

## Content Guide

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### Facilitator's guide

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Unit 1: Getting ready

Section	Page	Desired outcomes	Activities	Page	Materials needed
1A: Fear and loathing	3	Individuals will... <ul style="list-style-type: none"> <li>• increase their understanding of different perspectives and their own attitudes about evaluation.</li> <li>• increase their understanding of common challenges and barriers in evaluating outcomes.</li> <li>• unleash their anxieties and emotions about evaluating outcomes.</li> </ul>	Let it all out...	3	Slide 2 Handout-1 <i>My Magical Evaluation Tool</i> Poster paper, marker
			Understanding perspectives about evaluation?	5	Four signs that read: Strongly Agree, Agree, Disagree, Strongly Disagree Clothesline or masking tape
			Common sentiments about evaluation	6	Handout-2 <i>Common sentiment</i> Note cards
1B: Clarifying language: <i>Evaluation, outcomes</i>	7	Individuals will... <ul style="list-style-type: none"> <li>• increase their understanding of common terms used in evaluation.</li> <li>• be able to define <i>evaluation, outcomes</i>, other key terms.</li> </ul>	Defining <i>evaluation</i>	7	Slides 3-5 Paper Poster paper, markers
			Defining <i>outcomes</i>	8	Slides 6-10 Paper 6x9'' index cards, markers
1C: Exploring motives and benefits of evaluation	10	Individuals will... <ul style="list-style-type: none"> <li>• better understand motives for engaging in evaluation.</li> <li>• increase their understanding about the benefits/value of evaluation.</li> </ul>	Why evaluate?	10	Handout-3 <i>Why am I evaluating?</i> Slides 11, 12 Paper Poster paper, markers
			What's in it for me (WIIFM)?	12	Handout-4 <i>Assessing the benefits of evaluation</i> Poster paper, marker



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1D: Assessing organizational readiness for evaluating outcomes 13	Individuals will... <ul style="list-style-type: none"> <li>• increase their understanding of the factors that influence success in outcome evaluation.</li> <li>• increase their understanding of their own organization's readiness.</li> <li>• increase their understanding of the organizational barriers that exist when engaging in evaluation.</li> </ul>	Assessing your organization's readiness for evaluating outcomes 13	Handout-5 <i>Tool: Assessing your organization's readiness for evaluating outcomes</i> Handout-6 <i>Tool: Getting ready</i> Handout-7 <i>Readiness action plan</i> Slides 13-20 Poster paper, markers
		Barriers and facilitators to evaluation 15	Handout-8 <i>Barriers and facilitators to evaluation</i> Slides 20, 21 Poster paper, markers
1E: The outcome management group 17	Individuals will... <ul style="list-style-type: none"> <li>• increase their knowledge about what is involved in managing an outcome management system.</li> <li>• begin developing a plan for establishing an outcome management work group, if appropriate.</li> </ul>	Developing an outcome management work group 17	Handout-9 <i>Developing an outcome work group</i> Handout-10 <i>Outcome management work group action plan</i>



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**Unit 2: Developing an evaluation plan**

