VIA EVALUATION
The way to better results

Great Evaluation Plans and How to Write Them

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GPA 16th Annual Conference

"Building Bridges"

Agenda

1 **Overview: What is an Evaluation Plan?**

2 **When is an Evaluation Plan Necessary?**

3 **What Types of Evaluation Plans Exist?**

4 **Who Writes Them?**

5 **What are Key Building Blocks?**

6 **Let's Do This!**

We have limited resources so I'm going to suggest we only fund projects that work really well.

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Answers three questions:

- What?
- So What?
- Now What?

Why is having a great evaluation plan important?

- May be required in proposal
- Improve project
- Test theory
- Tells the story
- Improve accountability
- Inform field
- Support fundraising

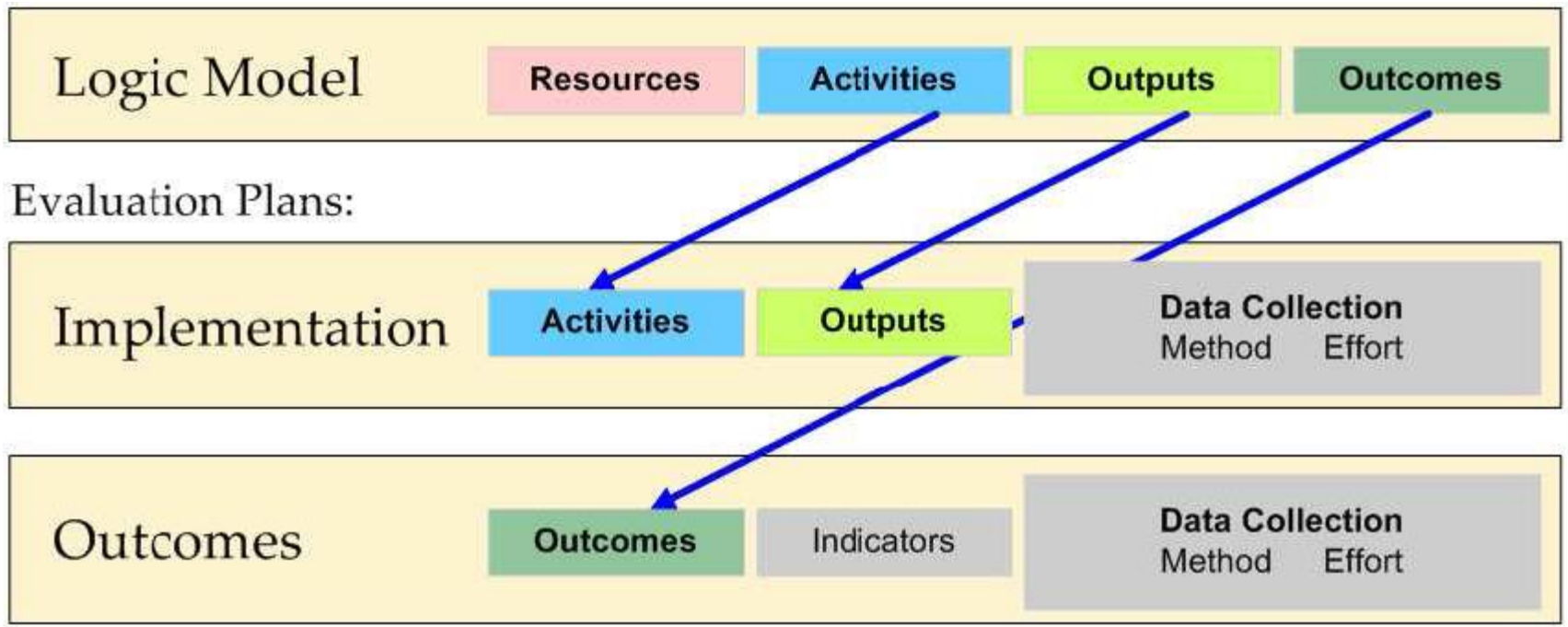Evaluate-to-innovate

When is an Evaluation Plan Necessary?

