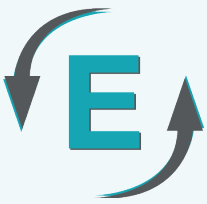
EvaluATE Resources for Pre-Award Grant Seekers and for Writing an Effective Evaluation Plan



Last updated 2023

For Pre-Award Grant Seekers

Toolkit for Pre-Award ATE Evaluation

Essential Steps: Where to Start and What to Do Next

Lyssa Wilson Becho | June 2023

The resources in this toolkit are intended to assist for those applying to the National Science Foundation's Advanced Technological Education (ATE) program. The suggested steps below can guide grant seekers and grant professionals through the process of identifying an independent evaluator and developing an evaluation plan. Practical details on carrying out each of these milestones can be found in the associated resources.

PRE-WORK

Understand the purpose and value of evaluation to your ATE project

Watch this webinar on evaluation essentials for non-evaluators (bit.ly/eval-essentials-webinar) or refer to this list of ATE evaluation tasks (bit.ly/ate-eval-tasks) to get a deeper sense of why evaluation is required in the NSF ATE program and what is involved in each stage.

STEP 1

Know your institution or organization's requirements for procuring an evaluator

Call your institution's procurement officer, purchasing or fiscal agent, or grants manager to ask about specific policies. Refer to this guide to support your understanding of the evaluator procurement process (bit.ly/eval-procurement-map).

STEP 2A, if you *can* name an evaluator

Search for evaluators with skills and experience that fit your project's needs

Use this guide to answer common questions about choosing an evaluator including where to look, what qualifications to look for, and how to compensate them (bit.ly/finding-evaluator). When interviewing evaluators, refer to this list of questions to help determine whether an evaluator is a good fit for your project (bit.ly/qs-for-evaluators). Once you have selected an evaluator, they can begin developing the evaluation plan.

STEP 2B, if you cannot name an evaluator in your proposal due to your institution's policies

Draft an evaluation plan for your ATE proposal

In cases where you cannot name an evaluator, the grant seeker is responsible for writing their own evaluation plan. Refer to this checklist to know where and how to address evaluation in an ATE proposal (bit.ly/checklist-evalplan). More resources can be found in the evaluation plan toolkit for ATE proposals (bit.ly/proposal-eval-toolkit).

STEP 3

Review evaluation plan with full ATE proposal to ensure alignment

Read this blog series for tips on developing a strong evaluation plan for your ATE proposal (bit.ly/eval-plan-blog-series).

STEP 4

Submit your ATE proposal

Once you receive funding, refer to the checklist for getting started with your evaluation post-award (bit.ly/post-award-eval). If you were unable to name an evaluator in your proposal, revisit Step 2A.

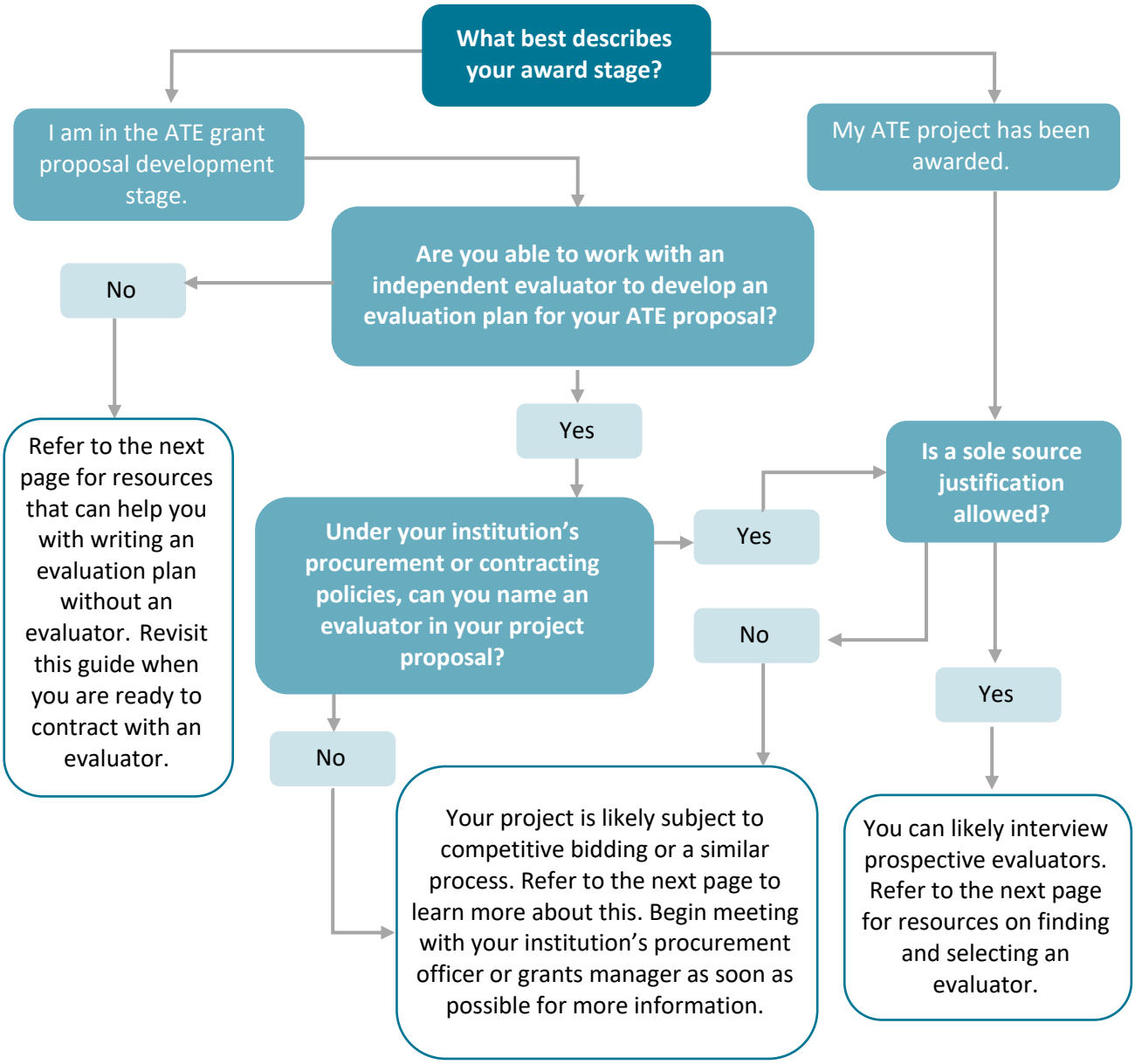
Guide to Navigating the Evaluator Procurement Process

Megan López & Michael Lesiecki| February 2023

Every NSF-funded ATE project is required to include an evaluation plan in its proposal and to work with an independent evaluator. For many projects, the act of procuring independent evaluation services is subject to institutional procurement policies. This step-by-step map aims to provide prospective and new ATE grantees with a general overview of when and how to select an evaluator. This resource may be most helpful while developing an ATE proposal and/or before naming an independent evaluator.

Remember, this process varies across institutions and can take time. Therefore, we recommend meeting early on with those who can walk you through your institution's specific process (e.g., your institution's procurement officer, purchasing or fiscal agent, or grants manager).

Mapping Out the Evaluator Procurement Process



Key Terms

Independent evaluator	An individual or entity external to the project who is contracted to conduct an evaluation. The person may be external to your institution or, if the person has no other role in the ATE project, is qualified for the work, and has no potential conflicts regarding project personnel or outcomes, they may be internal to your institution. This is a requirement for all ATE projects, as stated in the NSF Solicitation Guidelines (bit.ly/NSFSolicitation).
Competitive bidding or contracting process	The formal process of identifying, selecting, and contracting for professional products or services by soliciting bids from prospective vendors (in this case, evaluators). Each institution specifies its own competitive bidding or contracting requirements, so if your project is subject to this process, contact your institution's procurement officer or grants management office as soon as possible to learn more.
Procurement policies	The policies that dictate the overarching principles and standards used to identify, select, and contract with professional products or services. The purpose of these policies is to ensure that purchasers receive products or services that are the best balance of price, quality, and service while minimizing fraud, waste, and abuse in purchasing. These policies exist in many institutions.
Sole source justification	A statement explaining that, to the best of the purchaser's knowledge, only one supplier is appropriately qualified and can provide the necessary products or services sought by the purchaser. This justification must describe the steps taken to research potential vendors and suppliers. Reach out to your institution's procurement officer or grants management office to learn about the circumstances under which a sole source justification is applicable.