Section	Page	Desired outcomes	Activities	Page	Materials needed
2A: Planning your evaluation to measure outcomes	4	Individuals will... <ul style="list-style-type: none"> <li>• increase their understanding of how to develop an evaluation plan.</li> <li>• increase their knowledge of the steps involved in planning and conducting an evaluation.</li> </ul>	Key steps in planning an evaluation	4	Publication <i>Planning a program evaluation</i> (G3658-1) Publication <i>Planning a program evaluation: Worksheet</i> (G3658-1W) Slides 3-11 Poster paper, markers
			Practice: Create your own evaluation plan	6	Publication <i>Planning a program evaluation: Worksheet</i> (G3658-1W) Handout-1 <i>Evaluation planning – Next steps</i>
			Common challenges with evaluation planning	8	Handout-2 <i>Common challenges with evaluation planning</i>
2B: Protecting human subjects	9	Individuals will... <ul style="list-style-type: none"> <li>• increase their understanding of the meaning of <i>human subjects protection</i>.</li> <li>• have a plan for addressing human subjects protection in their own evaluation.</li> </ul>	Protecting the rights of participants	9	Handout-3 <i>What is Human Subjects Protection?</i> Handout-6 <i>Case scenarios – What should we do?</i> Handout-8 <i>Worksheet: Our plan for human subjects protection</i> Slide 12 Poster paper, markers
2C: Cultural competence in evaluation	11	Individuals will... <ul style="list-style-type: none"> <li>• increase their understanding of the influence of culture on evaluation.</li> <li>• increase their ability to design and implement evaluations that are culturally appropriate.</li> </ul>	What is culturally competent evaluation?	12	Slide 13 Poster paper, markers Creative materials – colored paper, colored pencils, clay, paints, etc.
			Practicing cultural competence in evaluation	13	Handout-9 <i>Cultural considerations</i> Handout-10 <i>Ways to make your evaluations more culturally sensitive</i> Handout-11 <i>Cultural characteristics</i> Poster paper, markers



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Section	Page	Desired outcomes	Activities	Page	Materials needed
2D: How “good” is your evaluation?	15	Individuals will... <ul style="list-style-type: none"> <li>• increase their understanding of the professional standards that guide the practice of evaluation.</li> <li>• increase their knowledge about the five guiding principles for evaluators.</li> <li>• increase their ability to check their own evaluation plans to ensure quality work.</li> </ul>	Program evaluation standards	15	Handout-12 <i>The Program Evaluation Standards</i> Handout-14 <i>Ways to Improve the Quality of Your Program Evaluations</i> (Quick Tip #9) Handout-16 <i>Case scenarios – Ethical dilemmas</i> Poster paper, markers Slide 14
			Guiding principles for evaluators	17	Handout-18 <i>Guiding principles for evaluators</i> Slide 15 Poster paper, markers
			Checking your evaluation plan	19	Handout-19 <i>Checklist – How good is our evaluation?</i> Handout-14 <i>Ways to improve the quality of your program evaluations</i> (Quick Tip #9) Handout-20 <i>Checklist – Checking against the standards</i> Copies of individuals’ evaluation plans



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**Unit 3: Engaging stakeholders**

Section	Page	Desired outcomes	Activities	Page	Materials needed
3A: Who are the evaluation stakeholders – the <i>users</i> ?	3	Individuals will... <ul style="list-style-type: none"> <li>• increase their understanding of why it is important to involve stakeholders.</li> </ul>	Who are the evaluation stakeholders?	3	Handout-1 <i>Who are your evaluation stakeholders?</i> Handout-2 <i>Worksheet: Engaging stakeholders</i> Slides 1-10 Poster paper, markers Sticky notes 5-6 different hats
3B: How might evaluation stakeholders be involved?	7	Individuals will... <ul style="list-style-type: none"> <li>• increase their understanding of ways that stakeholders can be involved in evaluating outcomes.</li> <li>• increase their understanding of “meaningful” involvement.</li> </ul>	Ways to involve stakeholders	7	Handout-2 <i>Worksheet: Engaging stakeholders</i> (continue from previous activity) Slides 11, 12 Poster paper, markers A fun prize to give away
3C: How can you encourage stakeholder participation in evaluation?	9	Individuals will... <ul style="list-style-type: none"> <li>• increase their ability to get stakeholders involved in the evaluation.</li> </ul>	Ways to encourage stakeholder participation	9	Handout-2 <i>Worksheet: Engaging stakeholders</i> (continue from previous activity) Poster paper, markers Slides 13, 14



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**Unit 4: Focusing the evaluation**

