BUILDING EVALUATION CAPACITY OF COMMUNITY ORGANIZATIONS

AEA PROFESSIONAL DEVELOPMENT WORKSHOP
SAN ANTONIO, TEXAS
NOVEMBER 8- 9, 2010

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Building Evaluation Capacity of Community Organizations

Building the evaluation capacity of non-evaluators has emerged as an area of great interest as governments, organizations and programs seek to enhance their effectiveness and accountability. At the community level, organizations are trying to learn how to be “outcomes-focused” and “data driven” whether to meet a funding requirement, an organizational expectation, or to enhance program performance. This workshop is for evaluators and practitioners who are working in and with local community organizations (coalitions, nonprofits, social service agencies, health departments, schools) to use in building the capacity of individuals, teams, and the organization as a whole.

In this highly interactive workshop, you will practice and reflect on a variety of activities and learning techniques for building basic evaluation knowledge and skills. Try the activities out, assess their appropriateness for your own situation, and expand your toolbox. Bring your own ‘best practices' to share as we work towards building the evaluation capacity of individuals and organizations. Besides individual competencies and skills, we will explore and discuss strategies to build resources and support and the organizational environment for sustaining evaluation.

You will learn:

- Activities to use in building essential evaluation knowledge and skills;
- Methods and techniques that facilitate evaluation learning;
- What to consider in choosing among options to better suit needs, requests and realities;
- Strategies, beyond teaching and training, for building organizational evaluation capacity.

Materials for this workshop are drawn from:

University of Wisconsin-Extension, Cooperative Extension (2008).
Building capacity in evaluating outcomes: A teaching and facilitating resource.
Madison, WI: UW-Extension, Program Development and Evaluation.
http://www.uwex.edu/ces/pdande/evaluation/bceo/

AGENDA	BUILDING EVALUATION CAPACITY OF COMMUNITY ORGANIZATIONS AEA Professional Development Workshop, San Antonio, Nov 8-9, 2010	
Monday November 8	9:00 a.m.	Gather - Welcome Evaluation café
	10:00	**Evaluation Capacity Building**
	10:30-10:45	Break
	11:00	**Facilitating Learning**
	12:00-1:00 p.m.	Lunch – On your own
	1:00	**Individual Capacity Building** Getting ready
	2:00	Developing an Evaluation Plan
	2:30-2:45	Break
	2:45-4:00	Engaging Stakeholders Focusing the Evaluation
	4:00	Adjourn
Tuesday November 9	9:00 a.m.	Collecting Data
	10:00	Analyzing and Interpreting Data
	10:30-10:45	Break
	11:00	Using your Evaluation: Reporting and Communicating
	12:00-1	Lunch – On your own
	1:00 p.m.	Managing the Evaluation
	1:30	**Strategies for Organizational Capacity Building**
	2:30-2:45	Break
	3:15	Ending café
	3:45	AEA supplied post workshop evaluation
	4:00	Adjourn

Evaluation Café

The World Café: "A wakening & engaging collective intelligence through conversations about questions that matter." (http://www.theworldcafe.com/; retrieved 10-24-2010)

Principles:

- Clarify purpose
- Create a hospitable space
- Explore questions that matter
- Encourage everyone's contribution
- Connect diverse perspectives
- Listen together for insights, patterns and share discoveries
- Harvest collective wisdom

Conversations that matter

- Table conversations that matter: Listen—talk—hear—think—create…
- Choose a table host who will
  - Stay at the same table when others leave; welcome newcomers
  - Facilitate conversation
  - Capture big ideas to share
- Discuss one question for 10 minutes; then move to another table (3 rounds)
- Briefly share key insights from prior conversations so others can link and build on those ideas

Café Etiquette

- Focus on what matters
- Contribute your thinking
- Speak from your head and your heart
- Listen to understand
- Link and connect ideas
- Play, doodle, draw…write on the tablecloths
- Have fun!

Café Questions

1. What does evaluation capacity building mean to you? In your organization?
2. Whose competencies are you building?
3. How ready is the organization to engage in ECB?

Evaluation Capacity Building

Definitions of evaluation capacity building:

From Compton, Baizerman and Stockdill, 2002

"… the intentional work to continuously create and sustain overall organizational processes that make quality evaluation and its uses routine." (p.1) Compton, Baizerman, Stockdill, 2002:1). And, their fuller definition: "a context-dependent, intentional action system of guided processes and practices for bringing about and sustaining a state of affairs in which quality program evaluation and its appropriate uses are ordinary and ongoing practices within and/or between one or more organizations/programs/sites" (p. 8)

From Preskill and Boyle, 2008

"Evaluation capacity building involves the design and implementation of teaching and learning strategies to help individuals, groups, and organizations learn about what constitutes effective, useful, and professional evaluation practice. The ultimate goal of evaluation capacity building is sustainable evaluation practice-where members continuously ask questions that matter, collect, analyze, and interpret data, and use evaluation finds for decision-making and action. For evaluation practice to be sustainable, organization members must be provided leadership support, incentives, resources, and opportunities to transfer their learning about evaluation to their everyday work. Sustainable evaluation practice also requires the development of systems, processes, policies and plans that help embed evaluation work into the way the organization accomplishes its strategic mission and goals (p.444).

Discussion: What does evaluation capacity building mean to you? Mean in your organizational context?

What are your experiences with evaluation capacity building?

What are the barriers and assets in your situation?

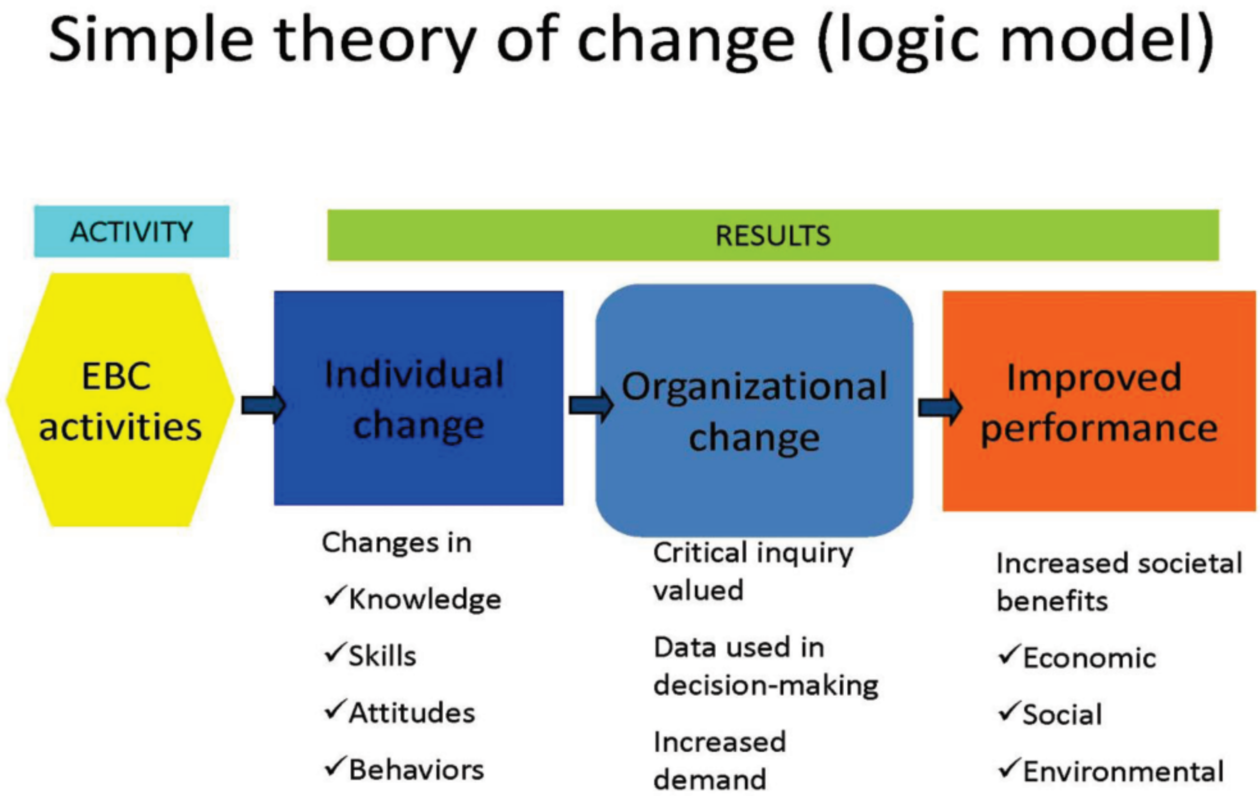
Transformational education. Building capacity has an empowerment or transformative nature. It suggests a process of working with individuals and an organization over time to build the internal ability that sustains a useful evaluation function for enhanced learning and decision making.

Key assumption: capacity building in evaluation leads to learning, improved programming and enhanced organizational performance

An organizational way of thinking that is reflected in the remark, "…the way we do things around here."

Our three component framework

1. Professional Development
    a. Training
    b. Technical assistance
    c. Mentoring
    d. Coaching
    e. Collaborative evaluation projects
    f. Listserv, Blog
    g. Communities or practice
2. Resources and supports
    a. Evaluation and ECB expertise
    b. Evaluation materials
    c. Evaluation Champions
    d. Organizational assets
    e. Financing
    f. Technology
    g. Time
3. Organizational environment
    a. Leadership
    b. Demand
    c. Incentives
    d. Structures
    e. Policies and procedures



Getting to Know our Organizational Contexts

Organizational Readiness for ECB

To what extent is your organization ready to engage in evaluation capacity building? Individual professional development is unlikely to result in sustained evaluation practice without a conducive and supportive organizational environment where systems, processes and policies value and use evaluation.

Content includes:

- Assessing organizational readiness
- Barriers and facilitators to evaluating outcomes
- Outcome management team

Tool: Assessing your organization's readiness for evaluating outcomes

This tool is designed to help organizations consider some of the factors involved in successfully evaluating outcomes. It is not necessary that all factors are in place before starting to evaluate, but a supporting and conducive environment is important. There is no right or wrong answer. Mark the number that best describes how you feel about each statement.

0=don't know; 1=strongly disagree; 2=disagree; 3=neither agree or disagree; 4=agree; 5=strongly agree

Characteristic		Your rating
a. We have a clearly defined and commonly understood mission statement, vision, and values/beliefs.		0 1 2 3 4 5
b. We have identified priorities that are reflected in our goals.		0 1 2 3 4 5
c. The leaders in our organization are committed to results-based management and measuring outcomes.		0 1 2 3 4 5
d. There is general commitment to evaluation throughout the organization.		0 1 2 3 4 5
e. Human, fiscal, and computer resources are available for planning and implementing outcome measurement.		0 1 2 3 4 5
f. There is a plan and timeline for our outcome evaluation process.		0 1 2 3 4 5
g. We have a common evaluation language/framework in the organization.		0 1 2 3 4 5
h. Stakeholders/funders are expecting our organization to report outcomes.		0 1 2 3 4 5
i. Staff are interested in evaluating outcomes.		0 1 2 3 4 5
j. Staff have skills to conduct evaluation.		0 1 2 3 4 5
k. Our organization supports professional development.		0 1 2 3 4 5
l. Evaluation is rewarded in our organization.		0 1 2 3 4 5
m. Evaluation processes, data, and findings are valued.		0 1 2 3 4 5
n. Evaluation data are used (will be used) within the organization to improve programs, guide resource allocations, and support planning.		0 1 2 3 4 5
o. Evaluation data are used (will be used) outside the organization to enhance public image, increase funding, and share promising practices.		0 1 2 3 4 5

Adapted from Fitzsimmons, E., & Crave, M. T. (2003). *Is your organization prepared to evaluate outreach?* [Assessment instrument]. Preparing your organization to evaluate outreach session presented at the UWEX Outreach Conference, Oct. 14, 2003, Madison, WI.

Facilitating Learning

One must learn by doing the thing, for though you think you know it, you have no certainty until you try.

-Sophocles, 400 BC

“I hear and I forget. I see and I remember. I do and I understand.”

- Confucius

Give a man a fish and you feed him for a day.
Teach a man to fish and you feed him for a lifetime.

- Chinese proverb

If we are always arriving and departing, it is also true that we are eternally anchored. One’s destination is never a place but rather a new way of looking at things.

- Henry Miller, American novelist

What we have to learn to do, we learn by doing.

- Aristotle

Learning is not attained by change; it must be sought for with ardor and attended to with diligence.”

- Abigail Adams

Principles of Adult Learning

As we think about building capacity in evaluating outcomes, it is important to remember that adults bring particular interests, attributes and learning styles to the situation.

1. Adults have a foundation of life experiences and knowledge. They relate new knowledge and information to previously learned information and experiences.

   Therefore, help relate new material to what is already known; tap into experience

2. Adults are generally autonomous and prefer self-directed learning

   Therefore, provide for some choices and control over the place, pace and options for learning.

3. Adults are goal-oriented; they have a purpose, goal or need for learning.

   Therefore, the more relevant the learning is, the more learning will take place.

4. Adults are practical; they want to learn something they can apply;

   Therefore, show the relationship between what they are learning and how they can use it. Provide opportunity for adults to practice and reflect and help them discover why the content matters to them, their clientele and their communities.

5. Adults are people whose changing physiological needs (vision, hearing, and physical comfort) impact learning. Learning can be impacted as much as 25% by the physical effects of the learning environment.

   Therefore, attend to such physical considerations as learning spaces/rooms, adequate lighting, comfortable room temperature and air flow, a good sound system, seating arrangements that encourage interaction and foster a sense of community, comfortable chairs, room set-ups that allow for movement, refreshments and readily available drinking water.

6. Learning is an active process and adults prefer to participate actively.

   Therefore, make provision for active participation and hands-on learning.

7. Learning that is applied immediately is retained longer and is more likely to be used.

   Therefore, employ techniques that allow adults to immediately apply material in a practical way.

8. Learning is facilitated when adults are aware of their progress.

   Therefore, use techniques that provide opportunities for self-appraisal.

Learning styles and educational methods

Consider the seven different learning styles: visual, auditory, kinesthetic, numeric, musical, interpersonal (relating to others) and intrapersonal (reflecting within). The three most common types are auditory, visual and kinesthetic. The more people "do," the more meaningful the learning experience. Learners might not remember what you tell them and they might not remember what they read – but they will absolutely remember what they practice and teach others.

Educational methods

We suggest a variety of educational methods. While many of the methods are structured for use in a workshop setting, they can be adapted and used in various situations and for different purposes. Whatever is chosen needs to be culturally appropriate and respectful of differing learning styles.

Method	Description
Affinity diagramming	Clustering of ideas or items to identify common themes and understandings. Everyone writes responses to the problem or question on separate cards (post-it notes). Invite people to group their cards (in silence or interactively). Discuss the groupings. Agree upon an arrangement.
Around the room (Carousel brainstorming)	Round robin contribution of ideas about topics or questions. Write topics or questions on sheets of poster paper, post the sheets around the room, distribute colored markers, and direct each group to a sheet of poster paper. Provide X number of minutes at each station (3-5 minutes is usually sufficient). Use a stop watch or timer to begin the rotation. The groups rotate in clockwise fashion to each poster paper, adding and piggybacking on previously-written comments. Before disbanding, a member of each group summarizes the comments at its last station for sharing as a whole group.
Brainstorming	Open group generation of ideas. Questions are developed in advance and used to stimulate free-flowing generation of ideas. Recorder captures comments/key points.
Buzz sessions	Small, informal group discussions, usually of 3-4 individuals; or, each person may turn to the person sitting next to him or her. Provide questions or topics to discuss. Individuals hesitant to participate in large group setting may share in small group. Invite group members to share key points from discussions.
Case scenario	Individuals are presented with a real-life scenario representing a situation, dilemma, problem, or opportunity. They analyze and discuss the case and answer a series of questions pertinent to the topic.
Creative expression	Individuals are given creative materials – paper, colors, clay, paints, etc. to make a poster, sign, bookmark, image for a computer screen. Or, the activity might include creating a dance, music, or a theatrical scene.
Data dialogue	Individuals discuss a piece of data or certain results. The discussion might open with, "What do you expect the data to show?" Or, "What is surprising about this result?"