Resources to Support Your ATE Proposal Evaluation Plan

- **Evaluation Plan Checklist:** Know what elements to include in your ATE evaluation plan (bit.ly/ATEevalplan).
- **Evaluation Plan Template:** Organize your evaluation plan (bit.ly/ATEevaltemp).
- **Logic Model Template:** Create a visual summary for your project activities and anticipated outcomes (bit.ly/logicmodeltemp).
- **Integrating Evaluation into Your ATE Proposal:** Check out this video series to learn more (bit.ly/ATEeval).
- **Evaluation Crash Course for Non-Evaluators:** If you're new to evaluation, this webinar is for you (https://bit.ly/EvalCrashCourse).
- **Finding and Selecting an Evaluator:** Start here if you're looking for an evaluator (bit.ly/FindEvaluators).

We would like to acknowledge and thank those who contributed to the review of this document: Darian Aistrich, Colleen Bivona, Elaine Craft, Gabrielle Gabrielli, David Hata, Josh Labrie, Jacqueline Rearick, Kelly Robertson, Ken Walz, and Lori Wingate.

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Finding and Selecting an Evaluator for Advanced Technological Education (ATE) Proposals

Lori A. Wingate | July 2017 | www.evalu-ate.org

ATE PROPOSERS SHOULD CAREFULLY READ THE ATE PROGRAM SOLICITATION: bit.ly/2017ATE

All ATE proposals are required to request "funds to support an evaluator independent of the project." Ideally, this *external evaluator* should be identified in the project proposal. The information in this guide is for individuals who are able to select and work with an external evaluator at the proposal stage. However, some institutions prohibit selecting an evaluator on a noncompetitive basis in advance of an award being made. Advice for individuals in that situation is provided in an EvaluATE blog (bit.ly/rearick) and newsletter article (bit.ly/no-eval).

This guide includes advice on how to locate and select an external evaluator. It is not intended as a guide for developing an evaluation plan or contracting with an evaluator.

1. What is an external evaluator?

An external evaluator is the person who will lead the design and implementation of the evaluation of your ATE project. The evaluation will include systematic collection and analysis of evidence related to the quality, effectiveness, and impact of the project. To be *external,* the evaluator must be *independent of the project* (see Question 3).

2. When should I start working with an evaluator?

Proposal developers should contact an evaluator at least one month in advance of the proposal's due date—earlier if possible. A good evaluation plan should be closely aligned with the project's goals and activities. To achieve good alignment, the evaluator needs time to review a draft of the proposal, ask questions, and develop a sound evaluation plan. With short notice, some evaluators may offer to provide a generic evaluation plan. However, seasoned proposal reviewers will give your proposal a more favorable review if it has a well-integrated, tailored evaluation plan.

3. Where should I look for an evaluator?

There is no list of vetted or approved evaluators for NSF projects. It is up to the proposal developer (which is usually the principal investigator) to locate an evaluator and determine if they are qualified and right for a project.

Here are three sources for locating a potential evaluator:

- Ask colleagues for recommendations: If you know someone with a grant that has an evaluation component, ask for the evaluator's name and contact information.
- Use the American Evaluation Association's evaluator directory (bit.ly/aea-dir): It's searchable by state and keyword.
- Use ATE Central's evaluator map (atecentral.net/evaluators): This interactive map can be used to identify evaluators by location and the types of ATE projects they evaluate.

Most ATE projects employ evaluators based outside of their home institutions. However, program rules do allow grant recipients to contract with an evaluator who is employed by the project's home institution, as long as the evaluator is *independent of the project*. That is, the evaluator should not work in the same unit

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where the project is housed. However, neither the evaluator nor any of the project's personnel should have supervisory responsibilities in relation to the other party.

4. How do I determine if an evaluator is qualified and right for my project?

At minimum, an evaluator for an ATE project should have basic social science or education research skills, and academic preparation or extensive practical experience in evaluation. Ideally, ATE project evaluators will also have experience with community colleges and knowledge of the project's disciplinary area.

Keep in mind that there is no certification or credential for evaluators in the United States. Do not assume that just because a person calls themselves an "evaluator" or has evaluated a grant project in the past that they are qualified to evaluate your project. If possible, assess a potential evaluator's qualifications before contacting them. Sometimes you can learn a lot about an evaluator's credentials and experience by searching the web. For example, if the evaluator has a website, review it for evidence of their experience and expertise related to evaluation in general and your type of project in particular. Look for examples of reports, academic papers, presentations, and blogs.

If you find someone who looks promising, contact them to learn more. Here's an example of what to say:

> *I am developing a proposal for the National Science Foundation's Advanced Technological Education program and I'm looking for an evaluator who will help us with the evaluation plan. The project is about [insert super short description of what your project is about]. If you think you might be interested, may I [call or email] you with a few questions?*

In that follow-up dialogue, here are examples of questions you may want to ask:

- What experience have you had evaluating STEM education or similar types of projects?
- What is your experience with community colleges?
- Do you have experience evaluating [insert discipline/content area] projects?
- Tell me about how you work with your clients.
- Who are some of your past clients?

Pay attention not only to how they answer your questions, but the degree of rapport you feel in interacting with them. Successful client-evaluator relationships are grounded in open communication and respect. If this is missing from the start, there are likely to be problems down the road.

If it's not possible to find someone with expertise in both your content area and evaluation, prioritize evaluation knowledge. All evaluators—regardless of their content area knowledge—should take time to learn about the specific contexts of the projects they work with. Evaluation expertise is needed throughout the evaluation process, while content area expertise is needed more intermittently. Without a strong background in evaluation, subject matter experts may be prone to making methodological errors that compromise evaluative findings. Evaluation conclusions should be based on systematically collected data more than the evaluator's experience and opinion. If needed, evaluators may consult with content area experts to compensate for gaps in knowledge.

To learn more about what professional evaluators should know and be able to do, see the following resources:

- The Program Evaluation Standards: bit.ly/jc-pes
- American Evaluation Association Guiding Principles for Evaluators: bit.ly/aea-gp
- Competencies for Canadian Evaluation Practice (U.S. evaluation competencies are being drafted): bit.ly/10v3dc3

5. What should I do after I find the evaluator I want to work with?

First, confirm they want to proceed in working with you on the proposal. Then, ask what they need from you. Most likely, this will include the draft proposal, a timeline for completing the evaluation plan, and a ballpark figure for the evaluation budget (see Question 6). Allow time for one or two conversations with the evaluator, to make sure that you share a common understanding of the proposed project and what responsibilities each party will have for the evaluation.

IMPORTANT! Provide the evaluator with a link to the ATE Program Solicitation (bit.ly/2017ATE) and the ATE Proposal Evaluation Planning Checklist (bit.ly/checklist-evalplan). The latter document includes details about the evaluation-related information needed for the proposal.

6. How much should I budget for the external evaluation?

A prospective evaluator will probably ask you how much your evaluation budget is. The cost of an evaluation should be consistent with the scope of the evaluation effort. ATE evaluations are generally between 4 - 10% of a project's direct costs.

7. How do I compensate the evaluator for their assistance with the proposal?

Many evaluators are willing to help develop a proposal evaluation plan at no charge with the understanding that they will get the evaluation contract if the proposal is funded. Make this agreement explicit. If you do not get the grant, there will be no financial benefit to them, which is the nature of grant funding. Try to avoid making numerous demands for information and assistance (particularly if it is not specifically about evaluation), given that there is a cost to the evaluator (time) with uncertain benefits.