Section	Page	Desired outcomes	Activities	Page	Materials needed
4A: Describing the program to be evaluated	4	Individuals will... <ul style="list-style-type: none"> <li>• increase their ability to clearly describe their program as a prerequisite for evaluating it.</li> <li>• increase their understanding of how a logic model helps in focusing an evaluation.</li> </ul>	Describe your program	4	Handout-1 <i>What's included in a program description?</i> Handout-2 <i>Worksheet – Describe your program</i> Handout-3 <i>Logic model worksheet</i> Slides 6-8 Poster paper, markers
4B: Determining purpose	6	Individuals will... <ul style="list-style-type: none"> <li>• be able to articulate a clear purpose for their evaluation as the foundation for ensuring a useful evaluation.</li> </ul>	So, why are you evaluating?	6	Handout-4 <i>What is your purpose for evaluating?</i> Handout-5 <i>Evaluation purpose statements</i> Slides 9-11 Card stock paper Markers 5-6 different hats
4C: Identifying key evaluation questions	8	Individuals will... <ul style="list-style-type: none"> <li>• increase their ability to guide the evaluation by identifying meaningful questions that are based on the evaluation purpose and the information users.</li> <li>• increase their ability to prioritize questions to meet their resource constraints.</li> </ul>	Who wants to know what?	8	Handout-6 <i>Who wants to know what?</i> Handout-7 <i>Sample key evaluation questions</i> Handout-8 <i>Sample evaluation questions</i> Handout-9 <i>Relevant participant and program characteristics affecting outcomes</i> Slides 12-14
			Using a logic model to identify evaluation questions	11	Handout-10 <i>Example: A parent education program logic model</i> Handout-11 <i>Example: Questions for a parent education program</i> Large sticky notes, markers Poster paper Slides 15-18



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		Prioritizing questions	13	Handout-12 <i>Prioritize evaluation questions</i> Poster paper, markers	
4D: Identify indicators	14	Individuals will... <ul style="list-style-type: none"> <li>• increase their knowledge about indicators and their use in outcome evaluation.</li> <li>• be more confident in their ability to select appropriate indicators.</li> <li>• be able to identify indicators for their own program evaluation.</li> </ul>	What are indicators?	14	Handout-13 <i>Examples of indicators</i> Handout-14 <i>Frequently asked questions about indicators</i> Slides 19-31 Poster paper, markers Articles from a local newspaper that include examples of indicators
			More indicator practice – link to key questions	16	Handout-15 <i>Indicator practice</i> Handout-16 <i>Indicators for parent education program</i>
			Indicators for your own program	17	Handout-17 <i>Indicator criteria</i> Handout-18 <i>Indicator review worksheet</i>
4E: Choosing an evaluation design	20	Individuals will... <ul style="list-style-type: none"> <li>• increase their understanding of evaluation design.</li> <li>• increase their knowledge of different types of evaluation designs: experimental, quasi-experimental, and non-experimental.</li> <li>• increase their ability to choose a design appropriate for their program, purpose, and context.</li> </ul>	What is “evaluation design”?	20	Handout-19 <i>Evaluation designs</i> Slides 32, 33 Poster paper, markers Whistle or other noisemaker



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Unit 5: Collecting data

Section	Page	Desired outcomes	Activities	Page	Materials needed
5A: Sources of evaluation information	5	Individuals will... <ul style="list-style-type: none"> <li>• be able to list several key information sources for a program of choice.</li> <li>• understand why multiple sources are preferred.</li> </ul>	Where can you get the information we need?	5	Handout-1 <i>Sources of Evaluation Information</i> (Quick Tips 11) Slide 3 Poster paper, markers
5B: Quantitative and qualitative methods	7	Individuals will... <ul style="list-style-type: none"> <li>• increase their understanding of quantitative and qualitative methods and the relative merits of each.</li> <li>• increase their understanding of mixed-methods as a way to minimize the weaknesses of a single method.</li> <li>• increase their understanding of <i>reliability</i> and <i>validity</i> relative to quantitative and qualitative methods.</li> </ul>	Differences between quantitative and qualitative methods	7	Handout-2 <i>Quantitative and qualitative scenarios</i> Handout-3 <i>Methods for collecting information</i> (Quick Tip #8) Slides 4-6 Poster paper, markers
			Using “mixed methods”	9	<i>An overview of quantitative and qualitative data collection methods</i> Slide 7 Poster paper, marker
			Reliability and validity	10	<i>Building evaluation capacity: 72 activities for teaching and training</i> Slides 8, 9
5C: Choosing methods	11	Individuals will... <ul style="list-style-type: none"> <li>• increase their understanding of the range of data collection methods.</li> <li>• better match data collection methods with evaluation questions to be answered.</li> <li>• increase their understanding of the advantages and disadvantages of different methods.</li> </ul>	Which method or methods should you use?	11	Handout-3 <i>Methods for collecting information</i> (Quick Tip #8) Handout-4 <i>Advantages and challenges of data collection methods</i> Handout-5 <i>Case scenarios – Choosing data collection methods</i> Slides 10-17



