

# Appendices

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## APPENDIX A: Data Collection Methods

Method	Description	Advantages	Challenges
Self-Administered Surveys	Structured questions asked in writing with pre-determined categories of answers giving quantitative data. Best for simple and short questionnaires.	<ul style="list-style-type: none"> <li>• Can be anonymous</li> <li>• Can be inexpensive</li> <li>• Quick</li> <li>• Can administer to many people and get a lot of data</li> <li>• Easy to compare with other data</li> <li>• Instruments might already exist</li> <li>• Non-threatening</li> <li>• Easy to categorize responses</li> </ul>	<ul style="list-style-type: none"> <li>• Might not get careful feedback</li> <li>• Wording can bias responses</li> <li>• Impersonal</li> <li>• Expert might be needed for statistical analysis</li> <li>• Doesn't get whole story, answers have limited depth</li> <li>• Might not have good response rate</li> <li>• Respondents might not understand questions</li> </ul>
Telephone and Face-to-Face Surveys (Structured interviews)	Structured questions asked verbally with pre-determined categories of answers giving quantitative data. Best for short, non-sensitive topics.	<ul style="list-style-type: none"> <li>• Quick</li> <li>• Can administer to many people and get a lot of data</li> <li>• Allows you to clarify responses</li> <li>• Instruments might already exist</li> <li>• Higher response rate than self-administered surveys</li> <li>• Easy to categorize responses</li> </ul>	<ul style="list-style-type: none"> <li>• Might not get careful feedback</li> <li>• Wording can bias responses</li> <li>• Impersonal</li> <li>• Expert might be needed for statistical analysis</li> <li>• Doesn't get whole story, answers have limited depth</li> <li>• More expensive than self-administered surveys</li> </ul>
Semi-Structured and Unstructured Interviews	Broad questions asked, which allow for detailed, qualitative information to be gathered. Best for gaining a full understanding of someone's impressions or experiences, or for learning more about someone's answers to questionnaires. May be audio taped.	<ul style="list-style-type: none"> <li>• Obtain in-depth information</li> <li>• Interviewer develops a relationship with respondent</li> <li>• Interviewer can control the situation and probe for more detailed answers</li> <li>• More personal than surveys</li> <li>• Respondents can raise their own issues</li> </ul>	<ul style="list-style-type: none"> <li>• Can take a long time</li> <li>• Can be expensive to hire interviewers or transcribers</li> <li>• Expert often needed for analysis</li> <li>• Possible interviewer bias</li> <li>• Requires good interview skills</li> <li>• Often not generalizable</li> </ul>
Focus Groups	In-depth exploration of a topic through discussion among a small group of similar individuals, under the direction of a facilitator. Provides qualitative data about a specific aspect of the program. Often useful in process evaluation. May be audio taped.	<ul style="list-style-type: none"> <li>• Obtain common impressions quickly and reliably</li> <li>• Efficient way to get a range and depth of information</li> <li>• Can convey key information about programs</li> <li>• Can be used to generate survey questions</li> <li>• Facilitator can be less intrusive than in interviews</li> <li>• Usually take less time than individual interviews</li> </ul>	<ul style="list-style-type: none"> <li>• May require expert for analysis of responses</li> <li>• Need a good facilitator</li> <li>• Difficult to schedule 6-8 people at the same time</li> <li>• Can be expensive to hire a facilitator and/ or transcriber</li> <li>• Participants must be comfortable talking in a group</li> <li>• Dissenting opinions might not be heard</li> <li>• Often not generalizable</li> <li>• May not be good for sensitive topics</li> </ul>
Agency Records	Used to get an impression of how a program operates by reviewing agency documents such as applications, finances, memos, and minutes.	<ul style="list-style-type: none"> <li>• Can get comprehensive and historical information</li> <li>• Information exists</li> <li>• Information has few biases</li> <li>• Inexpensive</li> <li>• Will not disrupt the program</li> </ul>	<ul style="list-style-type: none"> <li>• Often takes a lot of time</li> <li>• Information may be incomplete</li> <li>• Need a clear idea about what you are looking for</li> <li>• Data is restricted to what exists</li> </ul>
Community Measures	Population statistics that are relevant to program objectives that have been collected by the government or other organizations.	<ul style="list-style-type: none"> <li>• Places project in the context of the environment</li> <li>• Can attempt to see larger scale impact of project.</li> </ul>	<ul style="list-style-type: none"> <li>• Time consuming</li> <li>• Difficult to attribute cause of changes in population statistics</li> <li>• Can be difficult to find data</li> </ul>