Method	Description
Debate	Individuals or teams argue the pros and cons of a particular issue, topic, question.
Games	Use common, popular games such as Matching: Create cards that have terms, definition, concepts and/or strategies written on the. Shuffle the cards and give one to each. Have participants find others with matching cards or match their cards to a poster. Other games include: Puzzles; Pictionary; Jeopardy
Hats galore	Hats are used to represent different stakeholders; perspectives, opinions.
Interview a partner	Individuals work in a pair and interview each other about their program/situations, responses to a question, or thoughts about an issue.
Metaphor madness	Use metaphors, similes or analogies to connect with evaluation or an evaluation topic. Invite individuals to think of a metaphor, for example, to describe *outcome.* Or, use a basket of toys or household objects that people select from to talk about evaluation. For using metaphors, see discussion in Patton, 2008: 52-57.
Opinion Line	Signboards of strongly disagree to strongly agree are placed along a line on the floor or wall. Individuals respond to statements of beliefs/values about an evaluation topic by standing at a spot representing their response. Read statements and have participants make their “vote” on the line. Take time after each question to discuss why they put themselves at that place on the line. Variation: make a make a circle and those who agree with the statement to step into the circle.
Peer critique	Individuals bring their own evaluation plan, instrument, report, communication, etc. that the group reviews and critiques.
Reflection	Questions posed at the end of a learning experience to reinforce key concepts, share ideas, and encourage individuals to think about how they can apply the material to their own situations.
Role play	Individuals or teams adopt and act out the role of key evaluation stakeholders or situations, playing and simulating a real-life situation. Provide enough background to bring the role to life. Clearly explain the purpose of the role play.
Roundrobin table conversations	Individuals move from table to table, discussing questions or topics that have been placed on the table. One person stays at each table and records the comments of the various people that come to the table. Explain that each table group will have X minutes to discuss the question on the table. When the whistle blows, individuals are to move to another table that has a different question. The recorder stays at the table and records key points from the conversations. The World Café (www.theworldcafe.com) provides a useful process for engaging in collective learning through conversation.
Share your own	Individuals are asked to share an evaluation experience, a “best or worst” example, an everyday “life” example, or examples from their work. Or, a participants provides a case for other learners to discuss, resolve, provide help with, etc.

Method	Description
Teach each other	Individuals learn about a particular concept and then share that understanding with the others. In small groups, they prepare a “lesson” to help everyone understand the concept. They are encouraged to include their own experiences, real-life examples, innovative teaching/learning processes. Each group then “teaches” its topic to the rest.

Grab bowl: Who would like to try this out?

Discussion: *What are some educational methods and techniques you’ve used and found successful?*

What are the cross-cultural considerations in choosing among teaching/learning methods?

Learning tools and ideas

Peripheral learning tools

Peripheral teaching-learning tools are resources for communicating content in a non-conscious, non-directive way. Brain and learning research suggests that up to 99% of learning is non-conscious. We're not aware of learning taking place. Peripheral learning tools are used to contribute to and reinforce learning. Compliment learning by creating and using quotations, cartoons, images, photographs, graphs, interesting yet readable fonts and brief stories.

Select content that:

- is particularly relevant and critical to the learner.
- can be communicated in brief statements or thought-provoking questions and/or images.
- is likely to provoke discussion, reflection and co-learning.

Post content on:

- large, easy-to-read posters for mounting on walls.
- table tents (folded cards placed on tables to reinforce and stimulate learning.
- nametags.
- welcome signs.

Parking lot

- Hang a sheet of power paper on the wall to create a “parking lot” – a place to record questions or issues that need to be addressed but aren’t exactly on the current topic of discussion. Both the facilitator and participants put items in the parking lot. Parking lot items should be revisited and addressed before the end of the workshop.

Graffiti board

Hang a large piece of poster paper on the wall or in the hallway and designate it as a place where people can write anything they want. You may invite people to post ideas and remarks in response to a particular question or leave it as an open, free space to capture anything on people’s minds.

Manipulatives

Manipulatives are any physical objects that engage the learner in touching, feeling and manipulating. They stimulate the brain, either as part of the learning experience or to provide opportunity for movement. Examples:

- Basket of objects (clay, puzzles, stress balls, brain teasers, small toys) placed on tables for people to explore and use throughout the workshop

- Puzzles, game pieces, cards, objects (tools, household items) used as part of the learning activity.
- Paper table cover with markers that invite people to doodle or draw.

Energizers

Energizers are planned opportunities to recharge and energize. Examples:

- That's me! Prepare a series of statements appropriate for your group and read them one at a time. Ask participants to stand up, raise their arms above their heads and shout "That's me?" if the statement applies to them.
- Pilates or yoga. Invite a participant or an instructor to lead the group in some simple exercises.
- Air drawing/ body writing: Draw or motion in the air an evaluation term or idea. May use any body part such as elbow, leg, or foot.
- Brain breaks (see page 15)
- Exercise: take a 5 minute walk, play stand up-sit down, etc.

Norms and operating procedures for group work, training, workshops

Ground rules help ensure that the setting is safe, respectful and comfortable. These are generated by the group, but may include rules such as:

- Value everyone's input.
- Participate fully: share experiences and perspectives.
- Speak one at a time so everyone can hear: avoid side conversations.
- Ask questions: there is no such thing as a silly or irrelevant question.
- Disagree respectfully.
- Things that are said are confidential.
- Have fun!

Ask the group to establish its own norms and operating procedures or add to the list above.

Invite group to signal by raising their hands if they agree to abide by these ground rules.

Post ground rules on wall to serve as reminder.

Ways to get acquainted

- Interview a partner: People pair up and interview each other – then share what you've learned to the group. Questions might cover topics such as names, where people work and their roles, what they hope to learn, one interesting thing about them (e.g., hobby, place they like to visit).
- 4 C's: Each person writes down on an index card a favorite color, cuisine, country to visit, and "closet" dream. The cards are shuffled and redistributed. Each person reads aloud the car she picks and everyone guesses who wrote it.

- What's your story? People share within small groups: (1) Something they like about evaluation, (2) Something they do not like about evaluation, (3) A fun/funny evaluation story. One example of each is then shared in the full group.
- Ask people to introduce themselves and describe a few details of their ideal, perfect dream vacation.
- See examples of ice breakers on page 19 for other ideas

Ways to divide people into groups

Ask people to "turn to the person next to you," or "Find two people you don't know very well." Or, use one of the following techniques:

- Deck of cards – four suits are the four groups
- Birth month: have group divide by those born in January, February, etc.
- Colored marbles, stickers, sticks, plastic Easter eggs, erasers, etc. – as many different colors as number of groups needed
- All wearing a certain color or type of clothing/footwear – blue in clothing; brown shoes..
- Group by names beginning with A-M…
- Mix by work experience: those with over 10 years experience; 5-10 years experience; less than 5 years experience
- Plastic animals (cows, horses, chickens, etc) or other items (chess pieces; plastic flowers, insects, etc) – as many different types as number of groups needed
- Paper play money of different denominations
- Play dough or clay of different colors (secondary purpose as a learning peripheral)
- Index cards with different rubber stamp designs stamped on them
- Fun stickers (cartoon characters, animals) or dots placed under chairs or on nametags
- Different types or colors of candy (peppermints, butterscotch, fruit flavors, M&Ms) that people pick from a basket
- If groups do not need to be exactly even, use things like the types of hobbies/cars people drive/modes of transportation people prefer, types of toothpaste people use, or preferences for different types of music
- Puzzle pieces: using large piece puzzles, give each person a puzzle piece. Form groups by putting the puzzle together. You might create a large puzzle with the words 'outcome' or 'evaluation'
- Evaluation words: Write different evaluation terms on separate cards. Like cards form the group

Selecting a group recorder/reporter

- Select any date at random. The person whose birthday is closest to that date becomes the recorder.
- Choose the person who will have the next birthday.
- Choose a person who lives closest (or farthest) from the site.
- Choose the person newest (or oldest) to the organization.
- Choose a person who has been in his or her position 1 year or 5 years.

Discussion: What methods and techniques have you used that work well? Not so well? Why?

What cultural considerations influence what we might choose?

Enhance learning through movement

Prepared by: Joan Cybela, Professor and Teaching-Learning Specialist (retired), University of Wisconsin - Extension (Modified July 2008)

Movement is essential to learning. Current brain research establishes links between movement and learning. Dr. Carla Hannaford (2005), neuroscientist and educator, notes that almost daily, new research is illuminating the strong neural links between areas in the brain involved in movement and those involved with cognitive activity. She states that our bodies are very much a part of all our learning, and learning is not an isolated “brain” function. Every nerve and cell is a network contributing to our intelligence and our learning capability.

Eric Jensen (2000), author and internationally recognized educator and expert in the brain-based teaching movement, agrees. He challenges that the role of today’s educator is not to provide content, but to engage learners with relevant content in meaningful ways so that it is learned, valued and hopefully, enjoyed… not just “covered”.

Movements that stimulate the vestibular system are especially helpful to the learning process. This sensory-motor system, considered the entryway into the brain, is connected between the semicircular canals of the inner ear, brainstem, eyes and core muscles. It regulates our equilibrium and our sensation of movement and is an important component of the brain’s ability to maintain alertness. Via the reticular activating system, the vestibular system wakes up the brain and prepares it to take in new information.

Hannaford suggests cross-lateral movements (where limbs on one side of the body cross the body’s midline and coordinate with limbs on the other side of the body) for stimulating the vestibular system and for improving the nerve communication between the brain’s two hemispheres. See *Brain Gym* [Dennison P. & Dennison G. (1994)].

Movement anchors thoughts, and Hannaford notes that many learners have a distinct tendency to think better and more freely while engaged in repetitive, low concentration physical tasks such as knitting, chewing, playing with clay and other manipulative objects that involve skilled movements of both hands in concert. You can engage in these while learning, particularly successfully if you’re an auditory learner (i.e. one who learns well by listening).

Equally important to movement and learning:

- Drink plenty of water, the “elixir” for the brain. Water comprises more of the brain (with estimates of 90%) than of any other organ of the body. Encourage learners to drink water before and during learning experiences to help “grease the wheel,” enabling the brain to function at optimal levels. A hydrated brain is a happy one!

- Create learning conditions that "enrich" the brain (Jensen, 2006). Neuroscience research suggests that the brain learns best in stimulating, non-threatening learning environments that include novel and meaningful activities, humor and music (appropriately used), physical movement, adequate challenge, limited stress, good nutrition and social interaction.

References:

Dennison, P., & Dennison, G. (1994). *Brain gym* (Teachers Edition, Revised). Ventura, CA: Educ-Kinesthetics, Inc.

Hannaford, C. (2005). *Smart moves – Why learning is not all in your head* (2nd ed.). Salt Lake City, UT: Great River Books.

Jensen, E. 1997. Completing the Puzzle: The Brain-Compatible Approach to learning. San Diego, CA: The Brain Store

Jensen, E. 1998. Teaching with the Brain in Mind. Association for Supervision & Curriculum.

Jensen, E. 2004. Brain Compatible Strategies. San Diego, CA: The Brain Store

Examples of Smart Moves

1. **Brain Buttons**

   This exercise helps improve blood flow to the brain to "switch on" the entire brain before introducing content. The increased blood flow helps improve concentration skills required for reading, writing, listening, etc.

   - Put one hand so that there is as wide a space as possible between the thumb and index finger.
   - Place your index and thumb into the slight indentations below the collar bone on each side of the sternum. Press lightly in a pulsing manner.
   - At the same time put the other hand over the navel area of the stomach. Gently press on these points for about 2 minutes.

2. **Cross Crawl**

   This exercise helps co-ordinate right- and left-brain by exercising the information flow between the two hemispheres. It is useful for writing, listening, reading and comprehension.

   - Stand or sit. Put the right hand across the body to the left knee as you raise it, and then do the same thing for the left hand on the right knee just as if you were marching.
   - Do this slowly and deliberately, either sitting or standing, for about 2 minutes.

3. **Hook Ups**

   This works well in situations that may cause nervousness to calm the mind and improve concentration.

   - Stand or sit. Cross the right leg over the left at the ankles.
   - Take your right wrist and cross it over the left wrist and link up the fingers so that the right wrist is on top.
   - Bend the elbows out and gently turn the fingers in towards the body until they rest on the sternum (breast bone) in the center of the chest. Stay in this position.
   - Keep the ankles crossed and the wrists crossed and then breathe evenly in this position for a few minutes. You will be noticeably calmer after that time.

Examples of Brain Breaks
Brain breaks are simple exercises to energize or relax a group through physical movement. Physical movement increases the oxygen in the blood stream and leads to improved concentration. In addition, adding a movement of physical action to a learning point will help recall. 1. With your forefinger and thumb of each hand pinched together, extend your hands out in front of your face and trace large circles in the same direction. Keep your lips and teeth together. Now trace the circles in the other direction. Now try with one hand going clockwise and the other anti-clockwise. Swap again. 2. With your writing hand hold an imaginary pencil in front of your face and write the keywords from your lesson in the air. Say the letters of the word as you write. When you have finished try and write them backwards. For fun, write the keywords in the air but with your nose! Watch your neighbor and try and guess what the word is. Now try it with your ear! 3. Hold your ears and slowly roll your ear lobes between finger and thumb. Do it nice and slowly and all the way around your ear. How does it feel? 4. With your elbows at shoulder height, practice making big circles, then small circles, forwards and backwards. 5. Do finger aerobics! With a partner sit alongside each other or either side of your desk. Your partner should place both hands flat on the desk and so should you. Take turns to lift different fingers without taking any other fingers off the desk. Do it together and in sequence. Start with simple lifts with each finger in turn, then taps, then bends, and then big stretches! Now one of you be the aerobics instructor and the other has to do exactly the exercises the instructor demonstrates! 6. Practice shoulder shrugs. Roll your shoulders forwards, then back.

Universal Design

Universal Design refers to “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design” (http://www.design.ncsu.edu/cud/about_ud/udprincipleshtmlformat.html). The principles of universal design can be applied to evaluation to ensure that all relevant populations are included at every stage of the work, from evaluation design to sharing of findings. It may mean communicating in several languages, providing a mail option to an online survey, making provisions for hearing or sight impaired individuals, or simplifying text and instructions to be more understandable. What have you done – what experiences do you have – in transforming your evaluations, or your evaluation capacity building work, to be truly inclusive?

Jennifer Sulewski, at the Institute for Community Inclusion, University of Massachusetts-Boston, takes each one of the seven principles of universal design and provides tips and ideas for making our evaluations more accessible for all. These tips were compiled as a handout to accompany an August 5, 2010 AEA webinar on Universal Design.

Resources:

AEA365 Blog|A Tip-a-Day (http://aea365.org/blog/?s=Universal+design&submit=Go; retrieved, 10-24-10)

Aug 10: DOVP Week: Mary Moriarty on Planning and Implementing Disabilitiy-based evaluations

Aug 10: DOVP Week: June Gothberg on Keeping it Simple and Intuitive

Aug 10: DOVP Week: JS Sulewski on Using Universal Design to Make Evaluations Inclusive

- http://www.ncsu.edu/www/ncsu/design/sod5/cud/
- http://www.washington.edu/doit
- http://access-ed.r2d2.uwm.edu

Examples of Ice Breakers

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Many of these ice breakers can be used for various purposes. Remember to check the cultural appropriateness of any activity. Know your audience – use these activities as appropriate.