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		Using a data collection plan	13	Handout-6 <i>Worksheet – Data collection plan</i> Handout-7 <i>Parent education data collection plan</i> Handout-8 <i>Smoke-free worksites data collection plan</i>	
5D: Culturally appropriate methods	14	Individuals will... <ul style="list-style-type: none"> <li>• increase their knowledge of cultural aspects to consider when selecting data collection methods.</li> <li>• increase their ability to select culturally responsive and appropriate methods.</li> </ul>	Being culturally sensitive	14	Handout-10 <i>Case scenario – Cross-cultural data collection</i> Slides 18-24 Poster paper, marker Bright colored card stock (1 sheet per person)
5E: Focus groups	17	Individuals will... <ul style="list-style-type: none"> <li>• increase their knowledge of focus groups as a data collection method.</li> <li>• increase their understanding of the steps and processes involved in conducting a focus group.</li> </ul>	Focus group basics	17	Handout-11 <i>Focus group interviews (Quick Tip #5)</i> Slides 25, 26 Poster paper, markers Ball
5F: Surveys	20	Individuals will... <ul style="list-style-type: none"> <li>• increase their knowledge of when to use a survey.</li> <li>• increase their skills in conducting a high quality survey.</li> <li>• increase their understanding of response rate and ways to increase survey response rate.</li> </ul>	Implementing a survey	20	Publication <i>Collecting evaluation data: Surveys (G3658-10)</i> Slides 27-29 Poster paper, markers
			What about response rate?	23	Handout-13 <i>Calculating response rate</i> Handout-14 <i>How to get a respectable response rate (Quick Tip #1)</i> Handout-15 <i>What you should do if you haven't gotten a respectable response rate (Quick Tip #2)</i> Slides 30-35 Poster paper, markers Whistle or other noisemaker



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5G: Document review	25	Individuals will... <ul style="list-style-type: none"> <li>increase their understanding of how documents and existing records can be used in data collection.</li> </ul>	Using document review in data collection	25	Slides 36-39 Poster paper, markers
5H: Observation	27	Individuals will... <ul style="list-style-type: none"> <li>increase their understanding of when and how to use observation as a data collection method.</li> <li>increase their ability to collect observational data.</li> </ul>	Ins and outs of observation	27	Publication <i>Collecting evaluation data: Direct observation (G3658-5)</i> Slides 40-58 Poster paper, markers Whistle or other noisemaker
			Practice using observation	29	Publication <i>Collecting evaluation data: Direct observation (G3658-5)</i> Handout-16 <i>Observation scenarios</i> Handout-17 <i>Instructional skills observation checklist</i> Poster paper, markers
5I: Interviews	33	Individuals will... <ul style="list-style-type: none"> <li>increase their understanding of interviewing as an evaluation data collection method and get tips for effective interviewing.</li> <li>increase their ability to conduct effective interviews.</li> </ul>	Ins and outs of interviewing	33	Poster paper, markers Whistle or other noisemaker Slides 59-69
			Practice interviewing	35	Poster paper, markers Whistle or other noisemaker
5J: End-of-session questionnaires, including retrospective post-then-pre method	37	Individuals will... <ul style="list-style-type: none"> <li>increase their knowledge of information that can be collected at the end of a session.</li> <li>increase their ability to create useful end-of-session questionnaires.</li> <li>increase their ability to use the retrospective post-then-pre method appropriately.</li> </ul>	Ins and outs of end-of-session questionnaires	37	Publication <i>Collecting evaluation data: End-of-session questionnaires (G3658-11)</i> Poster paper, markers Colored pencils



