This worksheet is designed to help develop an evaluation mindset. The following exercises help us identify our evaluation goals, develop a realistic understanding of evaluation, and think strategically about the data we'll need to collect.

I. Identify the reasons to evaluate

Define one or more of the reasons to conduct a program evaluation and write the reason(s) in a clear statement. This statement will set the foundation for developing an evaluation plan.

We are evaluating our _____ program in order to:

1. _____

2. _____

3. _____

II. Demystify the myths about program evaluation.

Exposing and responding to perceived myths about program evaluation up front will set the foundation for developing an evaluation mindset and completing the evaluation process successfully. Consider these three steps:

1. Ask immediate staff and stakeholders "What thoughts do you have that make you uncomfortable with evaluating our program?"

   • _____

   • _____

   • _____

2. After naming discomforts, determine the truths and inaccuracies about these concerns.

• What is true?

• What is false?

• What is uncertain?

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3. Establish the aspect of these concerns that are myths. In a clearly written statement, provide a response that dispels these concerns.

III. Define program goals

When planning an evaluation, it often helps to think about the short and long-term goals of the program. If they're already a part of the strategic or operational plan, write them below. If not, brainstorm several specific goals to put in each column. Remember that short-term goals should be realistic and specific.

Short Term Goals	Long Term Goals

What will the achievement of long term goals tell us about our program that short-term goals may not reveal?

IV. What type of evaluation should we conduct?

Check the questions our organization is interested in answering with evaluation.

	Question	Evaluation type
☐	Is there concern about the extent to which programs or services are working as they are taking place?	Formative
☐	Do specific areas of a program need to be looked at to determine where improvements can be made to help make it better?	Formative
☐	Is there a specific problem in the functioning or implementation of the program that needs to be addressed immediately?	Formative
☐	Do you want to know if program objectives were met?	Summative
☐	Is there a needed improvement and modification of the overall structure of the program?	Summative
☐	Do you want to know the overall impact of the program?	Summative
☐	Do you want to determine what resources are needed to address the program's weaknesses?	Summative

IV. Do we need to collect quantitative or qualitative data…or both?

Categorize what types of data that needs to be collected by describing what story we want our evaluation to reveal from the analysis of the data (*see the first two examples in the chart*.)

The story we want our data to tell	Qualitative	Quantitative
The number of new immigrants in our job program who went on to find meaningful employment in comparison to the rate of employment for new immigrants who did not participate in our program.		X
The degree to which our homework help program improved the grade averages of our participants.	X	

Adapted from: *http://toolkit.pellinstitute.org/wp-content/uploads/2009/12/Evaluation-101-Worksheet1.pdf*