[Insert organization name here] Evaluation Plan Template

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INTRODUCTION

Background

This section must include a brief statement of the problem or issue, including appropriate citations to national/local data. Provide an overview of how organizations, services, and programs are currently addressing the issue. Why do these organizations matter? How do they make an impact?

Segue into a couple of paragraphs describing your organization. Your history, mission, vision, and target audience. What are some of the programs/services you offer?

What are the fundamental key components to your programs/services and how do these components specifically address the stated problem? How is what your organization offers innovative and sustainable? What sets you apart from other similar organizations?

What are the core competencies of your programs/services? Are there different levels/stages?

Objectives

This section includes your organizations short-, medium, and long-term objectives (usually 2-3 objectives each). Be sure to make your objectives SMART (Specific, Measurable, Attainable, Relevant, and Time-based).

Program Description

Describe your organization's programmatic format in detail here. Are there specific topics you focus on? If so, what are the learning objectives and outcomes are you hoping to achieve? How long has what is being evaluated been in place? Is it in the planning or implementation stage?

You can include a table if there are numerous topics you cover and a program timeline.

CONCEPTUAL FRAMEWORK

Your organization's conceptual framework articulates the pathways by which a program is expected to cause the desired outcomes. It provides the evaluator specific measurable elements to assess. The conceptual framework can include your organization's logic model, cause map, or action theory. It should include a table or diagram of proposed linkages or indicators among a set of concepts or standards believed to be related to particular evaluation questions.

Indicators and Standards

- What are some measurable or observable elements that can tell you about the performance of what is being evaluated?
- What constitutes "success"? (i.e., by what standards will you compare your evaluation findings?)

Evaluation Question	Criteria or Indicator	Standards (What Constitutes "Success"?)
1.		
2.		

LOGIC MODEL

The logic model is a tool used to design the evaluation plan. It provides a way to share the ideas and resources that make up the evaluation plan for an organization and creates a framework to have those involved in the evaluation see what they need to achieve their goals. The logic model covers topics from inputs and activities to outputs and outcomes. Utilizing a logic model makes it easier for all involved in the project to visualize the resources and activities needed to achieve the goals of the program set by the organization. Below is a logic model example provided by the National Diaper Bank Network. Please note that the logic model will need to be adapted to your organization's programmatic goals.

Program Inputs		Program Outputs		
Resources	**Activities**	**Outputs**	**Outcomes (Short-term, Intermediate, Long-term)**	**Impact**
Materials needed in order to accomplish planned program activities. (e.g. staff, informative materials, money, supplies, etc.)	*In order to address the problem or asset presented, the following activities will be conducted. (e.g. handing out materials, conducting training sessions, evaluating results, etc.)*	*Once activities are initiated or completed, the following will be the measurable results of the activities. (e.g. 150 clients served, $300,000 raised, 100 brochures distributed, etc.)*	**Use SMART objectives: Specific, Measurable, Achievable Relevant, Timely**	
			The initiation or completion of activities will result in these behavioral changes in 1-3 years for short-term, 3-5 years for intermediate, and 5+ years for long-term. Can choose to only include short-term (1-5 years) and long-term (5-10 years). (e.g. increase in knowledge, change in attitude, change in behavior, etc.)	*The overall health outcome of the program(e.g. Increase percentage of adult patients with non-resistant TB who completed therapy (within 12 mos.) from 80% to 90% by 2006)*
Example Only (WILL VARY AMONG DIAPER BANKS):				
- Warehouse space - Pallet Jack - Staff - Volunteers - Funding - Posters - Advertisements - Diapers	- Conduct diaper drives - Distribute diaper need awareness information - Find partner agencies - Recruit corporate sponsors - Repackage diapers - Distribute diapers	100,000 diapers collected from diaper drives 75,000 diapers distributed 3 corporate sponsors recruited 500 diaper need awareness flyers distributed 3 diaper drives held 15 partner agencies selected $15,000 raised 300 children served	Short-term - Increase in diaper changing frequency by 25% in 1 year. Intermediate - Increase in parental self-efficacy/self-worth by 25% in 5 years. Long-term - Increase in families' economic wellbeing by 15% in 10 years.	Decreased parental stress and depression among new parents by 10% within 10 years.

PROCESS EVALUATION

Process evaluation looks at how program activities are delivered. It focuses on how well the program was designed and implemented. Implementation quality is critical to maximizing the intended benefits and demonstrating strategy effectiveness. It helps show *how* a program outcome or impact was achieved. It's typically done at the end of the project and it looks at the program from start to finish, assessing cause-and-effect relationships between the program components and outcomes. This type of evaluation can be very useful in determining whether a program should be continued, expanded upon, refined or eliminated.

Specifically, process evaluation can be used to:

- Paint a clear and compelling picture of the population targeted with each strategy

- Reach important target audiences of stakeholders

- Provide data for program improvement efforts

- Distribute the information through as many channels as possible to reach target audience

OUTCOME EVALUATION

Outcome evaluations assess the effectiveness of a program in producing change. Outcome evaluations focus on difficult questions that ask what happened to program participants and how much of a difference the program made for them. Impact or outcome evaluations are undertaken when it is important to know whether and how well the objectives of a project or program were met. Include a table illustrating how you will evaluate your program.

Outcome	Specific Indicator	Data Source	Collection Method	Collection Effort
Outcomes correspond with logic model	How will we know it? (Identify at least one indicator per outcome)	Where will the data come from?	What/who is used to collect the data?	How important is this data and what is the timeframe in which it is collected?

DATA COLLECTION METHODS

This section provides information on how you will collect/compile data for your evaluation. Provide information on methods by which you will collect/compile data, and how those methods are related to the evaluation questions you identified. Include descriptions if using pre- or post-test surveys, workshop surveys, focus groups, interviews, etc. Include examples of each as appendices.

- Will new data be collected/compiled to answer the evaluation questions or will secondary data be used?

- What methods will be used to collect or acquire the data?

- Will a sample be used? If so, how will the sample be selected?

- How will data collection instruments be identified and tested?

- How will the quality and utility of existing data be determined?

- From whom or from what will data be collected (source of data)?

- How will the data be protected?

Data Collection Method – Evaluation Question Link

- How does each data collection method relate to the evaluation questions proposed?

Evaluation Question	Data Collection Method	Source of Data
1.		
2.		

DATA ANALYSIS PLAN

In this section provide information on what indicators and standards you will use to judge success, how you will analyze your evaluation findings, and how you will interpret and justify your conclusions.

Analysis

- What method will you use to analyze your data (e.g., descriptive statistics, inferential statistics, content analysis)?
- Provide example table shells, if applicable.

Interpretation

- Who will you involve in drawing, interpreting, and justifying conclusions?
- What are your plans to involve them in this process?

DISCUSSION & RECOMMENDATIONS

This section provides information about how information from the individual evaluation plan process and results will be used and shared. It also provides information about how the individual evaluation will be managed and implemented and who will participate in what capacity. It will also provide a timeline for conducting activities related to this evaluation. You may find that some of the tables suggested here fit better in other sections of the plan. Regardless of how you structure your plan, it is important that you carefully think about each of these implementation steps and who is responsible for doing what by when.

APPENDICES