២៤. មុនពេលចូលរៀននៅសាកលវិទ្យាល័យ តើអ្នករស់នៅក្នុងទីក្រុង ឬសហគមន៍ជនបទ?

24. Prior to university did you live in a city or rural community?

- ក. ទីក្រុង a. City
- ខ. សហគមន៍ជនបទ b. Rural Community
- គ. ផ្សេងៗ c. Other

២៥. តើបច្ចុប្បន្ននេះអ្នករស់នៅក្នុងទីក្រុង ឬសហគមន៍ជនបទ?

25. Do you currently live in a city or rural area?

- ក. ទីក្រុង a. City
- ខ. សហគមន៍ជនបទ b. Rural Community
- គ. ផ្សេងៗ c. Other

២៦. តើអ្នកបានស្ម័គ្រចិត្តនៅក្នុងគម្រោងអ្វីខ្លះ នៅអង្គការសហគមន៍យើង? (ជ្រើសយកចម្លើយទាំងអស់ដែលត្រឹមត្រូវសម្រាប់អ្នក)

26. Which program(s) did you volunteer in at JWOC? (Pick all that apply)

- ក. គម្រោង មីក្រូហិរញ្ញវត្ថុ a. Microfinance
- ខ. គម្រោង ប្រាក់កម្ចីសម្រាប់ការអប់រំ a. Education Loans
- គ. គម្រោង ទឹកស្អាត a. Clean Water
- ឃ. គម្រោង ទំនាក់ទំនង a. Communication
- ង. គម្រោង អាហារូបករណ៍ a. Scholarship
- ច. គម្រោង ជំនួយសហគមន៍ ឬគម្រោងទំនាក់ទំនង និងជំនួយសហគមន៍
a. Community Support or Community Liaison and Assistance
- ឆ. គម្រោង សិក្សាដោយឥតគិតថ្លៃ a. Free Classes or Schools
- ជ. ផ្សេងៗ a. Other

២៧. សូមបញ្ជាក់ពីជំនាញទាំងឡាយណាដែលអ្នកបានរៀន ឬពង្រឹងតាមរយៈការចូលរួមរបស់អ្នកនៅក្នុងកម្មវិធីអាហារូបករណ៍របស់អង្គការសហគមន៍យើង។ (ជ្រើសយកចម្លើយទាំងអស់ដែលត្រឹមត្រូវសម្រាប់អ្នក)

27. Please indicate which of the following skills you learned or strengthened through your participation in the JWOC Scholarship Program (Pick all that apply)

- ក. ភាសាអង់គ្លេស a. English
- ខ. ជំនាញកុំព្យូទ័រ b. Computer Skills
- គ. ជំនាញដោះស្រាយបញ្ហា c. Problem Solving

- ឃ. ជំនាញគ្រប់គ្រងថវិកា
- ង. ជំនាញសរសេរ
- ច. ជំនាញបង្រៀន
- ឆ. ជំនាញគ្រប់គ្រង
- ជ. ជំនាញធ្វើការងារជាក្រុម
- ឈ. ជំនាញនិយាយជាសាធារណៈ
- ញ. ជំនាញទំនាក់ទំនងអាជីវកម្ម
- d. Budgeting
- e. Writing
- f. Teaching
- g. Management
- h. Teamwork
- i. Public Speaking
- j. Business Communication

២៨. តើអ្នកសប្បាយចិត្តជាមួយនឹងសញ្ញាបត្រដែលអ្នកបានបញ្ចប់ដែរឬទេ?

28. Are you happy with the degree you finished?

- ក. បាទ/ចាស a. Yes
- ខ. ទេ b. No
- គ. មិនប្រាកដ c. Unsure

២៩. ប្រសិនបើអ្នកឆ្លើយ "ទេ" ចំពោះសំណួរចុងក្រោយខាងលើ សូមផ្តល់មូលហេតុ។

29. If you answered no to the last question, please give a reason

៣០. តើតួនាទីរបស់អ្នកនៅក្នុងគម្រោងរបស់អង្គការសហគមន៍យើង បានជួយអ្នកស្វែងរកការងារដែរឬទេ?

