

Developing an Evaluation Plan Worksheets

1. Developing Your Evaluation Questions

The questions you may want to ask should depend on: (1) The purpose and audience for the evaluation (who wants to know what and why); (2) the goals of the program. Whether or not you can actually answer them will depend on a number of things; and especially (3) the time and resources you have for evaluation. There is no single “right” question – you need to think about what you need to know, but the following table presents a format to help you align your sample questions with the type of evaluation, audience for evaluation, specific needs of your program.

Type of Evaluation	Who Wants to Know? Audience of the Evaluation (1)	Does it align with Your Program? Program Goals, Activities or Outcomes (from Logic Model) (2)	Evaluation Questions	Reality Testing: What resources may you need to answer these questions (3)
Context Evaluation				
Documenting Activities				
Understanding Process				
Outcome Evaluation	<i>Ex. – Mass. Dept. of Education</i>	<i>Ex.- Yes</i>	<i>Ex. – How has my CSL program improved the civic, academic and social attitudes of students?</i>	<i>Ex. - Students in classes; MA CSL grant; MKP toolkit.</i>

2. What information/ data do you need to answer these questions?

What data do you already have or do you already collect? What data do you need to collect?

Evaluation Questions (From above)	Existing Data Sources	Data/Information that would answer my question
<i>Ex. – How has my CSL program improved the civic, academic and social attitudes of students?</i>	<i>Ex. - Attendance records, grades, MCAS scores.</i>	<i>Ex.- Student survey responses about civic, academic, and social attitudes.</i>

3. What methods can you use to collect this data?

Data/Information that would answer my question	Methods
<i>Ex.- Student survey responses about civic, academic, and social attitudes.</i>	<i>Ex.- Student pre and post surveys, comparison surveys using the difference-of-differences methods of analysis.</i>

4. From whom or from where will you collect this information?

Should I select a sample? Should I create a comparison? When selecting a comparison group, consider what would the students have done if they had not participated in the community service-learning experience?

Participant and Comparison Groups	Total Number of Students Available	Size of Sample	Source of the Sample	Incentives
Students in Community Service-Learning Class	How many students participate in community service-learning this year? Ex.- 60	How many students would be feasible to include in the data collection as a sample? Ex.- 30	Ex.- Coffin Elementary School third grade class.	Teachers receive a \$30 gift certificate for school supplies.
Comparison Group of students who are not in Community Service-Learning Class	How many additional students with similar characteristics to participants did not participate in CSL? Ex.- 65	How many students would be feasible to include in a comparison group? Ex.- 30	Ex.- DeWitt Elementary School third grade classes.	Ex.- Classes receive a gift certificate for end of the semester celebration.

5. How will you analyze this data?

If you are using a pre and post design with a comparison group that is provided within MKP, you may want to create a “difference-of-differences” table such as the following.

	<i>Pre Test (Before the program)</i>	<i>Post Test (After the Program)</i>	<i>Difference</i>
Students in Community Service-Learning Class	Ex. 30% of students report that they care about their community.	Ex. 85% of students report that they care about their community.	Ex. +50%
Comparison Group of students who are not in Community Service-Learning Class	Ex. 45% of students report that they care about their community.	Ex. 90% of students report that they care about their community.	Ex. + 45%
Difference-of-differences:	Ex. 15%	Ex. - 5%	Ex. + 10%

Note: In the above example, even though the comparison students reported more positive results, the program can be considered to have increased a student’s likelihood to report that they care about their community.

6. How can you develop a realistic timeline?

A sample evaluation timeline follows. Yours may be different depending on the needs and activities of your group. The important thing to notice is that quality evaluations take a long time in planning.

Task To Accomplish	Specific Steps	Roles	Deadline
1. Evaluation Planning and Preparing			
Pull your team together (Meeting 1)	<ol style="list-style-type: none"> 1. Invite the 'right' mix of people. 2. Arrange space and provide food. 3. Establish agenda. 	CSL Coordinator	May-June 2005
Develop your logic model	<ol style="list-style-type: none"> 1. Define mission, outcomes, impact and 'for whom' with group at first meeting. 2. Define assumptions and activities at second meeting. 3. Revise and come to consensus on the final 'logic model'. 4. In a separate meeting, discuss logic model- what does it tell you about your program? 	CSL Coordinator with an evaluation working group of teachers, community representatives, parents, and youth.	July 2005
Develop an evaluation plan	Complete Evaluation Planning Tools	CSL Coordinator with an evaluation working group.	August – September 2005
Data Collection			
Determine methods and tools		CSL Coordinator and evaluation working group	September 2005
Select a comparison group	<ol style="list-style-type: none"> 1. Call other teachers. 2. Provide instructions and answer questions. 3. Provide copies of surveys with envelopes. 	CSL Coordinator and evaluation working group	September 2005
Gain necessary parental permissions	Discuss permissions with principal and others.	CSL Coordinator and youth evaluation working group members	September 2005
Administer Pre-Survey to participants	<ol style="list-style-type: none"> 1. Bring students together in one room. 2. Distribute surveys and read instructions. 3. Collect surveys in envelopes. 	CSL Coordinator and youth evaluation working group members	October 2005
Administer Pre-Survey to comparison Group	<ol style="list-style-type: none"> 1. Bring students together in one room. 2. Distribute surveys and read instructions. 3. Collect surveys in envelopes. 	CSL Coordinator and youth evaluation working group members	October 2005

6. How can you develop a realistic timeline? (continued)

Task To Accomplish	Specific Steps	Roles	Deadline
Administer post-survey to participants	<ol style="list-style-type: none"> 1. Bring students together in one room. 2. Distribute surveys and read instructions. 3. Collect surveys in envelopes. 	CSL Coordinator and youth evaluation working group members	May 2006
Administer post-survey to comparison Group	<ol style="list-style-type: none"> 1. Bring students together in one room. 2. Distribute surveys and read instructions. 3. Collect surveys in envelopes. 	CSL Coordinator and youth evaluation working group members	May 2006
Data Analysis			
Clean pre and post survey data from participants and comparison groups.	<ol style="list-style-type: none"> 1. Code data. 2. Enter data. 3. Review data for missing or illogical values. 		November
Analyze data	<ol style="list-style-type: none"> 1. Report 'the facts' as frequencies of both participant and comparison groups. 2. Put the responses (means or totals) into the analysis table. 3. Draw conclusions. 4. Revisit to look at sub groups or other questions (i.e.- 5th grade boys only, etc.). 	CSL Coordinator and evaluation working group.	December 2005
Use Results of Evaluation	<ol style="list-style-type: none"> 1. Report results to MA DOE. 2. Include results in next grant application. 3. Write press releases. 4. Organize open house for parents and school board members. 		May 2006 – July 2006