Ice breaker Technique	Purpose
4 C's Each person writes down on a card his/her favorite color, cuisine, county to visit, and "closet" dream. The cards are shuffled and redistributed. Each person reads aloud the card she chose. Separately, group members write down who they think wrote it. At the end, see who guessed the most correct responses. Or, everyone guesses.	-Get acquainted -Team building
Guess Who? Distribute a piece of paper to each participant. Ask participants to: 1. Write something about themselves unknown to the rest of the group. 2. Fold up the paper and put it in a paper bag/basket. 3. Have a volunteer pick out a piece of paper, read it aloud, guess who the person is, and give a reason for their choice. Go around the room, give everyone a chance to draw and guess. Or, ask participants to write down: • something they are good at • something they like about evaluation • something they don't like about evaluation • a favorite family vacation During the session, read the clues and have the group guess which person is being described.	-Get acquainted -Build relationships -Just for fun
Card Game Prepare a poster that shows each suit from a deck of cards and a sentence starter. Let each participant select a card from a deck of cards that contains only the numbers 2-6 of each suit. The person tells as many things to complete the sentence as the number on the card. Examples of sentence starters: Heart – I like to…. Club – I equate evaluation with… Diamond – My life is… Spade – A favorite outdoor activity is…	-Get acquainted
Let's Ketchup! Place a bottle of ketchup on each table. Invite each person to identify the most unusual thing that they have eaten or seen eaten with ketchup. The "winner" (most unusual) is awarded the bottle of ketchup.	-Get acquainted
Dream Vacation Ask participants to introduce themselves and describe details of a dream vacation.	-Get acquainted

Ice breaker Technique	Purpose
Favorite T-shirt Ask attendees to bring (or wear) their favorite T-shirt to the meeting. Once all participants have arrived, ask each person to show his shirt to the group and explain how the T-shirt best resembles his personality (the way he is feeling at that moment; his expectations for the meeting, etc.). Sets the tone for a “casual” meeting.	-Get acquainted -Set an “informal stage”
Table Talk Prepare 3-5 questions related to the program topic. Copy the questions – either one set per table or per individual. Invite each person sitting at the table to respond to the questions. Sample questions: What is the first evaluation you remember? What do you like about evaluation? What do you not like about evaluation? Or, ask general “get acquainted” questions such as: What is one thing that makes you unique? What is one thing you learned on your first job? If you could have dinner with any person, living or dead, it would be ___________because__________________.	-Get ready to learn -Get acquainted
The Numbers Game Ask participants to list all of the numbers they can think of that define them. They can either list the number or what the number represents, e.g., “work phone number” or “920-232-1973.” After one minute, have them form groups, share the numbers they listed, and figure out who has the most (legitimate) numbers.	-Get acquainted -Energizer
Three Truths and a Lie Distribute an index card to everyone and ask people to write four statements about themselves; one of the statements should be false while three should be true. Explain that the goal is to fool people about which is the lie. Allow five minutes to write statements. Then have each person read the four statements and have the group guess the lie.	-Get acquainted
What in the World? Print the following questions on poster paper for all to see: “Why in the world are you here?” “What in the world do you hope to get out of this program?” “What in the world do you value most?” With everyone standing in a circle, facing in, toss a blown-up globe to a person and ask her to answer the questions. Then, the person tosses the ball to someone else and so on until everyone has had the opportunity to share.	-Get acquainted -Get ready to learn
If I Had a Hammer Participants compare the “tools” they learned about in the session to real tools (or drawings of tools). Ask participants to think of the tools they became acquainted with during the session. Instruct them to make analogies between the tools on display (or on the sheet) and the tools they heard about during the session. When participants are finished, ask them to explain their analogies for each tool to the group. Variation: Ask participants to select a tool then make analogies. Tip: This activity is good to introduce a topic or to gain closure on an informative or skill-building session.	-Review and reinforce learning
Personal Bingo Before the get-together, find out one particular characteristic about each participant (favorite hobbies, books, vacation spots, number of children, favorite foods, etc). Prepare a bingo card with one characteristic written in each square. Make enough copies for each participant to have one. Invite the participants to mingle and identify a person for each square who then signs her/his name on the corresponding square. Continue until the bingo card is complete. Only open-ended questions should be used.	-Get acquainted

Ice breaker Technique	Purpose
How Many Beans? Set a jar of beans (marbles, M&M's, etc.) in front of the group. (Be sure you know how many beans are in the jar.) Ask participants to estimate the number of beans and record their estimates. Ask each participant to pick a partner and together estimate how many beans are in the jar. Again, they should record their estimates. Now invite each pair to join another pair. The four-person team estimates the number of beans and records its estimate. Ask these groups to join another foursome, estimate the number of beans as a group of eight, and record its estimate. Repeat with a group of sixteen. Ask for the final estimates and then share the actual number of beans. Discuss: What effect does an increasing number of members have on the accuracy of a group decision? Why/how did the number of members influence decision making?	-Team building
Line Up Invite people to line up in order according to any parameter, such as: 1. shoe size 2. length of arm's reach 3. alphabetically by favorite color 4. number of siblings you have 5. hair color, lightest to darkest 6. age, youngest to oldest 7. length of time with current employer 8. number of pets owned 9. hair length, longest to shortest 10. the number of bones you've ever broken With enough participants to form teams, you can have "races." Challenge the teams to line up as fast as possible, with the first team lined up being the "winners."	-Get acquainted -Energizer -To divide into groups
Are you Alert? Place twenty unrelated items on a tray and cover it. Participants (or teams of participants) have one minute to look at the objects on the tray. Recover the tray. People then write down as many things as they can remember. Repeat the activity one more time. The person/team who remembers the most items wins.	-Energizer -Team building -Use observation skills
Ball Toss Announce a topic (something associated with the session, the course content, the company, etc.). Then pass around an inflatable beachball (make sure everyone is ready before you throw). When someone catches the ball, they shout out something related to the topic and then toss the ball to someone else.	-Energizer
Magic Wand Pass around a magic wand (could be a paper towel roll with glitter). Identify a topic relevant to the content of the program to focus the "wish." *You have just found a magic wand that allows you three wishes. You can change, have, or be anything you want. What three wishes would you have and why?* Invite people to share their wishes in pairs or small groups.	-Get ready -Identify challenges and opportunities -Just for fun
Marooned Divide into small groups of 4-6 individuals. *You are marooned on an island. What five items would you have brought with you if you knew that there was a chance that you might be stranded?* Five items per team, not per person. Invite the groups to write their items on a poster paper to discuss and defend their choices with the whole group.	-Team building -Just for fun

<table>
<tr><th>Ice breaker Technique</th><th>Purpose</th></tr>
<tr><td>Longest List
Divide into groups of 3-6 people. Distribute a topic to each group (or use the same topic(s) for all groups). Give the groups three minutes to write down as many answers as they can. At the end of three minutes ask the groups to count the number of items they have for each topic and reward the winner. Possible topics:
Times and places you have to wait
Times and places you are most likely to laugh
Times and places you need coins/change
Times and places you wear gloves/mittens</td><td>-Team building
-Stimulate thinking
-Just for fun</td></tr>
<tr><td>Who Did it Right?
Ask for six volunteers. Distribute a bath towel to each one and ask the volunteers to fold the towels as they would at home. Then ask them to stand and/or come to the front of the room with their folded towels. Ask the audience: Who did it right...who did it wrong...how many fold like this? Ask the “folders” to explain why they fold the way they do. Engage the group in a discussion: What is the purpose of this exercise?</td><td>-Appreciate different perspectives</td></tr>
<tr><td>If you…
This activity can be used in any learning situation, with participants who know one another well or with complete strangers. Keep it quick and fun. These starters could be focused on the learning content for the day to serve as a check or informal assessment.
Stand up if you…
were born on February 29.
have or had a dog named Spot, Midnight, Lucky, or Shadow.
prefer winter to summer.
like pizza with anchovies.
volunteer for charity fund drives.
were born in another state.
were born in another country.
have been to Idaho.
write songs or poetry.
have an organized, clean desk.
have a twin brother or sister.</td><td>-Get acquainted
-Energizer</td></tr>
<tr><td>Ball or Yarn Toss Review
With everyone standing in a circle, facing in, toss a foam ball, beach ball, or beanbag to a person and ask her to tell what she thought was the most important concept from that session (or biggest “aha,” or reflection on a discussion topic, etc.) Then, the person tosses the ball to someone else and so on until everyone has had the opportunity to share.
An alternative is to use a loosely wound ball of yarn. State a question that each participant is to respond to. Holding the end of the yarn, toss the ball to a member of the circle who answers the question. Ask him to hold on to the yarn and toss the ball to another participant. Continue tossing the ball until all participants have been introduced and are holding on to the yarn. As the ball of yarn comes back to you, summarize the responses and describe the “web of support” that has been formed.</td><td>-Review and reinforce learning</td></tr>
</table>

Individual Capacity Building – Professional development

The building and maintenance of individual knowledge, skills, attitudes and behaviors that enable people to practice quality evaluation and transfer their evaluation learning to everyday work.

It may involve:

- Training
- Technical assistance
- Mentoring
- Coaching
- Collaborative evaluation projects
- Listserv; Blog
- Community of practice

Operating Principles

- Be practical and relevant
- Be learner-driven; build on expressed need
- Demystify evaluation
- Give evaluation away
- Use adult learning theory and practice
- See each interaction as an educational opportunity to build capacity

Set of core resources to support individual learning and growth

- Evaluation Plan
- Logic model
- Evaluation Standards
- Guiding Principles

DISCUSSION: How do you assess your learners?

Materials that Follow

The activities and handouts that follow are extracted from *Building capacity in evaluating outcomes: A teach and facilitating resource*, available at http://www.uwex.edu/ces/pdande/evaluation/bceo . They can be used or adapted to be used in many situations:

- Training, workshop; or series of workshop; face-to-face or online
- Handouts or background materials for meetings and sharing of resources and information
- Support materials for mentoring or coaching of individuals or groups
- Quick support
- Technical assistance
- Ongoing support of an individual, team or organization to fully integrate evaluation and evaluating outcomes into work routines and learning
- Telephone and email communications
- Email list group

Many of the activities are structured as if to use in a workshop or training setting. There are powerpoint slides to accompany the content. However, workshops and trainings are only one way that capacity can be built. Think about how you can use these materials formally and informally to consistently add value.

This is not a strict curriculum that must be followed in any set order or way. Materials may be selected, adapted and supplemented to best meet your learners' needs. Many of the materials are stand-alone pieces that can be copied and used.

Tips:

- When possible, use the individual's own project/plan/tool. For example, invite people to bring their own outcome evaluation plan to work on.
- Use a mix of activities and methods over time.
- Customize materials and communications to reflect the individual's particular project, question, and concern.
- See the potential of turning a one-shot request or call for technical assistance into ongoing support and capacity building.
- Identify evaluation advocates and champions within the group or organization.
- View every opportunity as having educational potential.
- Take advantage of every "teachable" moment to build capacity in evaluation by asking questions, sharing resources, sending a logic model Christmas card, integrating evaluation concepts into messages, etc.
- Spend time building relationships; trustworthy and relevant assistance parlays into subsequent support that will build and sustain capacity.
- Remember that people learn evaluation by "doing" it.

GETTING READY

⌘ Activity
Understanding perspectives about evaluation

Purpose

To help people acknowledge their own (and see others') perspectives about evaluation

Materials needed

Four signs that read: Strongly Agree, Agree, Disagree, Strongly Disagree.
Clothesline or masking tape

Process

- **Opinion line:** Invite people to participate in an opinion line. Place the clothesline or masking tape on the wall or floor; and place the signs at equal distance along the line from Strongly Agree to Strongly Disagree. Create your own statements or use four or five of the statements below. Ask everyone to stand near the sign that most closely represents their opinion as you read each statement. Take time to facilitate conversation about why individuals took the positions they did.
- Sample statements:

  Evaluation is a valuable tool to determine an organization or group's effectiveness.

  Evaluation takes time away from important programming.

  Evaluation should be everyone's responsibility.

  Evaluation is best done by professionals with training and skills.

  As long as we provide useful services, we don't really need evaluation.

  Politics determine program decision making, not evaluation data.

  Evaluation can help organizations discover where change is occurring or needs to occur.

  Evaluation takes staff time and resources.

  No data is better than poor data.

  Some data is better than no data.

Reflection questions

- What additional statements might you add?
- Did you hear a perspective that you hadn't considered before?
- How might you deal with different perspectives and create an environment that values evaluation?

⌘ Activity
Common sentiments about evaluation

Purpose

To help people express their own sentiments and understand the range of sentiments that can affect people's interest in evaluation

Materials needed

Handout *Common sentiments*

Note cards

Process

Choose one of the following options:

1. Ice breaker

- Write each of the statements from the handout *Common sentiments* on a note card.
- Invite each person to draw one card.
- As people introduce themselves to others, have them read their card and explain whether they agree with the statement and why.

2. Group discussion

- Form groups of 3-4 people. Have each group select one person to serve as the recorder.
- Distribute the handout *Common sentiments.*
- Assign two statements from the handout to each group. Ask each group to discuss the statements and prepare a rebuttal for each one. The group recorder should keep notes and be prepared to present the rebuttal for each statement to the whole group.
- Have the recorders share the rebuttals and facilitate an open discussion of each statement.

Reflection questions

- What sentiments are most likely to affect your work?
- What additional sentiments have you heard? What would you add to this list?
- How would you handle such sentiments in your own work?

Handout- *Common sentiments*

"Evaluation is all about statistics and numbers. I was never good at math and I'm certainly not any better now."

"I do programming and service delivery. I am not an evaluator."

"I don't have time to evaluate *and* serve my clients."

"Evaluation and all this outcomes stuff is just a fad. It will blow over soon enough."

"There is no way an evaluation will ever be able to capture all the complexities of this program."

"Evaluation is a waste of resources. The politicians will do what they want anyway."

"Evaluation is too time-consuming and complicated."

"We've had bad experiences. We've spent a lot of time and money and still didn't get very useful information."

"Funders (administrators) will use the information against us."

"Collecting data upsets the trust and relationships we've built."

⌘ Activity

Defining *evaluation*

Purpose

To help people establish a common understanding of the word *evaluation.*

Materials needed

Slides 3-5

Paper

Poster paper, markers

Process

- Distribute paper, encourage people to write personal definitions of *evaluation*. Ask: "What does *evaluation* mean to you?"

  Present the Patton definition of evaluation (slide 4)

  Program evaluation is the systematic collection of information about the activities, characteristics, and results of programs to make judgments about the program, improve or further develop program effectiveness, inform decisions about future programming, and/or increase understanding. [Patton (2008), p. 39]
- Dissect the definition and facilitate a discussion about the meaning of the following words or phrases:
  - systematic
  - collection of information
  - activities, characteristics, results
  - to make judgments, improve program effectiveness, inform decisions, increase understanding
- Invite individuals to compare the Patton definition with their own definition. Ask: "What is different? What is the same?"
- Come to a general consensus on a basic definition for the term *evaluation* to be used as you work together. Write the definition on poster paper and post it on the wall for all to see.

Reflection questions

- What is something you hadn't thought about evaluation before?
- What part of this definition of evaluation is new to you?
- Do other people you work with use a similar meaning for evaluation?
- Why is it important that people working together on evaluation share a common understanding of the word?

⌘ Activity
Defining *outcomes*

Purpose

To help people better understand the meaning of *outcomes* and how a focus on "outcomes" is different than a focus on "what we do"

Materials needed

Slides 6-10

Paper

6x9" index cards, markers

Process

- Invite everyone to think about what *outcomes* means to them. Ask them to write down on a piece of paper one example of an outcome.
- Encourage individuals to share their examples with the group.
- Use slides 6-10 to clarify the definition of *outcome* and to distinguish between *activity* and *outcome*.
- Discuss the metaphor for *outcomes* on slide 8. Challenge individuals to create their own metaphors to explain the concept of *outcome*s. Distribute index cards and have people write their metaphors on the cards and then submit them.
- Read the metaphors aloud and, as a group, vote on the top three metaphors. Post the "winning" metaphors on the walls or use them as learning peripherals.

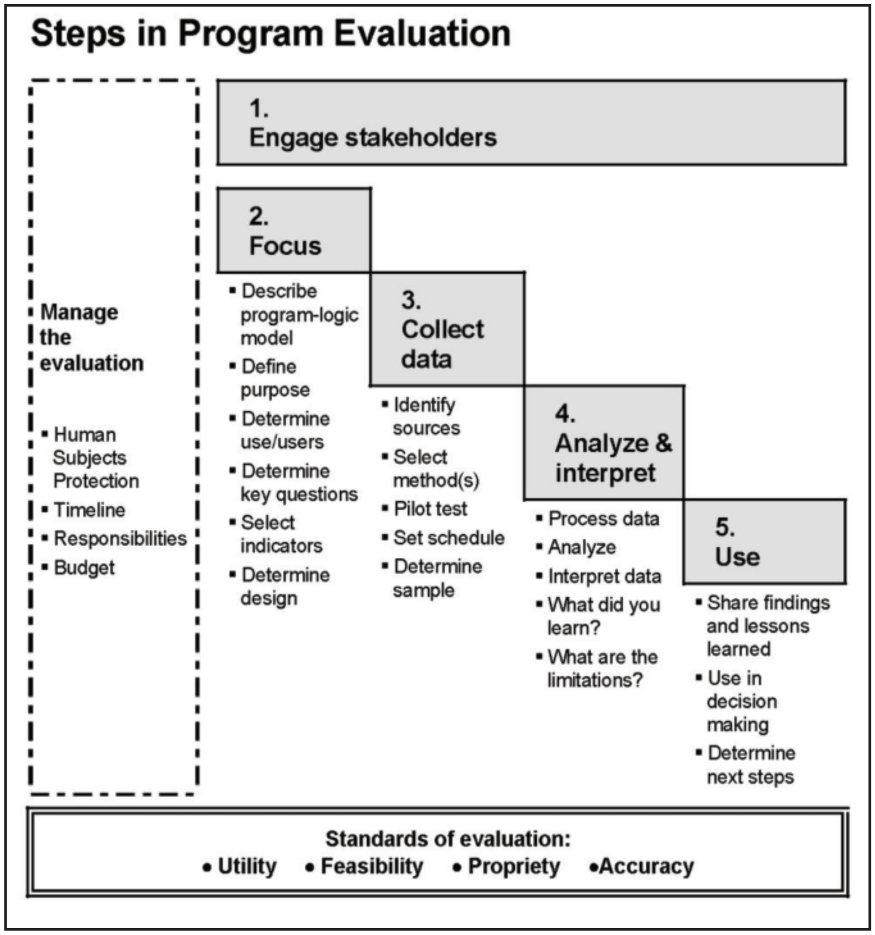
> *Not how many worms the bird feeds its young,*
>
> *but how well the fledgling flies*
>
> -United Way of America, 1999

Reflection questions

- What, if anything, did you learn about outcomes today?
- Do you think that everyone you work with has a similar understanding of outcomes?
- Reflect on your organization's reports to stakeholders. Are you reporting activities or outcomes?

