Public Computing Center Evaluation Workbook

Introduction

Welcome! This workbook will take you step by step through the process of creating an evaluation plan for your digital inclusion program. While this will take time, an evaluation plan is a very useful organizational anchor document that will help you manage the performance of your program, give you the information you need to make strategic decisions, and help you to communicate the value of your program to potential clients, stakeholders, and funders.

As you go through this workbook you will see fields marked with an asterisk (*). For these fields, we ask that you write in your responses. Once you complete the workbook we will use your responses to create a complete evaluation plan for you. You may record your work within the workbook or document your responses using Word. Once you have completed the workbook to the best of your ability, you can send it back to us by email or through the post office. After we have received your workbook, we will pull the information into an evaluation plan and meet with you in person or by phone to fill in any additional details and make sure that the plan meets your needs. We will also strategize with you how to get your evaluation plan implemented in your organization.

The UW team is excited to assist you during your evaluation journey! You may contact us with if you have questions or encounter road blocks along the way. We're here to help.

Good luck on your work!

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What is outcomes-based evaluation and what can it do for me?

Evaluation is a process which documents the purpose and progress of a program. The evaluation process helps you:

- Focus on the needs of the community you serve and on the goals you hope to achieve by providing services;
- Define specific indicators of achievement and methods for collecting data on those indicators; and
- Document how the program contributes to organizational goals, why the program is the right approach to advance those goals, in what ways the program is successful, and where there is room for improvement.

Outcomes-based evaluation (OBE) helps beyond complying with reporting requirements. It's a way of life! OBE gives your organization the information it needs to monitor and improve program performance OBE helps you make strategic decisions to ensure that are using your resources efficiently and supporting activities that result in the best possible outcomes. More and more, funders and other external stakeholders expect to see specific results of programs through OBE. OBE is a familiar way of presenting programmatic information and showing how the activities you engage in make a difference to the people you serve. The information you document and collect as part of your OBE practice will help you tell your story, form resource-sharing partnerships, and attract funding and other forms of support.

The goal of this workbook is to help you create an **evaluation plan** for your digital inclusion program. Your evaluation plan will:

- Clearly articulate your program's desired outcomes and theory of change;
- Identify performance indicators for your program;
- Provide staff with explicit instructions regarding data to be reported; and
- Include a data collection and analysis plan to ensure consistent collection methods and provide your staff and leadership with useful data about the performance of your program.

This workbook will take you through the evaluation process, which consists of 9 steps:

1. Assemble your team
2. Conduct a community needs assessment
3. Develop a theory of change (a 'so that' chain)
4. Develop a logic model
5. Develop evaluation questions
6. Select performance indicators
7. Identify data sources and collection methods
8. Analyze data
9. Employ reflective practice

Okay… let's get started!

Step 1: Assemble your working team

Evaluation should not be one person's job. To be feasible, useful, and successful, your evaluation should be a team effort. The evaluation team should draw on the expertise of staff members who know your program's day-to-day activities; be able to gather input from stakeholders such as program clients; and have the authority needed to both gather relevant data and, ideally, incorporate evaluation findings into larger strategy discussions. Program staff, organizational managers, board members, and clients may be good team members. Your evaluation team needs to have an understanding of what success looks like and which results are achievable for program clients. The evaluation team should be ready to discuss the following high-level, big-picture questions:

- What do you want to achieve?
- What are you doing to achieve those goals?
- How do your program's activities contribute to those goals?

Tip

Your evaluation team should be composed of people who are ready to roll up their sleeves and do the work. This definitely needs to be a working team!

Exercise 1.1: Which individuals should be on your program's evaluation team?*

List the names and titles or roles of those individuals you feel should be on your evaluation team:

Exercise 1.2: Work from your impact

Let's start with the big picture: the impact you hope to achieve as a result of your program. As a team, discuss and answer the questions below. Your response should take between one to two pages. Try to be as specific as possible to connect your organization's goals with how you expect to impact the lives of your clients and community through your program.

