

Public Computing Center Evaluation Plan Template

This evaluation plan template is designed to be used after completing the BTOP evaluation workbook. Instruction on how to complete the workbook and the general principles behind evaluation planning can be found in the BTOP Evaluation webinar. This evaluation plan template is part of the public computing center sustainability activities conducted by the University of Washington Information School on behalf of the 22 PCC BTOP grant recipients in Washington State. Please feel free to use and/or modify this document to fit the needs of your organization.

Good luck on your work!

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1: Our working team, vision, and mission

Evaluation Team:

These are the names and titles of those individuals who are on our evaluation team:

- Name
- Name
- Name
- Name

The impact we hope to achieve

Our mission statement is:

Mission Statement

Our organization contributes to the well-being of our clients by helping them XXXX through XXXX programs which allow them to XXXX. As a result of our programs, our clients are better able to XXXX.

As a result of our BTOP grant we have been able to XXXX

2: Community needs assessment

The need for our services

NARRATIVE

3: Our theory of change

Our theory of change clearly expresses the relationship between our program's actions and intended impact. The following 'so that' chain shows how we intend to create the change we hope to see.

We offer the following services and supports to our clients:

- Service
- Service
- Service

So that...

So that...

So that...

So that....

.

4: Our logic model

A program logic model is a representation of the linkages between program activities and the changes we anticipate those activities will produce. Our program logic model:

- Shows the relationship between the resources and work we put into our program and the program's intended results;
- Provides a graphic summary of how program parts relate to the whole; and
- Clarifies the elements that constitute the program.

Logic model

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
COMPLETE	COMPLETE	COMPLETE	COMPLETE	COMPLETE

5: Our evaluation questions

To guide our evaluation we have developed a series of evaluation questions. Our evaluation questions will help us learn about the following:

- **What happened:** what did we do? What resulted? How and why? What worked, for whom, in what ways, under what conditions, with what implications?
- **Are we doing the right things?** (Testing our program's theory of change)
- **Are we doing those things right?** (Assessing program implementation quality)

Our evaluation questions are as follows:

- XXXX
- XXXX
- XXXX
- XXXX

6: Our indicators

While our theory of change provides a step-by-step path to our intended impact, indicators provide evidence of our organization's contribution toward achievement of that intended impact. Indicators are things we will measure that let us know we're moving in the right direction and making progress. We endeavor to identify measurable indicators that are specific, unique, observable, cost-effective, understandable, relevant, time-bound, and valid.¹

INCLUDE ONLY THOSE INDICATORS SELECTED FROM THE LIST BELOW, AS WELL AS ANY ADDITIONAL INDICATORS SELECTED BY CLIENT

Input Indicators

- Funds going to support program, annually
- FTE staff are employed at center
- Number of volunteers per year
- Number of public use computer terminals
- Number of public use printers
- Internet connection type and speed
- Types of assistive technologies to serve people with physical impairments/disabilities
- Total hours of operation per 120 hour business week
- Total hours of operation per 48 hour weekend
- Other (please specify): _____

Activities indicators

- Primary use of public technology
 - Open lab time
 - Training
 - Other (please specify): _____
- Types of resources usually offered at your center
 - Open Internet access
 - One-on-one instruction or tutoring
 - Access to office or small business applications (e.g. Word, Excel, QuickBooks)
 - Access to multimedia tools and applications (e.g. Photoshop, Garage Band)
 - Other (please specify): _____

¹ Hatry, Harry P. (2006). *Performance Measurement: getting results*: The Urban Institute Press.

- Types of one-on-one services usually offered
 - Basic computer skills training
 - Homework assistance
 - GED preparation
 - English as a second language
 - College preparatory or counseling (e.g., financial aid, scholarship information)
 - Help improving life skills (e.g. budgeting, using public transit)
 - Assistance with eGovernment services (e.g., EITC applications, tax filing)
 - Career counseling, job search, or resume preparation
 - “Soft” work skills (e.g. attire, professional interactions)
 - Small business development
 - Other (please specify): _____

- Types of technology classes usually offered
 - Basic computer skills (e.g., keyboarding and mousing)
 - Basic Internet skills (e.g. searching, creating an e-mail account)
 - Internet safety skills (e.g. avoiding viruses, theft of personal information)
 - Office or business applications (e.g. Word, Excel, QuickBooks)
 - Multimedia instruction
 - Certified technology training programs
 - Software installation instruction
 - Social networking site creation instruction
 - Blog, wiki or website creation instruction
 - Instruction on the use of assistive technology
 - Other (please specify): _____

- Community engagement activities (program advocacy with decision makers, funders, and other external stakeholders)
 - Meeting with elected officials
 - Issuing press releases
 - News letters
 - Other (please specify): _____

- Outreach activities (recruitment of clients)
 - Advertising services through media outlets
 - Advertising services through flyers, brochures
 - Promoting services to organizations that may refer clients
 - Direct, in-person outreach to potential clients
 - Other (please specify): _____