Developing an evaluation plan

Different agencies or funders may use slightly different wording, number of steps, or graphical designs to display evaluation planning, but, in principle, the process is the same.



Content includes:

- Planning your evaluation to measure outcomes
- Protecting Human Subjects (IRB)
- Cultural competence in evaluation
- How “good” is your evaluation
- Evaluation Standards
- Guiding Principles

Planning your evaluation to measure outcomes

⌘ Activity
Key steps in planning an evaluation

Purpose

To help people understand what is involved in developing an evaluation plan and what they need to do

Materials needed

Publication *Planning a program evaluation* (G3658-1) [Taylor-Powell, Steele, & Douglah (1996)] http://learningstore.uwex.edu/pdf/G3658-1.PDF

Publication *Planning a program evaluation: Worksheet* (G3658-1W) [Taylor-Powell, Steele, & Douglah (2006)] http://learningstore.uwex.edu/pdf/G3658-1W.PDF

Slides 3-11

Poster paper, markers

Note to facilitator

This activity covers the five key steps displayed in the publication *Planning a Program Evaluation: Worksheet*. Standards of evaluation and guiding principles are found in Section 2D, human subjects protection is found in Section 2B, and managing the evaluation is covered in Unit 8.

Process

- **Brainstorming:** Invite people to brainstorm answers to the questions below. Select and/or add questions appropriate for your audience and purpose.
  1. What do you need to think about when planning an evaluation?
  2. What has been your experience with evaluation planning?
  3. What kinds of plans have you seen? Used? What does the funder require?
- Distribute the publication *Planning a Program Evaluation: Worksheet* and review the five key steps on the front page. Refer to and use the publication *Planning a Program Evaluation* as needed.
- **Teach each other**: Form small groups of 3-4 people each and assign each group one of the five steps. Ask each group to prepare a five- to seven-minute "lesson" to help everyone understand the step: what it is, what is involved, and why it is important. Distribute the labeled sheets of poster paper and markers for people to use. Encourage group members to refer to the publication *Planning a Program Evaluation* and to include examples from their own experience.

Have each group "teach" its step to the rest of the group. Invite questions, examples, and additional input.

Wrap up the activity by asking for volunteers to identify one key concept they will take home. Points to include:

- Steps are presented in order and appear linear, but the process is not.
- "Engage stakeholders" extends across the top to indicate that stakeholders can be involved at any point of the process or throughout the process.
- The depth and level of detail that is included in each step will depend upon the purpose and scope of the evaluation.
- No one planning process fits all situations.
- It is often useful to start by considering what information you want in the final report and how you want it to look. Start with "the end in mind."

- **Case scenario:** Using the following scenario and the steps in evaluation planning, plan an evaluation of a familiar activity, such as a family night out going to the movies:

  The Smith family includes a mom, a dad, and three children, ages 8-12. Once a month, the Smiths go to a movie together. They call it their "family night out." There are two primary outcomes of this family night out: (1) the family has fun and (2) the family spends time together. You are a group of evaluators that want to determine if the "family night out" is achieving its desired outcomes.

  (Step 1) Who should have a say in evaluating the family night out? (Who should be involved in evaluating the evening and how will their voices/opinions be included?)

  (Step 2) What is the "family movie night" – what does it consist of? What is your purpose in evaluating it? Who will use the results of your evaluation – How? What do you want to know?

  (Step 3) Who will you ask/where will you get your information? How?

  (Step 4) How will you make sense of the information you get?

  (Step 5) What will you do with the information you collect?

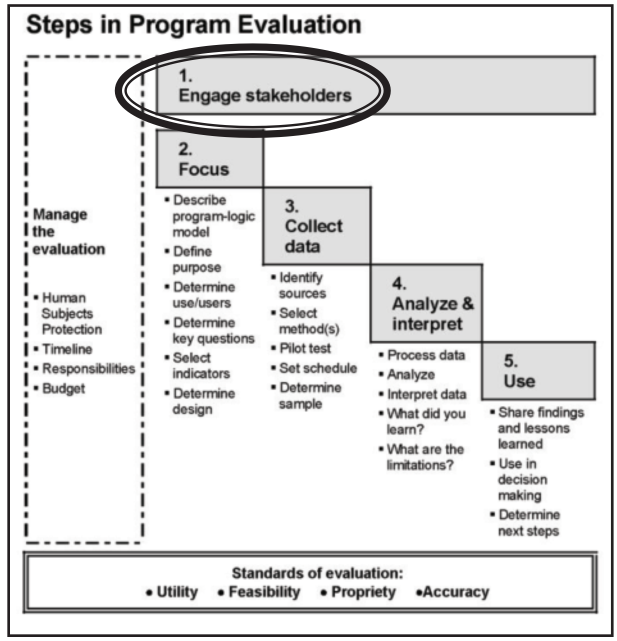
- Keep it moving – this is for fun. Don't get mired in the details or semantics.
- Share and compare your plans.

Reflection questions

- What did you learn about evaluation planning?
- What does this mean for your own efforts to evaluate outcomes?
- How might planning an evaluation be similar/dissimilar to planning that you do in your everyday life?

Engaging Stakeholders

Evaluation begins with involving stakeholders. If stakeholders are not involved, evaluation findings may be inaccurate, ignored, criticized, or resisted. Engaging stakeholders shows respect for them and is more likely to lead to a culturally appropriate evaluation.



Think about:

1. Who are the evaluation stakeholders?
2. How might evaluation stakeholders be involved? What roles can they play?
3. How can we encourage them to be engaged in evaluation?

In program evaluation, *stakeholders* refer to *evaluation users*, not program stakeholders in general.

Evaluation stakeholders: Persons involved in or affected by the evaluation – individuals and organizations with an investment, interest, or influence (a stake) in the initiative and/or evaluation and evaluation findings. Often referred to as *evaluation users.*

Who are the evaluation stakeholders?

⌘ Activity
Who are the evaluation stakeholders?

Purpose

To help people be able to identify the key stakeholders that they need to involve in their evaluation

Materials needed

Handout-1 *Who are your evaluation stakeholders?*

Handout-2 *Worksheet: Engaging stakeholders*

Slides 1-10

Poster paper, markers

Sticky notes

5-6 different hats

Process

- **Hats galore:** Display an array of hats. Invite 5-6 people to choose a hat and describe how the hat characterizes one of their key evaluation stakeholders. Encourage conversation and fun. If the group is more reserved, you may wish to put on each hat and explain how the hat typifies a particular stakeholder (or ask for volunteers to explain).
- Distribute the handout *Who are your evaluation stakeholders?*
- Discuss the meaning of "stakeholder" in program evaluation. Differentiate between the terms "evaluation stakeholder" and "program stakeholder," though sometimes they may be the same individuals. Encourage everyone to think about likely evaluation stakeholders and add to the list on the handout.
- **Brainstorming:** As a group, brainstorm answers to this question:

  Why is it important to include stakeholders in evaluation?

  Possible answers might include:

  - Increases chance that evaluation will be useful, will collect useful information
  - Shows respect
  - Enhances credibility of the evaluation
  - Helps avoid potential conflicts or misunderstandings

    - Helps ensure cultural relevance
    - Spreads responsibilities and roles
    - Brings talent and expertise to the evaluation
    - Strengthens the evaluation through added perspectives
    - May create new or additional access to resources
    - Provides opportunity for stakeholders to learn about/gain better appreciation of your work
    - Enhances understanding and use of results

- **Share your own:** Invite individuals to share experiences of involving stakeholders. What worked well? What didn't work at all? What happened when key stakeholders weren't involved?
- **Affinity diagramming:** Invite each person to write possible stakeholders on sticky notes – one per note. Place a sheet of poster paper on the wall and ask people to post their notes on the large paper, clustering stakeholders that are the same or similar. Facilitate a discussion about the groupings:
    1. Who do the clusters represent?
    2. Are any stakeholder groups not listed?
    3. Which groups might be the most important?
    4. What differing interests does each stakeholder group/individual represent?
    5. Are less powerful groups included?
- **Brainstorming:** Invite people to brainstorm answers to this question:

  How can you find out who your key evaluation stakeholders are? Possible answers might include:

    - Consult program participants, expected beneficiaries
    - Consult program staff
    - Consult influential people in the community
    - Consult funders
    - Use snowball technique

  Offer a word of caution: Excessive time and resources spent in stakeholder identification can prevent progress.

- Distribute the handout *Worksheet: Engaging stakeholders*. Ask people to spend three to five minutes quietly thinking about their own programs: Who is interested in the evaluation? Who "wants" the evaluation? Who may be affected by the evaluation? Individuals should fill in the first and second columns. The second column focuses on specific individuals. Remind everyone that stakeholders are often seen as relatively anonymous groups such as "the funders," the feds, state partners, clients, influential people in the community, county government, staff, etc.

> “People, not organizations, use evaluation information.” (Patton, 2008, p. 66)

So it is important to specify individual stakeholder names.

- Invite each person to share her list with a partner. As necessary, individuals may need to briefly describe the purpose and primary beneficiaries of their programs. Did they put themselves on the list? *Remember, you care deeply about the program and the evaluation findings*.
- Finally, have people prioritize the importance of each stakeholder. Who are the top five key stakeholders? Star or number these individuals on the worksheets. It may not be wise or possible to involve everyone. Who *really* needs to be involved?

Remind people that it may be important to be clear about what they can and cannot accomplish. Stakeholders come with different agendas. Now may be the time to clarify different agendas and specify what will be accomplished within the scope of the evaluation.

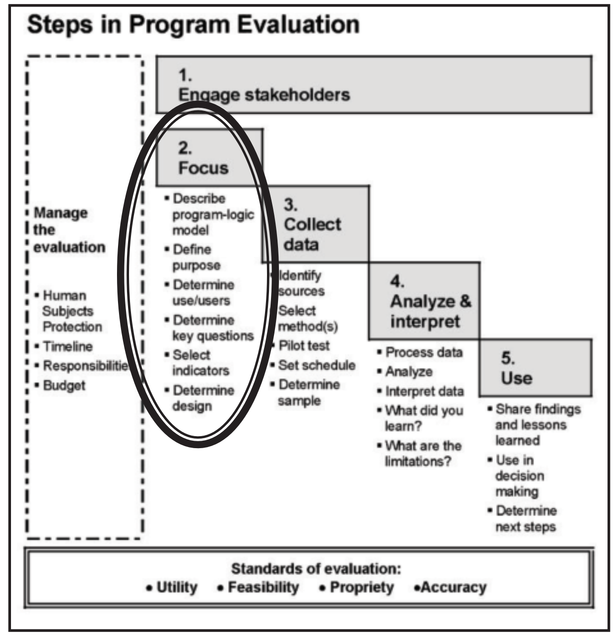
- **Buzz session:** Form small groups of 3 individuals (or have people pair-up with the person next to him or her). Write the following 4 questions on large poster paper and ask each group to discuss
    1. Who is a stakeholder that you hadn’t thought of before?
    2. What interests does this stakeholder represent? How might the individual or group’s input affect your evaluation?
    3. If there are conflicting interests and agendas among the key stakeholders, what might you do to address the situation?
    4. What might be some challenges when engaging stakeholders?

    Invite each group to share key points for each question.

Reflection questions

- What difference does including key stakeholders make in evaluation? How can stakeholders affect the usefulness of evaluation results?
- What did you learn about “engaging stakeholders’ that you hadn’t thought of before?

Focusing the evaluation



Like focusing a camera before taking a picture, it is necessary to focus evaluations before collecting data. What do you and your stakeholders want to know? Focusing the evaluation helps make things clearer and better defined so that you do not waste valuable resources (or fail to get the picture you want).

Content includes:

- Describe the program to be evaluated (logic model)
- Determine purpose
- Identify key evaluation questions
- Identify indicators
- Choose an evaluation design

Program is defined as any organized action intended to bring about purposeful change. Types of programs include educational initiatives, direct service interventions, research initiatives, communication campaigns, community mobilization efforts, policy development efforts, and administrative or organizational system initiatives (adapted from CDC, 1999)

Logic models are a popular tool for describing and summarizing a program to help focus the evaluation.

Logic Model Resources:

- Self-instructional logic model online course, *Enhancing program performance with logic models.* 7 sections. Open access. University of Wisconsin-Extension. www.uwex.edu/ces/pdande/lmcourse

- Developing a logic model: Teaching and training guide; pdf file with powerpoint slides. University of Wisconsin-Extension. http://www.uwex.edu/ces/pdande/evaluation/pdf/lmguidecomplete.pdf
- Templates for developing a logic model, University of Wisconsin-Extension http://www.uwex.edu/ces/pdande/evaluation/evallogicmodelworksheets.html
- Phillips, C., Knowlton, L.W., 2009. *The Logic model guidebooks: Better strategies for great results.* Thousand Oaks, CA: Sage publications.
- W.K. Kellogg Foundation. Logic Model Development Guide. Battle Creek, MI: W.K. Kellogg Foundation
- Logic model resources, Center for Disease Control and Prevention; http://www.cdc.gov/eval/resources.htm#logic%20model
- Measuring Program Outcomes, United Way of America http://edayofaction.com/Outcomes/Resources/index.cfm
- Theory of Change: A Practical Tool for Action. Organizational Research Services. http://www.organzationalresearch.com/publications_and_resources.htm#ahodct
- Outcomes Indicator Project. Urban Institute; http://www.urban.org/center/cnp/projects/outcomeindicators.cfm
- Outcomes Portal. The Center for What Works; http://portal.whatworks.org/welcome/aspx

DISCUSSION:

Do you use logic models? Which type or form?

What tools or activities do you use to help people "know" the program they will evaluate?

Activity: **Starting an exercise routine** From *Developing a logic model: Teaching and training guide* (http://www.uwex.edu/ces/pdande/evaluation/pdf/lmguidecomplete.pdf

Divide participants into groups of 10. Make a set of cards with one step printed on each card (see steps below). For fewer participants or to have more groups with fewer cards, reduce the number of steps. Pass out one card to each person. Explain that each card lists one step in starting an exercise program. Participants are to order themselves in sequence, WITHOUT TALKING, to describe the steps one might take in starting a personal exercise program. Participants may show their cards to each other but they may not talk.

Steps in starting an exercise program

Check with your doctor about any restrictions
Assess your fitness level
Make a personal commitment to exercise
Set specific, realistic goal
Find an activity(ies) that works for you
Invite family/friends to join you
Start slowly
Maintain exercise program
Achieve goal

Text for learning peripherals - Example

Create table tents or posters with key concepts to reinforce learning.

Successful organizations have a clear understanding of their mission, vision, values, goals, and program strategies to attain their expected outcomes.	ASSUMPTIONS are the beliefs we have about the program, the people involved and how we think the program will operate.
A logic model depicts the program showing the relationships between what we do and what results.	Faulty assumptions are often the reason for poor results.
“If you don’t know where you are going, you will end up somewhere else” - Yogi Berra	Logic models help make our assumptions EXPLICIT.
Logic models help us describe our program and focus our evaluation work.	Arrows are necessary on a logic model to show the expected causal connections…what is expected to lead to what.
What do you mean when you use the terms: goal, objective, outcome, impact?	A clear description of the program is the beginning-point for evaluation.
Logic models are useful in planning, implementing, evaluating, and communicating.	A logic model helps us match evaluation to the actual program so that we measure what is appropriate and relevant.
Program evaluation is the systematic collection of information about the activities, characteristics and outcomes of programs in order to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming. [Patton, M. (1997) p. 23]	Program is a set of organized activities supported by appropriate resources to achieve an intended result. It may be narrow or broad in scope with the target being individual, group, system, or community change including: service interventions; education and training; outreach; community mobilization; advocacy; research; and policy development.
Multiple logic models, or nested logic models, may be necessary to characterize complex programs or multiple component initiatives.	Logic models may be simple or detailed and complex depending upon your purpose and use.
INPUTS are the resources that go into the program.	Some people call a logic model their “roadmap”.
OUTPUTS are the activities a program undertakes. WHAT WE DO	Logic models come in many shapes, sizes and levels of detail.
OUTCOMES are the changes or benefits that result from our program activities.	“What gets measured, gets done” [Osborne and Gaebler, 1992)]
OUTCOMES = *SO WHAT!!*	This is a great looking logic model, but is this what we “should” be doing?
A logic model expresses your “theory of action” or “theory of change”.	