- Results needed
- Sufficient capacity/funding
- Required by funder…

When is an evaluation plan necessary?

Important note about the project evaluation: A strong evaluation plan should be included in the application narrative and should be used, as appropriate, to shape the development of the project from the beginning of the grant period. The plan should include benchmarks to monitor progress toward specific project objectives and also outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. More specifically, the plan should identify the individual and/or organization that have agreed to serve as evaluator for the project and describe the qualifications of that evaluator.

Who Writes Them?

What are the Key Evaluation Plan Building Blocks?

Key questions

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The right tools:

- Logic model
- Objectives
- Timelines

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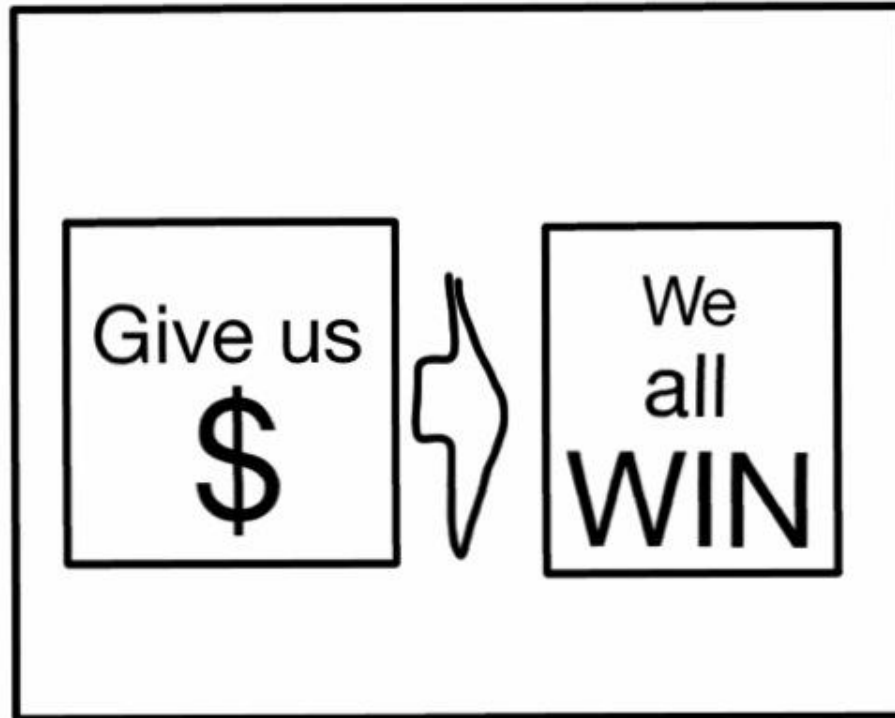
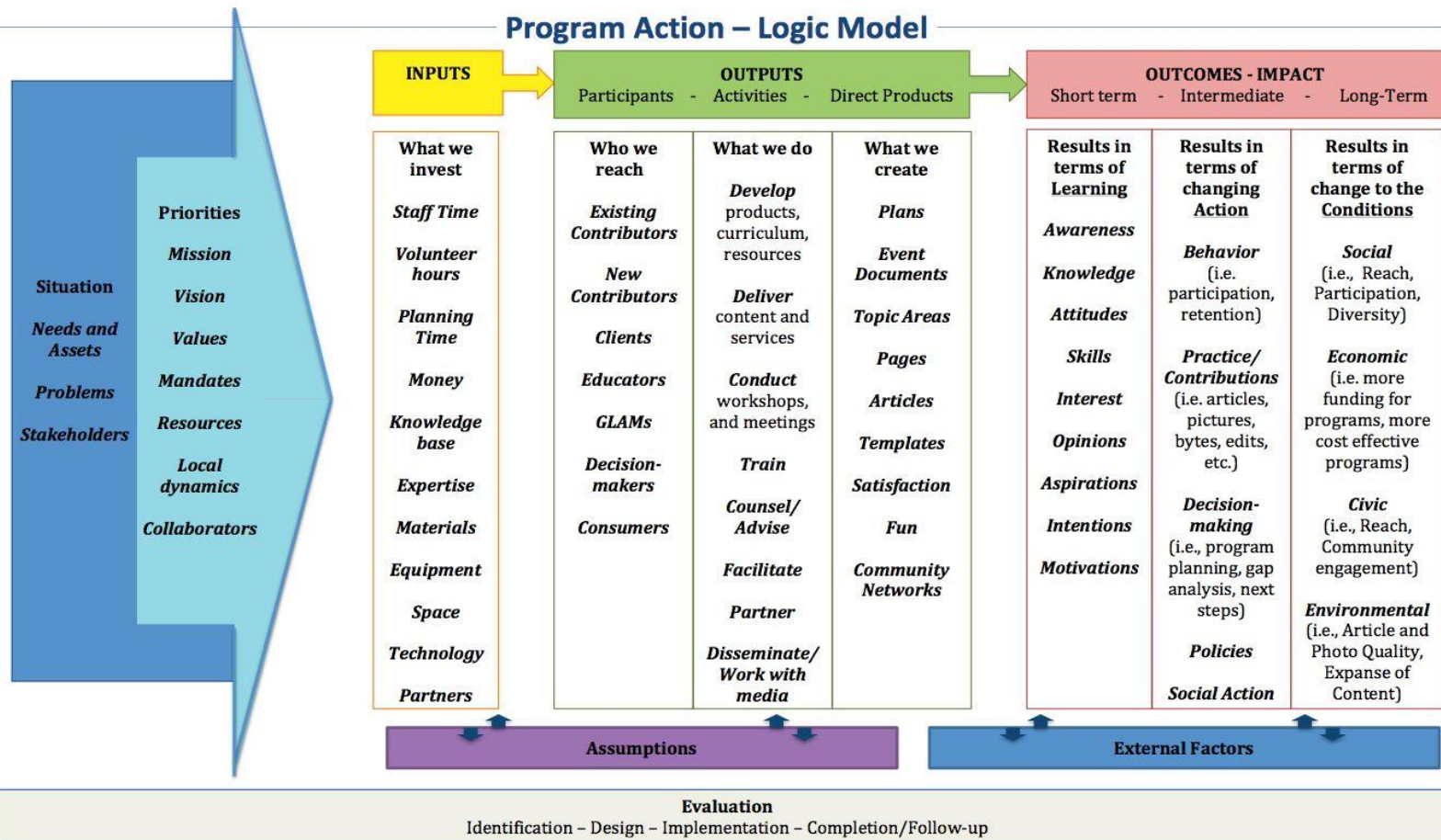# Logic Model