Whether the proposal is funded or not, share the reviewers' feedback with the evaluator. This will be valuable information for the evaluator's professional development and is a type of compensation in and of itself.

8. The award notification has arrived – what happens next?

If your proposal is accepted, contact the evaluator right away. Begin the contracting process as soon as possible, since it will almost certainly take longer than you expect. Defer to your institution's established contracting process and boilerplate contracts. Work with the evaluator to prepare a statement of work to append to the formal contract. The statement of work should specify the evaluation activities, deliverables, and timeline, elaborating on what was stated in the grant proposal. Once the contract is fully executed, the document will serve as the basis for developing a detailed and actionable evaluation plan.

I am grateful to Sharon Gusky, Mike Rudibaugh, and Brad Watts for their feedback on a draft version of this document.

Getting to Know an Evaluator: What Should I Ask?

Megan Zelinsky & Lyssa Wilson Becho | July 2022

It can be difficult to determine whether an evaluator will be a good fit. Project staff need to ensure that an evaluator has the right qualifications and skills, and that their personality and vision for evaluation mesh well with the project. Ask these questions to get to know an evaluator and figure out whether they're right for your project.

Questions to Ask When Selecting an Evaluator

Background and Experience

- What are your qualifications and skills?
- What approach do you take to evaluation?
- Have you evaluated projects in a community college setting? What about STEM education?
- Have you been involved in an NSF-funded project?
- How many other evaluation projects do you currently have? What are your other clients like?
- In your view, what makes a successful evaluation?

Collaborating with Project Staff

- How do you typically get started with a new project?
- How do you determine key deliverables or outcomes of an evaluation?
- How often do you meet with project staff?
- Do you do site visits with projects?
- What is your role in interpreting data and encouraging the use of findings for project improvement?

Budgeting and Contracting

- *[If in proposal development stage]* Do you assist with evaluation plan development for grant proposals? If so, what arrangement do you prefer for this service?
- What might an evaluation budget look like for my project? *[Probe for activities, deliverables, and cost.]*
    - **Tip for Project Staff:** If comparing proposed evaluation budgets between prospective evaluators, be sure to look not only at the cost but also at the level of service and planned deliverables. A lower-cost evaluation might come at the expense of the overall evaluation quality, thoroughness, or usefulness.

Questions an Evaluator Might Ask You

- What are the goals of your project?
- What questions are you looking to answer with the evaluation?
- What would success look like for your project?
- What is your budget for evaluation?
- What are your institution's requirements around procurement? Will a request for proposals be required?
    - **Tip for Project Staff:** Meet with your institution's procurement officer or grants management office staff as early as possible to learn about the guidelines and policies your project must follow when contract with an evaluator. They are there to help! Building these relationships will help you find and contract with the right evaluator for your project.

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RESULTS FROM PRIOR NSF SUPPORT CHECKLIST

LORI WINGATE | OCTOBER 2015

If a PI or co-PI for an NSF proposal has received NSF funding in the past five years, information on the results of that funding must be included in the proposal, whether it relates to the current proposal or not. This section of the proposal is called Results from Prior NSF Support; details about what should be included are provided in the NSF Grant Proposal Guide (see http://bit.ly/nsf-results). The following is a synopsis of NSF's requirements and EvaluATE's suggestions for this section of an ATE proposal.

REQUIREMENTS

- ☐ Limit to 5 pages or less
- ☐ Make it the first section of your proposal. If the proposal is for the renewal of an ATE center, it may be uploaded as a supplementary document rather than presented in the 15-page project description.
- ☐ Describe research and development products and how they have been made available to others
- ☐ Clearly indicate the prior project's
  - ○ Title
  - ○ NSF award number
  - ○ Period of support
- ☐ Present results using these exact, distinct headings:
  - ○ Intellectual Merit
  - ○ Broader Impacts
- ☐ Provide complete bibliographic citations for all publications developed with NSF support, either in the narrative or in the separate references document. If there were no publications, state "No publications were produced under this award."

SUGGESTIONS

- ☐ Provide a brief factual account of what the project did, created, and who was engaged. A list of activities or deliverables is not sufficient evidence of intellectual merit or broader impacts, but it is important for reviewers to understand the nature and scope of your prior work.
- ☐ Present as much hard evidence as possible in describe the project's intellectual merit and broader impacts.
- ☐ Be forthright about what didn't work and lessons learned.
- ☐ Describe how the current proposal is building on the prior project's results.
- ☐ Describe what aspects of previously funded work are being sustained without NSF support.

For Writing an Evaluation Plan for an ATE Proposal

Evaluation Plan Checklist for ATE Proposals

Lori A. Wingate | Updated June 2023[1]

This checklist provides information on what should be included in evaluation plans for proposals to the National Science Foundation's (NSF) Advanced Technological Education (ATE) program. Grant seekers should carefully read the most recent ATE program solicitation (http://bit.ly/nsf-ate) for details about the program and proposal submission requirements.

Evaluation Plan

ATE proposals must include a subsection titled "Evaluation Plan" within the 15-page project description. EvaluATE recommends dedicating one to two pages to the evaluation plan and including the following five elements:

1. Evaluator

- ☐ Identify the project's evaluator by name and organization.
- ☐ Briefly describe the evaluator's qualifications, including their experience evaluating STEM education programs.
- ☐ Refer to the evaluator's biosketch and letter of collaboration and include these as supplementary documents.
- ☐ If the evaluator is an employee of the project's host institution, explain how the evaluator is independent from the project (they should not work in the same department or be a supervisor or supervisee of project personnel).

If the project's host institution has a policy that prohibits selecting an evaluator at the proposal stage:

- ☐ Explain the institutional policy that does not allow for selection of an evaluator prior to funding.
- ☐ Describe how an evaluator will be selected after the award is made.

2. Evaluation Questions

- ☐ List key questions—ideally, about three to seven—that the evaluation will address.
- ☐ Include questions about both project implementation (what the project does) and outcomes (what changes it brings about).
- ☐ Ensure that the questions align with the project's goals and activities as described in the proposal.
- ☐ Ensure that the questions address the project's intellectual merit (contributions to advancing knowledge) and broader impact (contributions to the betterment of society).

3. Data

Indicators

- ☐ Identify what information will be used to answer each evaluation question (i.e., what will be measured).

Data Collection Methods and Sources

- ☐ Identify how the information will be gathered and from what sources.
- ☐ If relevant, explain sampling and use of comparison or control groups.
- ☐ If using existing data collection instruments, include citations and justify their use.

Analysis

- ☐ Identify the procedures that will be used to summarize quantitative and qualitative data (e.g., descriptive statistics, inferential tests, regression, deductive or inductive coding).

Interpretation

- ☐ Identify sources of comparative information (e.g., baseline data, benchmarks, group comparison; performance rubric; program community members' opinions) and explain how it will be used to answer the evaluation questions.

4. Communication and Use of Results

- ☐ Identify how evaluation results will be communicated to the project team (e.g., interim and annual reporting, presentations, feedback sessions).
- ☐ Note the frequency with which the evaluator will communicate with the project team (e.g., quarterly meetings or monthly conference calls).
- ☐ Describe how evaluation results will be shared with external audiences who could benefit from the information (e.g., publications, conference presentations, newsletters).
- ☐ Identify how the evaluation results will be used to improve the project or demonstrate your commitment to engage with the evaluation findings to inform decisions or changes in the project.

5. Timeline

- ☐ Identify when important evaluation activities—such as data collection, reporting, and dissemination of results—will take place. (This information may be included in the evaluation section or integrated into the overall project timeline.)