Identifying key evaluation questions

⌘ Activity
Using a logic model to identify evaluation questions

Purpose

To help people understand how to use a logic model to identify key evaluation questions

Note to facilitator

One of the main benefits of using logic models is to help focus on the key questions that an evaluation will answer. Too often evaluations are designed without paying attention to what the program actually is or its stage of development. Stakeholders may want data on long-term outcomes but the program may not yet be fully established. Or, someone may want outcome data for all youth but your program served only a certain group of youth. Also, while the focus is outcomes, there may be other questions and data that are important. Linking evaluation questions to the program description (logic model) and the program's stage of development helps avoid these problems.

Materials needed

Handout *Example: A parent education program logic model*

Handout *Example: Questions for a parent education program*

Large sticky notes, markers

Poster paper

Slides 15-18

Process

- Write *Input, Outputs, Outcomes* along the top of a sheet of poster paper. Write *External Context* on another sheet and *Assumptions* on a third sheet. Hang the three sheets on the wall.
- Form groups of 3-4 people. Distribute sticky notes, markers, and the handout *Example: A parent education program*.
- **Case scenario:** Ask people to imagine this scenario:

You are the program staff of a parent education program that includes a spring and fall series of classes and currently four active support groups. You, your staff, and the collaborating agencies want to document the difference this program is actually making for the parent participants. You will use the information in your annual report to the funder, to improve the program, and to promote the program and attract participants.

- Invite each group to identify evaluation questions it would like to have answered by the evaluation. Groups should write each question on a separate sticky note and then place their notes on the poster paper on the wall under the appropriate heading. Emphasize that each item should be written as a *complete question* and in large enough print so that everyone can read it when it is posted on the paper. One question to a note.
- Invite everyone to observe and review the questions that have been posted. Encourage conversation and further reflection.

  Are all the questions correctly positioned to reflect inputs, outputs, outcomes?

  Which are similar? (Cluster like questions together.)

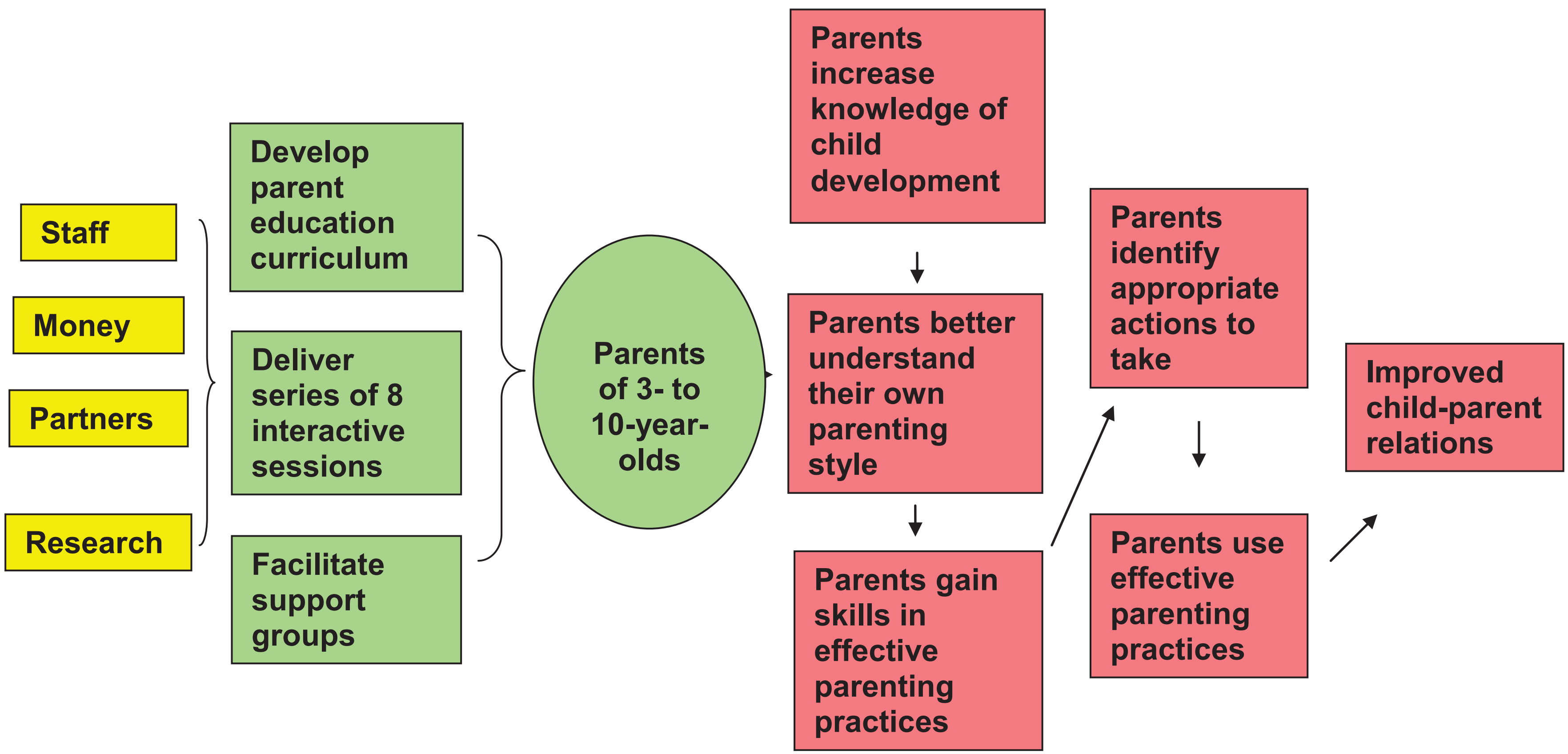
  Have we missed anything?

  Which questions are likely to be the most important to different stakeholders?
- Distribute the handout *Example: Questions for a parent education program*. Compare the handout examples to their work on the poster papers. What is the same? What is different?
- Focus again on just the questions about outcomes. Are all the key outcome questions listed? Can all of the "outcome" questions be answered given the nature and stage of development of the program? When can the different questions best be answered?
- Discuss stages of program development (i.e., just getting started, been in operation for one year, fully mature) and the types of questions that are appropriate given the program's stage of development. *If this program were just getting started, what questions might you have? Would questions that measure outcomes or long-term impacts be appropriate?* Remind everyone that the stage of the program's development affects what is appropriate to ask and measure. Sometimes a program is not ready for measuring outcomes. Perhaps there is no consensus on what the outcomes are or might be. Perhaps the program has gotten off to a slow start and needs more time for the outcomes to be observed. Perhaps the program is at an early stage of development and a formative evaluation is more appropriate.

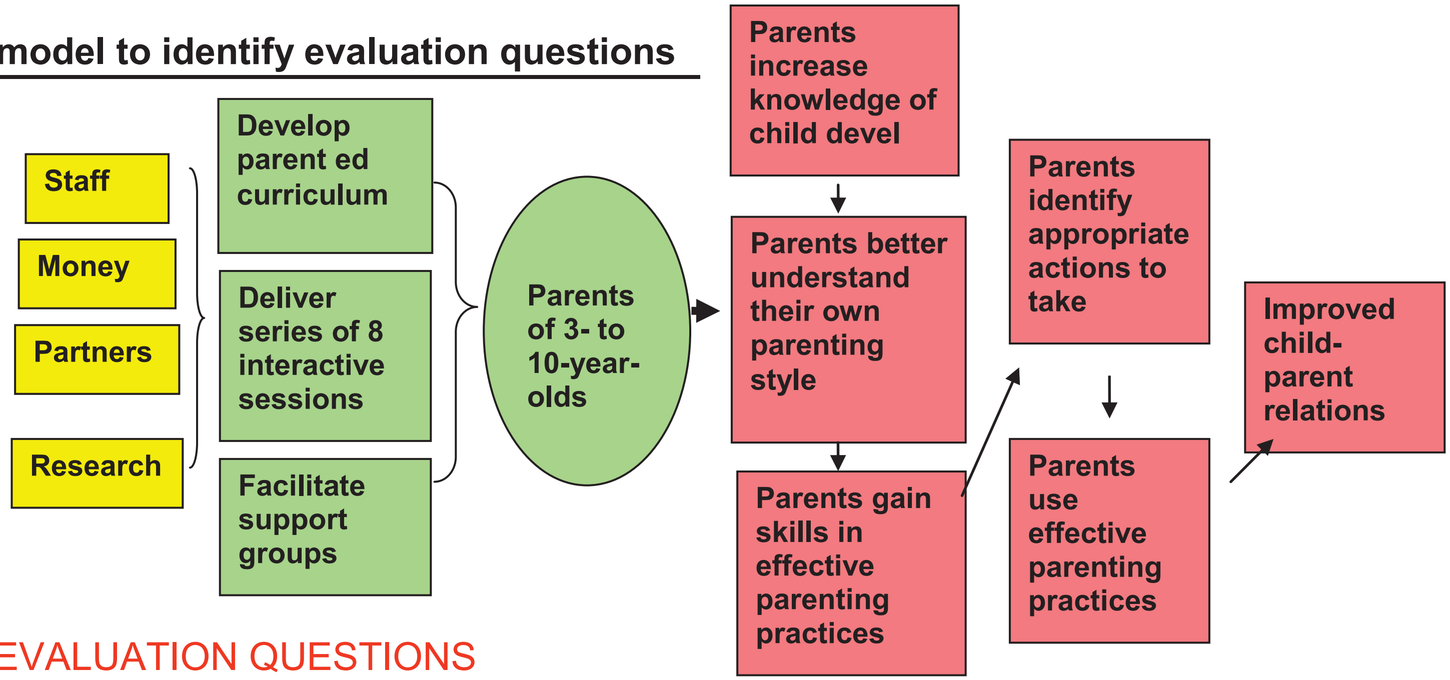
What is the program's **stage of development**? Is it appropriate to measure outcomes?

Example: A parent education program logic model

Situation: During a county needs assessment, over 68% of parents reported having difficulty parenting, uncertain of appropriate parenting practices and unsatisfactory relations with their children.



Using logic model to identify evaluation questions



EVALUATION QUESTIONS

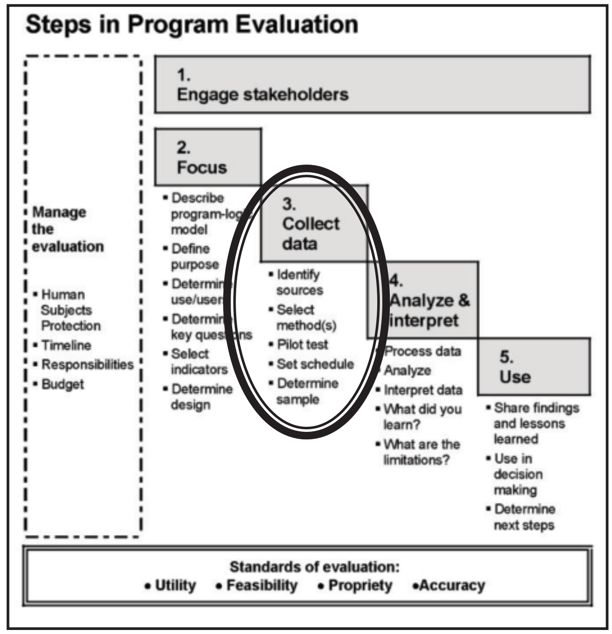
What amount of $ and time were invested?	How many sessions were held? Quality of implementation? # and quality of support groups?	Who/how many attended/did not attend? Did they attend all sessions? Support groups? Were they satisfied — why or why not?	To what extent did knowledge and skills increase? For whom? Why? What else happened?	To what extent did behaviors change? For whom? Why? What else happened?	To what extent are relations improved?

INDICATORS

# staff **$ used** **# partners**	**# sessions held** **Quality criteria**	**#,% attended per session** **Certificate of completion**	**#,% demonstrating increased knowledge/skills** **Additional outcomes**	**#,% demonstrating changes** **Types of changes**	**#,% demonstrating improvements** **Types of improvements**

Data collection

Data collection is a major part of any evaluation. But, which data collection method you choose depends on your purpose and the questions you want to have answered. *Methods follow purpose!!* Don't fall into thinking, "Let's do a survey," or "Let's conduct some focus groups," before you determine what you want to know and where you will get the information (sources of information).



Content includes:

- Sources of evaluation information
- Quantitative and qualitative methods
- Choosing methods
- Culturally appropriate methods
- Focus groups
- Surveys
- Document review
- Observation
- Interviews
- End-of-session questionnaires, including retrospective post-then-pre method
- Other methods for collecting data
- Questionnaire design
- Timing of data collection
- Cover letters
- Sampling

Choosing methods

⌘ Activity

Which method or methods should you use?

Purpose

To help people be able to make informed decisions about the most appropriate data collection method to use

Materials needed

Handout-3 *Methods for collecting information* (Quick Tip #8)

Handout-4 *Advantages and challenges of data collection methods*

Handout-5 *Case scenarios – Choosing data collection methods*

Slides 10-17

Process

- Distribute the handout *Methods for Collecting Information* (Quick Tip #8).
- Briefly review each method and invite individuals to share their experiences using the different types. You might turn this into a game "What method am I?"
- **Teach each other:** Distribute the handout *Advantages and challenges of data collection methods*. Break into small groups of two or three people and assign each group one of the methods. Ask each group to prepare a three-minute "lesson" about the advantages and challenges associated with the method. Have each group "teach" its method. Invite questions, examples, and additional clarification.
- **Case scenario:** Distribute the handout *Case scenarios – Choosing data collection methods.* Form groups of 3-4 people. Ask each group to follow the instructions and be prepared to share their ideas with the whole group. Ask for volunteers from the small groups to share their data collection ideas for the scenarios.
- **Share your own:** Invite individuals from each group to describe evaluations they are planning and the evaluation questions they want answered. Provide time for members in each group to understand the cultural context and the evaluation questions to be answered and ask for clarification as needed. Then, discuss different data collection options. Each person should gain ideas for his/her own data collection plan, including things to consider and next steps to take.
- Wrap up with a whole-group discussion of these questions:
  1. Who ought to be involved in deciding which method(s) to use?

2. Why is it often preferred to include more than one method?
3. What might be some challenges in using a mix of methods?
4. What are the resources – time, skills, money, helpers – that need to be considered when choosing a data collection method(s)?

Reflection questions

- Is there anything new you learned about a data collection method or an aspect of data collection?
- What, if anything new, will you apply to your own evaluation practice?
- What additional learning needs do you have?

Additional resource

Activity 39: Choosing data collection methods [Preskill & Russ-Eft (2005), pp. 221-227]

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Quick Tips
8

Quick Tips

Methods for Collecting Information

- **Survey:** collecting standardized information through structured questionnaires to generate quantitative data. Surveys may be mailed (surface and electronic), completed on site or through interviews, either face-to-face or telephone. Sample surveys use probability or purposive sampling.
- **Case Study:** in-depth examination of a particular case (program, group of participants, single individual, site/location). Case studies use multiple sources of information and methods to provide as complete a picture as possible.
- **Interviews:** information collected by talking with and listening to people, either face-to-face or over the telephone. Interviews range on a continuum from those which are tightly structured (as in a survey) to free flowing, conversational interviews.
- **Observation:** collecting information through "seeing" and "listening." Observations may be structured or unstructured.
- **Group assessment:** use of group processes to collect evaluation information such as nominal group technique, focus group, Delphi, brainstorming and community forums.
- **Expert or peer review:** examination by a review committee, panel of experts or peers.
- **Portfolio reviews:** collection of materials, including samples of work, that encompass the breadth and scope of the program activity being evaluated.
- **Testimonials:** individual statements by people indicating personal responses and reactions.
- **Tests:** use of established standards to assess knowledge, skill, performance such as in pen-and-pencil tests or skills tests.
- **Photographs, slides, videos:** use of photography to capture visual images.
- **Diaries, journals:** recording of events over time revealing the personal perspective of the writer/recorder.
- **Logs:** recording of chronological entries which are usually brief and factual.
- **Document analysis:** use of content analysis and other techniques to analyze and summarize printed material and existing information.
- **Other:**

  Action cards: use of index cards on which participants record what they did – the "action" – and when they reach their goal; primarily used in self-assessment.
  Simulations: use of models or mock-ups to solicit perceptions and reactions.
  Problem stories: narrative accounts of past, present or future situations as a means of identifying perceptions using fictional characters to externalize the problem situation.
  Creative expression: use of art forms to represent people's ideas and feeling as through stories, drama, dance, music, art.
  Unobtrusive measures: the gathering of information without the knowledge of the people in the setting such as the wear and tear on a "planted" mat in front of a display.