Logic Model

Program Action – Logic Model

INPUTS	OUTPUTS		OUTCOMES - IMPACT
	Participants - Activities - Direct Products		Short term - Intermediate - Long-Term

What we invest	Who we reach	What we do	What we create	Results in terms of Learning	Results in terms of changing Action	Results in terms of change to the Conditions
Staff Time	*Existing Contributors*	*Develop* products, curriculum, resources	*Plans*	Awareness	*Behavior* (i.e. participation, retention)	*Social* (i.e., Reach, Participation, Diversity)
Volunteer hours	*New Contributors*	*Deliver* content and services	*Event Documents*	Knowledge		
Planning Time	*Clients*		*Topic Areas*	Attitudes	*Practice/ Contributions* (i.e. articles, pictures, bytes, edits, etc.)	*Economic* (i.e. more funding for programs, more cost effective programs)
Money	*Educators*	*Conduct* workshops, and meetings	*Pages*	Skills		
Knowledge base	*GLAMs*		*Articles*	Interest		
	Decision-makers	*Train*	*Templates*	Opinions		
Expertise		*Counsel/ Advise*	*Satisfaction*	Aspirations	*Decision-making* (i.e., program planning, gap analysis, next steps)	*Civic* (i.e., Reach, Community engagement)
Materials	*Consumers*		*Fun*	Intentions		
Equipment		*Facilitate*	*Community Networks*	Motivations		
Space		*Partner*				*Environmental* (i.e., Article and Photo Quality, Expanse of Content)
Technology		*Disseminate/ Work with media*			*Policies*	
Partners					*Social Action*	

