

Evaluation Plan Outline

{State Program Name}

Evaluation Plan

{Program Evaluation Name}

Prepared by:

{Names}
{Affiliation}

{Date}

This template is based on *Learning and Growing through Evaluation: State Asthma Program Evaluation Guide*. Throughout, textboxes refer you to additional information in the guide, which you can find at http://www.cdc.gov/asthma/program_eval/guide.htm

1. INTRODUCTION AND STAKEHOLDER ENGAGEMENT

This section provides information about the purpose of the evaluation and identifies stakeholders who are—or need to be—involved in the evaluation.

Evaluation Purpose

- What is the purpose of this evaluation?
- How will findings from the evaluation be used?
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Stakeholders

- What individuals and groups have an interest in the outcomes of this evaluation? Examples include program participants, staff, and critics.
- What perspective of the evaluation are they most interested in? For example, are they interested in the evaluation from a cost angle, effectiveness of the program, a critic, etc.?
- What role will they play in developing or implementing this evaluation plan? Examples include serving on planning team or as external reviewer, collecting data, interpreting findings, receiving results.

This section corresponds with
Module 1, Chapter 3, Step 1

Table F.1. Stakeholder Assessment and Engagement Plan (* indicates member of planning team)

Stakeholder Name	Interest or Perspective	Role in the Evaluation
{May be an individual or a group}	{program participant, staff, etc.}	{planning team, external reviewer, etc.}

Cultural Competence

- How will you engage stakeholders who reflect the diversity of those who may be affected by the evaluation's findings? For suggestions, see *Strategies for Enhancing Cultural Competence: Why it's important for evaluating public health programs* at http://www.cdc.gov/asthma/program_eval/other_resources.htm.

- How will you ensure that you successfully elicit and incorporate the various perspectives?

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2. DESCRIPTION OF {INSERT NAME OF WHAT YOU ARE EVALUATING}

This section provides detailed information about what you are evaluating, for example, your program's strategies, processes, policies, etc. For ease of reference, we use the term "program" below to refer to "what you are evaluating," though you may be evaluating something other than a program.

This section corresponds with
Module 1, Chapter 3, Step 2

In this section describe the need for the program, its context, intended audience, and stage of development. You will also provide information about its inputs, activities, outputs, and outcomes and will develop a logic model. In the narrative portion, include information that might not be obvious when using the "shorthand" of the logic model.

Need

- What need is your program designed to meet?

Context

- What is the program's context? That is, what contextual or cultural factors may affect its implementation or effectiveness?

Population Addressed

- Who is included in the population for whom activities are intended?

Stage of Development

- How long has the program been in place?
- Is it in the planning or implementation stage?

Resources/Inputs

- What resources are available to support the program (e.g., staff, money, space, time, partnerships, technology, etc.)?

Activities

- What specific activities are conducted (or planned) to achieve the program's outcomes?

Outputs

- What do the activities produce (e.g., materials, units of services delivered)?

Outcomes

- What are the program's intended outcomes? (Intended outcomes may be short-term, intermediate, or long-term and are changes that occur in something outside of your program.)
- What do you ultimately want to change as a result of your activities (long-term outcomes)?
- What occurs between your activities and the point at which you see these ultimate outcomes (short-term and intermediate outcomes)?

Organizing information about your program in a table can be a useful first step in creating a logic model. You may choose to use only a table; you may choose to use a table and a logic model; or you may choose to include only a logic model in your plan.

Table F.2. Program Description Template

Resources/Inputs	Activities		Outputs	Outcomes	
	Initial	Subsequent		Short-Term/ Intermediate	Long-Term

Logic Model

- Provide a logic model for your program.

3. EVALUATION DESIGN

This section describes your evaluation design. Provide information about stakeholder information needs, your evaluation questions, and the evaluation design you will use to answer those questions.

This section corresponds with
Module 1, Chapter 3, Step 3

Stakeholder Needs

- Who will use the evaluation findings?
- What do they need to learn from the evaluation?
- What do intended users view as credible information?
- How will the findings be used?
- [REDACTED]

Evaluation Questions

- What three to five major questions do you intend to answer through this evaluation?
- Do the questions align with the Good Evaluation Questions Checklist? (http://www.cdc.gov/asthma/program_eval/AssessingEvaluationQuestionChecklist.pdf.)

Evaluation Design

- What is the design for this evaluation? (e.g., experimental, pre-post with comparison group, time-series, case study, post-test only)
- What is the rationale for using this design?

4. GATHER CREDIBLE EVIDENCE

This section describes how you will gather data for your evaluation. Provide information on methods you will use to compile data and how those methods are related to the evaluation questions you identified.

This section corresponds with
Module 1, Chapter 3, Step 4

Data Collection Methods

- Will new data be collected to answer the evaluation questions and/or will secondary data be used? Can you use data from the performance measurement system?
- What methods will you use to collect or acquire the data?
- Will you use a sample? If so, how will you select it?
- How will you identify or create your data collection instruments?
- How will you test instruments for readability, reliability, validity, and cultural appropriateness?
- How will you determine the quality and utility of existing data?
- From whom or from what will you collect data (source of data)?

Table F.3: Evaluation Questions and Associated Data Collection Methods

Evaluation Question	Data Collection Method	Source of Data
1.		
2.		

5. DATA ANALYSIS AND INTERPRETATION

In this section provide information on the indicators and standards you will use to judge the success of your program (or policy, etc.); how you will analyze your evaluation data; and how you will interpret and justify your conclusions.