References:

Bickman, L., & Rog, D. (Eds). (1998). *Handbook of Applied Social Research Methods.* Thousand Oaks, CA: Sage Publications.

Pretty, J., Guijt, I., Thompson, J., & Scoones, I. (1995). *Participatory Learning and Action: A Trainer's Guide.* London: International Institute for Environment & Development.

Prepared by Ellen Taylor-Powell, Evaluation Specialist. Citation: Program Development and Evaluation, *Methods for Collecting Information, Quick Tips #8,* University of Wisconsin-Extension, Madison, WI.
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or contact: pdande.webmaster@ces.uwex.edu Last updated November 6, 2002

Advantages and challenges of data collection methods

Method	Overall purpose	Advantages	Challenges
Questionnaires, surveys, checklists	when need to quickly and/or easily get lots of information from people in a non-threatening way	-can complete anonymously -inexpensive to administer -easy to compare and analyze -administer to many people -can get lots of data -many sample questionnaires already exist	-might not get careful feedback -wording can bias client's responses -are impersonal -in surveys, may need sampling expert - doesn't get full story
Interviews	when want to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires	-get full range and depth of information -develops relationship with client -can be flexible with client	-can take much time -can be hard to analyze and compare -can be costly -interviewer can bias client's responses
Documentation review	when want impression of how program operates without interrupting the program; is from review of applications, finances, memos, minutes, etc.	-get comprehensive and historical information -doesn't interrupt program or client's routine in program -information already exists -few biases about information	-often takes much time -info may be incomplete -need to be quite clear about what looking for -not flexible means to get data; data restricted to what already exists
Observation	to gather accurate information about how a program actually operates, particularly about processes	-view operations of a program as they are actually occurring -can adapt to events as they occur	-can be difficult to interpret seen behaviors -can be complex to categorize observations -can influence behaviors of program participants -can be expensive
Focus groups	explore a topic in depth through group discussion, e.g., about reactions to an experience or suggestion, understanding common complaints, etc.; useful in evaluation and marketing	-quickly and reliably get common impressions -can be efficient way to get much range and depth of information in short time -can convey key information about programs	-can be hard to analyze responses -need good facilitator for safety and closure -difficult to schedule 6-8 people together
Case studies	to fully understand or depict client's experiences in a program, and conduct comprehensive examination through cross comparison of cases	-fully depicts client's experience in program input, process, and results -powerful means to portray program to outsiders	-usually quite time consuming to collect, organize, and describe -represents depth of information, rather than breadth

Source: McNamara, C. (1997-2008). Overview of methods to collect information. In *Basic guide to program evaluation*. Minneapolis, MN: Free Management Library. Retrieved February 12, 2007, from http://www.managementhelp.org/evaluatn/fnl_eval.htm#anchor1585345

Case scenarios — Choosing data collection methods

Instructions: Read the following scenarios and determine which method(s) you would use to collect data for the proposed evaluation. List and discuss perceived strengths or limitations in what you propose. Remember to consider culture.

Scenario 1

The Patchett Children's Coalition aspires to ensure high-quality early childhood care and education for all children. It provides caregiver training and education through classes and events, works with local businesses, and educates parents and the community on issues of early childhood development and care. Part of its evaluation plan is to assess the effectiveness of its caregiver training. A sub-committee of the coalition met and identified three principal questions that it wants to answer through an evaluation:

1) Have participants actually increased their knowledge of child development? Which participants?

2) If they have, how has that knowledge led to changes in their caregiving practices?

3) What changes would people who have attended the training suggest that the coalition could implement to improve the training?

Scenario 2

Efforts to facilitate a watershed natural resources and land use planning management plan for the Topper Creek Watershed have stalled. After a year of roundtable discussions, the planning effort had begun with high hopes. Local government officials, agency representatives, environment interest groups, developers, and citizens had all agreed to convene in a forum to attempt to negotiate a set of guidelines for watershed planning. After months of discussion, the groups had agreed to a set of protocols. The agreements were presented to authorizing bodies, and several of the authorizing bodies passed resolutions endorsing the plan.

However, two town boards, the regional planning commission, and the developers association all refused to approve the plan. Three months of negotiations with these bodies proved fruitless. In the meantime, several town boards and one city council began reviewing and changing ordinances in accordance with the plan. The association that sponsored the planning effort decided to conduct an evaluation to document the changes that occurred as well as the resistances that were encountered. It had three main questions it wanted answered:

1) What changes have occurred? Why did these changes occur in these situations?

2) What resistances were encountered? Why?

3) What lessons can we learn that we can apply to future efforts?

Worksheet — Data collection plan

Key questions	Indicators	Data sources	Data collection methods	Schedule
1.				
2.				
3.				
4.				
5.				

Example — Parent education data collection plan

Key questions	Indicators	Data sources	Data collection methods	Schedule
1. Were all 8 training sessions provided?	# sessions held	Program records	Record review	Each session
2. To what extent did all 30 targeted parents attend all 6 sessions?	Attendance at sessions	Attendance logs	Record review	Each session
3. Were participants satisfied with the training? What didn't they like?	#, % participants reporting positive/negative reactions; comments	Participants	Brief group discussion at end of each session asking for specific feedback	End of each session
4. Did the trainings go as planned? What didn't go as intended?	Implementation criteria	Program staff	Observation checklist	Each session
5. To what extent did participants increase their knowledge of child development?	#, % participants that report changes in knowledge of child devel., devel. milestones, etc.	Participants	Retrospective post survey	At final session
6. To what extent did they learn new ways to discipline?	#, % participants that report changes in knowledge of ways to discipline (specify behavior)	Participants	Retrospective post survey	At final session
7. To what extent are they using the skills they learned in the program?	#, % participants that report using parenting skills covered in curriculum (specify skills)	Participants	Retrospective post survey; telephone interview	At final session; 3-month follow-up
8. To what extent did child-parent interactions improve? What else happened?	#, % participants that report changes in interactions	Participants	Retrospective post survey; telephone interview	At final session; 3-month follow-up
9. What else did participants gain from these sessions?	Expression of other benefits	Participants; key informants	Group discussion at end of final session; key informant interview	At final session; within 2 weeks
10. Where there any negative outcomes, for anyone?	Expression of negative consequences	Participants; key informants	Group discussion at end of final session; include in telephone interview	At final session; 3-month follow-up

Example — Smoke-free worksite data collection plan

Based on the description of the smoke-free (SF) worksite policy change initiative as depicted in the program logic model, the following data collection plan lays out key evaluation questions and possible data collection strategies.

KEY QUESTIONS WHAT DO YOU WANT TO KNOW?	**INDICATORS (EVIDENCE)** HOW WILL YOU KNOW IT?	**SOURCES (SAMPLES)** WHO WILL HAVE THIS INFORMATION?	**METHODS** HOW WILL YOU GATHER THE INFORMATION?	**SCHEDULE** WHEN WILL THE INFORMATION BE COLLECTED?
INPUTS				
1. Were resources sufficient and provided in timely fashion as needed to implement the policy campaign?	a) amount of campaign budget; staff b) # of council members who are supportive c) position of media towards SF-policy	Coalition coordinator Partners Contacts	Log that tracks resource investments: who provides what and when	Ongoing
OUTPUTS				
2. To what extent has a SF worksite campaign been planned and conducted?	a) #, type activities conducted b) field organizer hired; plan of work c) positive assessment by experts	Coalition coordinator Smoke-Free WI, American Cancer Soc., field org'izer Coalition coordinator Youth participants	• Document review • Interview • Interviews	Within first quarter of campaign and one month after close of campaign
3. To what extent have youth been involved in the campaign?	a) # youth participating in campaign activities b) type of activities youth engaged in	Coalition coordinator, field reps	• Log that tracks participation	Ongoing
4. To what extent does the campaign integrate the promotion of cessation resources?	a) Number of activities completed that promote cessation	Coalition coordinator	• Tracking log	
OUTCOMES				
5. To what extent have	a) #, % of individuals	Community members	Community activist	Within 14 days after

KEY QUESTIONS WHAT DO YOU WANT TO KNOW?	**INDICATORS (EVIDENCE)** HOW WILL YOU KNOW IT?	**SOURCES (SAMPLES)** WHO WILL HAVE THIS INFORMATION?	**METHODS** HOW WILL YOU GATHER THE INFORMATION?	**SCHEDULE** WHEN WILL THE INFORMATION BE COLLECTED?
community member activists increased their skills in SF public policy change?	(activists) who have been involved in one or more campaign activities and who report increased skill	involved in [title of campaign]	survey	close of campaign
6. To what extent are there demonstrations of public support for SF worksite public policies?	a) #,% organizations/individuals publicly endorsing policy change b) # articles/editorials supporting campaign c) #,% doctors signing on to Doctor's campaign d) # homes with yard signs e) % homes displaying window stickers	Community organizations Newspapers/ publications Doctors	Logs Observations	One week before vote
7. Was a SF worksite public policy passed? What else happened instead of — or in addition to — the SF Worksite public policy?	a) Copy of policy document b) Reports of process; other change	Key informants Transcripts of council meetings Press Municipal clerks	Document review Key informant interviews Survey to municipal clerks	Three months after vote on the policy
8. To what extent has the worksite SF public policy been implemented by worksites?	a) #,% worksites that adhere to policy as written	Key informants at worksites	Phone interview	6 months after policy was enacted; yearly thereafter

What's wrong with these questions?

Review these examples. Identify what is wrong with each question. Then, rephrase the question to improve it.

1. When you go out to eat, which type of food do you most prefer?

American
Italian
Chinese
Other

2. Did today's workshop provide you with information to review and if necessary improve your ability to evaluation your program?

❑ YES ❑ NO

3. Are you married or single?

4. How many times in the past month have you eaten dairy products? __________

5. Do you agree or disagree with the county's new policy on alcohol sales?

❑ Agree ❑ Disagree

6. Isn't the new CFY center an asset to the community?

❑ YES ❑ NO

7. How did you first hear about the parenting education program?

From a friend or relative
From a neighbor
From my spouse
At work
From television, radio, or newspaper

8. Your city or town _________________

9. How may hours did you contribute to community service last year? _________

10. More Americans exercise regularly now than they did 10 years ago. Do you exercise regularly?

Not at all 1 2 3 4 5 A lot

11. Are you better off now than you were four years ago?

12. Do you believe that the government should stop wasting money on road construction?

13. How satisfied are you with the local hospital services?

Delighted
Mostly satisfied
Neither satisfied or dissatisfied
Mostly dissatisfied
Terrible

14. How often did you attend a University of Wisconsin sponsored workshop, program, or course in the past year?

Never
Rarely
Occasionally
Regularly

15. To what extent do you agree with this statement: "Our community is a safe place to live"?

Strongly agree
Somewhat agree
No opinion
Strongly disagree

16. What is your age?

What's wrong with these questions? (Answer key)

These questions (and suggested revisions) are for illustration to facilitate discussion only. They are written in the abstract, rather than for a particular population, purpose, and relative to placement within the questionnaire.

Q1. When you go out to eat, which type of food do you most prefer? • A respondent that never goes out to eat cannot answer • Answer categories must be relevant for the respondent	A revision: When you go out to eat, which type of food do you most prefer? (check one) ☐ American ☐ Italian ☐ Chinese ☐ Other: ____________________ ☐ I do not go out to eat.
Q2. Did today's workshop provide you with information to review and if necessary improve your ability to evaluation your program? • Double-barreled question: 2 questions in one • Misspelling – "evaluation" should be "evaluate" • The YES-NO format limits the answer	A revision: To what extent did today's workshop provide useful information to help you improve your ability to evaluate your program? (check one) ☐ Not at all ☐ Somewhat ☐ Quite a bit ☐ A great deal
Q3. Are you married or single? • A respondent who is neither married nor single cannot respond	A revision: What is your current marital status? ☐ Single ☐ Married ☐ Separated ☐ Divorced ☐ Living with a significant other ☐ Widowed
Q4. How many times in the past month have you eaten dairy products? • A respondent may not know what "dairy products" are/include • Difficult to accurately recall and report; requires too much precision • Time period is unspecified: What is the "past month": September; or Sept 16 to Oct 16?	
Q5. Do you agree or disagree with the county's new policy on alcohol sales? • A respondent may not know what the new policy is; include a preface that describes the county policy • A respondent who neither agrees or disagrees but is neutral, cannot respond • A respondent who is undecided or has no opinion cannot respond. If an undecided option is included, separate it from the directional scale and place it in the last position.	A revision: [Brief explanation of the county's new policy on alcohol sales] To what extent do you agree or disagree with the county's new policy on alcohol sales? ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Undecided Another revision: To what extent do you agree or disagree with the county's new policy on alcohol sales? ☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree ☐ No opinion

Q6. Isn't the new CFY center an asset to the community? • A respondent may not know what CFY means; avoid acronyms or abbreviations • Avoid negative wording; avoid contractions • This is a leading question; avoid bias	A revision: Do you think the new Child Family Youth Center is an asset to the community? ☐ YES ☐ NO ☐ Undecided ☐ Do not know what the Child Family Youth Center is
Q7. How did you first hear about the parenting education program? • The answer categories are not mutually exclusive: there is a mix of locations and people (e.g., one could have heard at work from a friend) • A respondent may not know which parenting education program is being referred to	A revision: From which one of the following sources did you first hear about the NewStart Parenting Education Program sponsored by the Case County Extension Office? ☐ Television ☐ Radio ☐ Newspaper ☐ Poster ☐ Another person
Q8. Your city or town • Write questions as complete sentences	A revision: In what city or town do you live?___________ City or town
Q9. How may hours did you contribute to community service last year? • Misspelling: "may" should be "many" • Requires too much precision that is difficult to recall, exceeding the potential for a ready, accurate answer; switching from asking for a precise count to asking for an estimate helps • A respondent may have different understanding/meaning of "community service"; provide enough definition/clarification so that terms can be interpreted similarly	A revision: In 2005, about how many hours did you contribute to community service (such as helping the elderly, environmental improvement, serving children and families, animal care)? ☐ None ☐ Less than 10 hours ☐ 11-25 hours ☐ 26-50 hours ☐ 51-75 hours ☐ 76-100 hours ☐ More than 100 hours Note: This level of recall and precision is prone to inaccuracy; consider another way to obtain the desired data.
Q10. More Americans exercise regularly now then they did 10 years ago. Do you exercise regularly? • Leading question • "Regularly" is a vague quantifier; for some it may mean once a day whereas for others it may imply once per week or several times a month • Changing the answer categories to numerical amounts may eliminate varied interpretations • "Do you exercise regularly" suggests a YES-NO response, not a scale; inconsistent question and answer construction • Label each scale item. The practice of using numbers along a scale without descriptive labels removes any sense of meaning that a label gives to each point on a scale • Will people have a common understanding of "exercise"?	A revision: About how often have you exercised during the month of June 2007? ☐ Not at all ☐ A few times ☐ About once a week ☐ Two to four times a week ☐ More than four times a week

<table>
<tr><td colspan="2">Q11. Are you better off now than you were four years ago?
• Respondent may have different interpretations of “better off”; be more specific — better off in terms of what?
• Time frame is not specified; long recall period reduces potential for accuracy</td></tr>
<tr><td colspan="2">Q12. Do you believe that the government should stop wasting money on road construction?
• Leading, biased question</td></tr>
<tr><td>Q13. How satisfied are you with the local hospital services?
• State both sides of an attitude scale in the stem of the question
• Keep the wording in the scale consistent</td><td>A revision: To what extent are you satisfied or dissatisfied with the local hospital services?
☐ Completely satisfied
☐ Somewhat satisfied
☐ Neither satisfied nor dissatisfied
☐ Somewhat dissatisfied
☐ Completely dissatisfied</td></tr>
<tr><td colspan="2">Q14. How often did you attend a University of Wisconsin sponsored workshop, program, or course in the past year?
• Difficult to answer; avoid questions that require specificity beyond what can be readily remembered
• Unspecified time period
• Respondent may not associate program attended with University of Wisconsin</td></tr>
<tr><td colspan="2">Q15. To what extent do you agree with this statement: “Our community is a safe place to live”?
• State both sides of an attitude scale in the stem of the question
• Ensure that responses are balanced, equal on both sides of neutral</td></tr>
<tr><td>Q16. What is your age?
• A respondent may be unwilling to reveal personal information; providing categories may be less objectionable</td><td>A revision: Which of the following age categories describes you?
☐ 35 or younger
☐ 36-45
☐ 46-55
☐ 56-65
☐ 66 or older
Note: Make the age categories appropriate for the respondents and purpose of the question</td></tr>
</table>

Helpful resource: Dillman, D. A. (2000). *Mail and internet surveys: The tailored design method* (2nd ed.) (Chapter 2). New York: John Wiley & Sons, Inc.