<b>Method</b>	<b>Description</b>	<b>Advantages</b>	<b>Challenges</b>
Program Observation and Site Visits	Observation of program activities, which provides qualitative data gathered in the form of descriptive notes, photos, or video and/or quantitative data gathered in the form of checklists.	<ul style="list-style-type: none"> <li>• Allows information other than perceptions of program participants and staff</li> <li>• In-depth information gathered while program is in operation</li> <li>• Allows for study of behavior, non-verbal communication, the physical and social environment, and unexpected program effects</li> </ul>	<ul style="list-style-type: none"> <li>• May be intrusive and disruptive to the program</li> <li>• Time consuming</li> <li>• Skilled evaluator or training in observation needed</li> <li>• Expensive</li> <li>• Can be difficult to interpret and analyze observations</li> </ul>
Participant Observation	Observation of program activities reported by program participants. Qualitative information gathered in the form of journals or other creative expression.	<ul style="list-style-type: none"> <li>• Builds the skills of participants</li> <li>• Gives participants an opportunity to raise issues</li> <li>• Program observed as it is occurring</li> <li>• Inexpensive</li> <li>• Allows for study of behavior, non-verbal communication, the physical and social environment, and unexpected program effects</li> </ul>	<ul style="list-style-type: none"> <li>• Skilled facilitator needed to help participants present a critical evaluation</li> <li>• Confidentiality of program participants must be considered</li> <li>• May be intrusive and disruptive to the program</li> </ul>
Staff Reporting	Observations about project reported by the staff. Qualitative information gathered in the form of reports, record keeping, reflective or creative writing.	<ul style="list-style-type: none"> <li>• Provides valuable, in-depth understanding of project context and activities</li> <li>• Ongoing observation can inform decision-making in the project</li> <li>• Inexpensive</li> <li>• Allows for study of behavior, non-verbal communication, the physical and social environment, and unexpected program effects</li> </ul>	<ul style="list-style-type: none"> <li>• Staff has limited time for evaluation</li> <li>• Audience of report may influence staff perspectives</li> <li>• Staff training required</li> </ul>
Performance Tests (pre-tests and post-tests)	Measure program participants' knowledge and/or skills in an area.	<ul style="list-style-type: none"> <li>• Provide quantitative data, which administrators and funding agencies may prefer</li> <li>• Easy to administer</li> <li>• Good instruments may be available</li> <li>• Comparisons may be made within a group over time, or between groups</li> <li>• Can be used to assess change, by comparing results from before the program begins with results after the program has ended</li> </ul>	<ul style="list-style-type: none"> <li>• Available instruments may be unsuitable for project or population served, and developing and validating new tests may be expensive and time consuming</li> <li>• Tests may be unfair</li> <li>• A control or comparison group is necessary to use if the instrument is used to measure change.</li> </ul>
Journals	Recording of thoughts, feelings, behaviors and experiences by program participants about the program, providing qualitative data.	<ul style="list-style-type: none"> <li>• Provides descriptive detail about participants feelings and experiences with the program</li> <li>• Experiences recorded when they happen</li> </ul>	<ul style="list-style-type: none"> <li>• Time consuming</li> <li>• Participants might be too busy to keep journals</li> <li>• Some people may not communicate well in writing</li> <li>• Participants might not feel comfortable expressing themselves in writing</li> <li>• Require specific instructions</li> </ul>

## APPENDIX B: Sampling

### What is a “sample”?

A **sample** is the group of people who will provide information for your evaluation. These are the “informants” who will be interviewed, surveyed, or observed.

A sample is chosen based on the type of information you want to collect and the research methods you plan to use.