This section corresponds with
Module 1, Chapter 3,
Steps 4 and 5

Indicators and Standards

- What are some measurable or observable elements that can serve as markers of your program's performance?
- What constitutes "success"? That is, to what standards will you compare your evaluation findings?

Table F.4. Indicators and Success

Evaluation Question	Criteria or Indicator	Standards (What Constitutes "Success"?)
1.		
2.		

Analysis

- What method(s) will you use to analyze your data (e.g., descriptive statistics, inferential statistics, qualitative analysis, such as content or thematic analysis)?
- Provide example table shells, templates, or qualitative codebook that specifies the output for each type of analysis you plan to conduct.

Interpretation

- Who will you involve in drawing, interpreting, and justifying conclusions? Does this group include program participants or others affected by the program?
- What are your plans, including evaluation capacity building activities, to involve them in this process?

6. USE AND COMMUNICATION OF EVALUATION FINDINGS

This section provides information about how information from the individual evaluation plan process and results will be used and shared. Sample action plans will be available at http://www.cdc.gov/asthma/program_eval/other_resources.htm

This section corresponds with
Module 1, Chapter 3, Step 6

Use

- How will evaluation findings be used? By whom?
- How does the timeline for reporting findings and potential recommendations align with key events for which you will need information from the evaluation (e.g., grant application, partner meeting)?
- Who is responsible for creating and monitoring an action plan to guide the implementation of evaluation recommendations? What follow up is needed?
- What lessons learned, including those about evaluation and evaluation capacity building, should be shared? How will they be documented?

Communication

- Which evaluation stakeholders will you communicate with and for what purpose (e.g., update on status of evaluation, invite to meetings, share interim or final findings)?
- What methods (e.g., in-person meetings, emails, written reports, newsletter article, presentations) will you use to communicate with evaluation stakeholders?
- Who is best suited to deliver the information (e.g., evaluator, program manager, coalition leader)?
- Why are these methods appropriate for the specific evaluation stakeholder audience of interest?

7. EVALUATION MANAGEMENT

This section provides information about how the evaluation will be managed and implemented and includes a timeline for evaluation activities. You may find that some of the tables suggested here fit better in other sections of your plan.

Regardless of how you structure your plan, it is important that you carefully think about each of these implementation steps, noting the individual(s) responsible and deadlines for each task.

This section corresponds with
Module 1, Chapter 3
Pulling It All Together

Evaluation Team

- Who will manage and implement this evaluation?
- What evaluation skills or approaches are needed to successfully conduct this evaluation?
- Have you identified an external reviewer to provide feedback on the evaluation plan?

Table F.5. Roles and Responsibilities of the Evaluation Team Members

Individual	Title or Role	Responsibilities

Data Collection Management

- What data will be collected? *{From Table F.3}*
- What activities are needed to carry out the data collection successfully? When should each of these activities be completed?
- Who is responsible for conducting each activity?
- Who will oversee the conduct of the evaluation to assure appropriate implementation?

Table F.6. Data Collection Plan

Evaluation Question	Data Collection Method	Activities Needed	Person(s) Responsible	Due Date
1.				
2.				

Data Analysis Management and Interpretation

- How will you ensure the security of the data?

- What data will be analyzed, how, and when? {From Step 5 above.}
- Who is responsible for conducting the analyses?
- How will you engage stakeholders in confirming analysis results and interpreting them?

Table F.7. Data Analysis Plan

Analysis to Be Performed	Data to Be Analyzed	Person(s) Responsible	Due Date

Communicating and Reporting Management

- Who are the audiences for reporting the progress made on the evaluation and/or evaluation findings? {Taken from step 6, above.}
- What is the purpose of the communications with this audience?
- What is the most appropriate type of communication method to use with this audience, for this purpose? Who is the most suitable “messenger”?
- When will the communication take place?

Table F.8. Communication and Reporting Plan

Audience 1: {insert name of audience}					
Applicable ? (✓) ✓✓	Purpose of Communication	Possible Formats	Possible Messenger	Timing/ Dates	Notes
	Include in decision making about evaluation design/ activities				
	Inform about specific upcoming evaluation activities				
	Keep informed about progress of the evaluation				
	Present initial/interim findings				
	Present complete/final findings				
	Document the evaluation and its findings				
	Document implementation of actions taken because of the evaluation				

Timeline

- When will planning and administrative tasks occur?
- When will training for data collectors occur?
- When will you pilot test data collection instruments?
- When will formal data collection, analysis, and interpretation tasks occur?
- When will information dissemination tasks occur?
- Upon mapping all of the above on a single timeline, are there any foreseeable bottlenecks or sequencing issues?

Evaluation Budget

- What is the anticipated cost for this evaluation?
- Where will the funding come from to support the evaluation?
- Are any in-kind, volunteer, or partner resources being contributed?

Wrapping Up

- At the end of the evaluation, how will you acknowledge the contributions of planning team members and others who contributed to the successful implementation of the plan?
- How will you document evaluation lessons learned in the course of implementing the evaluation?
- How/where will you archive relevant documents, instruments, and data?

This evaluation plan template can also serve as a tool to document evaluation implementation (as required by Evaluation Accountability Standard E1) and can also provide information to internal or external people conducting meta-evaluations (Standards E2 and E3). Inserting the following after each section may help with this process.

___ Evaluation was implemented as planned

___ Changes were made to the plan (describe changes as well as the rationale for changes)