Checklist: Avoiding common problems in question wording

	COMMON PROBLEM
	Vague questions
	No possibility to respond
	Ambiguous words or phrases
	Use of acronyms
	Specificity that exceeds potential to respond
	Leading questions
	Double-barreled questions
	Too many words, unnecessary words
	Vague quantifiers
	Incomplete questions (sentences)
	Unequal numbers of positive and negative options in scales
	Misplacement of undecided and neutral in scale
	Bias expressed
	Response options that are not mutually exclusive
	Inappropriate time frames
	Technical inaccuracy in questions
	Double negatives
	Mismatch between question and response

Group techniques for collecting data

Group assessment techniques may be used at any phase of a program's development to identify evaluation needs and questions, prioritize them, share evaluation information, document outcomes, and monitor and/or process feelings among participants, program staff, or others. Following are a few types of group techniques that can be used to collect evaluation data. Refer to additional resources for more detailed descriptions of these techniques and instructions for carrying them out.

1. Brainstorming

Brainstorming is a common tool for groups to creatively generate ideas. Participants are instructed to let ideas flow freely and share as many ideas as possible with the group. Four rules tend to govern brainstorming sessions:

- Generate as many ideas as possible (quantity over quality).
- Avoid criticizing ideas as they are shared.
- Do not self-censor ideas — wild and exaggerated ideas are good.
- Build on the ideas of others.

Such a creative thinking session can be used to generate a list of outcomes of the program, create a list of questions to focus an evaluation, and/or think about a future vision of success for the program against which performance can be measured.

2. Nominal group

The nominal group technique is a popular problem-solving or idea-generating strategy for achieving consensus. Group members are asked to write their ideas down instead of expressing them verbally. This helps ensure that everyone in the group is heard. While the nominal group process can vary, a common approach is for participants to write their ideas down on a piece of paper (silent generation of ideas) and then, in round-robin fashion, participants list their ideas in full view. Ideas are discussed as needed for clarification or explanation but the value or merit of ideas is not discussed. Participants then rate each idea and the ratings are tallied to reveal the group results. (See *Collecting Group Data: Nominal Group* (Quick Tip #3) [Taylor-Powell (2002)].)

3. Delphi technique

The Delphi technique is an iterative process that involves repeated rounds to a select group of respondents. Answers to each round are analyzed and form the basis for the next round. It is a way to select expert opinion on a particular subject and, if one uses a mail process, avoids the need for a face-to-face meeting or direct confrontation of people with potentially opposing views. (See *Collecting Group Data: Delphi Technique* (Quick Tip #4) [Taylor-Powell (2002)].)

4. Affinity diagramming

Affinity diagramming is used to create consensus or understanding about complicated issues. Each participant is given the opportunity to write his/her ideas on sticky notes or index cards (one item per card) that are then sorted and clustered into groups or themes to describe the ideas. This process of data collection has been used to identify and label outcomes of programs, to develop an outcome chain as part of a logic model process, and to generate and categorize ideas to focus an evaluation. (See *Collecting Group Data: Affinity Diagram* (Quick Tip #6) [Taylor-Powell (2002)].)

5. Buzz session

Buzz sessions simply break down a large group into smaller units (3-4 people) for focused discussion. Some people have trouble participating in large group discussions or meetings. This technique can facilitate participation from everyone when groups are large, or when some are uncomfortable sharing in front of a whole group. A leader and recorder are selected for each sub group and items discussed are recorded. These can be shared together as a group or read later by the leader or meeting facilitator. It is a useful technique for collecting evaluation data related to emotional or confrontational issues. Buzz sessions can help individuals share their ideas and feelings about the program, including its strengths and weaknesses, in a safe environment.

Additional resources:

Chang, R. Y., & Niedzwiecki, M. E. (1993). *Continuous improvement tools: A practical guide to achieve quality results* (Volumes 1 & 2). Irvine, CA: Richard Chang Associates, Inc.

Delbecq, A. H., Van de Ven, A. H., & Gustafson, D. H. (1975). *Group techniques for program planning: A guide to nominal group and Delphi processes.* Glenview, IL: Scott, Foresman and Company.

Kayser, T. A. (1995). *Mining group gold: How to cash in on the collaborative brain power of a group.* Chicago, IL: Irwin Professional Publishers.

Rohs, F. R. (1994). *Group methods and techniques*. Athens, GA: Cooperative Extension Service, University of Georgia.

Seevers, B., Graham, D., Gamon, J., & Conklin, N. (1997). *Education through Cooperative Extension.* Albany, N.Y.: Delmar Publishers.

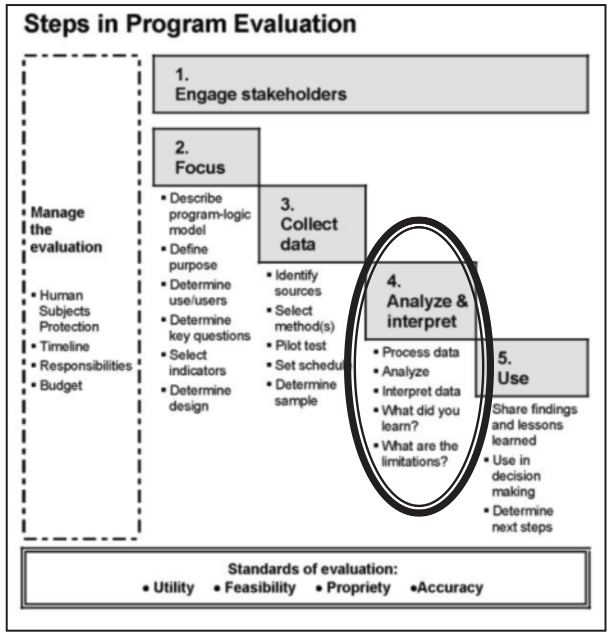
Tagliere, D. A. (1992). *How to meet, think, and work to consensus.* San Diego, CA: Pfeiffer & Company.

Tague, N. R. (1995). *The quality toolbox*. Milwaukee, WI: ASQC Quality Press.

Analyzing and interpreting data

Data analysis is the process of converting numbers and words into usable information to permit meaningful interpretation. Data do not speak for themselves. Analysis and interpretation involve human judgment that brings meaning to your data.

This process often takes more time than expected, so plan accordingly. Think about who should be involved and who can help.



Content included:

- Demystifying data analysis
- Planning for data analysis
- Analyzing quantitative data
- Analyzing qualitative data
- Interpreting data
- Using excel in data analysis

Demystifying data analysis

⌘ Activity

Getting comfortable with data analysis

Purpose

To help people see data analysis as something they do every day

Materials needed

Slides 2, 3

Poster paper, markers

A toolbox containing common household tools

A newspaper or magazine article that contains or reports data (preferably from a local source)

Process

- Start with an icebreaker such as one of the following:
    - Let it all out: Invite people to shout out anything that comes to mind when they hear the term "data analysis."
    - Toolbox metaphor: Invite people to take one item from the toolbox and use it to describe what data analysis means to them.
    - Share experiences: Invite volunteers to share their "good, bad, and ugly" data analysis experiences.
    - Elephant metaphor: Use the popular Indian fable to remind everyone that things aren't always what they seem (see slide 3).
- Invite people to work at their tables or in small groups. Ask the groups to do the following:

    > *Today, we are interested in foot sizes. We want to know everything there is to know about the sizes of feet in our group. Discuss together and be prepared to report as much detail as possible about the feet sizes in your group. Use the poster paper to record your findings to share.*

- Come together as a whole group. Ask each group to share its data on the sizes of group members' feet. Facilitate a discussion focusing on (1) the different information each group provided, (2) the different quantitative and qualitative analyses, and (3) the ease and naturalness that was apparent (i.e., we use quantitative and qualitative data analysis all the time).

- Distribute the newspaper or magazine article. Invite individuals to read it and discuss it in groups of 2-3. Post the following questions for them to consider as part of their discussions:
    1. What "data" does the article report?
    2. How reliable/accurate do you think the data is? Why?
    3. What, if anything, would make this article stronger?

Reflection questions

- What, if anything, have you learned today about data analysis?
- Are you feeling more comfortable with data analysis? Why or why not?
- What do you want to learn more about?

⌘ Activity
Understanding basic qualitative data analysis

Purpose

To help people understand the fundamentals of qualitative analysis

Materials needed

Publication *Analyzing qualitative data* (G3658-12) [Taylor-Powell (2003)]
http://www.uwex.edu/ces/pdande/evaluation/evaldocs.html

Handout *Tips for qualitative data analysis*

Slides 16-19

Poster paper, markers

Learning peripherals using terms and concepts from the publication

Process

Note to facilitator: This activity could be broken into two to three shorter sessions, with each session focusing on one step.

- Invite volunteers to share their experiences with analyzing narrative data.
- Distribute the publication *Analyzing Qualitative Data*. Ask participants to leaf through and become familiar with the booklet.
- Review the first page of the booklet together. Ask for additional examples of where you find qualitative data.
- Break into smaller groups and ask each group to review the steps for qualitative data analysis, pages 2-5. Distribute poster paper to each group and have everyone write

down questions or comments they have. Post their sheets and discuss the questions and comments as a whole group.

- Differentiate between "pre-set" and "emergent" categories (page 3). Use *Activity 53: Developing Qualitative Data Analysis Categories and Themes* and *Activity 55: Analyzing and Interpreting Qualitative Data* from the "Additional resources" list. This activity uses a "candy sort" process to help people understand how to develop categories and themes when analyzing qualitative data.
- Form small groups and ask them to review the aspects of managing qualitative data as discussed on pages 6-9 of *Analyzing Qualitative Data*. Invite people to share their own experiences with using word processing, Excel, or other software to manage their qualitative data. Ask them to jot down key points from their discussions to share with the full group.
- Rejoin as a full group and share key points from the small-group discussions.
- Distribute the handout *Tips for qualitative data analysis*. Ask individuals to pair off and discuss together the TIPS. Rejoin as a full group and clarify any questions.
- **Round-robin table conversations:** To wrap up, break into small groups of 3-6 people per table. Place the following questions (or others that are relevant for your group and purpose) on the tables – one question per table. Ask one person at each table to serve as recorder. Explain that each table group will have 10 minutes to discuss the question on the table. When the whistle blows, individuals are to move to another table that has a different question. The "recorder" stays at the table, facilitates conversation, and records key points from the conversations.
    1. When would you use pre-set categories for categorizing qualitative data?
    2. When would you use emergent categories for categorizing data?
    3. Who might be involved in analyzing your qualitative data?
    4. What can you do to avoid bias when analyzing qualitative data?

Reflection questions

- What is one thing you learned today about qualitative data analysis?
- What is one thing that you will do differently the next time you have qualitative data to analyze?

⌘ Activity
Practice: Analyzing data from open-ended questions

Purpose

To help people practice analyzing answers to open-ended questions

Materials needed

Handout *Sample data from open-ended questions, #1* or *#2*
(Choose one handout, or, if possible, use data from individuals' own program evaluations.)

Poster paper, markers

Process

- Distribute the publication *Analyzing qualitative data* and one of the handouts *Sample data from open-ended questions, #1* or *#2*.
- Form groups of 3-5 people and distribute the poster paper and markers. Provide the following instructions:
  - Read through and become familiar with the data.
  - Identify themes or key ideas, and give each category a name/label.
  - Group the comments into the categories and label them.
  - Prepare a brief summary that you might use to report results to your funder. What will you highlight? What is important? Write your summary on the poster paper and post. Include any limitations that might have affected the results.
- Ask the people in each group to share (1) how they went about identifying the categories; (2) the category labels they created; and (3) the summary report they wrote. Discuss similarities and differences in groups' approaches and summaries. Facilitate a discussion of this question:
- What is the difference if you use emergent categories or pre-set categories?
- Post the following frequently asked questions and discuss:
  1. Who should do this qualitative analysis?
  2. How do I handle quotes so that the individual isn't identifiable?
  3. I've seen people use numbers to report narrative comments. How do they do that?
  4. Can I (and should I) count the number of people who say the same thing in their comments?

Reflection questions

- What insights did you gain from doing this activity that you can apply the next time you analyze qualitative data?
- What is one thing you learned that surprised you?

Additional resource

Activity 55: Analyzing and interpreting qualitative data [Preskill & Russ-Eft (2005), p. 282]

Handout - Sample data from open-ended questions

The following comments were written on the Community Activist Questionnaire and typed into a MS Word file for analysis.

Question 1i and j — Other. (n = 3)

- Developed publicity
- Organized social events for coalition members to meet each other
- Organized and coordinated presentations

Question 5. What is the greatest benefit that you have gained as a result of working on the campaign? (n = 10)

- Learning how to interact with and influence local leaders
- Working with other people who take tobacco control seriously and want our community to be healthy and safe
- How to work with the media on this type of effort
- Understanding how our local politicians operate
- All the steps and activities involved in policy change
- I feel that I know how to do this better the next time
- I worked on a meaningful project with wonderful people
- Learning more about the research and evidence around tobacco so I can be an even better advocate
- An appreciation for the amount of work involved in public policy change
- Feeling like I am helping my community

Question 6. Please list below anything you can think of that would help you to become a more effective community activist in the area of smoke-free worksites. (n = 7)

- If I had more time
- More information about how policy is actually created and changed
- Hearing how other places are being successful
- I need more computer skills especially how to make publicity
- More time
- I could use help with public speaking and presentations
- Training on writing press releases

Sample categorization scheme for open-ended questions

5. What is the greatest benefit that you have gained as a result of working on the campaign? n = 10

CATEGORY	RESPONSE
Work with media	How to work with the media on this type of effort
Knowledge gained	Learning more about the research and evidence around tobacco so I can be an even better advocate
	Understanding how our local politicians operate
	Learning how to interact with and influence local leaders
	All the steps and activities involved in policy change
	An appreciation for the amount of work involved in public policy change
	I feel that I know how to do this better the next time
Sense of satisfaction	Working with other people who take tobacco control seriously and want our community to be healthy and safe
	I worked on a meaningful project with wonderful people
	Feeling like I am helping my community

6. Please list below anything you can think of that would help you to become a more effective community activist in the area of smoke-free worksites.

n = 7

CATEGORY	RESPONSE
Time	More time
	If I had more time
Media work	I could use help with public speaking and presentations
	I need more computer skills especially how to make publicity
	Training on writing press releases
Policy change	More information about how policy is actually created and changed
	Hearing how other places are being successful

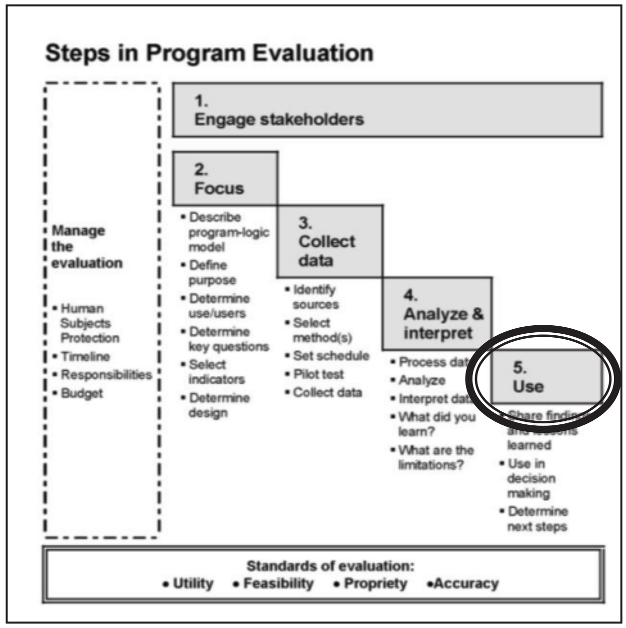
Questions 5 and 6 allow respondents to provide their own input and answer questions in their own words. Responses have been categorized and labeled. You might report:

1) the number of people who provided comments
2) the most frequently cited benefit
3) any unexpected findings

How might you report these data?

Using your evaluation – Communicating, reporting, improving

The whole point of evaluation is to have credible, useful information to *use* to make decisions and program improvements. People tend to think useful information comes at the end of the evaluation, as a reporting function. However, communication and use of information happens throughout an evaluation. Evaluation planning IS NOT a linear process!



You might want to keep your funders or other key stakeholders informed about the progress of the evaluation. You might be learning things during the evaluation that you can use to make improvements as you go. And/or, you might want to report final results to demonstrate accountability. Whatever the purpose, there are many ways to use and share information both during and after the evaluation.