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		Ins and outs of retrospective post-then-pre method 38	Handout-18 <i>Using the retrospective post-then-pre design</i> (Quick Tip #27) Handout-20 <i>Designing a retrospective post-then-pre question</i> (Quick Tip #28) Handout-22 <i>When to use the retrospective post-then-pre design</i> (Quick Tip #29) Handout-23 <i>Analysis of retrospective post-then-pre data</i> (Quick Tip #30) Poster paper, markers, colored pencils
5K: Other methods for collecting data 40	Individuals will... <ul style="list-style-type: none"> <li>• be more familiar with a variety of ways to collect evaluative data.</li> <li>• increase their knowledge about how and when to use alternative methods.</li> </ul>	Using creative expression, stories, journals, case study and other data collection methods 40	Handout-25 <i>Other ways to collect evaluation data</i> Poster paper, markers
		Using group methods in data collection 41	Handout-28 <i>Group assessment techniques for collecting data</i> Poster paper, markers
5L: Questionnaire design 44	Individuals will... <ul style="list-style-type: none"> <li>• increase their ability to develop a useful questionnaire.</li> <li>• increase their ability to word questions to capture the information they want.</li> <li>• understand the pros and cons of using different types of questions.</li> <li>• increase their ability to word responses appropriately.</li> <li>• identify ways to improve the format/design of a questionnaire.</li> </ul>	Getting ready to create a questionnaire 44	Handout-30 <i>Steps to creating a good questionnaire</i> Slides 70-90
		Types of questions: Comparing open and close-ended questions 46	Publication <i>Questionnaire design: Asking questions with a purpose</i> (G3658-2) 4''x6'' inch plain index cards, colored markers (fine point) Slides 91-99



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		Wording the question	47	<p>Publication <i>Questionnaire design: Asking questions with a purpose</i> (G3658-2)</p> <p>Handout-31 <i>What’s wrong with these questions?</i></p> <p>Handout-35 <i>Checklist: Avoiding common problems in question wording</i></p> <p>Colored card stock, pens, markers</p> <p>Slides 100-116</p>
		Wording the answer	49	<p>Handout-36 <i>Response options – Primer</i></p> <p>Handout-37 <i>Rating Scales</i></p> <p>Slides 117-124</p>
		Formatting the questionnaire	50	<p>2-4 sample questionnaires provided by you or other individuals</p> <p>Slides 125-131</p>
		Questionnaire design – Practice	51	<p>2 to 4 questionnaires from the group, or provided examples</p>
		Pre-testing the questionnaire	52	<p>Handout-39 <i>Pilot test your questionnaire</i></p> <p>Slides 133-137</p> <p>Poster paper, markers</p>
5M: Timing of data collection	54	Individuals will...		<ul style="list-style-type: none"> <li>• increase their understanding of the different times that data can be collected, not just “after” a program.</li> <li>• increase their ability to plan for and schedule data collection consistent with the evaluation questions they want answered.</li> <li>• increase their understanding of the relationship between timing of data collection and ability to answer their evaluation questions.</li> </ul>
		When do we collect the data?	54	<p>Slide 143</p> <p>Poster paper, markers</p>