Evaluation in Other Proposal Sections

In addition to being placed in the Evaluation Plan section, information related to evaluation should appear in the following sections of the proposal:

Results from Prior NSF Support

If the ATE proposal's principal investigator (PI) or co-PI has received NSF funding within the past five years, the current proposal's project description must begin with a subsection titled "Results from Prior NSF Support." In this section, describe the specific achievements and outcomes of previously funded NSF projects related to the NSF review criteria of Intellectual Merit and Broader Impacts, with supporting evidence from the project's evaluation, if available.

Budget and Budget Justification

The ATE program solicitation states that "funds to support an evaluator independent of the project must be requested." The evaluation budget should be consistent with the scope of the evaluation effort. Unless the evaluator is employed by the project's home institution, include the costs as "consultant services" or a "subaward" (there isn't a rule for which to use). Different requirements apply for each:

Consultant

- List the cost for the evaluation in the "Consultant Services" section of the budget.
- In the project's budget justification, include the following information for the evaluator:
  - Hourly or daily rate
  - Time commitment
  - Main tasks and deliverables

Subaward

- List the cost for the evaluation in the "Subawards" section of the budget.
- Include the following items with the proposal:
  - Separate evaluation budget in NSF format
  - Separate evaluation budget justification
  - Current and Pending Support form for evaluator

Data Management Plan

Data management plans are required for all NSF proposals. These documents may be up to two pages long and are uploaded separately from the proposal's project description. They describe the data and other materials that will be generated by the project and how that information will be shared and preserved. The plan should address all data collected and products generated by the project, including those generated by the evaluation.

References Cited

References to evaluation literature help show how the evaluation is grounded in and building on current knowledge and practice. If a specific evaluation approach or instrument will be used, provide citations to support its use in the proposed project.

Logic Model

Logic models are not required for ATE proposals, but they are useful for providing an overview of a project and showing how evaluation questions align with project activities and intended outcomes. A logic model should not exceed one page. Do not include a logic model as a separate supplementary document—the ATE program allows only specific types of supplementary documents.

Resources

Evaluator	Evaluator Biosketch Template http://bit.ly/eval-bio
	Guide to Finding and Selecting an Evaluator for ATE Proposals http://bit.ly/finding-eval
	Recommended text for letters of collaboration: "If the proposal submitted by [full name of the principal investigator], titled [proposal title], is selected for funding by NSF, it is my intent to collaborate and/or commit resources as detailed in the project description." See http://bit.ly/pappg-coll
	What Should I Do if My College's Procurement Office Won't Let Me Name an Evaluator in My Proposal? [blog] http://bit.ly/no-eval
	Evaluation Procurement: Regulations, Rules, and Red Tape…Oh My! [blog] http://bit.ly/rearick
Evaluation Questions	Evaluation Questions Checklist http://bit.ly/questions-checklist
	Intellectual Merit and Broader Impacts: Identifying Your Project's Achievements and Supporting Evidence [blog] http://bit.ly/nsf-merit
	Definitions of Intellectual Merit and Broader Impact (from NSF Proposal and Award Policies and Procedures Guide) http://bit.ly/nsf-im-bi
Data	Evaluation Data Matrix Template http://bit.ly/data-matrix
Communication and Use of Results	How Can You Make Sure Your Evaluation Meets the Needs of Multiple Stakeholders? [blog] http://bit.ly/many-stakes

For guidance on how to integrate the elements above into a concise evaluation plan, see EvaluATE's ATE Proposal Evaluation Plan Template http://bit.ly/eval-plan

Results from Prior NSF Support	Prior NSF Support Checklist http://bit.ly/nsf-ps-check
	Highlighting Results of Prior Support [blog] http://bit.ly/germuth_dec15
Data Management Plan	NSF Proposal and Award Policies and Procedures Guide (see section on data management plans) http://bit.ly/nsf-dmp
	ATE Central—Data Management Planning https://atecentral.net/dmp
Logic Model	ATE Logic Model Template http://bit.ly/ate-logic
Current and Pending Support	Current and Pending Support Template http://bit.ly/nsf-cp

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ATE Proposal Evaluation Plan Template

July 2017

This template is for use in preparing the evaluation plan sections for proposals to the National Science Foundation's Advanced Technological Education (ATE) program. It is based on the ATE Evaluation Planning Checklist (see http://bit.ly/checklist-evalplan), also developed by EvaluATE. It is aligned with the evaluation guidance included in the 2017 ATE Program Solicitation. All proposers should read the solicitation in full.

How to use this template: Replace the descriptions of what should go in each section below with relevant details about your proposed project's evaluation. Copy the text into your Project Description. The evaluation plan should comprise one to two pages of your proposal's 15-page Project Description.

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Evaluation Plan

Identify by name the person(s) who will lead the external evaluation of the project. Briefly describe their academic training and professional experience that qualifies them to serve as an external evaluator. Refer to the evaluator's biosketch and commitment letter and include those documents with the proposal's Supplementary Documents.

Evaluation Questions. Identify the focus of the evaluation by listing the evaluation questions. The questions should align with the project's purpose and address both implementation and outcomes. Examples of outcomes of interest to the ATE program include, but are not limited to, changes related to student learning, persistence, retention, graduation, and employment; faculty knowledge and pedagogical skills; broadening participation in STEM; meeting workforce needs; enhancing institutional capacity; and advancing knowledge about technician education. If the project has a logic model, refer to it and make sure the evaluation questions align with the logic model components.

Data Collection and Analysis. For each evaluation question, identify what will be measured, how the data will be collected and from what sources, and when. If specific published instruments will be used for data collection, describe and cite them (and include in References Cited section of proposal). Describe how data will be analyzed so that the evaluation questions can be answered. Placing this information in a table helps show linkages between the evaluation questions and the data, such as shown below (see EvaluATE's Data Collection Planning Matrix for additional details):

Evaluation Question: [state evaluation question, add rows as needed for additional evaluation questions and related indicators]				
Indicator	Data Source & Collection Method	Timing	Analysis	Interpretation
[what will be measured – ideally there will be more than one indicator per evaluation question]	[where the data will come from and how it will be obtained]	[when the data will be collected]	[how the qualitative and quantitative data will be transformed and summarized into usable information]	[procedures for using findings to answer the evaluation questions and reach evaluative conclusions]

Reporting and Use. Identify the deliverables that will be produced by the evaluation after the project is funded, such as a detailed evaluation plan, data collection instruments, and reports. Identify when reports will be provided to the project and how the results will be used to inform project improvement.

[ALSO: Include evaluation activities in the project's Timetable elsewhere in the Project Description. Include pertinent details about staff responsibilities related to evaluation in the Management Plan section.]

Evaluation Questions Checklist for Program Evaluation

Lori Wingate and Daniela Schroeter

Evaluation questions identify what aspects of a program[1] will be investigated. They focus on the merit, worth, or significance[2] of a program or particular aspects of a program. Unlike survey questions, they are not intended to derive single data points. Evaluation questions help to define the boundaries of an evaluation that are consistent with evaluation users' information needs, opportunities and constraints related to data collection, and available resources.

The purpose of this checklist is to aid in developing effective and appropriate evaluation questions and in assessing the quality of existing questions. It identifies characteristics of good evaluation questions, based on the relevant literature and our own experience with evaluation design, implementation, and use.

Evaluation questions should be...

☐ **Evaluative**

Evaluative questions call for an appraisal of a program or aspects of it based on the factual and descriptive information gathered about it. Questions should be framed so they will yield answers that

- provide determinations of merit, worth, or significance, or enable evaluation users to readily reach such determinations on their own.
- directly inform decisions about the program (e.g., how to improve or modify it; whether to continue, discontinue, expand, or reconfigure it).

Evaluation questions should not be...

☐ **Non-Evaluative**

Non-evaluative questions call only for factual information or discrete data points that do not readily translate into determinations of program merit, worth, or significance. Answers to these types of questions have limited potential to influence decisions, because they do not provide a frame of reference in relation to merit, worth, or significance.

