#### Individual Evaluation Plan Outline

{Insert Program Name}

**Individual Evaluation Plan**

{Evaluation Name}

**Prepared by:**

{Insert Names}

{Insert Affiliations}

{Insert Date}

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

**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 do you anticipate the findings of this evaluation will be used? By whom?
* How does this fit with the overall strategic evaluation plan for the program?

**Stakeholders**

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

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

### Table E.1 Stakeholder Assessment and Engagement Plan (\* indicates member of Evaluation Planning Team)

|  |  |  |  |
| --- | --- | --- | --- |
| **Stakeholder**  **Name** | **Stakeholder**  **Category** | **Interest or Perspective** | **Role in the**  **Evaluation** |
| {May be an individual or group} | {primary, secondary, tertiary} | {program participant, staff, etc.} | {Evaluation Planning Team, external reviewer, etc.} |
|  |  |  |  |
|  |  |  |  |

**Culturally Responsive Evaluation**

* How will you engage stakeholders who reflect the diversity of those who may be affected by the evaluation’s findings? For suggestions, see Practical Strategies for Culturally Competent Evaluation at <https://www.cdc.gov/asthma/program_eval/other_resources.htm>
* How will you ensure that you successfully elicit and incorporate the various perspectives?
* How will you account for the influence of context and culture in your evaluation design, implementation, and reporting?

**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, and policies). 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., personnel, money, space, time, partnerships, technology)?

**Activities**

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

**Outputs**

* What do the activities produce (e.g., materials, 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—those within your sphere of influence).
* 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; however, developing a diagram that includes boxes and arrows will provide a better sense of the important pathways the program intends to set into motion through the activities performed. You may find such detail more helpful in communicating with program stakeholders about the program, designing the evaluation, and understanding opportunities for using the evaluative insights.*

### Table E.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

**Evaluation Design**

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

*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.*

**Stakeholder Needs**

* Whom do you anticipate using the evaluation findings?
* What do they need to learn from the evaluation?
* What do intended users view as credible information? How will they likely use the findings?
* What evaluation capacity will need to be built to engage these stakeholders throughout the evaluation?

**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? (<https://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?

**Gather Credible Evidence**

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

*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.*

**Data Collection Methods**

* Will you collect new data to answer the evaluation questions? Will you use secondary data? 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 responsiveness?
* How will you determine the quality and utility of existing data?
* From whom or from what will you collect data? (source of data)

### Table E.3 Evaluation Questions and Associated Data Collection Methods

|  |  |  |
| --- | --- | --- |
| **Evaluation Question** | **Data Collection Method** | **Source of Data** |
| 1. |  |  |
|  |  |
| 2. |  |  |
|  |  |

**Data Analysis and Interpretation**

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

*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.*

**Indicators and Standards**

* What are some measurable or observable elements that can serve as markers of your program’s performance? What are the criteria of merit and associated indicators?
* What constitutes success on the indicators? That is, to what standards will you compare your evaluation findings? Alternatively, what process will you engage in to understand and interpret performance on this indicator?

### Table E.4 Questions, Criteria, Indicators, and Standards of Success

|  |  |  |
| --- | --- | --- |
| **Evaluation Question** | **Criteria and Associated Indicator(s)** | **Standards**  **(What Constitutes Success?)** |
| 1. |  |  |
|  |  |
| 2. |  |  |
|  |  |

**Analysis**

* What method(s) will you use to analyze your data? Possible methods include descriptive statistics, inferential statistics, and qualitative analysis (i.e., content analysis, thematic analysis, etc.).
* 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?

**Use and Communicate Findings**

*This section provides information about how information from the individual evaluation planning process and results will be used and shared. Sample action plans are available in Module 2, Appendix K, and online here:* [*https://www.cdc.gov/asthma/program\_eval/guide.htm*](https://www.cdc.gov/asthma/program_eval/guide.htm)*.*

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

**Use**

* How do you anticiapte the evaluation findings will 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?

**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,

Putting It All Together

**Evaluation Implementation Team**

* Who will manage and implement this evaluation?
* What evaluation skills or approaches are needed to successfully conduct this evaluation?
* At what point(s) will the team pause to examine the extent to which they are upholding the evaluation standards?
* Have you identified an external reviewer to provide feedback on the evaluation plan?

### Table E.5 Roles and Responsibilities of the Evaluation Implementation Team Members

|  |  |  |
| --- | --- | --- |
| **Individual** | **Title or Role** | **Responsibilities** |
|  |  |  |
|  |  |  |
|  |  |  |

**Data Collection Management**

* What data will be collected? {From **Table E.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 data collection to assure appropriate implementation?

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### Table E.6 Data Collection Plan

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

**Data Analysis and Interpretation**

* How will you ensure the security of the data?
* What data will be analyzed, how, and when?
* Who is responsible for conducting the analyses?
* How will you engage stakeholders in confirming analysis results and interpreting them?

### Table E.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 evaluation findings?
* 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?

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### Table E.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 any changes to 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. |  |  |  |  |

(Adapted from Russ-Eft & Preskill, 2009, p. 407–411)

**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 Evaluation 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 made to the plan (describe changes as well as the rationale for changes)