Situation
Needs and Assets
Problems
Stakeholders

Priorities
Mission
Vision
Values
Mandates
Resources
Local dynamics
Collaborators

Assumptions

External Factors

Evaluation
Identification – Design – Implementation – Completion/Follow-up
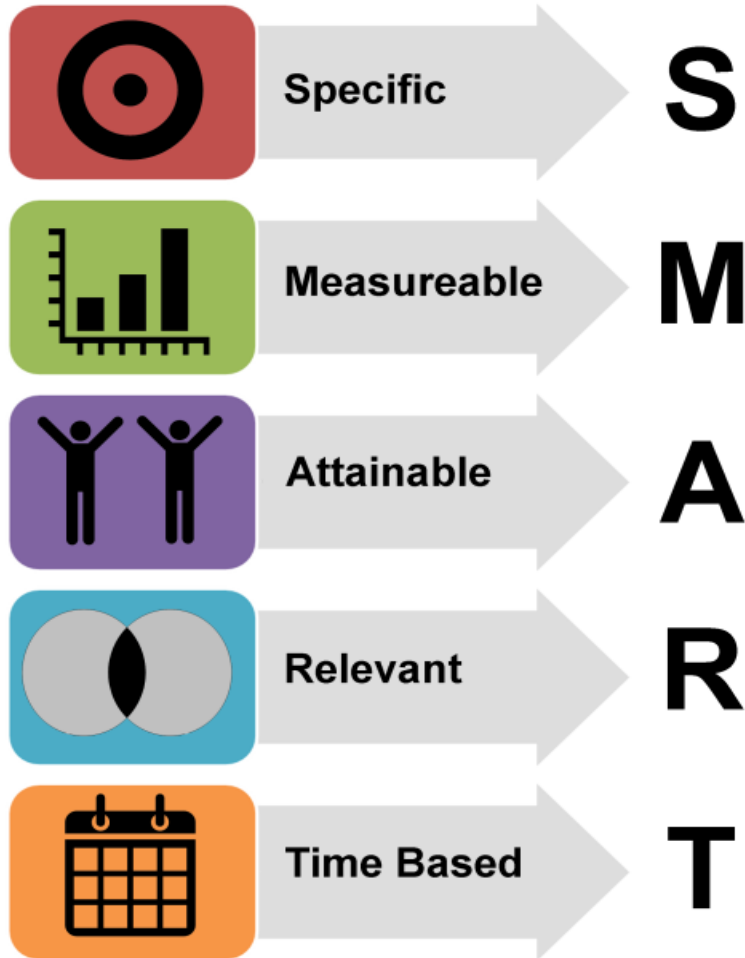
Logic Model adapted and modified from UW Extension (2003). Program Development and Evaluation Logic Model. Available at: http://www.uwex.edu/ces/pdande/evaluation/pdf/LMfront.pdf (Retrieved 6/22/2013)

What are SMART objectives?

Specific	**S**
Measureable	**M**
Attainable	**A**
Relevant	**R**
Time Based	**T**

What are performance measures?

Program	Performance Measure
21st Century Community Learning Centers	1. Percentage of regular program participants whose achievement test scores improved from below grade level to at or above grade level.
Pell Grants/Student Aid Administration	1. The gap between completion rates for Pell Grant recipients and the general student population will decrease each year 2. At least 75 percent of Pell Grant funds will go to students below 150 percent of the poverty level 3. Reduce Pell Grant overawards
Elementary and Secondary School Counseling Program	1. The percentage of grantees closing the gap between their student/mental health professional ratios and the student/mental health professional ratios recommended by the statute. 2. The average number of referrals per grant site for disciplinary reasons in schools participating in the program.
Ryan White	1. Reduce rate of deaths due to HIV infection

Let's Do This!

Handouts:
- RFP Evaluation Section
- Evaluation plan grid
- Checklist

Group Share/Discussion/Q-A/Wrap-up

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