[1] A program is an "orchestrated initiative that dedicates resources and inputs to a series of activities intended to achieve specific process, product, services, output, and outcome goals" (Yarbrough, Shulha, Hopson, & Caruthers, 2011, p. 291).

[2] Merit is "the excellence of an object as assessed by its intrinsic qualities or performance" (Yarbrough et al., 2011, p. 289). Worth is "the value of an object in relationship to needs or identified purposes" (Yarbrough et al., 2011, p. 293). Significance is "potential influence, importance, and visibility" (Stufflebeam & Coryn, p. 13).

Evaluation questions should be...

☐ **Pertinent**

Pertinent questions are clearly related to the program's substance and evaluation users' information needs. Questions should be directly relevant to

- the program's design, purpose, activities, or outcomes.
- the purpose of the evaluation.
- what evaluation users need to find out from the evaluation.

Evaluation questions should not be...

☐ **Peripheral**

Peripheral questions are about minor, irrelevant, or superficial aspects of the program or stakeholder interests.

☐ **Reasonable**

Reasonable questions are linked to what a program can practically and realistically achieve or influence. Questions should be suitable with regard to the program's

- scope (reasonable limits of what or whom the program can influence).
- maturity (the program's stage of development, such as whether it is just starting, fully developed and implemented, or preparing for closure).
- resources (monetary and nonmonetary resources needed to implement and produce outcomes).

☐ **Unreasonable**

Unreasonable questions about things the program cannot realistically influence given its resources and the nature of the intervention.

Evaluations questions should be...

☐ **Specific**

Specific questions clearly identify what will be investigated in the evaluation. Questions should point to the following:

- program components[3] that will be examined for the evaluation.
- dimensions[4] of program performance that will be examined for the evaluation.
- those affected by the components or dimensions under investigation.

Evaluation questions should not be...

☐ **Vague**

Vague questions are stated in overly broad terms, so it is not clear what aspects of a program need to be investigated in order to answer the questions.

[3] A program component is a distinct part of a program that is "experienced separately by consumers" (Davidson, 2005, p. 103). Together, these "physically or temporally discrete parts" make up the overall program (Scriven, 1991).

[4] Dimensions of program performance are the criteria for determining program quality, such as (a) how the program is experienced by consumers (e.g., relevance, satisfaction of needs); (b) types of changes due to the program (e.g., specific outcomes and impacts related to changes among individuals, groups, or communities), or (c) cross-cutting aspects such as cost-effectiveness, goal achievement, or innovation.

Evaluations questions should be…

☐ **Answerable**
Answerable questions reflect the real-world constraints on the type and quantity of data that can feasibly be collected, analyzed, and interpreted. Questions should be answerable based on

- Data that can be accessed for the evaluation, with due consideration of privacy, ethics, politics, geography, and other issues.
- Resources available to collect, analyze, and interpret data, including time, personnel, technology, and funding.

Evaluation questions should not be…

☐ **Unanswerable**
Unanswerable questions cannot be resolved in a definitive way, because it is not feasible to collect enough data to sufficient quality to answer the question in a defensible way.

When multiple questions are necessary to fulfill an evaluation's purpose and meet evaluation user's information needs:

Evaluation question sets should be…

☐ **Complete**
A set of evaluation questions is complete when the questions thoroughly address the purpose of the evaluation and evaluation users' information needs. The question set should be purposefully selected from a broad range of possible topics (e.g., program design, context, process, implementation, products, outputs, outcomes, impacts, efficiency, cost-effectiveness, etc.). A set of evaluation questions does not need to address all of these topics, but there should be a sound rationale for the inclusion or exclusion of potential topics.

Evaluation question sets should not be…

☐ **Incomplete**
A set of evaluation questions is incomplete when important topics are omitted without a sound rationale that is consistent with the purpose of the evaluation and evaluation users' information needs.

References

Davidson, E. J. (2005). *Evaluation methodology basics: The nuts and bolts of sound evaluation.* Thousand Oaks, CA: Sage.

Scriven, M. (1991). *Evaluation thesaurus.* Newbury Park, CA: Sage.

Stufflebeam, D. L., & Coryn. C. L. S. (2014). *Evaluation theory, models, and applications* (2nd ed.). San Francisco, CA: Jossey-Bass.

Yarbrough, D. B., Shulha, L. M., Hopson, R. K., & Caruthers, F. A. (2011). *The program evaluation standards: A guide for evaluators and evaluation users* (3rd ed.). Los Angeles, CA: Sage.

Continued Reading

Centers for Disease Control and Prevention National Asthma Control Program. (2013). *Good evaluation questions: A checklist to help focus your evaluation.* Available from http://bit.ly/eq-cdc

This checklist by evaluators from the CDC's National Asthma Control Program offers another perspective on the qualities of good evaluation questions, with an emphasis on the importance of involving stakeholders in developing questions.

Patton, M. Q. (2012). *Essentials of utilization-focused evaluation*. Thousand Oaks, CA: Sage. pp. 205-208.

In Chapter 8 ("Checking that Fundamental Areas for Evaluation Inquiry are Being Adequately Addressed"), Michael Quinn Patton offers guidance on how evaluators can facilitate discussions with evaluation users to clarify program goals and focus evaluation questions on outcomes and results. He illuminates the important difference between framing questions around goals versus outcomes.

Preskill, H., & Jones, N. (2009). *A practical guide for engaging stakeholders in developing evaluation questions.* Robert Wood Johnson Foundation. Available from http://bit.ly/eq-rwjf

Hallie Preskill and Nathalie Jones offer step-by-step guidance on how to engage stakeholders in developing evaluation questions, with worksheets to facilitate decisions about whom to involve and how.

Robinson, S. (2014, January). *Ask a brilliant question, get an elegant answer?* [blog] Available from http://bit.ly/ eq-srob

In this blog post, Sheila Robinson discusses the nature and function of evaluation questions and provides suggestions for writing good questions.

Rogers, P. (2013). *Linking evaluation questions to strategies and approaches* [video]. USAID Evaluation Interest Group. Available from http://bit.ly/eq-rogers

In this four-minute video, Patricia Rogers makes the point that asking good questions is critical for evaluation utility and efficiency.

Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation: A systematic approach.* Thousand Oaks, CA: Sage.

Peter Rossi and his coauthors argue, that "a carefully developed set of evaluation questions gives structure to the evaluation, leads to appropriate and thoughtful planning, and serves as a basis for essential discussions about who is interested in the answers and how they will be used" (p. 53). Their book includes an entire chapter (Chapter 3: "Identifying Issues and Formulating Questions") on the topic of evaluation questions, with suggestions about how to focus questions, address the needs and concerns of stakeholders, and prioritize questions.

USAID. (no date*). Good evaluation questions: A checklist to help focus your evaluation*. Available from http:// bit.ly/eq-usaid

With the premise that the evaluation question development process should be iterative and collaborative, this checklist provides guidance for identifying, prioritizing, and writing evaluation questions.

Suggested Citation

Wingate, L., & Schroeter, D. (2007). *Evaluation questions checklist for program evaluation*. Retrieved from http://wmich.edu/evaluation/checklists

Evaluation Data Matrix Template

Lori Wingate | July 2017

This material is based upon work supported by the National Science Foundation under grant number 1600992. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author and do not necessarily reflect the views of NSF.

An evaluation plan should include a clear description of what data will be collected, from what sources and how, by whom, and when, as well as how the data will be analyzed. Placing this information in a matrix helps ensure that there is a viable plan for collecting all the data necessary to answer each evaluation question and that all collected data will serve a specific, intended purpose. The table below may be copied into another document, such as a grant proposal, and edited/ expanded as needed. An example is provided on the next page.

Evaluation Question:					
Indicator	**Data Source and Methods**	**Responsible Party**	**Timing**	**Analysis Plan**	**Interpretation**

If space is limited, such as in a National Science Foundation proposal, fewer columns may be used. It is most critical to include the evaluation questions, indicators, data sources and methods, and timing.