### What is “sampling”?

**Sampling** is the process of selecting a group of informants who will provide information.

Sampling is used to learn about a group of individuals by collecting information from part of the group rather than the whole group.

For small programs, you may be able to collect information from all of the program’s stakeholders. This method yields the most complete information because everyone’s perspective is obtained. **Sampling is required when getting information from every program participant or stakeholder is not practical or feasible.**

### How is a sample selected?

Several methods of sampling exist for different purposes. Three common methods include random sampling, purposeful sampling, and convenience sampling.

**Random Sampling** is choosing a small group of informants from a larger group such that each individual has an equal chance of being selected for the sample, and the chosen sample is intended to represent the entire group. *For example, if there are 50 people in your program, and you want to randomly select 10 to interview, you could print each name on a small piece of paper, put all the names in a hat, and draw 10 names out.* Random sampling is:

- Often used with *quantitative methods* (such as surveys) involving *large number of informants*.
- Used to collect information from a large group so that generalizations can be made about the group without talking to everyone.
- Often used with statistical methods and may require knowledge about how to select a random sample and/or external assistance.

**Purposeful Sampling** is selecting a wide variety of informants such that each will offer a unique understanding of the program.

- Often used when collecting in-depth information using *qualitative methods* (such as focus groups or interviews) and often involves a relatively *small number of informants*.
- The sample can provide information about a wide variety of experiences from a relatively small number of individuals.
- Take caution in selecting a purposeful sample to ensure that those chosen have not been selected in order to make a certain point.
- Criteria for choosing informants for a purposeful sample should be based on your research questions and methods. A purposeful sample may involve:
  - ▶ Ensuring informants come from diverse backgrounds or represent a variety of experiences or roles.
  - ▶ Choosing informants who appear to have had experiences that are similar to everyone else.
  - ▶ Choosing those who had unusual experiences that cause them to stand out from the others.

**Convenience Sampling** involves selecting informants who are most convenient or accessible to provide information.

- Time and resources may be limited in your evaluation, and choosing the most convenient individuals to provide information is often an easy way to collect information.
- Caution: The information provided by your sample may not represent the views of all of your program’s stakeholders.

**The methods and rationale used to select a sample should always be documented to explain how the sample is chosen and how the sample is intended to help answer your research questions.**

**Sample size** refers to the number of people you collect information from. The sample size you choose depends on your research methods and available resources. When statistical methods are being used, a large sample size is necessary. You may wish to consult an external evaluator to help you determine the sample size you will need for your evaluation.

## APPENDIX C: Making Comparisons

### Types of Comparisons

“Making comparisons” with data involves looking at two or more sets of data side by side to find *similarities* and *differences*. Comparisons may provide evidence that changes observed in participants are related to the program you are evaluating rather than other factors such as a different program or service or a community initiative.

Data may be collected from different groups and at different time periods to show changes that have occurred in program participants. (Changes may include increased knowledge or changes in attitudes or behavior.)

### Comparisons made over time

When comparisons are made over time, data collected before a program begins are compared with data collected in the middle of the program and/or after the program has ended. Long term comparisons may also be made over consecutive years of a program.

- To make comparisons over time, data may be collected over the length of the program and may even continue after the program has ended. This type of information may be used for observing the long-term outcomes of a program.
- Data may be collected from only the program participants or from program participants and a comparison group.
- When comparisons are made over time, data must be collected in the same way each time data collection takes place. For example, survey questions must be asked in the same way every time the survey is given; observations and agency records must seek the same information; and community data must use the same measures over time.

### Between group comparisons

With between group comparisons, data collected from program participants are compared with non-participants. *The non-participants that you collect data are known as a “comparison group”*.

- Comparing between groups helps you understand whether your program had an effect on participants. However, a suitable comparison group may be difficult to find and may make the evaluation more expensive.
- Your comparison group should be very similar to the program group. Similarities could include individual factors like demographics, age, and education level, or environmental factors such as community of residence. A comparison group is not useful if it is drastically different from the program group.

