EVALUATION PLANNING WORKSHEET

Use this worksheet as a tool for planning for shared evaluation of program or partnership progress.

PROGRAM DESCRIPTION:

[Enter program or initiative description here. This should be one or two sentences describing what the program or initiative will do and what its primary goals are.]

STATEMENT OF PURPOSE(S) AND AUDIENCE(S):

[What is the primary purpose and audience for *your evaluation*? Is there a secondary purpose? If so, you may include that too.]

EVALUATION QUESTIONS:

[Use your logic model to brainstorm evaluation questions. What do you want to know about the project or initiative? This will help you to decide what information to collect.]

PRIORITIZING EVALUATION QUESTIONS

[What are the most important questions to you right now? Think about how answering these questions could lead to actions or adjustments. *Circle* the highest priority question(s) above.]

Mapping Evaluation Questions to Data Sources

[For each question above, list a possible data source that could help you answer the question. Do you have the kind of data you need? If not, how might you get it?]

Types of Data Useful for Evaluation:

- **Program Participation Data:** How many youth are participating in various programs? How often are they attending? This information can help you to better understand what interventions are most promising.

- **Student or Parent Satisfaction Data:** This can come from school climate surveys or from surveys (or interviews or focus groups) administered within programs. This information can help you understand how young people and families are experiencing schools and/or programs.

- **Quality Data:** Just as teacher observations can help you understand what is happening in the classroom, program observations (using tools like the Youth Program Quality Assessment or YOQA) can yield valuable information about program strengths and areas for improvement.

- **School Records:** School data systems contain a wealth of information on student progress. Some of this might be relevant to the work of your program, and may be accessible with parent permission.

IDENTIFYING OR CREATING INDICATORS

[After identifying a question you would like to answer and a data source that can help answer it, try translating this into an indicator (i.e. a formal metric that represents the information you need to answer your question). The grid below contains an example; there is a blank grid on the next page. Keep in mind that you might have multiple indicators.]

Example

Evaluation Question:	[what question from your logic model does this indicator address?] Are students in our attendance intervention program improving over time?		
Indicator Name:	[what is the name of your indicator?] Attendance trend		
Indicator Description:	[brief description of your indicator] We put students into categories – improving, worsening, or steady – based on the number of class period absences they have over the last 10 days versus the previous 10 days		
Data Source:	*collection method:*	[by what method will data be collected?] School records	
	frequency:	[how frequently will data be collected or compiled?] Data are collected daily and compiled every two weeks	
	scope:	[are there any specific inclusions or exclusions from your indicator?] We will not factor in illness-related absences	
Presentation:	*comparison type:*	[between groups, trend over time, pre-/post-, etc.] Trend over time (2-week intervals)	
	presentation method:	[how will you present this indicator, and to whom?] Student list coded with red, yellow, and green. We will look at this information during our (staff) team planning meetings. Individual line charts showing individual trend will be shared with student and parent.	
	frequency:	[how often will you present this indicator? May or may not be the same as the frequency of collection] Every two weeks	
Response:	[how will you respond to changes in this indicator?] Improving: No response, until student's improvement is significant and sustained enough that they no longer qualify Steady: Continue participation programming as appropriate to the number of absences the student has Worsening: One-on-one conversation with student; parent notification; modification to program participation if overall absence rate warrants it (i.e. move into more frequent/intensive intervention)		
Notes:	[anything else important to document about this indicator, including its relationship to other indicators] We also consider total absences, as students can have an improving trend, but a very high number of absences (and vice versa)		

Evaluation Question:	[what question from your logic model does this indicator address?]	
Indicator Name:	[what is the name of your indicator?]	
Indicator Description:	[brief description of your indicator]	
Data Source:	*collection method:*	[by what method will data be collected?]
	frequency:	[how frequently will data be collected or compiled?]
	scope:	[are there any specific inclusions or exclusions from your indicator?]
Presentation:	*comparison type:*	[between groups, trend over time, pre-/post-, etc.]
	presentation method:	[how will you present this indicator, and to whom?]
	frequency:	[how often will you present this indicator? May or may not be the same as the frequency of collection]
Response:	[how will you respond to changes in this indicator?]	
Notes:	[anything else important to document about this indicator, including its relationship to other indicators]	