Evaluation Basics Worksheet

	Goal	Outcomes(s)	Data/Metrics	Collection System	Analysis Process	Reporting Process
	Identify the ideal "new reality or desired impact of your service, program, or event.	Determine the specific thoughts, behaviors, actions, and/or situations you will see that will indicate you met your goal.	Identify the specific pieces of information (data) that you need to know to meet your outcome(s).	Establish a clear system for recording, tracking, and/or collecting the data you need, including tools, timelines, and people responsible for tasks.	Determine who will be involved, how often, and when will the data be looked at as well as from what angles the data will be looked at for patterns/outliers.	Decide who you will share the results of your data collection and analysis with, as well as if/how it will be used to make program changes.
	EXAMPLE: *Low-income high school youth graduate and continue their education at a high rate.*	EXAMPLE: *Sustained graduation rates of 90% or above and enrollment in 2- or 4-year college for 75% of those youth.*	EXAMPLE: *Demographics, graduation status, college enrollment, and attendance for youth participating in your program or otherwise affected by your service/intervention.*	EXAMPLE: *Staff maintain program sign-in sheets; staff obtain demographic and graduation data from the schools you work with or directly from the kids (i.e. an enrollment forms, etc.).*	EXAMPLE: *Staff decide whether to look at the graduation rates organized by school (each school being its own group) or by attendance rates or have several tables showing the data grouped in various ways.*	EXAMPLE: *Organization leadership team and school partners review the report created with the data collected. They learn all groups are meeting program outcomes except Latino males. They discuss ways to provide greater support for this group.*
Your Program Details Here						

Arboreta Group
CULTIVATE & THRIVE

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Glossary (A Few Basic Evaluation Terms)

- **Analysis**: A careful review of the client and program information from a variety of angles and using basic math to discover the patterns and outliers in the data that give a greater understanding of the impact your program/service has.

- **Collection system**: The tools, process, people, and timelines you have to record, and gather the client and program information you need for program evaluation. This includes things like enrollment forms, attendance records, and program staff.

- **Data/metrics**: In simple terms, this can also be referred to as information. These are the pieces of information that are analyzed (see *Analysis*) to learn what impact your program is making on clients and/or the community.

- **Data collection**: The process of recording and gathering the client and program information you need for analysis and program evaluation. Data collection usually happens at various levels of the program and includes different stages in the program.

- **Demographics**: Personal information describing the client and/or target population such as age, gender, ethnicity, income, etc. Different types of demographic data can be helpful for evaluation, depending on the goals of the program.

- **Goal**: The purpose of your program or service. The ideal reality you hope to create if everything in your program works for the clients/participants the way you hope.

- **Outcome**: The tangible pieces or steps in the process of reaching a larger program goal. For instance, you can have the goal of "getting healthy" and outcomes can include improved blood pressure, being able to run a 5k, and/or managing stress.

- **Reporting**: The process of putting together what you learned in the analysis step in such a way that others can review and learn from that information. Different reporting formats can be used for different audiences, from simple handouts with infographics for clients and the community to complex reports for your board of directors or funders. Depending on when evaluation is done, reports can and should be used to apply what you learned about program effectiveness to make necessary program changes.