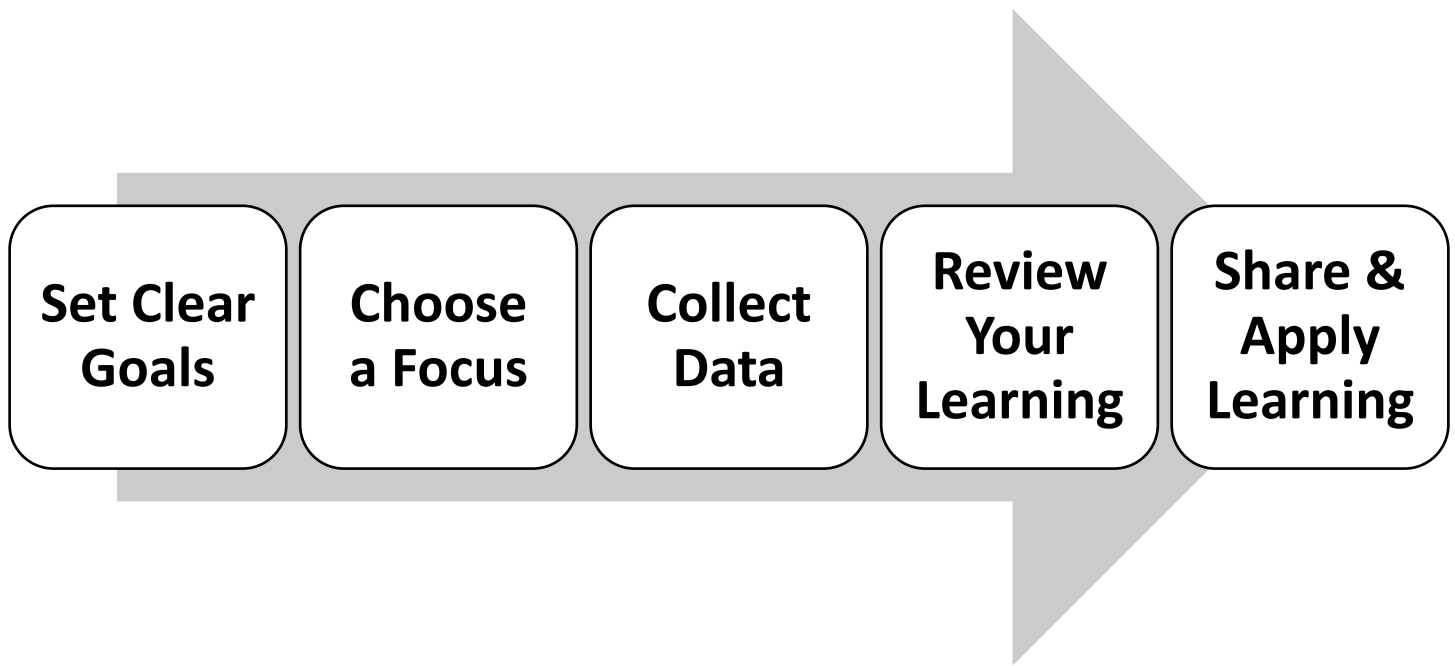


Evaluation Worksheet

Creating your action plan to measure success

There are 5 core steps in planning a program evaluation.



Step 1: Set clear goals.

It's important to be clear about your purpose for evaluating your project, program, or event so it's helpful to start with answering the question, "Why?" What's the most important thing you want to learn about your project or program? Here is an example evaluation goal statement to help you get started:

We are conducting an evaluation of our "Youth Leadership Development Program" because we want to know whether youth participants increased their self-awareness of their own leadership strengths and used leadership skill-building activities in order to report the value of this program to our funder.

Now, try writing out your own evaluation goal statement:

Your evaluation goal:

**We are conducting an evaluation of _____ (name of program)
because we want to know _____
in order to _____.**

Step 2: Choose a focus.

Which questions do you want your evaluation project to provide answers to? These questions could relate to learning about who is participating, what activities were done, what resources were used, how the project was delivered, what impact the project had in your community, or other things that would be useful to know for future programs.

For example, if you were interested in learning about participants and how the project was delivered, you might ask: “What happens for different participants? What did participants like or not like?” and “What did you learn about how you delivered your program or event? In the future, how might you improve?”

Choose your top three or four questions:

1. _____
2. _____
3. _____
4. _____

Step 3: Collect data.

This is the point when you start to explore how and from whom you will get the information you need. There are three main sources of information you can draw on:

- i. **Program records:** This involves gathering data from financial records you keep about your event, participant application forms, meeting minutes from the organizing committee, your program history or project plans. Analyzing program records can be a straightforward way to gather and analyze important information – if you are clear on your evaluation goals.
- ii. **People:** This involves asking those involved with your project – such as volunteer organizers or program participants – to share information about their experiences. There are a range of tools to gather information from people. These can include standard methods such as questionnaires, interviews, and focus groups. Or, they might be more creative and include having people draw a journey map that shares the changes they experienced going through your program.
- iii. **Observation:** This involves having project leaders or participants document their experiences of the project. This could be done by asking participants to keep a journal of their experiences throughout the program. Or, you could take photos of activities that happen during program sessions. There is a lot of room to be creative in this area.

Write down some ways you might consider collecting data for your evaluation:

Step 4: Review your learning.

Once you have planned the questions you would like to ask and how you will find answers to them, it is time to start thinking about when you need to collect and review that information. This could take place:

- Before your program or event begins;
- During your program or event; and
- After your program or event wraps up.

In some cases, it may be a blend of gathering information at different points in time. Again, it depends on your evaluation goals. For new programs, you may want to monitor how the program is delivered as it happens. Just make sure that you review that information in a timely way in case you need to make adjustments.

If you are running the same event you have delivered many times before, you may choose to gather and review information after the event happens.

Thinking about your evaluation goals...

What time(s) will work best for you to *gather* information about your program or event?

- | | | |
|---|---|---|
| <input type="checkbox"/> Before my program or event happens | <input type="checkbox"/> During my program or event | <input type="checkbox"/> After my program or event is completed |
|---|---|---|

What time(s) will work best for you to *review* information about your program or event?

- | | | |
|---|---|--|
| <input type="checkbox"/> Before my program or event happens | <input type="checkbox"/> During my program or event | <input type="checkbox"/> After my program or event is complete |
|---|---|--|

Step 5: Share and apply your learning.

The last piece of the evaluation action plan is about applying and sharing your learning. It involves addressing four key areas or types of questions:

- **WHO:** Who should be informed about your project results? Which groups will you report your evaluation information to? Board? Funders? Participants? Others?
- **WHAT:** What information is important to share with each group? What are the best ways to communicate with each group?
- **WHEN:** When will you communicate your evaluation information? Is it right away? Part of an annual report? If you're reporting to a funder, they may have specific timelines or deadlines you have to meet.
- **HOW:** How will you take action on the information and insights you have gathered? How might you encourage other groups to use this information?

Think about your evaluation goals and address the four key areas:

WHO: _____

WHAT: _____

WHEN: _____

HOW: _____