1. MISSION: What is your organization's mission statement?*

2. CONTRIBUTION: <u>How</u> does your organization contribute to the well-being of your clients and their community? Think about these in terms of your mission and ultimate goals (increased economic development, better workforce preparedness, increased social connection, improved health, etc.). Be as specific as possible.*
    - What kind of changes do you expect individuals to experience as a result of interacting with your program or organization? Will they learn new skills? Build new relationships? Get access to important resources?
    - What goals will these changes enable? For example, if they learn new skills, do you expect they will be more employable?
    - How will these changes affect their families and social relationships?
    - If many people experience these changes, how will it affect their community?

3. BTOP GRANT: How has your BTOP grant contributed to the achievement of your mission?*
    - What new resources are available because of your BTOP grant?
    - How do those resources allow you to help people change in the ways you discussed in question 2?
    - If you didn't have your BTOP grant, how would your ability to contribute to the well-being of your clients be affected?

Step 2: Conduct a community needs assessment

The goal of a needs assessment is to gather information about your target population or community to provide evidence of the need your program seeks to address. Think about the outcomes you are trying to help your clients achieve in terms of important and high-value impact areas – for example, economic self-sufficiency or better health; a needs assessment provides evidence that these impact areas are important for your community, and helps you define what your community needs to have, know, or do in order to achieve your intended impact. A needs assessment can take many forms; you may gather existing data about the population you serve, or collect original data through focus groups or surveys. It is likely that existing data about your community gathered from reputable sources, such as government agencies, will give you much of the information you need. Your needs assessment should culminate in an opportunity or problem statement that clarifies the condition your program seeks to address and why your organization is well-positioned to address this condition.

Exercise 2: Document the need

You can refer to your BTOP grant needs assessment for this exercise if you did one. If not, you will need to gather some information about your community or target population from other sources. Answer the questions below:

1. DATA SOURCES: What kind of data do you have about your community and the population you serve? You can ask your local librarian to help you gather these data.
    - U.S. CENSUS: What are your population characteristics? Record the poverty level, average income, demographics, percent of immigrants and non-English speakers, average age, education level. Are these figures higher or lower than the national average?
    - BUREAU OF LABOR STATISTICS/STATE EMPLOYMENT OFFICE/LOCAL BUSINESS DEVELOPMENT AGENCIES: What is the local unemployment rate? What are the major industries and employers in your area? What kinds of skills and education are needed for jobs in those industries?
    - EDUCATION OFFICE: What is the literacy rate in your community? What is the high school completion rate?

2. What do these data tell you about the population you serve and their needs? Think about this in terms of the impacts you hope to achieve as discussed in Exercise B.
    - Are there populations in your community that are particularly disadvantaged?
    - Which populations are you mostly working with? Why?
    - Do the data tell you anything about what they need to do or have that they don’t now in order to achieve your intended impact?

3. Why are you the right organization to address this need?
    - What expertise or resources do you have that make you well-suited to address this need?
    - Why is this the right time to address this need?

4. What other organizations are working towards goals that are similar to yours?
    - Are they working with similar populations?

- What do you do differently from them?

Combine your responses into a half-page, 1 to 3 paragraph description of the need you are seeking to address and how your organization is well-positioned to address this need. Try to include evidence of the extent of this need in the form of percentages or ratios where possible.*

Step 3: Develop a theory of change

A theory of change clearly expresses the relationships between your program's actions and hoped-for results, culminating in your intended impact. Your theory of change identifies the kinds of activities that need to occur in order to achieve the impact you wish to make, and also explains how you think your program will create change within the community you serve. The mechanism of change is not your program activities, but rather the expected response to those activities. Your theory of change can be expressed through a 'So-That' chain. A 'So-That' chain connects your program's strategies to your ultimate goal through a series of logical, sequential change statements.

This is an important step in developing an evaluation plan, as it helps you articulate and your stakeholders understand how programmatic choices may or may not lead to the outcomes and impacts you intend. Mapping your theory of change also provides a rubric for identifying the indicators needed to test whether the program works as expected or intended.