30. Did your role in the JWOC Program help you find a job?

- ក. បាទ/ចាស a. Yes
- ខ. ទេ b. No
- គ. មិនប្រាកដ c. Unsure

៣១. តើអ្នកយល់ថាអ្នកទទួលបានការគាំទ្រពីអង្គការសហគមន៍យើង ចាប់តាំងពីអ្នកបញ្ចប់គម្រោងដែរឬទេ?

31. Have you felt supported by JWOC since you graduated the program?

- ក. បាទ/ចាស a. Yes
- ខ. ទេ b. No
- គ. មិនប្រាកដ c. Unsure

៣២. តើការគាំទ្រពីអង្គការសហគមន៍យើង បានជួយអ្នកឲ្យទទួលជោគជ័យនៅក្នុងការសិក្សានៅសាកលវិទ្យាល័យដែរឬទេ?

32. Did support from JWOC help you to be successful in university classes?

- ក. បាទ/ចាស a. Yes
- ខ. ទេ b. No
- គ. មិនដឹង c. Do Not Know

៣៣. តើជីវភាពរស់នៅរបស់អ្នក នៅដដែល មានការរីកចម្រើន ឬលំបាកជាងមុន ចាប់តាំងពីអ្នកបញ្ចប់ការសិក្សានិងបញ្ចប់គម្រោងនៅអង្គការសហគមន៍យើង?

33. Has your standard of living remained the same, improved, or gotten worse since graduating and finishing JWOC?

- ក. នៅដដែល a. Remained the same
- ខ. រីកចម្រើន b. Improved
- គ. លំបាកជាងមុន c. Gotten Worse
- ឃ. មិនដឹង d. Do Not Know

៣៤. នៅក្នុងអំឡុងពេលរៀននៅសាកលវិទ្យាល័យ តើអ្នកបានចូលរួមក្នុងគម្រោងអ្វីខ្លះ ក្រៅពីគម្រោងរបស់អង្គការសហគមន៍យើង?

34. During university, what programs did you participate in outside of JWOC programs?

៣៥. តើអ្នកចង់រក្សាទំនាក់ទំនងជាមួយអង្គការសហគមន៍យើង និងអតីតនិស្សិតដទៃទៀតយ៉ាងដូចម្តេច? (ជ្រើសយកចម្លើយទាំងអស់ដែលត្រឹមត្រូវសម្រាប់អ្នក)

35. How would you like to stay in contact with JWOC and other alumni? (check all that apply)

- ក. បង្កើតក្រុមអតីតនិស្សិតអាហាររូបករណ៍នៅលើហ្វេសប៊ុកថ្មី a. New Alumni Facebook Group
- ខ. អ៊ីម៉ែល b. Email
- គ. ទូរស័ព្ទ c. Phone
- ឃ. ព្រឹត្តិការណ៍បង្កើនបណ្តាញទំនាក់ទំនង d. Networking Events
- ង. ផ្សេងៗ (សូមសរសេរ) e. Other (please list)

៣៦. នេះជាចុងបញ្ចប់នៃសំណួរស្នង់មតិរបស់យើង។ សូមអរគុណចំពោះពេលវេលា និងការចូលរួមរបស់អ្នកនៅក្នុងការស្នង់មតិរបស់យើង។ ប្រសិនបើយើងមានសំណួរផ្សេងៗទៀត តើយើងអាចទាក់ទងទៅអ្នកបានដែរឬទេ?

36. That concludes our survey questions. Thank you for your time and participating in our survey. Is it okay if we reach back out to you if we have any further questions?

- ក. បាទ/ចាស a. Yes
- ខ. ទេ b. No

Amended Question 27 Answers Revisions:

- a. Life Skills (Hygiene, Home Gardening, Goal Setting)
- b. Technical Skills (Computer Skills, Research Skills, Water Sanitation and Hygiene (WASH))
- c. Leadership Skills (Teaching, Facilitation, Problem Solving, Management)
- d. Financial Skills (Budgeting, Loan Processing)
- e. Communication Skills (Public Speaking, Writing, Translation, Business Communication, CV and Cover Letter Writing)
- f. Teamwork
- g. English