DEFINITIONS

Evaluation Questions are overarching questions about a project's quality or impact. The number of evaluation questions depends on the scope and purpose of the evaluation; 3 to 7 questions is typical. Questions should address both project implementation and outcomes.

Indicators are specific pieces of information about an aspect of a project—basically, what will be measured in order to answer the evaluation questions. It is useful to use multiple indicators to address an evaluation question, including qualitative and quantitative data.

Data Sources are the entities from which data will be collected. Typical data sources for ATE evaluations include project personnel, students, graduates, faculty, project partners, business and industry representatives, institutional records, website usage statistics, and teaching and learning artifacts.

Data Collection Methods are the means by which information will be gathered. Typical methods include surveys, focus groups, interviews, observations, and institutional database queries.

Responsible Parties are the individuals or organizations tasked with collecting the needed information. In many cases, data collection requires cooperation among multiple entities. For example, an external evaluator may be responsible for an administering a survey, but a member of the project staff may need to supply the contact information.

Timing identifies when and how frequently data will be collected (e.g., at events, quarterly, annually). It is important to identify approximately when data collection will take place to ensure the information will be obtained when needed for reporting purposes and decision making and that the data collection schedule is conducive to other things taking place in project's context (e.g., other major data collection activities, semester schedules).

Analysis Plan how the quantitative and qualitative data will be summarized into meaningful, usable information.

Interpretation is how the analyzed data will be used to reach conclusions related to the evaluation questions.

EXAMPLE

Evaluation Question: To what extent are students using education pathways established by the project?					
Indicator	**Data Source and Methods**	**Responsible Party**	**Timing**	**Analysis**	**Interpretation**
Number of high school students enrolled in the college's wind energy technology courses	Institutional data	Project director obtains from institutional research office	End of each semester	Counts	Comparison with project target of 10 per semester
Percentage of dual-enrolled high school students who intend to pursue wind technology degrees or certificates	Survey of dual-enrolled students	External evaluator develops survey and conducts analyses; faculty administer survey	End of each semester	Descriptive statistics, disaggregated by demographic characteristics	Comparison with project target of 60% or more, , with one-third or more from underrepresented minority groups
Students' perceptions of what affects their education or career interests	Focus group with	External evaluator	End of each spring semester	Inductive coding to determine factors that increase or suppress interest in wind technology	Identify which, if any, factors can be influenced by the program
Percentage of students who began has dual-enrolled who graduate with wind technology degrees or certificates	Institutional data	Project director obtains from institutional research office	End of each semester after first cohort is eligible to receive degree or certificate	Descriptive statistics, disaggregated by demographic characteristics	Comparison with project target of 40% or more, with one-third or more from underrepresented minority groups

A Guide to Measuring Diversity, Equity, & Inclusion in ATE Projects

Ayesha Boyce & Tiffany Tovey| December 2022

In this quick reference guide, we present suggestions on how to measure diversity, equity, and inclusion in ATE evaluations. Visit our website (bit.ly/dei-ate) to learn more about our research study on this topic, including a webinar recording.

DIVERSITY

Definition

Differences among individuals, including demographic differences such as gender, race, ethnicity, and country of origin (NAS, 2018).[1]

Example Evaluation Questions

1. How and in what ways are project leadership attending to diversity? What opportunities and barriers exist? How might they be improved?
2. To what extent has this project increased diversity of participants?

Example Indicators

- Leadership/ Representation
- Initial URM # & %
- Change in URM
- Total # of Participants
- Retention Rates
- National Demographics/ Representation
- Demographics

Example Demographic Indicators

- LGBTQ+ identities
- Disability status & physical accessibility needs
- Racial & ethnic identities
- Religious groups
- Learning & mental accessibility needs
- Gender identity
- Age
- Nationality
- School attended/no schooling
- Countries lived in
- Social economic status

Example Data Collection Methods

- Surveys
- Focus Groups & Interviews
- Institutional or Administrative Data
- Program Documentation

[1] National Academies of Sciences, Engineering, and Medicine. (2018). *Indicators for monitoring undergraduate STEM education.* The National Academies Press. bit.ly/NASSTEMIndicators

EQUITY

Definition

Parity in program access, participation, and accomplishment for all program participants, especially those least well-served in the context (Greene, Boyce, & Ahn, 2011).[2]

Example Evaluation Questions

1. How and in what ways are project leadership attending to equity? What opportunities and barriers exist? How might they be improved?
2. What is the quality of the program design, content, and pedagogy, as designed for various and diverse learners in the context?
3. To what extent is the project differentiating instruction based on need?
4. How and in what ways is the project ensuring that various populations have access to resources?
5. Are key project components operating effectively? What is working well and for whom?

Example Indicators


External factors/ threats


Support in place (access)


Diversification of services


Trainings offered & taken


Compensation


Criteria for selection


Recruitment vs selection rates


Retention (disaggregated)


Disciplinary actions


Curriculum


GPA


Mentoring type & amount


Satisfaction


% resource based on need


Attendance


Recruitment

Example Recruitment Indicators

- LGBTQ+ identities
- Disability status and physical accessibility needs
- Racial and ethnic identities
- Religious groups

Example Data Collection Methods


Surveys


Focus Groups & Interviews


Institutional or Administrative Data


Program Documentation


Observational Data

[2] Greene, Boyce, & Ahn. (2011). *Values-engaged, educative evaluation guidebook*. University of Illinois, Urbana-Champaign. Created and produced with funds from the National Science Foundation. AEA eLibrary.

INCLUSION

Definition

Fostering an environment in which participants are (and feel) embraced, included, and valued. Processes through which all students are made to feel welcome and are treated as motivated learners (NAS, 2018).[3]

Example Evaluation Questions

1. How and in what ways are project leadership attending to inclusion and cultural issues across components? What opportunities and barriers exist? How might they be improved?
2. What is the project culture and climate? What are participant experiences and sense of belonging? Are there differences in experience across groups?

Example Indicators


Support in place (access)


Curriculum


Leadership


Programmatic training


Project goals


Stakeholder voice


Attendance


Satisfaction


Participant experience


Climate

Example Climate Indicators

- Sense of belonging
- Understanding of role/responsibility
- Self-efficacy
- Relationship with leadership
- STEM identity

Example Data Collection Methods


Surveys


Focus Groups & Interviews


Program Documentation


Observational Data

[3] National Academies of Sciences, Engineering, and Medicine. (2018). *Indicators for monitoring undergraduate STEM education.* The National Academies Press. bit.ly/NASSTEMIndicators

This material is based upon work supported by the National Science Foundation under Grants No. 1841783. The content reflects the views of the authors and not necessarily those of NSF.

Logic Model Guide for ATE Projects

by Kelly N. Robertson, Lyssa Wilson Becho, & Lori A. Wingate | September 2023

This guide provides an overview of logic model components to assist National Science Foundation Advanced Technological Education (ATE) program grant seekers and grantees in developing logic models for their initiatives.

Why use a logic model?

Developing a logic model is an important first step for project design and evaluation planning. *A logic model is a visual depiction of what a project does and the changes it is expected to bring about.* A logic model can be presented as a flowchart, table, or diagram, or in another format that succinctly communicates the overall vision for the project. It can then be used as a reference to identify evaluation questions and the data needed to answer those questions.

What are the components of a logic model?

There is no one right way to make a logic model. However, ***at a minimum, all logic models should clearly communicate the project's planned activities, outcomes, and impacts.*** From there, choose a structure and additional components that make sense for your project and meet the audience's information needs. Beyond the basics, a logic model may also include information on inputs, outputs, context, assumptions, and other factors that influence the project.

Core components

Include these essential components to communicate what your project does and the change it intends to bring about.

Activities.

The key things your project will do to bring about intended change (e.g., actions, processes, and events).

Answers the question: *What are the main things the project will do to bring about change?*

ATE examples:

- Develop curriculum
- Conduct workshops
- Provide field experiences
- Establish articulation agreements
- Hold summer transition program for high school students

Short-Term Outcomes.

