



NO BETTER WELL

Why did you choose that audience?

Section 3,
*Why do this
program?*

continued

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Who actually came to the program? Were they from the target audience?

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Which of the following techniques for involving the community in identifying program needs did you use?

- *Youth input (by survey, informal discussion, etc.)*
- *Citizen input (by survey, informal discussion, etc.)*
- *Public discussion of important local issue(s) (local news, referendum, etc.)*
- *Advisory group input*
- *Grant or funding agency requirement(s)*
- *Educator or natural resource specialist(s) input*
- *School-identified water education needs*
- *Program evaluation and feedback*

Return to Evaluation section 1 and summarize your conclusions as an individual to questions 2-4 there. Work with the evaluation team to recommend any needed program modifications. Go on to any other section of the Evaluation Checklist.

Did your program relate to a community need? If yes, How do you know? If no, could your program be adapted to address a local need?

4

Program support, partners and networks



There are many organizations and programs that can help support each other or who could be in competition with each other. This section helps you evaluate the effectiveness of your program's networks and partners.

Success elements addressed (see p. 6)

How does your organization (or the one you work with) support this program?

6

Community partners

List any groups your program works with. Note whether the program's existence depends on the participation of a particular group.

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Do the following characteristics of organizational and partner support describe your program?

- Consistent and predictable
- Avoids duplication
- Uses resources of several agencies
- Involves partners in program delivery (note how they were involved)
- Permits sharing/publicizing program results through newsletters, reports, computer networking, conferencing, etc.

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Were you satisfied with the effectiveness of your program support? Why or why not?

Section 4, Program support, partners and networks

continues on next page



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Were your partners satisfied with the effectiveness of the program support? Why or why not?

Section 4,
Program support,
partners and
networks

continued

Were partners or networks a factor in getting the most impact from your education program? How could they become part of increasing community impact?

Return to Evaluation section 1 and summarize your conclusions as an individual to questions 2-4 there. Work with the evaluation team to recommend any needed program modifications. Go on to any other section of the Evaluation Checklist.

5 Program goals, design and access

Your water program was designed to meet the educational goals you developed. These in turn were intended to address the community needs you identified such as concern about potential contamination or shortage of drinking water, for example.

There are many potential barriers to keep youth from participating in a program. A carefully designed program will consider its target audience before determining how to present the program.

List your program goals.

What knowledge, attitudes and skills were needed by the target audience to meet these goals?

How did you design your program to meet these goals?

List your "targeted" youth. Describe your understanding of their ability to get transportation, pay fees, and benefit from the program's presentation style.

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Which, if any, of the following water education goals are addressed through your program? Goals are developed in Planning Checklist section 5. Also see Resources.

- Science of water
- Water-related ecosystems
- Drinking water supply: quantity and quality
- Water use
- Sources of water pollution and contamination

Success element addressed (see p. 6)

1

Goals

4

Youth needs

5

Youth as partners

8

Design furthers goals

Section 5, Program goals, design and access

continues on next page



- *Water quality: risk assessment and reduction*
- *Management and protection strategies for specific uses*
- *Gov't and citizenship issues*
- *Water related careers*

Section 5,
Program goals,
design and access

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Which of these general education practices did you use in program design?

continued

- *Clearly stated goals and objectives*
- *Achievable objectives*
- *Program content and/or delivery which targets the learner and learner's situation: urban/rural, income level, social conditions*
- *Youth who do the planned activities meet activity objectives and overall program goals*

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Which education strategies important to programs about water did you use?

- *Water topics concern a large number of youth in the targeted group*
- *Water topic is related to many aspects of the youth's life and world*
- *Program incorporates water science and ecological connections*
- *Program gives participants an opportunity to relate to water issues in their community*
- *Helps youth use critical thinking skills to establish a connection to their environment (dialog, reflection, questioning)*
- *Youth actually experience/manipulate water*
- *Youth can choose how to be involved in the program*
- *Addresses real water concerns in the community; e.g., landfill leachate in groundwater, nitrate contamination in well water, PCB and toxic metals contamination in fish or other water quality issues*
- *Program provides an opportunity for restoration/ stewardship of local water resources and within their watershed (streambank stabilization, beach clean-up, exotic plant removal)*
- *Youth have opportunities to use skills gained in the program in their home communities*