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5N: Cover letters 56	<p>Individuals will...</p> <ul style="list-style-type: none"> <li>• increase their knowledge of the critical information that needs to be included in a cover letter.</li> <li>• increase their ability to write a quality cover message for any type of data collection effort.</li> </ul>	Writing a cover letter 56	<p>2-4 sample cover letters provided by you or other individuals</p> <p>Handout-40 <i>Cover letter exercise</i></p> <p>Slides 139-142</p>
5O: Sampling 58	<p>Individuals will...</p> <ul style="list-style-type: none"> <li>• increase their knowledge of the difference between probability and nonprobability sampling.</li> <li>• increase their knowledge of how sampling decisions can affect their evaluation.</li> <li>• be able to determine the appropriate sampling method given an evaluation's purpose and key questions.</li> </ul>	The basics of sampling 58	<p>Publication <i>Sampling</i> (G3658-3)</p> <p>Handout-41 <i>Choosing a sample – Scenarios</i></p> <p>Slides 143-146</p> <p>Poster paper, markers</p>
		Random samples 60	<p>Poster paper, markers</p> <p>Whistle or noisemaker</p>
		Sample size – How many do I need in my sample? 61	<p>Handout-42 <i>Sample size</i></p> <p>5x7 index cards</p>
		Bias in sampling 63	<p>Handout-44 <i>What is sampling bias?</i></p> <p>Handout <i>Problem samples from Activity 38: Sampling with bias in Preskill &amp; Russ-Eft (2005)</i></p> <p>Poster paper, markers</p>



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**Unit 6: Analyzing and interpreting data**

Section	Page	Desired outcomes	Activities	Page	Materials needed
					Handout-1 <i>Data analysis glossary</i>
6A: Demystifying data analysis	4	Individuals will... <ul style="list-style-type: none"> <li>• release anxieties about data analysis.</li> <li>• be ready to increase their understanding of data analysis.</li> </ul>	Getting comfortable with data analysis	4	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)
6B: Planning for data analysis	6	Individuals will... <ul style="list-style-type: none"> <li>• understand the importance of planning for data analysis before collecting data.</li> <li>• know what to consider in planning for analysis.</li> </ul>	Developing a data analysis plan	6	Handout-3 <i>Common data analysis techniques</i> Handout-4 <i>Community activist survey</i> (or invite people to bring their own questionnaires and work on their own evaluations) Handout-5 <i>Data analysis plan worksheet</i> Handout-6 <i>Data analysis plan worksheet – Completed sample.</i> Poster paper, markers Slides 4-7



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6C: Analyzing quantitative data	9	<p>Individuals will...</p> <ul style="list-style-type: none"> <li>• increase their understanding of basic quantitative analysis as applied to evaluation data.</li> <li>• increase their ability to use basic analysis techniques.</li> </ul>	<p>Understanding basic quantitative analysis techniques</p>	<p>9</p> <p>Publication <i>Analyzing quantitative data</i> (G3658-6)            Handout-7 <i>Tips for quantitative data analysis</i>            Poster paper, markers            Whistle or other noisemaker</p>
			<p>Key outcome analyses</p>	<p>11</p> <p>Handout-8 <i>Key outcome data analyses</i>            Handout-14 <i>Relevant participant characteristics affecting outcomes</i>            Handout-15 <i>Relevant program characteristics affecting outcomes</i>            Poster paper, markers</p>
			<p>Preparing for data analysis</p>	<p>13</p> <p>Handout-16 <i>Steps for analyzing data</i>            Handout-17 <i>Organizing data FAQs</i>            Handout-18 <i>Record the decisions you make with your data</i> (Quick Tip #21)            Handout-19 <i>Make certain your electronic data are accurate</i> (Quick Tip #22)            Publication <i>Using Excel for analyzing survey questionnaires</i> (G3658-14)            Slides 8-12            Poster paper, markers            Whistle or other noisemaker</p>



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		Practice: 14 Analyzing survey questionnaires	Handout-4 <i>Community activist survey</i> (from activity in Section 6B) Handout-21 <i>Set of completed community activist surveys</i> Handout-31 <i>Sample data tables – Community activist survey</i> Handout-32 <i>Sample analysis – Community activist survey</i> Handout-35 <i>Limitations</i> Slides 13-15 Poster paper, markers
		Practice: 17 Analyzing retrospective post-then-pre questions	Handout-36 <i>Analysis of retrospective post-then-pre data</i> (Quick Tip #30)
6D: Analyzing qualitative data 18	Individuals will... <ul style="list-style-type: none"> <li>• understand the basics of content analysis.</li> <li>• better understand how to develop themes and categories for qualitative data.</li> <li>• increase their confidence in being able to handle qualitative data.</li> </ul>	Understanding 18 basic qualitative data analysis	Publication <i>Analyzing qualitative data</i> (G3658-12) Handout-38 <i>Tips for qualitative data analysis</i> Slides 16-19 Poster paper, markers Learning peripherals using terms and concepts from the publication
		Practice: 20 Analyzing data from open-ended questions	Publication <i>Analyzing qualitative data</i> (G3658-12) Handout-39 <i>Sample data from open-ended questions, #1 or #2</i> (Choose one handout, or, if possible, use data from individuals' own program evaluations.) Poster paper, markers

