

NO BETTER WELL

Which, if any, of the following environmental education goals are addressed through your program?

- *Ecological foundations*
- *Conceptual awareness: issues and values*
- *Investigation skills*
- *Evaluation skills*
- *Environmental action skills*

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Which life skills are encouraged through your program?

- *Communicating with others*
- *Leading self and others*
- *Learning to learn*
- *Making decisions/ solving problems*
- *Planning and organizing*
- *Planning one's life*
- *Relating to change and others*
- *Identifying/clarifying personal values*

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Specifically consider issues of program access

- *Convenient location for targeted youth*
- *Fees (if any) based on participants' ability to pay (or covered by partners)*
- *Program meets differing participant needs (age, social/ cultural factors, abilities)*
- *Accessible setting for people with disabilities*

How will you know if your program met the need identified in section 3 of this Checklist?

What aspects of your program design contributed to meeting program needs?

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.



6 Program delivery

A program can gain momentum when it's up and running. This will happen when the delivery builds on the program's strengths. What do youth actually do in the program? What strategies do instructors use? How do instructional strategies relate to goals?

Success element
addressed (see p. 6)

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Effective delivery

What program strengths enhance program success? (proximity to water, supplement to an already popular program, great staff, etc.)

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Specifically, which of the following program delivery strategies did you use?

- *The new approach or effort was tried with a subgroup (pilot group) before implementing the program*
- *Instructors/leaders completed a structured training program*
- *Fun/recreation were part of the education experience*
- *Used appropriate science education strategies such as the learning cycle approach (exploration, concept introduction/application) or inquiry method (asking questions and designing a method for answering)*
- *Applied age-appropriate science processes (observing, communicating, comparing, organizing, relating, inferring, applying)*
- *Developed critical thinking skills emphasizing dialogue, reflection and questioning*
- *Used educational strategies that address various learner abilities and learning styles (visual, auditory, manipulative and global)*
- *Provided shared learning responsibility between teacher and student*

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Which of the following opportunities that are important for teaching about water did you use?

- *Opportunities to practice (hands-on or interactive) learner objectives*
- *Close-up observation/handling of plants and animals in a water habitat or in a laboratory setting*
- *Opportunity to observe changes in water quantity or quality over time*
- *Ideas of things youth can do in the community or when they get home*
- *Opportunities to express a desire or intention to take action*
- *Modeling appropriate behavior concerning the water topic, e.g. giving youth opportunities to practice effective water-conserving activities*
- *Supporting appropriate behavior, i.e., giving positive reinforcement or recognition*

Did your program take advantage of the many teaching strategies available to meet the “success” criteria described in the introduction?

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.



7 Evaluation

Evaluation can be used to reflect on a program, to make minor or major changes in a program, or to make decisions about a program. For information on how to use this section, please see the Water Evaluation Checklist introduction. Ideas and resources to help you develop specific program impact measurements are in the Resources section.

Success element
addressed (see p. 6)

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Evaluation

What is your overall evaluation of this program?

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Who will be included in your evaluation?

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What will you include in your evaluation? (knowledge change, changes in intentions, improved skills, etc.)

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How and when will you evaluate your program?

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Does your evaluation strategy provide the answers you need to meet intended uses of the evaluation?

- *Assess interest in the program*
- *Report to funders*
- *Reach new audiences*
- *Improve delivery strategies*
- *Modify design to better reach goals*

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Did your program meet the needs you identified in section 3 of the Evaluation Checklist ?

■ *How do you know?*

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In which of the following ways have you used evaluation?

■ *Determine if program accomplished what it was designed to do*

■ *Determine if participant expectations are met*

– *How did you determine that?*

■ *Relate program objectives, materials and activities to expectations*

– *Did they result in the knowledge or skill changes you expected?*
 – *How do you know?*

■ *Assess youths' attainment of learning objectives for:*

- Knowledge*
- Attitudes*
- Skills*
- Behaviors*

– *How did you assess attainment of learning objectives?*

■ *Assess the performance of the leaders/teachers*

– *What criteria did you use?*

■ *Verify the relationship of the program to community needs*

– *What criteria did you use?*

Return to Evaluation section 1, Looking at your results, 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.