### Ethical Considerations

When thinking about using a comparison group, be sure to consider the ethics of collecting data from people who are not receiving the benefits of your program:

- Remember to ask yourself whether or not you are depriving the individuals in the comparison group of a beneficial service.
- If the program has positive benefits, plan to offer the program to the comparison group at a later date. Divide those who are interested in the program into two groups. The first group can start the program right away, and the second group can serve as a comparison group and begin the program at a later date.
- Determine whether the quality of your evaluation will suffer if a comparison group is not used.
- Determine whether evaluation resources will be better spent on an alternative evaluation design that does not require a comparison group.

## APPENDIX D: Confidentiality and Informed Consent

### What is Confidentiality?

Confidentiality is ensuring that an informant's participation in the evaluation will have no negative consequences by assuring the informant's responses and/or participation will be known only by the evaluator(s) or will be anonymous.

The following tips can be used to help assure confidentiality:

- Do not request personal identifying information on forms or surveys used to collect evaluation data. If you want to track individual responses, consider developing an identification code (see *Appendix F*).
- Explain that only the evaluator(s) will have access to information provided and information will be reported in summary form.
- Explain that informants' names and other identifying information will not appear in the evaluation report.
- Make sure informants know that at any time they may request their responses not be used in the evaluation.
- If informants are concerned about sharing information with program staff, hire an external evaluator who can collect information and remove identifying information.

### What is Informed Consent?

Informed Consent is a method for ensuring that evaluation informants agree to participate in the evaluation and that they understand the purpose of the evaluation, the types of data that will be collected, benefits and risks of participation, and how confidentiality of evaluation informants will be assured.

Informed consent involves obtaining each participant's signature before starting data collection after all terms of participation are understood.

### How can informants' rights be assured?

Stakeholders and participants must be aware of their rights when participating in the evaluation process. The following suggestions can help to assure the rights of your informants have been considered:

- Clearly describe the purpose and objectives of the evaluation to informants.
- Those who provide information for the evaluation must know that their participation is voluntary. There can be no consequences for declining to participate in the evaluation.
- State what type of information is expected from the participants and stakeholders and what it will be used for.
- Provide informants with an explanation of possible benefits and risks to sharing information. (*Benefits of participating in an evaluation may include having an opportunity to potentially influence a program by sharing thoughts about why it should continue and how it could be improved.*)
- Inform participants about who will have access to the data they provide and in what form.
- Assure confidentiality of information provided.
- Be able to direct informants to a specific staff member or evaluator should they have any concerns about their participation in the evaluation. This individual should be knowledgeable about the rights of evaluation participants.
- It may be useful to create a consent form containing the information listed above that informants can sign to ensure they understand what their participation in the evaluation involves.

## APPENDIX E: Focus Groups or Individual Interviews?

Use these tips to help you decide whether to conduct focus groups or individual interviews in your evaluation:

- Conduct *focus groups* if interaction among respondents may stimulate a richer response or new and valuable thought.
- Conduct *interviews* if group interaction among respondents is likely to be limited or nonproductive.
- Conduct *focus groups* if group dynamics will be valuable in challenging the thinking of respondents and illuminating conflicting opinions.
- Conduct *interviews* if group pressure would inhibit responses and cloud the meaning of results.
- Conduct *focus groups* if the subject matter is not so sensitive that respondents will withhold information.
- Conduct *interviews* when the subject matter is so sensitive that respondents would be unwilling to talk openly in a group.
- Conduct *focus groups* if the topic of discussion is such that most respondents can say all that is relevant or all that they know in less than 10 minutes.
- Conduct *interviews* if the topic is such that a greater depth of response per individual is desirable.
- Conduct *focus groups* if the number of issues to cover is not extensive.
- Conduct *interviews* if a large number of issues must be covered.
- Conduct *focus groups* when an acceptable number of target respondents can be assembled in one place.
- Conduct *interviews* if respondents are not easily assembled in one place.
- *Focus group facilitators* need to be able to control and manage groups.
- *Interviewers* need to be supportive and skilled listeners.

