

Developing a Grant Evaluation Plan

The Evaluation Plan recaptures data and highlights the project accomplishments. Gather evaluative data both formatively, during the course of the project timeline, as well as, summatively, or at the conclusion of the project. Additionally, you should include both process and product data in the plan.

Process Evaluation is used to gather information about how successfully the project was implemented as planned and to assess its impact on the targeted population.

Examples:

- Site visits or administrative observations
- Integration surveys
- External evaluation of long-term impact on student achievement
- Professional development training completed

Product Evaluation focuses on measuring final outcomes against project goals, objectives, and performance targets

Examples:

- Pre- and post-staff needs assessment surveys
- Evaluations of professional development
- Standardized or benchmark tests of student achievement

Sample Evaluation Plan

The Evaluation Plan is one of the most critical elements of your grant proposal. Because every grant project is unique, it is important to adapt this sample plan to reflect your specific project name, goals, objectives, and activities.

Evaluation Design

<Project Name> includes a comprehensive evaluation plan developed to determine success in meeting aggressive goals for improving teaching and learning. Specific goals, objectives, and activities have been delineated in the above sections.

<District Name> and <Name of external evaluator> will conduct the final evaluation of <Project Name>. The Project Manager will collect information, collect the campus data, and provide the progress reports throughout the project period to <Name of funding agency> as per the RFA requirements.

The evaluation design includes both process and product evaluation to:

1. Better determine the effectiveness of the program for participants
2. Document that project objectives were achieved
3. Provide information about service delivery that will be beneficial to program staff
4. Enable program staff to make changes that improve program effectiveness

The <Project Name> Executive Committee will use the information gathered during the planning, implementation, and evaluation processes to interpret, report findings, and recommend modifications for improving the project.

The evaluation design will be guided by the following questions:

- *Were the project activities implemented as planned? If not, what barriers or obstacles prevented parts or all of the activities from being executed?*
- *How effective were the project activities in achieving the goals and objectives?*
- *What is the impact of the project activities on the participants?*

Process Evaluation

The process evaluation will gather information about how successfully the strategies of <Project Name> were implemented as planned, and assess their impact on the targeted population. Process evaluation is both quantitative and qualitative in nature, and is intended to assess the outcome of the project. This data, collected formatively and summatively, will describe how students and teachers are affected by the project activities. The process evaluative data will focus on:

- Improvement in student academic achievement
- Improvement in teacher instruction

The following process data will be collected:

1. District & Campus Records—The external evaluator will track project objectives through quantitative data, such as purchase orders, numbers of students/teachers served, and inventory records.
2. Project Meetings—The Project Manager, campus coordinators, and Executive Committee will evaluate the program implementation on a quarterly basis. Meetings will focus on project progress and any necessary modifications to the project.
3. Classroom Observations—The campus administrators will visit classrooms randomly to acquire information on how educators have adapted the program for instructional use. Evaluative information will be drawn from observations of classroom applications, in the form of administrative walk-through forms.
4. Anecdotal Records—To address the “So what?” question, anecdotal records from both students and teachers will be collected formatively and summatively. Specifically the project manager and evaluator will ask:
 - *How has the program made a difference in the lives of the project participants?*
 - *How has the project enhanced or enriched the education of students?*
5. End-of-project survey—Just as the needs were established for <Project Name> through a campus-based Needs Assessment survey, an end-of-project survey will be conducted to measure project outcomes for student achievement and educator proficiency levels.

Product Evaluation

The product evaluation will focus on measuring final outcomes against project goals, objectives, and benchmarks. Changes that have occurred will be identified and analyzed to determine whether the program is effective for students and teachers. Like the process evaluation, the product evaluation will be collected both formatively and summatively. The product performance measures focus on:

- Improvement in outcomes for students' language and reading skills
- Improvement in teacher knowledge and qualifications

The following product data will be collected:

1. Standardized and Benchmark tests to measure student achievement—Teachers will use the *<Name of assessment>* and district benchmark tests to determine each student's specific learning needs.
2. Student work samples—To evaluate increases in students' knowledge and skills developed in the program, teachers will collect student work samples.
3. Evaluation of professional development—Teachers will provide written feedback about training; identifying strengths, weaknesses, and possible modifications. These evaluations will be used to continually improve the project professional development plan.
4. End-of-project survey—The Executive Committee will survey teachers and parents to provide opportunities for them to evaluate the effectiveness of the program on their children.
5. Comprehensive Final Report—The external evaluator and Executive Committee will assess the design, outcomes, and instructional impact of the program on project participants. The process and product evaluative data will be analyzed in the final report to answer the question,
 - *What difference has the project made in the education of its participants?*

Evaluation of Long-Term Impact

<District name> will conduct a longitudinal analysis of the impact of the *<Project Name>* by evaluating formative and summative data annually. The Project Manager will compile summary reports for review by the Board of Trustees. Based upon final reports, the Project Manager, Campus Coordinators, and Executive Committee will determine the overall effectiveness of the program and make modifications for subsequent years.

Sustainability

Since the *<Program Name>* has become institutionalized into the *<District Name>* curriculum and professional development plans, the continuation of the program is secure in the commitment of the Department of Curriculum and Board of Trustees. Local funds have been and will continue to support *<Project Name>* beyond the grant period.