



Evaluation Template

LEVEL ONE – PRE-IMPLEMENTATION TIER (Needs Assessment)

Defining Pre-Implementation

This phase is more commonly referred to as “Needs Assessment.” The guiding question is “What is the problem?” The purpose is to document need for a particular educational remediation geared to a decision maker stakeholder group.

Activities

Evidence of need is delineated at this stage in order to ground subsequent evaluation design. It is suggested that the following steps are integral to preliminary definition of assessing need.

1. Describe the program. Elements to include are:
 - a. Population to be served.
 - b. What will happen as a result of the remediation process to be employed;
 - c. Service offered, by whom, and at what location; and
 - d. The intended benefits to be derived.
2. Describe actions to be taken.

This summary report highlights how original program intentions will match evaluation findings. This description also sets boundaries for subsequent program adjustment that are based directly on evaluation findings.

Activities

- ✓ Identify Stakeholders
- ✓ Review Need for Educational Remediation
- ✓ Survey Stakeholder Expectations
- ✓ Create Evaluation Instruments

Action

1. Describe Problem, available resources, and how remediation will meet those needs.

LEVEL TWO – ACCOUNTABILITY TIER (Program Documentation)

Define Accountability

This level has traditionally been known as “Program Utilization.” At this stage the answer to “Who are we serving and what services are we providing?” needs to be addressed. The audience to whom the information gathered in this phase will be sent needs to be fully defined.

In this phase data is collected on participant characteristics and service use. This information provides evidence about:

1. Whether or not the targeted participants are being served;
2. Guidance for changing the program; and
3. Maintaining current levels of funding or securing additional funds for program expansion.

Activities

Guiding Questions: Whom are we serving? What services are we providing?

- ✓ Document number of sessions provided (Program Records.)
- ✓ Document number of hours of contact (Program and Participant Records.)
- ✓ Document number of students served (Participant Records.)
- ✓ Estimate the portion of the target population in need of the service (Number of Participants as opposed to the total potential Program Audience.)
- ✓ Determine who is participating in what Program Activities (Participant Demographics, Characteristics.)
- ✓ Document who is providing services to the Participants.
- ✓ Determine Program costs and cost per Participant.

Action

1. Disseminate findings and seek to adjust programs services by expanding, redefining goals, and rethinking recruitment.

LEVEL THREE – PROGRAM CLARIFICATION TIER (Formative Evaluation)

This level is more commonly recognized as formative or Process Evaluation. Data is collected from Staff and Participants. The guiding questions during this phase are “How can we better serve our Participants?” The audience for whom this information is intended is the full range of Stakeholders vested into Program success. Here the Program structure and focus are critically examined.

Activities

Some typical activities to implement in this phase are:

- ✓ Develop written questionnaires targeting Participant satisfaction.
- ✓ Conduct personal or group interviews with Participants.
- ✓ Conduct telephone interviews with Participants.
- ✓ Interview Instructional Team.
- ✓ Review Participant involvement records (incidence of attendance, dropout, and specific activities attended.)

Action

1. Specify, review, and change Program goals and objectives based on information and feedback.

LEVEL FOUR – PROGRESS-TOWARD-OBJECTIVES TIER (Program Progress)

Defining Progress Toward Objectives

At this level, short-term Program effectiveness objectives are specified and reviewed to see whether they have been achieved. The guiding question is “Are Participants making progress?” The audience for this information is all vested Stakeholders.

Note: Programs that have been operating for an extended period of time with substantial financial resources would implement this phase of the evaluation process.

In contrast to the accountability tier, here the focus is on Participant progress, not on whether the Program is being provided and Participants satisfied. This evaluation phase is characterized by three distinct elements. These are:

1. Program Goals are objectively measured.
2. The Program is held responsible for Participant progress.
3. The Program determines that it has sufficient resources to involve staff in specialized instrument development, administration of said instrumentation, sophisticated data collection procedures, and proper data interpretation skills.

Note: Professional evaluators may be engaged at this stage to support design and implementation.

Activities

Typical activities in this phase include:

- ✓ Administer standardized instruments (pre-post testing.)
- ✓ Construct surveys or skill inventories to measure specific participant development.
- ✓ Review and analyze content of anecdotal records.
- ✓ Conduct document analysis of program records.
- ✓ Develop standard, structured, or non-standard, unstructured interviews.

While historically, evaluation approaches have emphasized objective standard measures at this stage, qualitative approaches to data collection are also critical to conducting useful evaluations. Qualitative approaches flesh out or provide insight into results from standardized instruments.

Action

1. Disseminate findings to appropriate Stakeholders a report, presentation, and/or discussion.
2. Define Program “best practices.”

LEVEL FIVE – PROGRAM IMPACT TIER (Program Impact)

Defining Program Impact

At this level, the Program is committed to an experimental or quasi-experimental approach to evaluating its effects. It is also probable that the Program has received sufficient funding to carry out an extensive evaluation. The guiding question is “What are the long-term effects of Program participation?” Treatments are clearly specified with intensive data collection strategies involving multi-year efforts. Although this phase provides feedback to the program, usually an external report is developed. At this level, attempts are made to provide evidence of differential effectiveness and/or recommend Program models for replication.

Activities

- ✓ Treatment partitioning (examining variations on program practices...five workshops vs. eight.)

- ✓ Longitudinal Studies (following groups of Participants for an extended period of time during and after Program participation.)
- ✓ Observational Studies (proposed causal models that are analyzed with statistical methods.)
- ✓ Multivariate analysis (What worked best for whom?)

Note: Traditionally quantitative methods are employed at this level of evaluation; however, qualitative approaches can also be used. These include:

- ✓ Case Studies (collecting information about a group of Participants who are representative of the targeted population at one or several sites.)
- ✓ Ethnography (Participant observation by an outside evaluator.)

Action

1. Document findings.
2. Disseminate to Stakeholders.