Reflecting Upon Evaluation

<table>
<thead>
<tr>
<th>Prompt #1</th>
<th>When I hear the word <strong>evaluation</strong>...</th>
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<tbody>
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<td>I feel...</td>
<td>As I reflect upon my feelings I wonder...</td>
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<tr>
<th>Prompt #2</th>
<th><strong>My name is evaluation</strong>...</th>
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<tr>
<td>Tasks that I perform in my school/program/organization are...</td>
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Interactive Discussion: Evaluation Corner Video
Key Elements of an Evaluation

Reflection Question

1. What would you need to study to better understand your ESYP effort?
Reflection Question

2. What type of decisions need to be made this year that may be informed by an evaluation study?

Benefits of Evaluation
- Anticipate a need
- Challenge assumptions and perspectives
- Interpret new meaning from an effort
- Guide decision making
- Check the alignment of service efforts to an organization’s mission or values
- Guide how staff learn from each other and their clients
Interactive Discussion: Evaluation Corner Video
Types of Evaluation

Reflection Question

3. What type of evaluation do you think would be most useful as you study the implementation of your ESYP effort? Why?
ESYP Training Model

ESY Efforts
Impact

Systems Learning (Collaboration across internal and external networks)

Professional Learning (PLC)

Student Learning (Instruction)

ESYP Training
(Foundational Knowledge and Community Building)

Action Plan

Implementation of Action Plan
(Daily Practice)

Evaluation

Refinement

Sustainability and Growth

Evidence of impact, promising practice, and emerging challenges

Short-term development

Long-term development

Daily Practice

Short-term development

Long-term development

Evidence of impact, promising practice, and emerging challenges

Sustainability and Growth

Refinement

Evaluation

Implementation of Action Plan

Action Plan

ESYP Training
(Foundational Knowledge and Community Building)
### Development Milestones

<table>
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<tr>
<th>Foundational Knowledge and Community Building</th>
<th>Action Planning</th>
<th>Implementation</th>
<th>Evaluation and Refinement</th>
<th>Sustainability and Growth</th>
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<tbody>
<tr>
<td>Core competencies</td>
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<tr>
<td>- Participants demonstrate a foundational understanding of content presented in ESYP training modules.</td>
<td>- Participants create an action plan to implement an ESYP in their school, organization, or network.</td>
<td>- Participants implement action plan in their school, organization, or network.</td>
<td>- Participants evaluate the implementation of their action plan.</td>
<td>- Participants create and implement a strategy to grow and sustain ESYP efforts.</td>
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<tr>
<td>- Participants demonstrate an understanding of ESYP materials and resources that are available to their organization.</td>
<td>- Participants demonstrate an ability to develop an action plan that is aligned to content presented in ESYP training modules.</td>
<td>- Participants demonstrate ability to access ESYP staff and online resources to guide action plan implementation.</td>
<td>- Participants refine their action plan based upon the items learned from the assessment.</td>
<td>- Participants communicate the outcome of efforts to grow and sustain ESYP efforts to the ESYP organization/professional network.</td>
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<tr>
<td>- Participants communicate confidence using ESYP training content within their school site/organization/network.</td>
<td></td>
<td>- Participants demonstrate ability to work collaboratively (via professional learning communities) across the organization to implement ESYP effort.</td>
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<td>- Participants receive additional training and support from ESYP as needed.</td>
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Evaluation Plan Worksheets

Describing the Program

1. Why was the program established?

2. What are the program's major goals?

3. What are the stated objectives to attain the goals?

4. What are the most important services provided by the program?

5. Which program services determine if the program is successful or not?
6. At the end of the program, what will participants have achieved?

7. At the end of the program, how will participant attitudes have changed?
**Determining the Purpose of the Evaluation**

1. What type of evaluation would you like to conduct:  
   *(Note: more than one item may be selected)*

   - ☐ Context Evaluation  
     *This type of evaluation examines how a project functions within the economic, social and political environment of its community and the project setting.*  
     Why did you select this type of evaluation?

   - ☐ Implementation Evaluation  
     *This type of evaluation examines how a program is implemented and evolves over time.*  
     Why did you select this type of evaluation?

   - ☐ Outcome Evaluation  
     *This type of evaluation examines how a program is implemented and evolves over time.*  
     Why did you select this type of evaluation?
2. Who needs to be involved in the evaluation?
   - Administrators/site managers
   - Direct service staff
   - Program participants
   - Local or regional collaborative partners
   - Other:

3. How will the identified participant groups (checked above) contribute to the evaluation process?

4. Will you need a trained evaluation consultant to assist in this process?
   - No
   - Yes
   Why (or why not)?

5. Do some of the evaluation findings need to be used to satisfy the evaluation requirements of a funder or other group external to the organization?
   - No
   - Yes

6. Summarize these evaluation requirements (note: reference the documents that list these requirements)
**Existing Data Capacity**

1. What tools (or instruments) are used to collect participant data?

2. What steps are used to collect data from participants?

3. How is participant data compiled and maintained (i.e. paper filing system, electronic data management system, etc.)? What are the strengths of the program’s data management system?

4. What are the limitations of the program’s data management system?

5. What can be learned (or determined) about the program based upon the data that is currently collected and available?
Data Collection Strategy

Which data collection strategies will be used for the evaluation process (more than one item may be selected)?

☐ Document Review: Analysis of printed material including program records, research reports, census data, health records, budgets. Document review is a common method of collecting data about activities and outputs for implementation evaluation.

☐ Observations: Observe situations, behaviors and activities in a formalized and systematic way, usually using observational checklists and trained observers. This is a good method to use in settings where experiencing actual events or settings (rather than hearing about them) is an important part of the evaluation.

☐ Talking to People: Collect verbal responses from participants and other stakeholders through interviews (in-person or phone) or focus groups. This method is helpful when it is important to hear complex or highly individual thoughts of a certain group of individuals.

☐ Collect Written Responses from People: Collect written responses through surveys (in-person, e-mail, online, mail, phone), tests, or journals/logs. Except in the case of journals, this method is often used when you need a lot of information from a large number of people or when it is important that identical information be available from all respondents.

☐ Other Methods: Review pictorial/multi-media data in photographs, audiotapes, compact discs, visual artwork. Conduct expert or peer reviews in which professionals in the field with specific expertise assess a set of activities or products. Use a case study, an intensive investigation of one unit to use for learning purposes, often as an exemplar or model to be avoided.