Content includes:

- Purpose of communicating
- Ways to communicate
- Planning for communicating and reporting
- Effective communications
- Using graphics to report results
- Challenges in communicating and reporting

Ways to communicate

⌘ Activity
Types of communications and reports

Purpose

To help people realize that there are many ways in which they can communicate evaluation findings

Materials needed

Handout-3 *Types of communications and reports*

Slide 4

Poster paper, markers

Index cards

Process

- Before starting the activity, copy each type of communication and its corresponding description onto an index card. Make enough cards so that 3 people each receive the same card.
- Invite individuals to share the ways in which they have communicated/shared/reported their evaluations.
- Explain that there are many ways to communicate. Each person will receive a card with one type of communication strategy.
- Distribute one card to each person. Provide the following instructions: [Adapted from Preskill & Russ-Eft (2005), Activity 59, pp. 313-318]
    - Walk around the room and find others with matching cards. (You may want to list the types of communications for all to see.)
    - Together, discuss the information on the card.
    - Identify 2-3 situations or times when this type of communication would be effective, drawing on your own program experience as much as possible.
    - Write your ideas on poster paper; be prepared to share your ideas.
- Invite each group to share its communication type and when it would be appropriate to use. Encourage addition of ideas and suggestions.

Reflection questions

- What is one way to communicate about evaluation that you hadn't considered before?
- What is one type that you might try in your own evaluation practice?
- How can different formats best be used to facilitate learning?

Additional resources

Activity 59: Communicating and reporting evaluation formats [Preskill & Russ-Eft (2005), pp. 313-318]

"Types of reports" in *Reporting results, Part 7* of *The power of proof: An evaluation primer* [Tobacco Technical Assistance Consortium (n.d.)] http://www.ttac.org/power-of-proof/report_results/types.html

⌘ Activity
Practice communicating!

Purpose

To help people practice communicating by having them write an elevator story, an impact statement, and an email message

Materials needed

Handout-4 *Case scenario*

Poster paper, markers

Process

- **Case scenario:** Ask people to find a partner. Distribute the handout. Ask each pair to read the case scenario and then develop (1) an elevator story, (2) an impact statement, and (3) an email message to communicate about the evaluation, per the instructions on the handout. Distribute poster paper for the teams to write down their communications.
- Reconvene as pairs in a large group and have the teams count off by threes. Ask all #1s to share their elevator stories, all #2s to read their impact statements, and all #3s to share their email communications. Facilitate critique and comments. Encourage rewrites and revisions as appropriate.
- **Brainstorming:** Wrap up by inviting everyone to brainstorm answers to these questions:

1) What makes a strong elevator story? Impact statement? Email communication?
2) When might you use an elevator story? An impact statement? An email communication?

Reflection questions

- What have you learned today that will help you in your own communications?
- What do you see as strengths that you have or challenges you may face when communicating about your evaluations?

⌘ Activity
Analyzing samples of communications and reports

Purpose

To help people recognize strengths and weaknesses of written communications

Materials needed

Handout-5 *Sample communications/reports (Press release, Impact brief, and Grant request)* (3 pages) (As an alternative, select other samples that are relevant for the people you are working with and their learning needs.) Staple all samples together as a single handout.

Handout-8 *Grading exercise – Impact statements*

Poster paper, markers

Individuals' own samples of communications and reports

Process

- **Peer critique:** Prior to the session, invite people to bring samples of both effective and ineffective communications and reports that they have created and/or seen. (There may be some people who would like to bring a sample for the group to critique and help improve in a peer learning process).

  Invite everyone to lay out the samples on a table and look over the collection.

  Ask those who brought samples to comment on what they brought:

    What was the purpose of the report?

    Did it work well in achieving its purpose?

    What would you improve/change?

  Probe for innovative and creative ways people have reported their evaluations.

- Form groups of 3-4 people. Distribute the handout *Sample communications/reports* to each person. Note that two of the samples have insets that highlight important information to include. Ask each group to review the samples and discuss the insets. As they review the documents, invite them to respond to the questions below for *each* sample. They should write their comments on poster paper for sharing with the whole group.

  What information in these samples seems really important?

  If you were to use this type of communication/report for your own evaluation reporting, what aspects might you keep?

  What aspects might you change?

- Invite the small groups to share key points from their discussions about each of the samples. Facilitate discussion and additions.
- Distribute the handout *Grading exercise: Impact statements.* Ask each person to read and grade the examples. When finished, form small groups and encourage people to discuss their answers. Ask each group to identify and write down ways to improve the statements that need it.
- Share key points from the discussions and suggested rewrites of the statements.

Reflection questions

- What is one thing that you learned about what to include in a communication or report that you had not thought about before?
- What is one thing that you might apply to your own evaluation practice?

Additional resources

Impact reports [University of Wisconsin Extension (2005)] http://www.uwex.edu/impacts/search/?action=list

National impacts [Cooperative State Research, Education, and Extension Service (n.d.)] http://www.csrees.usda.gov/newsroom/impacts.html

Success story guidelines [University of Wisconsin Extension (2003)] http://www.uwex.edu/ces/techservices/prs/docs/successtory.pdf

Handout - Types of communications and reports

TYPE	DESCRIPTION
Technical report	A detailed report of an evaluation's methods and findings.
Executive summary	A few pages, usually located at the beginning of a longer report, that outline a study's major findings and recommendations.
Annual report	A focused report that compiles major achievements for all programs, either written or presented orally.
Success story	A one- or two-page description of a program's successes (progress and/or achievements) used to promote a program and tell its story.
Impact statement; paragraph spotlight	A short paragraph that highlights impact — the difference the program has made.
Elevator story	A quick, concise message that clearly communicates your story and can be relayed in the time the elevator travels between the first and sixth floors!
News release; press conference	A brief, newsworthy piece or interaction to release specific information.
Media appearance	A release of newsworthy information that usually includes a staged event, such as a local sports star leading a walk-a-thon to raise awareness about a study on exercise and health.
Public meeting	A gathering that is open to the public where evaluation findings are presented in a clear, simple manner, usually with time set aside for open discussion.
Action planning; working session; staff workshop	An interactive discussion of findings, usually with the intention of in-depth learning and setting next steps.
Memo; email; fax; postcard	A short message circulated among staff or a group, usually focused on one specific point.
Personal discussion	A face-to-face interaction to discuss evaluation findings with an individual or small group.
Brochure; newsletter; bulletin	A brief, simply-worded publication that can be distributed or mailed to various outlets.
Published article	An article written for a particular journal with a target audience in mind.
Display/exhibit: photographs, 3-ring binder, poster, chart	A visual presentation of specific information, with minimal use of written words.
Audio/Video presentation; slide presentation	Electronic visual presentation that may include audio and personal comments.

Adapted from:

Work Group for Community Health and Development, University of Kansas. (2007). Communicating information to funders for support and accountability (Sect. 4). In *The Community Tool Box* (Ch. 39). http://ctb.ku.edu/tools/sub_section_main_1376.htm

Centers for Disease Control and Prevention. (2007). *Impact and value: Telling your program's story.* Natl. Ctr for Chronic Disease Prevention and Health Promotion, Div. of Oral Health. http://www.cdc.gov/oralhealth/publications/library/pdf/success_story_workbook.pdf

Handout - Case Scenario

Succeeding in college

Despite significant gains in minority undergraduate and graduate enrollments at the nation's colleges and universities, the rate at which students of color enroll in college continues to trail that of white students. Likewise, there is a gap between students from high- and low-income families in college enrollment rates.

In 2002, a team of concerned high school staff and administrators and faculty from the local college and extension office initiated the *College is for me!* Program. The team secured start-up funding of $10,000 from the college's innovative grant program. The program provides workshops, mentoring, financial aid assistance, ACT preparation, and tutoring to the area's high school students of color and/or of low economic means. Over 30 volunteers are involved in various aspects of the program. To date, 213 students have completed the program:

- 100% of the seniors have graduated from high school and applied to institutions of higher learning.
- 92% enrolled in a post-secondary institution; all were successful in receiving scholarships and other sources of financial aid.
- Significant improvements have been reported on ACT test scores.
- Participants report increased motivation to attend and succeed in college, greater sense of confidence and self-worth, and increased reading and communication skills.
- Volunteers report various benefits including feeling like they are helping, getting to know the youth, and a greater sense of purpose.

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1) Elevator story: Your administrator expects everyone to be able to clearly and succinctly communicate the value of his work in the time that the elevator travels from his office on the sixth floor to the lobby on the first floor. You are planning ahead for that fateful day! Prepare an "elevator story" to capture the value of the program described in the above scenario. Add information needed to create your story; or identify additional information you need.

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2) Impact statement: Write an impact statement (no more than 500 words) to include in the annual report to the funder that communicates the "impact" of this program.

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3) Email message: You like to share evaluation results with the volunteers that help deliver the program and make it a success. Write an email message to send to the community volunteers.

⌘ Activity
Tips for communicating your evaluation results

Purpose

To help people become familiar with some common ways to improve their communications

Materials needed

Handouts *Tips for communicating your evaluation results*

Slides 14-20

Poster paper, markers

Process

- **Share your own:** Invite individuals to share examples/stories of
  - an effective communication;
  - an ineffective communication;
  - a miscommunication.
- Discuss:

  What made it so?

  What are some tips you have for others?
- Distribute the handout *Tips for communicating your evaluation results*
- Discuss the items and invite people to add to the list.
- Distinguish between writing/speaking clearly and having something meaningful to say. Note that many of the "tips" on the handout relate to "how" one presents information. The other aspect is having "impactful" information to present (the first bullet on the list).
- **Tabletop conversations:** Break into small groups of 4-5 per table. Place the following question on poster paper for all to see/or on placards at each table. Ask each table group to discuss the questions and be prepared to share the key points of their discussions.
- Invite volunteers to share key points from their discussions for each of the questions. Facilitate conversation and additions.

QUESTION: What are some TIPS for communicating with an audience that is…

1. over the age of 65?
2. non-English speaking?
3. under age 10? aged 16-18?
4. critical of your program?
5. a Governor's panel?
6. your county Board?

Handout - TIPS for communicating your evaluation results

- Tailor the report/message to address the issue(s) that are most interesting to the user.
- Avoid jargon and technical terms.
- Be clear and concise. Avoid long sentences
- Use the active voice.
- Eliminate unnecessary words; check for “wordiness.”
- Check writing and grammar.
- Be accurate, balanced, and impartial.
- Be timely.
- Use graphics, photos, quotations, and real stories.
- Consult a communications specialist.
- Write-rewrite-rewrite. Practice-practice-practice.
- Allow sufficient time.

Add three items to the list above.

1.

2.

3.

Managing evaluation

Common aspects related to managing evaluation: roles and responsibilities, including those of the evaluation advisory group; selecting an external evaluator; budgets; and scheduling.

Content includes:

Who does the evaluation?

In organizational settings, valuing and taking responsibility for evaluation is everyone's responsibility. There may also be an internal group, person, or unit that provides leadership for evaluation or is responsible for outcome evaluation. Or, an external evaluator may be hired. Regardless of who does the evaluation, it's important to clearly define the roles and responsibilities and to establish an evaluation advisory group.

Selecting an evaluator

Hiring an external evaluator involves finding the right person for your purpose. There may be a series of negotiations and a contract. A variety of considerations come into play when hiring an external evaluator.

Budgeting for evaluation

Evaluation takes time and money—even if you conduct evaluation in-house. Many organizations suggest the evaluation budget should be 10% of the program budget. Being thoughtful and explicit about costs will help you better define the scope of your evaluation effort and meet expectations.

Managing evaluation

Simple management charts and timelines can help you identify necessary tasks, monitor progress, and stay on schedule.

Who does the evaluation?

⌘ Activity

How will you get the evaluation done?

Purpose

To help people consider alternatives and possibilities for conducting evaluation

Materials needed

Handout-1 *Organizational options for engaging in evaluation*

Poster paper, markers

Whistle or other noisemaker

Note to facilitator

For background material, see the items listed under "Additional resources," particularly the chart on page 3 of *Five Steps for Selecting an Evaluator: A Guide for Out-of-School Time Practitioners* [Bronte-Tinkew, Joyner, & Allen (2007)].

Process

- **Brainstorming:** Invite people to brainstorm as a group:
    1) Who is responsible for evaluation in your organization?
    2) Who is involved in *doing* evaluation?
- Distribute the handout *Organizational options for engaging in evaluation*.
- Form groups of 4-5 people. Ask each group to consider and discuss the options listed on the handout. For each option, people should discuss/answer:
    1) Have you seen this option in practice? What are its strengths and weaknesses?
    2) When/where/under what conditions would this option make sense/be appropriate?
- Invite each group to share key comments from its discussion. Add other options to the list.
    - Ask individuals to share their experiences with internal and external evaluators:

    External evaluator(s) – a person or team from outside the organization that takes on the role of evaluator

Internal evaluator(s) – a person or team from within the organization that leads the evaluation process and/or conducts evaluations

Internal evaluator(s) with external consultant(s) – a person or team from inside the organization working in concert with a person or team from outside

- **Around the room:** Print each of these terms at the top of a sheet of poster paper: **External Evaluator**, **Internal Evaluator**, and **Combination**. Draw a line dividing each paper into two columns with **Pluses** at the top of one column and **Minuses** at the top of the other column. Place the three sheets of paper around the room.

  Divide people into groups of 3-5. Direct each group to one of the poster papers. Explain that they have five minutes to write down Pluses (advantages) and Minuses (disadvantages) for engaging that type of evaluator. When the whistle sounds, they are to move in clockwise fashion to the next poster paper, adding to what has been written there.

  After all groups have visited each paper, ask them to go around again and review all the responses. Encourage discussion and additions.
- Wrap up with a discussion about the particular roles each individual plays or will play in evaluation. Encourage people to be explicit about their roles and responsibilities in planning and implementing evaluation in their organizations.

Reflection questions

- What did you learn today about how you might organize the evaluation function within your own agency?
- What are the challenges/opportunities you see in working with an external evaluator?
- What are the challenges/opportunities you see in having evaluation be internal?
- What additional help/assistance/learning do you think you need in order to fulfill your evaluation role in your organization?

Additional resources

Five steps for selecting an evaluator: A guide for out-of-school time practitioners [Bronte-Tinkew, Joyner, & Allen (2007)] http://www.childtrends.org/Files//Child_Trends-2007_10_01_RB_SelectingEvaluator.pdf

"Who should conduct your evaluation?" in *The program manager's guide to evaluation* (Chapter 3) [Administration on Children, Youth and Families (2003)] http://www.acf.hhs.gov/programs/opre/other_resrch/pm_guide_eval/reports/pmguide/chapter_3_pmguide.html

Handout - Organizational options for engaging in evaluation

- A person or a team of people provides leadership for evaluation. There is regular communication with the organizational leadership and members to maintain joint ownership of evaluation, but the internal evaluator or team sets direction and coordinates the evaluation function for the organization. An evaluation advisory group may provide guidance and support for the evaluator or team.

- In small organizations, all members may actively participate in setting goals and procedures for evaluation. Certain members may take on specific evaluation tasks, such as an annual survey of members, monthly committee reports, or scheduled interviews with beneficiaries. Often one member is designated the evaluation leader to ensure tasks are completed and communicated, but the organization as a whole makes decisions and controls the evaluation process.

- The organization hires a consultant (an external evaluator) to provide primary leadership for evaluation — to help the organization develop its evaluation process, provide advice and assistance on particular methodological issues, and conduct particular evaluation studies. The extent of the evaluator's responsibilities may vary, as may the roles of the organizational members

- The funding agency contracts with an external evaluator, often as part of a large, multi-site initiative. Organizational members may have little input in or control over evaluation.

- Individual members/staff conduct evaluation, depending upon interest and resources. There is no coordinated organizational effort.

Discussion: In what other ways do organizations organize themselves to do evaluation?

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Volkov, B., King, J. 2007. A checklist for building organizational evaluation capacity. The Evaluation Center. Western Michigan University. http://www.wmich.edu/evalctr/archive_checklists/ecb.pdf

University of Wisconsin-Extension, Program Development and Evaluation

Evaluation Publications: http://www.uwex.edu/ces/pdande/evaluation/evaldocs.html

Evaluation Quick Tips: http://www.uwex.edu/ces/pdande/resources/

Online logic model course: http://www.uwex.edu/ces/lmcourse

Online evaluation modules: http://www.uwex.edu/impacts/evaluation-modules/

Building capacity in Evaluating Outcomes: A teaching and facilitating resource. Madison: WI. December, 2008 http://www.uwex.edu/ces/pdande/evaluation/bceo/

Developing a logic model: Teaching and training guide. Madison: WI. 2008. http://www.uwex.edu/ces/pdande/evaluation/pdf/lmguidecomplete.pdf