Measurable changes in the intended participants that result from activities or outputs (e.g., knowledge, skills, attitudes, behavior, or practices).

Answers the questions: *What will occur as a result of the activities and outputs? What will the intended participants know or be able to do because of the project?*

ATE examples:

- Faculty learn to use virtual reality technology
- Students' interest in technical careers increases
- High school students' awareness of STEM pathways increases
- Diversity of students enrolled in STEM program increases

Mid-Term Outcomes.

Measurable changes in the intended participants that result from short-term outcomes (e.g., knowledge, skills, attitudes, behavior, or practices).

Answers the question: *What results should follow from the initial outcomes?*

ATE examples:

- Students gain technical and employability skills
- Students persist in their programs
- Faculty improve instruction
- Diversity of STEM program graduates increases
- More technicians enter the workforce

Long-Term Impacts.

Broader changes that result from mid-term outcomes and that address the conditions that make the project necessary. Impacts may occur at an individual, organizational, community, or systems level.

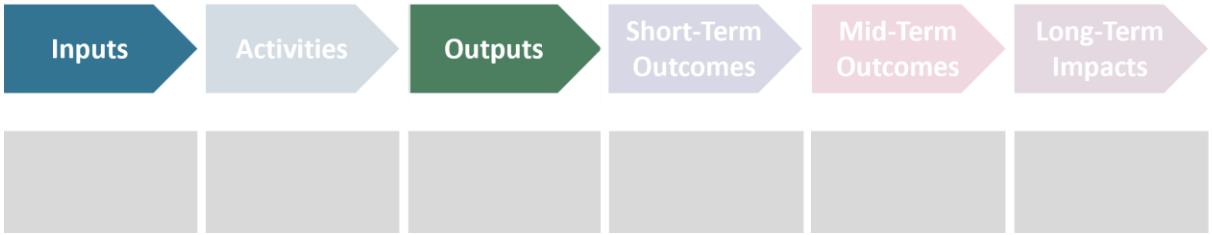
Answers the question: *What is the intended larger impact of the project?*

ATE examples:

- Diversity in the technical workforce increases
- The workforce becomes more highly skilled and adaptable
- STEM pathways are sustained at two- and four-year colleges
- Local industries' needs for technicians are met

Components to describe tangible resources used and created

In addition to the core logic model components, you may want to consider including inputs or outputs in your logic model.



Inputs.

Resources that are needed to implement project activities (e.g., equipment, space, services, staffing, funding).

Answers the questions: *What resources are essential for the project's success? What resources would be needed to replicate the project?*

ATE examples:

- NSF funding
- Faculty
- Advisory panel
- Industry partners
- In-kind contributions
- Existing college or university infrastructure or technology

Outputs.

Activities' immediate, tangible results that can be counted or observed directly. Usually quantifies services and deliverables provided and/or describes their reach.

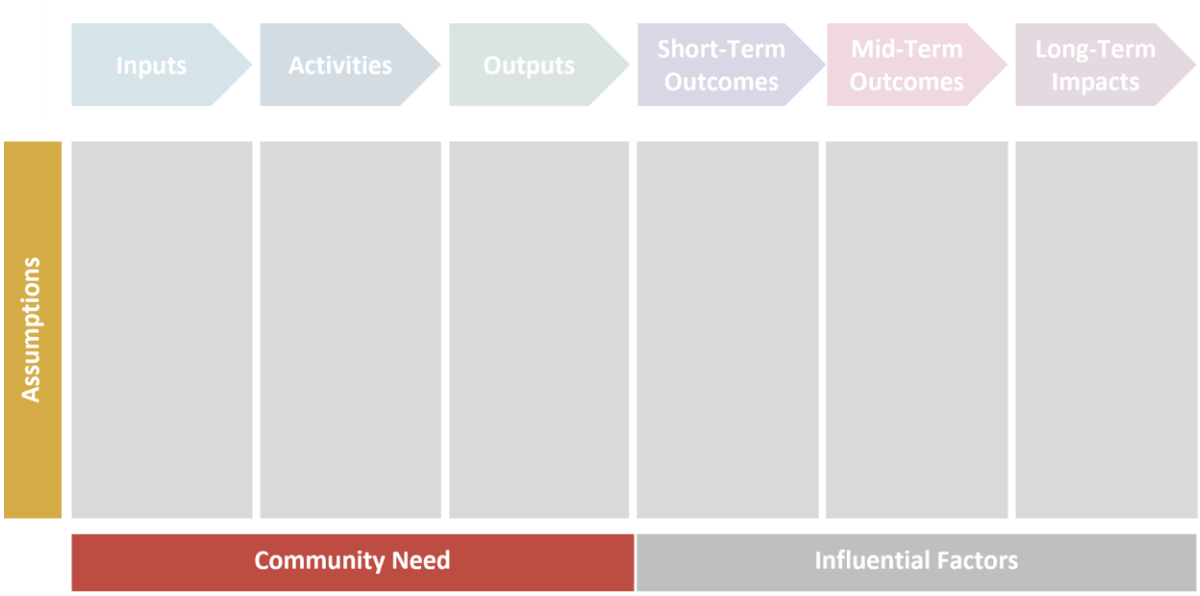
Answers the questions: *What products will be created? How many of each product will be created?*

ATE examples:

- Number of curriculum materials
- Number of revised institutional policies to promote equity
- Number of new certificate programs
- Number of students participated
- Number of articulation and dual-enrollment agreements executed

Components to acknowledge context and systems

You may find it useful to include additional components to convey why your project is needed, why you believe it will work, and which factors may affect long-term outcomes and impacts.



Community Need.

Specify the problem or opportunity that led your organization to design your project.

Answers the question: *What problem or opportunity does your project address?*

ATE examples:

- Not enough skilled technicians
- New technology requires upskilling
- Region lacks STEM pathways between two- and four-year institutions
- Need pipeline for highly skilled jobs for a sub-population that is currently underemployed

Influential Factors.

Factors *other than the program's actions* that may positively or negatively influence the project's outcomes or impacts (e.g., policy environment, changes in the economy, technology advancements, societal events).

Answers the questions: *What are the potential barriers and/or facilitators that might impact the desired change? What policies or other factors might influence your project?*

ATE examples:

- Implemented at a Hispanic Serving Institution
- Existing strong articulation agreements
- Engaged industry partners
- Recently renovated lab facilities
- Other professional development opportunities available for faculty

Assumptions.

The main principles, beliefs, and expectations that make you think the program will be successful in its context. They are the underlying rationale that connect the activities to the expected outcomes. Assumptions are often the reason why projects don't perform up to expectations.

Answers the questions: *Why will your approach be effective in your community? Why might your project not live up to your expectations? What has to go right in order for your project to succeed?*

ATE examples:

- The college will maintain current student support services
- Local industry will continue to need technicians
- Faculty will receive release time from their departments to participate in training
- Local public transit will increase bus routes to campus as planned

What are the potential limitations of a logic model?

- **Logic models are typically linear.** Logic models assume a linear cause-and-effect relationship between components (i.e., one thing clearly causes another). In reality, the relationships may be more complex and nonlinear.
- **They oversimplify causal links.** Logic models may overstate the causal links between the components and deemphasize the importance of contextual factors necessary for bringing about change. One way to help address this is to acknowledge contextual and systemic factors (such as community needs, assumptions, and external factors) within the logic model.
- **They have the potential to turn into static documents.** Logic models are often developed during project planning and never revisited. They need to be reviewed and updated continually to reflect evolving projects.
- **Logic models don't capture potential unintended outcomes.** Logic models often only include *intended* consequences of a project. Evaluators using logic models for evaluation planning also need to be aware of *unintended* consequences of projects.

How does one assess the quality of a logic model?