Output indicators

- Average number of people using center per week (not unique users)
- Average frequency of center use:
 - Every day the center is open
 - At least once a week but less than everyday
 - 1-3 times a month
 - Less than once per month
 - Number of visits in past year
- Number of training classes offered during reporting period for each of the following training types:
 - Basic Internet and computer use
 - Multimedia
 - Office skills
 - ESL
 - GED
 - College preparatory
 - Certified training programs
 - Other (please specify): _____
- Class hours provided during reporting period for each of the following training types:
 - Basic Internet and computer use
 - Multimedia
 - Office skills
 - ESL
 - GED
 - College preparatory

- Certified training programs
- Other (please specify): _____

- Total number of attendees for training classes during reporting period

- New services or equipment added for clients during reporting period
 - Upgraded broadband capacity
 - New wireless capability
 - Number of new workstations installed and available
 - Number of new or revised training curriculums
 - Number of new training sessions
 - Number of extended service hours added
 - Other additional equipment (e.g., software, peripheral equipment)
 - Other additional services (e.g. career counseling, childcare): _____

- New activities added for staff or the organization during reporting period
 - Documented procedures
 - Added new staff
 - Trained new or existing staff
 - Updated policies
 - Other (please specify): _____

Domain-specific indicators

We are aiming to help our clients achieve outcomes in the following areas, or “domains”, and will collect data on these additional indicators.

Technology skills enhancement

Activities indicators

Types of programs/services offered to improve clients’ technology skills

- Basic mouse instruction
- Keyboarding skills instruction
- Basic Internet instruction (e.g. effectively “surfing” the web)
- Basic email instruction (e.g. create an email account, open attachments, attach files)
- Internet safety instruction (e.g. viruses, hackers, theft of personal information)
- Software instruction (e.g. Microsoft Office applications)

- Advanced technology training (e.g. advanced applications, XML, HTML)
- Certified training programs (e.g. Microsoft Office applications)
- Computer maintenance instruction (e.g., software installation)
- Multimedia instruction (e.g., digital photography, videography)
- Other (please specify): _____

Output indicators

- Number of clients who used services for technology skills enhancement during reporting period

Outcome indicators

Number of clients able to achieve the following outcomes:

- Became able to use a computer keyboard and mouse
- Became able to independently navigate the Internet
- Increased knowledge of Internet safety (e.g. viruses, theft of personal information)
- Created and used an email account
- Created and saved a basic Word document
- Gained competency in advanced technology (e.g., advanced applications, XML, HTML)
- Enrolled in a certified training program (e.g. MS Office applications)
- Completed a certified training program (e.g. MS Office applications)
- Successfully installed software or performed routine maintenance on a personal computer
- Operated a digital camera, including downloading, saving and sending pictures
- Recorded and edited video and/or audio files

Employment skills and opportunities

Activities indicators

Types of programs/services offered to improve clients' employment skills:

- Access to websites with job links or employment
- Training for Internet job searching
- Assistance in completion of job applications
- Assistance in writing resumes
- Training in workplace technology applications (e.g., Word, Excel)
- Training in workplace technology infrastructure (e.g., server or network maintenance, website design, databases)
- Soft skills instruction (e.g. office etiquette and problem solving)
- Small business creation instruction and assistance

- Instruction in small business software (e.g. QuickBooks)

Output indicators

- Number of clients who used services for employment skills and opportunities during reporting period

Outcome indicators

Number of clients able to achieve the following outcomes:

- Learned new “soft” skills that enhanced their employment prospects (e.g. office etiquette, problem solving)
- Gained competency in using workplace technology applications
- Gained competency in maintaining workplace technology infrastructure
- Found information about a career or profession
- Used the Internet to search for jobs
- Created a resume or portfolio
- Completed an online job application
- Got a job interview(s)
- Were hired for a new job
- Researched starting a new business or created a business plan
- Gained competency using small business software

Educational enhancement

Activities indicators

Types of programs/services offered to improve clients’ educational needs:

- Basic literacy instruction
- English as a second language instruction
- GED instruction/preparation
- Homework assistance or tutoring
- Research skills development
- College preparatory training
- Information on educational opportunities (e.g., college counseling, vocational education referral)
- Information and assistance for getting financial aid or scholarships

Output indicators

- Number of clients who used services for educational enhancement during reporting period

Outcome indicators

Number of clients able to achieve the following outcomes:

- Improved English language skills
- Improved basic literacy skills
- Completed homework assignments
- Earned a GED
- Learned about formal educational opportunities
- Applied for educational opportunities
- Accepted into educational program
- Completed an educational program?
- Learned about financial aid or scholarship
- Applied for financial aid or scholarship
- Received financial aid or scholarship

Access to information and services

Activities indicators

Types of programs/services offered to improve clients' access to information and services:

- Open Internet access to online information relating to personal information needs (e.g. finding health or legal information, locating child care)
- Assistance or instruction for finding specific information (e.g., finding health information, locating government information)
- Open Internet access to learn about and enroll in social programs or services
- Assistance or instruction for learning about or enrolling in social programs or services (e.g., electronically filing taxes or obtaining EITC information)
- Access to online meetings or informational webinars

Output indicators

- Number of clients who used services for access to information or services during reporting period

Outcome indicators

Number of clients able to achieve the following outcomes:

- Researched information pertaining to their legal needs or consumer rights
- Researched health related topics
- Tracked health issues through an online health management tool (e.g. diabetes monitoring)
- Made changes to health or diet habits as a result of finding information online
- Obtained information from government websites

- Accessed government services (e.g. filed taxes, applied for EITC or unemployment)
- Accessed online meetings or informational webinars

Life skills and social inclusion

Activities indicators

Types of programs/services offered to improve clients' use of technology to improve their life skills:

- Daily living skills instruction (e.g., using mass transit, checking the weather, or planning an outing)
- Improving work or study capacity
- Money management
- Training for blind and visually impaired clients in the use of assistive technology (e.g. JAWS)

Types of programs/services offered to help clients learn about or use digital technologies for social purposes:

- Instruction on developing or visiting social network sites. (e.g. Facebook, MySpace)
- Instruction for creating a personal blog, wiki or website
- Managing online social relationships and profiles
- Assistance with connecting online with family or friends
- Assistance with finding online support for a personal problem
- Other (please specify)

Output indicators

- Number of clients who used services to gain life skills or use technology for social purposes during reporting period

Outcome indicators

Number of clients able to achieve the following outcomes:

- Used technology to assist with daily activities (e.g., using mass transit, checking the weather, or planning an outing)
- Developed enhanced work or study capacity
- Accessed financial institutions or paid bills online
- Developed a personal budget
- Sold or purchased goods online
- Used assistive technology to access the Internet (e.g. JAWS)
- Created a social networking account or visited a social networking website (e.g., Facebook, MySpace)
- Created or maintained a personal blog, wiki, or website
- Effectively monitored online social behavior

- Connected online with family and friends
- Got support for a personal problem
- Got information about cultural or neighborhood events
- Pursued a hobby (e.g. cooking, genealogy)

Access to legal and law-related services

Activities indicators

Types of programs/services offered to improve clients' access to legal and law-related services:

- Access to online legal information and services (e.g., www.washingtonlawhelp.org, courts.wa.gov, electronic case records, electronic legal research services)
- Access to courthouse-based law and justice services (Clerk's office, courthouse facilitator, public defender office, small claims court, Juvenile Rehabilitation Administration (JRA) services)
- Access to Northwest Justice Project's Coordinated Legal Education Advice and Referral System (CLEAR)
- Access to interpreter services
- Access to community-based legal resources (e.g., legal aid, domestic violence/sexual assault advocacy)
- Access to and assistance with filling out and filing court forms
- Access to information on local court practice, procedure and rules

Output indicators

- Number of clients who used services to access legal- and law-related services during reporting period

Outcome indicators

- Researched and found information about the law, legal rights and legal responsibilities
- Found court records
- Accessed civil legal advice and assistance
- Retained an attorney for extended legal representation (civil or criminal)
- Completed required court forms and documents
- Effectively participated in a court or civil administrative legal proceeding
- Accessed on-line video training on the law, legal rights and legal process
- Successfully solved one or more legal problems

Our program logic model, with indicators

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
Input Input Input ...	Activity Activity Activity ...	Output Output Output ...	Outcome Outcome Outcome ...	Impact Impact ...
<i>Indicators</i>	<i>Indicators</i>	<i>Indicators</i>	<i>Indicators</i>	<i>Indicators</i>
Indicator Indicator Indicator ...	Indicator Indicator Indicator ...	Indicator Indicator Indicator ...	Indicator Indicator Indicator ...	Indicator Indicator ...

8: Data Analysis

Once data about performance indicators have been gathered over an appropriate period, they will be analyzed and reported. The point of the analysis is to determine whether and how we have achieved our programmatic goals. Analysis and reporting will reflect and respond to our evaluation questions. The type of analysis we will employ will adhere to the following guidelines:

- We will match our analysis and reporting to our audience and stakeholders
- We will revisit and respond to our needs assessment and evaluation questions to put our findings in context
- We will take care with the level of complexity – keep it simple
- We will make the limitations of our data clear – we will be honest and clear about the methods of data collection used, and the limitations of what can be learned and generalized from our findings

NARRATIVE

9: How we will employ reflective practice

Reflecting on our evaluation findings with stakeholders allows room for programmatic changes, or refining the assumptions embedded in our theory of change and subsequently logic models, indicators, and data collection procedures. Though an intensive process, reflective practice inevitably leads to stronger programs and better outcomes.

NARRATIVE