Example

Intended impact: Help people gain economic self-sufficiency

Theory of change:

We provide access to computers
So that
Clients learn digital literacy skills
So that
Clients can look for and apply for work
So that
Clients can get hired by employers
So that
Clients can earn an income and become economically self-sufficient

Exercise 3: Map your theory of change

Use a large poster paper and post-it notes or index cards for this activity. With your working team and staff, brainstorm and connect your activities with the change you are trying to create – your intended outcomes and impacts. You will need to have completed Exercises B and C before starting on this exercise.

1. Make a list of all the activities or services you are offering to clients

2. Gather the program outcomes and impacts you hope to help your clients achieve (listed in Exercises B and C)

3. Write each of your activities, outcomes, and impacts on post-it notes or index cards

4. Arrange these notes into a theory of change by inserting “so that” between each statement

5. Once you have linked all of your activities to impacts and outcomes with so that statements, record your entire theory of change here: *

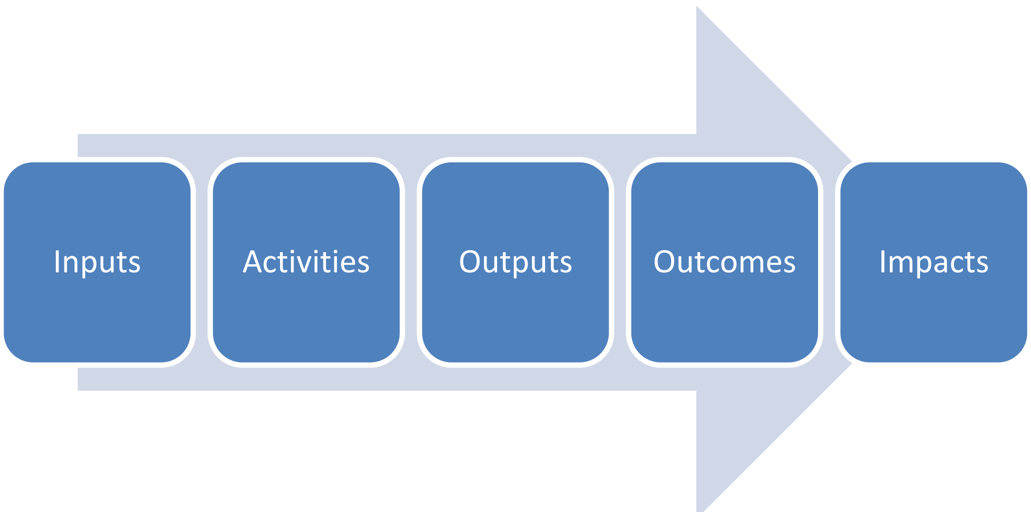
Step 4: Develop a logic model

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

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

An essential tool, a program logic model increases clarity about how your program functions and its intended results; allows you to identify "holes" or things that are missing that might inhibit your program from realizing its intended results; lays the groundwork for identification of performance indicators; and increases your ability to tell your program's story.

Your logic model should record your program's inputs, activities, outputs, outcomes, and impacts.



Inputs are resources or *things you have* to make your program run. For example, staff, funds, and equipment are inputs. While thinking about your inputs, you might ask yourself, "What do we need to have in order for this program to function well?"

Activities are *things you do* and the services you provide as part of your program. For example, one-on-one assistance, classes, and outreach are activities. While thinking about you activities, you might ask yourself, "What do we need to do to achieve our intended results?"

Outputs are the quantity of activities completed. For example, outputs may include the number of clients served or the number of class-hours provided, or minutes of one-on-one help provided. While thinking about your outputs, you might ask yourself, "How much did we do for how many people?"

Outcomes are the changes that occur as result of your program. These can be short-term changes in the knowledge, awareness, or skills of your clients. These might also be intermediate changes in actions, behaviors, or policies. The outcomes you identify for your program should be realistic, achievable, and related to your program processes. Possible outcomes for your program may include increased digital literacy skills, increased school graduation rates, or knowing how to find and apply for jobs online. When thinking about your outcomes, you might ask yourself, "So what? What difference does our program make? What do our clients have, know, or can do as a result of our program?"