(Adapted from Frechtling, J. and Sharp, L. (Eds). (1997). *User-Friendly Handbook for Mixed Method Evaluations*. National Science Foundation, Division of Research, Evaluation and Communication. Available: <http://www.ehr.nsf.gov/EHR/REC/pubs/NSF97-153/start.htm>)

## APPENDIX F: Identification Codes (Naming Conventions)

### What are identification codes?

Identification codes (or naming convention) are used to identify evaluation informants when you want to protect their anonymity. Identification codes can be used when you plan to compare survey or test responses for each individual at multiple points in time. For example, to assess individual changes in knowledge due to a training program while maintaining anonymity, each informant requires a unique code that will stay the same before and after the training.

Ideal naming conventions ensure that each informant's code is distinct, anonymous, and will not change over time. A naming convention may include a composite roughly four of the components in the table below.

### Tips for using codes

When using codes, keep in mind that some informants may not know the information you are seeking or may not feel comfortable giving it. Be sure to provide instructions for alternative values that are within the range of possible responses. For example, if the instrument asks an informant for the first letter of her mother's name but she does not know what to write, she could be instructed to write the first letter of

her own name. Because each informant is given the same instructions, anonymity will be maintained.

Depending on the age and educational level of informants, some codes may be more practical than others. Take care in selecting a code that is appropriate for all of your informants.

Depending on the number of survey participants and what you know about them, certain components selected for a code may allow you to identify some participants. Choose a code that will not allow this to happen. For example, with small programs do not ask informants for their own initials if you are familiar with the names of all program participants.

### Using codes with qualitative methods

Identification codes are often used with surveys and performance tests, but they may also be used with qualitative methods when you want to track individual responses but do not want to record identities. With focus groups or observation, the observer/recorder may assign pseudonyms to informants or ask each to choose a pseudonym. In notes and transcripts, each informant will be called by her pseudonym, thus maintaining confidentiality if other staff members read the transcripts.

### Example components of ID codes that may be used with surveys and tests:

Component Type	Response Range	Tips for Using
First Letter of Mother's Name	A to Z	<ul style="list-style-type: none"> <li>• These may be good for adolescents.</li> <li>• Alternative instructions should be given in case the participant does not know what letter to write down.</li> </ul>
First Letter of Father's Name	A to Z	
First Letter of Middle Name	A to Z	
Day of Birthday	1 to 31	If you want every code to have the same number of digits, a zero (0) should be placed before each single digit number: 01, 02, 03, 04, 05, 06, 07, 08, 09
Month of Birthday	1 to 12	
Last Four Digits of Social Security Number	0000 to 9999	<ul style="list-style-type: none"> <li>• Social security numbers are useful with large numbers of people, however some people may not feel comfortable giving this type of information.</li> <li>• Some participants such as adolescents may not know their social security number from memory.</li> <li>• Social security numbers are unique. If this component is used to develop your code, you may not require other components.</li> </ul>
Number of Letters in Middle Name	0 or greater	If you want every code to have the same number of digits, instruct anyone who has a middle name with more than 9 letters to use the number 9 should. If a participant does not have a middle name, s/he should use 0 (zero).
Last Digit of Birth Year	0 to 9	This component would not be useful if all participants are approximately the same age.
Number of Siblings	0 or greater	If you want every code to have the same number of digits, instruct anyone who has more than 9 siblings to use the number 9.

## APPENDIX G: Sample Data Collection Instruments and Tools

The instruments you develop for your evaluation should be designed specifically for the data collection method you are using and tailored to informants for your evaluation.

Remember:

- The instrument should be useful for answering your research questions.
- Develop your instrument with the help of other staff members.
- Pre-test your tool with a subgroup of informants to make sure questions are clear and the information you obtain is what you are expecting.

### Developing interview and focus group guides

Guides developed for open-ended interviews and focus groups provide an list of questions that the interviewer or moderator will ask informants. The guides developed for open-ended interviews are similar to those used for focus groups. However, interview guides may address a greater number of topics since the purpose of focus groups is to discuss a limited range of topics in depth (see *Stage 2, Method 3*).

The questions on an interview guide should be organized by theme or topic and presented in an order that is logical for the interviewer and interviewee (or focus group moderator and participants). How the guide is used varies, depending on the type of interview and the skill level of the interviewer. Experienced interviewers and focus group moderators may refer to the guide to ensure a series of topics is covered, but the questions may not need to be asked exactly as they are worded on paper. This may depend on whether the interview or focus group is being recorded by a notetaker or being audiotaped.