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		Practice: Analyzing data from interviews 21	Publication <i>Analyzing qualitative data</i> (G3658-12) Handout-42 <i>Sample interview data</i> (multiple pages) Poster paper, markers
		Practice: Analyzing qualitative data from existing sources and audio-visual materials 23	Handout-46 <i>Content analysis of existing sources and audio-visual materials</i> Poster paper, markers
6E: Interpreting the data 24	Individuals will... <ul style="list-style-type: none"> <li>increase their understanding that in data analysis, interpretation is necessary in order to draw conclusions and make recommendations.</li> <li>increase their ability to meaningfully interpret program evaluation data.</li> </ul>	What do the data mean? 24	Handout-48 <i>What do the numbers mean?</i> Handout-51 <i>Linking findings to actions</i> Handout-35 <i>Limitations</i> (from the Activity “Practice: Analyzing survey questionnaires” in Section 6C) Poster paper, markers
		Who should be involved in interpreting the data? 26	Poster paper, markers
6F: Using Excel in data analysis 27	Individuals will... <ul style="list-style-type: none"> <li>increase their ability to use Excel for analyzing evaluation data.</li> </ul>	Overview of using Excel 27	Publication <i>Using Excel for analyzing survey questionnaires</i> (G3658-14) Publication <i>Analyzing knowledge gain using Excel</i> (Tipsheet #51) Poster paper, markers



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**Unit 7: Using your evaluation – Communicating, reporting, improving**

Section	Page	Desired outcomes	Activities	Page	Materials needed
7A: Purpose of communicating	3	Individuals will... <ul style="list-style-type: none"> <li>• increase their understanding of the importance of communicating about evaluation both during the process and at the end.</li> <li>• check their own efforts in using their evaluation findings.</li> </ul>	Why communicate?	3	Handout-1 <i>Why communicate about evaluation?</i> Handout-2 <i>Checklist: How well are you “using” your evaluation findings?</i> Slides 1-3
7B: Ways to communicate	5	Individuals will... <ul style="list-style-type: none"> <li>• increase their knowledge of ways to communicate and use their evaluation findings.</li> <li>• increase their knowledge about which type of communication is most appropriate based on the audience and purpose.</li> </ul>	Types of communications and reports	5	Handout-3 <i>Types of communications and reports</i> Slide 4 Poster paper, markers Index cards
			Practice communicating!	6	Handout-4 <i>Case scenario</i> Poster paper, markers
			Analyzing samples of communications and reports	7	Handout-5 <i>Sample communications/reports (Press release, Impact brief, and Grant request)</i> (As an alternative, select other samples that are relevant for the people you are working with and their learning needs.) Handout-8 <i>Grading exercise – Impact statements</i> Poster paper, markers Individuals’ own samples of communications and reports