Impacts are the ultimate goals your program expects to achieve, but generally these are beyond what any one program or organization can achieve alone. Intended impacts help give you program direction and focus and should be consistent with the mission and vision of your organization. For example, your program's intended impact may be to increase client economic self-sufficiency, decrease social isolation, or improve educational outcomes. When identifying intended impacts for your program, you might ask, "What big-picture goal does my program address? How does this program contribute to advancing the organization's mission?" Look back at the impacts you discussed in exercise B.

Tip

As a rule of thumb, outputs are generally easy to quantify or count.

Exercise 4: Develop your logic model

You can use the worksheet we have provided on the following page to develop your logic model or one you make this yourself. You have already listed out your *activities*, *outcomes*, and *impacts* in previous exercises, so you will just need to transfer these into your logic model. The only pieces missing now are your *inputs* and *outputs*.

Logic model

INPUTS*	ACTIVITIES*	OUTPUTS*	OUTCOMES*	IMPACTS*

Step 5: Develop evaluation questions

To guide your evaluation, you should develop evaluation questions that identify what you want to learn about your program and its results. Your evaluation questions should tie back to your theory of change and create a framework for evaluating your program's effectiveness and your assumptions about how your program works. Evaluation questions deal with:

- **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 your program's theory of change)
- **Are we doing those things right?** (Assessing program implementation quality)

Exercise 5: Forming evaluation questions

1. BRAINSTORM: Using the worksheet below record what do you want to know about your program?
    - To improve future programming
    - To document your effort and results
    - To inform stakeholders

2. PRIORTIZE: When prioritizing your evaluation questions, consider who will use the answers to these questions, and for what purposes?
    - Staff and Board
    - Program Participants
    - Funders
    - Local Community Leaders
    - Other Stakeholders

3. YOUR GOAL: Develop 3-5 evaluation questions, each of which may include a cluster of 3-5 sub-questions. These questions can be used to
    - Guide your choices of data (indicators) you track & measure
    - Structure your reporting

*Record your evaluation questions here:

Tips

As you brainstorm, transform "Yes/No" questions into questions that are more useful. Instead of "Did our program work?" ask, "What worked, for whom, and under what conditions?" For example, transform "Did program participants attend our classes?" into "*To what extent* did program participants increase their digital literacy skills?" and perhaps dive deeper by asking "What distinguishes participants that increased their digital literacy skills from those that did not? Is this associated with the extent of program participation; prior experience, age or other demographic characteristic?"

Evaluation question brainstorming tool

Potential Guiding Evaluation Question	**Who would use the answer to this question?** (Place an "X" under those that will use the answer to this question.)					
With your logic model as a reference, use this table to record your brainstormed evaluation questions. *You will need to add rows for additional questions.*	**Our Staff & Board**	**Program Participants**	**Funders**	**Local Community Leaders**	**[Other Stake-holders]**	**[Other Stake-holders]**
INPUTS						
1.						
2.						
3.						
ACTIVITIES						
1.						
2.						
3.						
OUTPUTS						
1.						
2.						
3.						
OUTCOMES						
1.						
2.						
3.						
IMPACTS						
1.						
2.						
3.						
PROGRAM OVERALL						
1.						
2.						
3.						

Step 6: Select indicators

While a theory of change provides a step-by-step path to your intended impact, indicators provide evidence of the program's contribution toward achievement of that intended impact. Indicators are things you can measure that let you know you're moving in the right direction and making progress. At each step in your logic model, from inputs through outcomes and impacts, we want to have indicators that let us know if that step is being accomplished and to what extent.

It's important that the indicators you select to track your program's progress are measureable, which means they need to meet certain utilitarian standards; besides actually measuring the particular thing you want to measure, they also need to be specific, unique, observable, cost-effective, understandable, relevant, time-bound, and valid.[1] Relevance and validity are particularly important. Relevance means that the indicators are measuring important dimensions of the program; validity means that they provide reliable, accurate, unbiased, and verifiable data.