Broad questions may have follow-up questions that will remind interviewers/moderators to request additional information if necessary. Before using an interview or focus group guide, make sure the interviewer/moderator understands each question on the guide.

*A sample interview guide and a sample focus group guide are presented below.*

### *Example Interview Guide*

#### **Employer Phone Interview**

1. How did you become involved with CWIT?
2. What types of technical assistance (TA) have you received from CWIT? What impact has the TA had, if any?
3. Has the TA led to any changes in your workplace? If so, what?
4. Has the TA with CWIT made your workplace more receptive to female employees? If so, in what ways?
5. What were the most useful/helpful programs or services that CWIT assisted you with? In what ways?
6. What were the **least** useful/helpful programs or services that CWIT assisted you with? In what ways?
7. Do you plan on continuing your relationship with CWIT? If so, what do you see as the next steps? If not, what TA do you feel they should provide that they do not already?
8. Would you recommend CWIT to fellow manufacturing companies? Why or why not?

## *Example Focus Group Guide*

### **Manufacturing Opportunities For Women One-Stop Training Program Post-training Focus Group Guide**

#### A. Training Workshops:

1. Did the workshop contribute to your knowledge about opportunities for women in the trades?
2. Are there any areas in which you feel you still lack information?
3. Did the training workshop affect your ideas or opinions about non-traditional careers for women?
4. Have you used the information conveyed during the workshop? If so, how?
5. How has the training affected your ability to communicate with your clients about the trades?
6. Are there any barriers you can identify that you face when considering referring female clients to non-traditional jobs or training programs?

#### B. Response of clients to trades information:

1. When you talk to clients about jobs in the trades, do they have any familiarity or experience in the trades?
2. How do clients respond to information you give them about the trades?

#### C. Materials for Resource Room

1. Is the information available in the resource room on trades careers and training programs adequate?
2. What additional kinds of information could CWIT provide for the resource room?

### **Developing written survey instruments, questionnaires and evaluation forms**

When developing a survey instrument or evaluation form that informants will complete individually:

- Make sure questions are clear, concise, and will be understood by informants.
- Where applicable, provide response categories for informants to circle or check (such as, Yes/No; Agree/Disagree; Excellent/Good/Fair/Poor).
- Provide space for informants to answer every question – do not ask multiple questions on the same line.
- Do not assume a questionnaire that is designed to be used verbally with informants will provide good data if the same questionnaire is given for informants to obtain written responses.
- Provide instructions to informants to answer or skip certain questions, if appropriate. (For example, “If yes, go to question 3; if no, skip to question 5.”)
- Provide adequate space to answer each question.

*An Example Evaluation Form is presented on the following page.*

### *Example Evaluation Form*

#### Evaluation of the Chicago Women in Trades One-Stop Training Project 2002-2003

1. What information did you find to be the most useful from this training session?
  
2. What information did you find to be the least useful from this training session?
  
3. What do you know now about nontraditional occupations that you didn't know before this training session?
  
4. Have your views changed about women entering into nontraditional occupations since participating in this training session? Please explain.
  
5. After taking this training, how prepared are you to identify and assess women as good candidates for working in nontraditional careers to women? Please circle one.  

Extremely	Somewhat	Not Very	Not at all	Don't
Prepared	Prepared	Prepared	Prepared	Know
  
6. After taking this training, how prepared are you to promote nontraditional careers to women? Please circle one.  

Extremely	Somewhat	Not Very	Not at all	Don't
Prepared	Prepared	Prepared	Prepared	Know
  
7. How useful did you find the recruitment information (training programs only)?  

Extremely	Somewhat	Not Very	Not at all	Don't
Useful	Useful	Useful	Useful	Know
  
8. As result of this training, do you expect to refer more women to nontraditional occupations or training programs? Please explain.
  