To analyze your logic model, start with these questions:

- ☐ ***Is there a logical connection between the components of the model?***
  Logic models should be able to be read from left to right, using a chain of reasoning that uses "if ... then" statements (i.e., "If [activity], then [outcome]").
- ☐ ***Do the long-term impacts address the identified community needs?***
  If a program is designed to respond to a community need, then the long-term impacts should address that need.
- ☐ ***Are the outcomes realistic?***
  Outcomes should be achievable given the resources available to the project, including time, funding, and personnel/expertise.
- ☐ ***Is the meaning of the logic model clear?***
  Ideally, a logic model is self-explanatory, in that readers (even, if possible, those unfamiliar with the project) can understand it without the help of additional written or spoken information.
- ☐ ***Is all information in the logic model pertinent to how the project will bring about change?***
  A strong logic model is succinct. Exclude extraneous information about project administration or activities or conditions that do not bear directly on how the project will bring about change.
- ☐ ***Do individuals close to the project (i.e., staff, participants, funders, administrators, community members) find the logic model helpful for understanding the project?***
  A logic model should reflect the understanding of multiple groups of participants close to the project.

Interested in more logic model resources?

EvaluATE's fillable logic model template: Use this template to jump-start your logic model development. bit.ly/ate-lm-temp

The W.K. Kellogg Foundation's logic model development guide: Look here for instructions and examples geared toward building logic models for different purposes. bit.ly/kellogglm

Logic model resources from the University of Wisconsin–Madison's Extension office: This wide-ranging collection includes resources on how to build logic models and good examples of logic models that describe program assumptions. bit.ly/uwm-lm

Examples of ATE-specific logic models: Look at the ATE logic models in the award-winning evaluation reports created by Magnolia Consulting, The Rucks Group, and The Allison Group and MUME Collective. bit.ly/ate-examples

Example of a nonlinear logic model: Learn about the development of the Oregon Paint Stewardship Pilot Program's nonlinear logic model in Matt Keene's AEA365 blog post.

Acknowledgments

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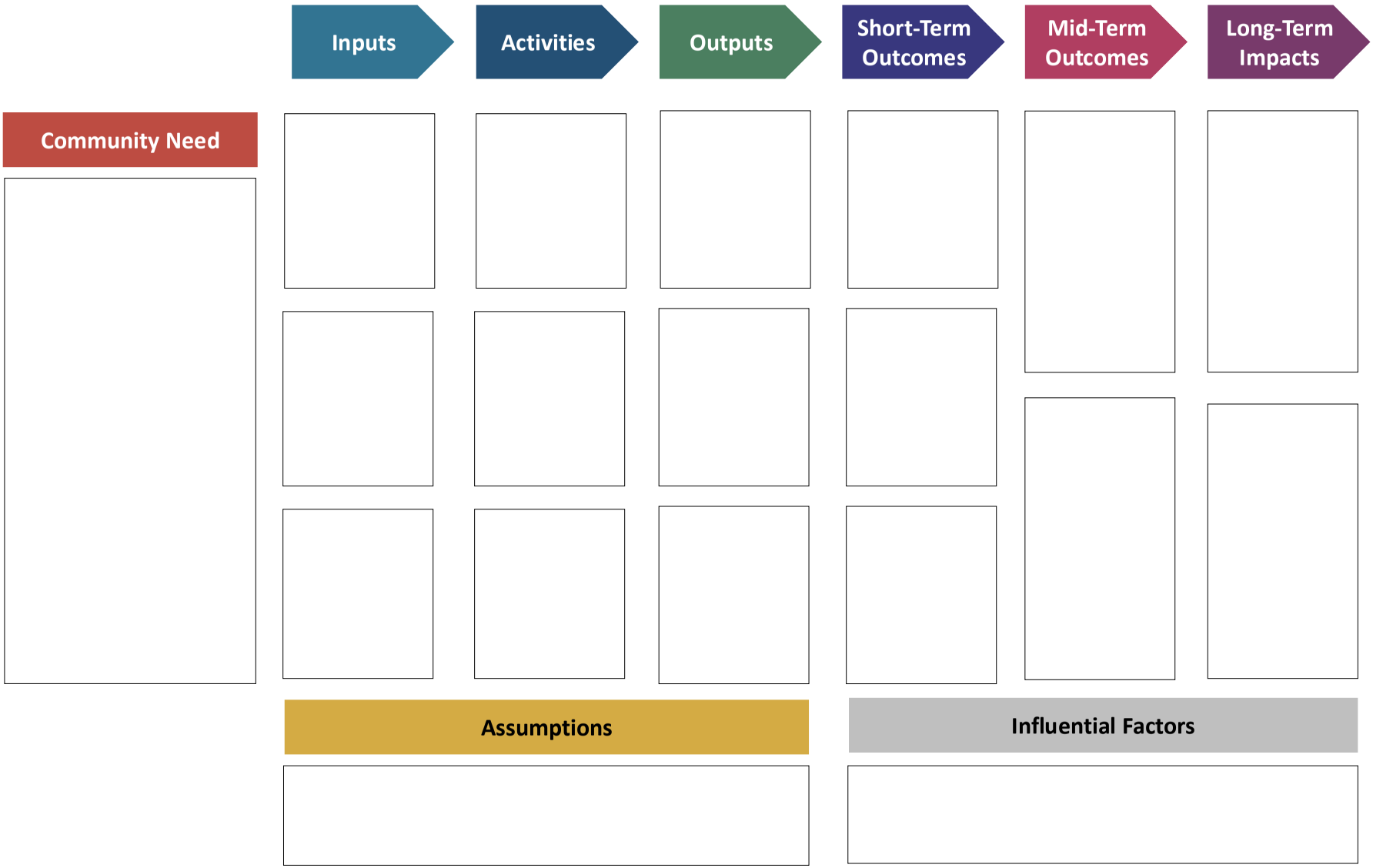
How can we help?

ATE grantees and prospective grantees can contact EvaluATE anytime at info@evalu-ate.org.

This material is based on work supported by the National Science Foundation under Grant No. 1841783. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

[Insert Program Name]



Identifying and Involving Stakeholders in an Evaluation

Lori A. Wingate | The Evaluation Center | Western Michigan University | September 2014

An evaluation stakeholder is anyone with a stake in a program and its evaluation. This worksheet is intended to guide evaluators and program personnel in reflection and decision making about whom to involve in an evaluation and how. Complete each section before moving on to the next.

1. WHO should be involved in the evaluation?*		2. WHAT are their main roles in relation to the program?				3. HOW should they be involved in the evaluation?†			
		Directly or indirectly served by the program	Impacted by the program due to shared environment (geographic or programmatic)	Directly Involved in implementing the program	Makes high-level decisions about programming, policies, and/or funding	**MONITOR** Keep track of the evaluation's progress and findings	**FACILITATE** Minimize barriers to evaluation	**CONSULT** Advise on key decisions about the evaluation	**CO-CREATE** Partner to design and implement the evaluation and interpret results
Utility: Whose involvement is needed to increase the chances that the evaluation results will be used?		☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐
Feasibility: Whose cooperation is needed to enable efficient implementation of the evaluation?		☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐
Propriety: Who has a right to be part of various aspects of the evaluation?		☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐
Accuracy: Whose expertise is needed to ensure the evaluation will yield valid results?		☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐
Evaluation Accountability: To whom are the evaluators accountable?*		☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐

*Adapted from: Davidson, E. J. (2013). *Actionable evaluation basics: Getting succinct answers to the most important questions.* Auckland, New Zealand: Real Evaluation (pp. 11-12). She organized these and other questions around validity, justice, credibility, utilization, and cost. The five categories above are the main domains of the Program Evaluation Standards (jcsse.org)

†Adapted from: Patton, M. Q. (2008). *Utilization-focused evaluation* (4th ed.). Los Angeles: Sage. (p. 81)

LEARN MORE

EvaluATE works to advance evaluation in the ATE community through

- Open-access training and resources for evaluators and non-evaluators
- Community of people dedicated to improving ATE projects through evaluation
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