Tips

Impact indicators are usually very expensive to measure and are often not directly observable. When identifying indicators for the steps in your logic model, it may be necessary to stop at outcomes. Some outcomes may be difficult to measure; it may be overly costly or simply impossible to measure some things directly. That's why indicators are named as they are: they indicate something else. Sometimes you have to sidle up next to an outcome by finding a good proxy.

Exercise 6: Select your indicators*

Below is a list of standard indicators used in the evaluation of public computer center programs. With your logic model in hand, check off those indicators you feel are relevant to your program.

Public computer center indicators

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

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

- ☐ 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): ____________________________________

- 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 polices
  - ☐ Other (please specify): __________________________________

Domain-specific public computer center indicators

If you are aiming to help your clients achieve outcomes in the following areas, or “domains”, we suggest you consider using these additional indicators. Check all that apply for your program.

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

Are there any other indicators you feel are relevant to your program elements and goals that you did not see in the checklist? List them here:*

Exercise 7: Compile your indicators*

After you have selected a set of indicators for each step in your logic model, it is helpful to add those indicators so that you can see and share “the whole picture”- both the elements that make up your program and indicators that will tell you if those elements are taking place. The UW team will take the elements of your logic model and the indicators you have selected and build a complete program logic model for you. A complete logic model looks like this:

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
Input Input Input …	Activity Activity Activity …	Output Output Output …	Outcome Outcome Outcome …	Impact Impact …
Indicators	***Indicators***	***Indicators***	***Indicators***	***Indicators***
Indicator Indicator Indicator …	Indicator Indicator Indicator …	Indicator Indicator Indicator …	Indicator Indicator Indicator …	Indicator Indicator …

Step 7: Identify data sources and collection methods

To collect accurate data for performance indicators, each indicator should have a documented data collection plan that includes the sources of data, identifies who is responsible for collecting and tracking them, and the format and location in which the data are to be held. Collection schedules for periodic data should also be established. Standard data collection methods and sources include program records (e.g., sign-in sheets, budget, class calendars), web analytics, surveys, and focus groups.

Tips: Data collection methods

Programmatic data

There's no need to collect more information about your program than is needed – often reassessing or further documenting programmatic data you already collect will go a long way. For example, your program may already be tracking staffing and volunteer hours, but in order to meet your evaluation needs you may consider adding a data collection procedure to record the length of client interactions in a log book to capture hours of one-on-one assistance provided. While you may record the number of people that attended a particular class, you may want your instructor to record the number of attendees that accomplished a certain task (e.g., sent an email). Before exploring other data collection methods, first ask: can this information be collected programmatically?

Demographic data

What demographic information about your clients is important to collect for you to meet your programmatic goals, improve your program, and tell your story? Only collect demographic information that you feel is important to your mission and goals.

Surveys

Your number one goal for your survey is to get the most useful, best quality data you can. And that means keeping it short and simple. Surveys should gather information that you can only learn directly from program participants or other stakeholders. Types of information you may gain from a survey include results from services or client outcomes; client actions after services, satisfaction with services, suggestions for improvement, extent of use and awareness of program, and client demographic information. High quality survey questions are specific, unbiased, not leading, not hypothetical, and ask about firsthand experiences. Make sure your survey asks only one question at a time, doesn't make unwarranted assumptions, avoids jargon, and does include questions that are open to interpretation. Ensure that each question includes a possible answer for all participants, such as other (please specify), don't know/don't want to answer, and N/A (not applicable). Be sure to test your survey before administering it to clients or stakeholders, include an introduction, and state the purpose of the survey.