9. Is there additional information you would like included in future trainings on this subject?
  
10. Do you have any suggestions for changing how the workshop was organized?
  
11. Please use the space below for any additional comments:

## Creating an observation template

Using a template for recording notes during an observation or site visit helps ensure you have collected the information you are seeking, and helps you distinguish what you observe, how you react, and what you think during the site visit. For example, a template can be used so that your description of events can be distinguished in your notes from thoughts about why activities are occurring in a particular way.

*A sample of the observation template used by evaluators at the Center for Research on Women and Gender is displayed below (the spacing of the template may be enlarged to make room for additional notes.)*

### *Example Observation Template*

**Program:**

**Location of observation:**

**Project/Activity:**

**Date/time/duration of visit:**

**Observer recording notes:**

\*\*\*\*\*

**Individuals present:**

**Description of site:**

**Description of activities:**

**Follow-up needed:**

**Self-reflexive observations:**

*(Describe ways in which the program or activity affected you, or how you responded to aspects of the activity that might influence your observations)?*

**Analytic comments:**

*(Describe initial thoughts about activities, interactions, comments that might contribute to evaluating the program. Remember to refer back to program goals and objectives.)*

**Interpretive comments:**

*(Describe initial thoughts that relate your observations to broader issues and contexts beyond the scope of the program objectives)*

## APPENDIX H: Sample Evaluation Report Formats

Evaluation reports can follow many different formats. While some funders prescribe a specific format, often the content of the evaluation report is up to you. We have suggested one format to follow in Stage 3 of this guide. Below are samples of other evaluation report formats you may prefer to use. We have included synonyms for some sections in parentheses so that you can relate these sections to the guide's sections.

### OUTLINE - SAMPLE REPORT A

1. Executive Summary
2. Summary of Program Evaluated
  - 2.1 Program Description
  - 2.2 Narrative History of Implementation
  - 2.3 Program Goals and Objectives
3. Evaluation Design and Methodology
4. Findings
  - 4.1 Final Performance Data
  - 4.2 Process Report
  - 4.3 Outcomes (Results) Report
5. Assessment of Process and Outcomes (*Interpretation*)
6. Recommendations
7. Appendices

### OUTLINE - SAMPLE REPORT B

1. Executive Summary
2. Background
  - a. Problem/Need Addressed
  - b. Program Participants
  - c. Objectives
  - d. Activities
  - e. Setting and Timeframe of Program
  - f. Resources used to implement program
  - g. Expected Outcomes
3. Evaluation Research Questions
4. Evaluation Procedures
  - a. Evaluation Participants (include how participants were chosen and whether a control or comparison group was used.)
  - b. Types of data collected and instruments used
  - c. Description of data analysis techniques used
5. Findings
6. Conclusions and Recommendations
7. Attachments

### OUTLINE - SAMPLE REPORT C

1. Summary
2. Brief description of the organization and program
3. Project objectives and activity plans (Include adjustments made during the program period)
4. Evaluation plan and methods
5. Findings of the evaluation (Include process and outcome findings) (Include successes and barriers)
6. Reflections on what was learned
7. Recommendations
8. Attachments (*Appendices*)

### OUTLINE - SAMPLE REPORT D

*This outline is appropriate for a training program or other educational project in which the content or curriculum of the program is a central component.*

1. Organizational overview
2. Summary of program evaluated
3. Evaluation design and methodology
4. Analysis of Findings
  - 4.1 Analysis of training program process
  - 4.2 Analysis of training program curriculum and resources (content analysis)
  - 4.3 Analysis of training program outcomes
5. Reflections
6. Recommendations
7. Appendices

### OUTLINE - SAMPLE REPORT E

*This outline is appropriate when your evaluation report is to be attached to a Final Program Report.*

1. Executive Summary
2. Problem Statement
3. Evaluation Design
4. Evaluation Methodology
5. Program Statistics
  - 5.a. Results from Survey Data (*Quantitative Findings*)
  - 5.b. Results from Focus Group Interviews (*Qualitative Findings*)
6. Implications (*Interpretations and Recommendations*)
  - 6.a. Implications for current year objectives
  - 6.b. Implications for coming year objectives
  - 6.c. Implications for Evaluation Design
7. Appendices