Appendix G: Current Student Consent & Interview Questions

JWOC Scholarship Evaluation

1. **Consent:** Thank you for agreeing to the survey. This survey is part of research being conducted in an agreement between The Clinton School and JWOC. The information you share is confidential and will be used for research purposes. The researcher, executive director, and scholarship program coordinator will have access to the data and may reach out to you to follow up. Outside of those individuals, your answers will not be connected to your name in final reports and data that is used. While it is helpful to answer all questions, none are required. If you do not want to answer a question, let me know and we can skip it. If at any time you decide you do not want to participate in this survey, please let me know. The answers you have provided will be removed from the research data. We believe there are no known risks associated with this research study; however, the risk of a breach is always possible. To the best of our ability your answers in this study will remain confidential. We will minimize any risks by limiting the number of volunteers and staff with access to the data. By continuing you agree that your participation is voluntary and you understand what I just stated
 - a. I agree to voluntarily participate, and I understand what was just stated
 - b. I do not want to participate
2. Full Name:
3. Male/Female
4. Year in School
5. Major/Program at University?
6. Do you volunteer anywhere other than JWOC currently?
7. If yes, where?
8. If yes, how many hours per week?
9. Has JWOC encouraged you to participate in your community?
10. If yes, how?
11. Do you know how to create change in your community?
 - a. Yes/No/Unsure
12. Are you informed on issues affecting your community?
 - a. Yes/No/Unsure
13. Do you have a vision for the future of your community?
 - a. Yes/No/Unsure
14. Do you actively express your ideas and opinions about your community?
 - a. Yes/No/Unsure
15. Which program(s) have you volunteered for in your time at JWOC?
 - a. Microfinance
 - b. Education Loans
 - c. Clean Water
 - d. Communications
 - e. Scholarship
 - f. Community Support or Community Liaison and Assistance
 - g. Free Classes or Schools

- h. Other
16. Have you learned any new skills from your volunteer role at JWOC?
 17. If yes, please describe
 18. Has JWOC provided you tools or trainings about leadership skills?
 19. If yes, please describe.
 20. Please indicate which of the following skills you have learned or strengthened through your participation in the JWOC Scholarship Program? (check all that apply)
 - a. Life Skills (Hygiene, Home Gardening, Goal Setting)
 - b. Technical Skills (Computer Skills, Water Sanitation and Hygiene)
 - c. Leadership Skills (Teaching, Facilitation, Problem Solving, Management)
 - d. Financial Skills (Budgeting, Loan Processing)
 - e. Communication Skills (Public Speaking, Writing Translation, Business Communication, CV and Cover Letter Writing)
 - f. Team Work
 - g. English
 - h. Other _____
 21. How would you describe your overall experience at JWOC?
 22. What do you think JWOC is doing really well?
 23. What do you think JWOC could do to improve experiences for scholarship students?
 24. Is there anything else you'd like to share?

Appendix H: Master Code List

JWOC Scholarship Evaluation

SKILLS/TRAININGS/OUTCOMES

- LEARNEDSKILLS - Skills learned by students from scholarship program at JWOC
- GOALSKILLS – Skills JWOC aims to provide for scholarship students
- TENSIONSKILLS – Tension between types of skills to provide, and what categories the skills fall into – job skills/transferable skills/soft skills
- TOOLSTRAININGS - Tools or trainings provided by JWOC to Scholarship Students
- OUTCOMES – Scholarship Student Outcomes NOT defined as skills

COMMUNITY PARTICIPATION

- STUDPARTIC – JWOC Students participation in communities
- ALUMPARTIC – JWOC Alumni participation in communities

JWOC QUALITIES

- BEST - What JWOC doing the best/well
- IMPROVE - Things for JWOC to improve
- COACH - Coaching or counseling for JWOC Students from Staff
- TENSIONPAST - Previous things tried that failed at JWOC and lessons learned, as well as tensions between then and now.
- UNEQUAL - Where are JWOC students not being given the same opportunities, or not having the same requirements

STUDENT QUALITIES

- BELOW - Examples of JWOC students falling below standards
- EXCEED – Examples of JWOC students exceeding standards
- DIFFERENCE - Differences (perceived or real) between JWOC students and other university students

REQUIREMENTS

- REQ - Requirements of JWOC Scholarship Program students
- DEFPOOR – Definition of Poor/In Need
- DEFCOMMIT – Definition of Commitment to Community

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