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7C: Planning for communicating and reporting 10	<p>Individuals will...</p> <ul style="list-style-type: none"> <li>• increase their understanding that use of evaluation results doesn't just happen; people must plan for communicating and disseminating evaluation results.</li> <li>• increase their ability to plan strategically to ensure that evaluation findings get used.</li> </ul>	Developing an evaluation communication plan 10	<p>Handout-9 <i>Evaluation communication plan</i>            Handout-10 <i>Who is your target audience?</i>            Handout-11 <i>Matching communication type to audience</i>            Handout-12 <i>Types of reports for different audiences</i>            Slides 5-11            Poster paper, markers            5-6 different hats</p>
7D: Effective communications 14	<p>Individuals will...</p> <ul style="list-style-type: none"> <li>• increase their ability to effectively communicate and report their evaluation findings.</li> </ul>	Basic report outline 14	<p>Handout-13 <i>Evaluation report outline</i>            Slides 12, 13            Poster paper, markers            Whistle or other noisemaker</p>
		Tips for communicating your evaluation results 15	<p>Handout-15 <i>Tips for communicating your evaluation results</i>            Slides 14-20            Poster paper, markers</p>
7E: Using graphics to report results 17	<p>Individuals will...</p> <ul style="list-style-type: none"> <li>• better understand different types of graphical displays and when they are most appropriate to use.</li> </ul>	Common graphics and when to use 17	<p>Example charts; graphs; data displays from local papers, project reports, articles or journals            Publication <i>Using graphics to report evaluation results</i> (G3658-13)            Handout-16 <i>Tips for using common graphics</i>            Handout-17 <i>Characteristics of an effective graphic</i>            Poster paper, markers            Slides 21-35</p>
7F: Challenges in communicating and reporting 19	<p>Individuals will...</p> <ul style="list-style-type: none"> <li>• increase their understanding of ways to handle potentially challenging situations when communicating and reporting evaluation findings.</li> </ul>	Handling difficult audiences 19	<p>Handout-18 <i>Dealing with difficult audiences when communicating evaluation findings</i>            Poster paper, markers            Whistle or other noisemaker</p>



Content Guide

## Unit 8: Managing evaluation

Section	Pa	Desired outcomes	Activities	Pag	Materials needed
8A: Who does the evaluation?	2	Individuals will... <ul style="list-style-type: none"> <li>• understand the options available for getting evaluation done within their organization.</li> <li>• understand the difference between external and internal evaluators and the merits of each.</li> </ul>	How will you get the evaluation done?	2	Handout-1 <i>Organizational options for engaging in evaluation</i> Poster paper, markers Whistle or other noisemaker
			What good is an evaluation advisory group?	4	Poster paper, markers Colored cardstock paper
8B: Selecting an evaluator	6	Individuals will... <ul style="list-style-type: none"> <li>• increase their knowledge about what to consider when hiring an external evaluator.</li> <li>• increase their ability to negotiate agreements and contracts with external evaluators.</li> </ul>	Finding the right evaluator	6	Handout <i>Checklist for selecting an evaluator</i> from the <i>W. K. Kellogg Foundation Evaluation Handbook</i> Handout-2 <i>Where have all the evaluators gone?</i> Poster paper, markers
			Creating an evaluation contract	8	Handout <i>Evaluation contracts checklist</i> Handout <i>Checklist for negotiating an agreement to evaluate an educational programme</i> Handout-3 <i>Evaluation contract</i> Poster paper, markers
8C: Budgeting for evaluation	10	Individuals will... <ul style="list-style-type: none"> <li>• increase their understanding of the costs that are involved in evaluation work.</li> <li>• increase their ability to develop an evaluation budget.</li> </ul>	What are the costs?	10	Handout <i>Checklist for developing and evaluating evaluation budgets</i> Handout-4 <i>Costs of different data collection methods</i> Handout-5 <i>Worksheet — Estimating costs for data collection</i> Poster paper, marker Clothesline or masking tape
			Creating a budget	12	Handout-6 <i>Budget scenarios</i> Handout-7 <i>Evaluation budget worksheet</i> Handout-8 <i>Evaluation budget tips</i> Poster paper, markers
8D: Managing evaluation	13	Individuals will... <ul style="list-style-type: none"> <li>• better understand the value of having a management plan.</li> <li>• be able to develop a simple management plan for an evaluation.</li> </ul>	Developing a management plan	13	Handout-9 <i>Time required for evaluation</i> Handout-10 <i>Evaluation management plan</i> Handout-11 <i>Sample evaluation timeline</i> Poster paper, markers