Interviews and focus groups

One-on-one interviews are conversations with a purpose; they are preferred when discussing sensitive topics. Focus groups are more efficient because they allow for more interviews in a shorter period of time. They are preferred when conducting less sensitive discussions and stimulate a larger conversation among and between participants. Running a focus group, however, requires group management skills. Interviews and focus groups can be structured, semi-structured, or deliberately unstructured. When conducting interviews and focus groups, find a quiet and undisturbed location, plan questions and interview guides ahead of time, test your questions, and have a note taker on hand to record responses in addition to the interviewer. Notes should be reviewed immediately after the interview to ensure they are accurate; highlight key takeaways to focus on high-level contributions and themes.

Exercise 7: Data collection plan*

For each indicator you checked in Exercise G as well as demographic information you wish to collect from your clients, identify the data collection method, how often that indicator should be collected, and the person responsible for data collection. Add additional rows if necessary. Do as much as you can here--we will provide one-on-one help to you for identifying data collection methods that are sustainable for your organization.

Indicator	Collection method	Collection frequency	Person responsible

Step 8: Analyze your data

Once data about performance indicators have been gathered over an appropriate period, they will need to be analyzed and reported. The point of the analysis is to determine whether and how you have achieved your programmatic goals. Analysis and reporting should reflect and respond to your evaluation questions. The type of analysis you employ depends on the type of data you collect; however, there are a few key rules that should be followed:

- Match your analysis and reporting to your audience and stakeholders – who are you sharing this information with and how will they use it?
- Revisit and respond to your needs assessment and evaluation questions to put your findings in context
- Take care with the level of complexity – keep it simple
- Make the limitations of your data clear – be honest and clear about the methods of data collection used, and the limitations of what can be learned and generalized from your findings

An evaluation plan should include a description of how you plan to analyze your data in order to answer your evaluation questions.

Exercise 8: Build a data analysis plan

Answer the following questions to create a brief data analysis plan:

1. List each of your evaluation questions.
2. Under each evaluation question, identify the data points you will be collecting that provide you with information you can use to answer that question (e.g., hours open, number of class-hour provided, number of clients who created and saved a basic Word document), .
3. Identify the comparisons (cross-tabulations) you will make between data in order to answer your evaluation questions. This is particularly relevant for reporting outcomes. For instance, will you compare outcome data by different demographic characteristics such as age or sex? By frequency, extent, or type of program participation?
4. Describe the comparisons you will make in data collected over time in order to answer your evaluation questions. For instance, will you report on the change in a data between program start and program completion? Between reporting periods?
5. Will you be comparing data to goals your organization has set for the program? If so, what are they?
6. Describe how you will report your evaluation findings. Will you produce an evaluation report? How often will you produce it?

Record your answers to these questions in a 1-page memo.* **Do as much as you can here--we will help you develop your data collection plan and put it in writing so everyone in your organization understands their responsibility and the methods you will use to analyze the data you collect.**

Tip

Keep your analysis simple. For most program-level analysis, Excel or a similar spreadsheet program (open-office, Google Docs) is sufficient. Most of your analysis will be cross-tabulations or possibly combining one or more variables (for example, creating a variable for per-capita funding, which would be your overall funding divided by your population size). It is unlikely that you need a statistical software program, such as SPSS, to conduct your analysis. Unless you have identified evaluation questions that require this level of analysis and have a lot of experience conducting it, you should probably refrain.

Step 9: Employ reflective practice

Reflecting on your evaluation findings with stakeholders allows room for programmatic changes, or refining the assumptions embedded in the 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.

Exercise 9: Putting your evaluation findings to work

Answer the following questions:

1. How will you report your evaluation findings?
   a. Who will you report your findings to?
   b. In what format (e.g., evaluation report, brief, fact sheet, presentation)?
2. What will be your process for making program improvements based on evaluation findings?
   a. Who will you consult?
   b. How will you roll out changes, if any?
   c. How will you communicate changes to stakeholders?
3. How will you revise your evaluation plan?
   a. When will your evaluation team meet next?
   b. How often will you meet?
   c. What will be your process for revising your plan?
   d. Who will you share your revised evaluation plan with and how (e.g., distributing the written plan, making a presentation)

Do your best to respond to these questions here.* **We will help you develop instruments that will effectively incorporate your reporting needs and requirement.**