

## Evaluation Planning Worksheets and Templates

Evaluation Planning	
<b>Purpose</b>	<p>This package of worksheets is designed to guide you and your team through a process to discuss and make decisions about your strategy to evaluate your financial literacy activity and produce an evaluation plan.</p>
<b>Process</b>	<ul style="list-style-type: none"> <li>• We recommend that you put together a small team to work through the worksheets.</li> <li>• These worksheets should take about <u>two to three hours</u> to go through with your team to discuss monitoring and make decisions.</li> <li>• It may make sense to do the planning in two meetings.</li> <li>• We estimate that <u>another two hours</u> will be required for someone to turn the rough notes into a more formal planning document with a strategy, work plan and budget.</li> <li>• If you can, include someone with monitoring and evaluation experience, or contract an evaluator or evaluation coach to guide you through key decisions.</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Appoint a note taker</li> <li>• Bring all documents relevant to the program, including these worksheets, the evaluation plan template and sample documents for reference</li> <li>• Consult your manager in advance to get their perspective on key points, or get them involved in the session.</li> </ul>
<b>Tools</b>	<p><b>Evaluation Planning Worksheets</b></p> <ul style="list-style-type: none"> <li>• Worksheet 1: Focusing the purpose of your evaluation</li> <li>• Worksheet 2: Targeting your evaluation</li> <li>• Worksheet 3: Key questions for the evaluation</li> <li>• Worksheet 4: Evaluation matrix</li> <li>• Worksheet 5: Determining the scope of your evaluation</li> <li>• Worksheet 6: Thinking about logistics:</li> <li>• Worksheet 7: Sample evaluation workplanning sheet</li> <li>• Worksheet 8: Evaluation budget</li> </ul> <p><b>Evaluation Plan Template</b></p>

## Worksheet 1: Focusing the purpose of your evaluation

1. What financial literacy activity will you be evaluating?

*Note: Review relevant documents in order to 'name' the financial literacy activity that you will be evaluating. Does a logic model exist?*

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2. What are the primary issues or questions that your evaluation should clarify?

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3. What future decisions about your financial literacy program will be based on the evaluation?

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4. What are your evaluation priorities – what is the purpose of your evaluation?

Evaluation is often done for 3 major reasons:

- **Strengthens practice** – supports program staff and participants to assess what is working and what is not, and builds a learning culture.
- **Ensures accountability** – shows board members and funders that the funding has been well spent.
- **Demonstrates results** – provides a base of evidence on which to assess the effectiveness of financial literacy activities.

**Please weight these priority areas so that their total adds up to 100%**

**Strengthens Practice** \_\_\_%

- To learn about what works - documenting effective practices in the delivery of financial literacy
- To decide if the financial literacy approach/strategy we have chosen is effective
- To redesign our program

**Ensures accountability** \_\_\_%

- To track program deliverables and support performance monitoring
- To assess the effectiveness of program delivery and management
- To assess the progress of the program as it was planned

**Demonstrates results** \_\_\_%

- To document and share learning about the outcomes of financial literacy
- To influence financial literacy policy

**Other** \_\_\_%

5. Preferences - What kind of evaluation fits best with your objectives?

- Internal (done in-house by staff ) vs. external evaluation (conducted by a contracted professional evaluator)
- Process/formative evaluation (gives feedback during implementation) vs. summative evaluation (assessment at the end of the program)
- Developmental evaluation – flexible and evolving ongoing participatory process focused on learning vs. one time evaluation process.

## Worksheet 2: Targeting your evaluation

1. Who is the evaluation for? Who do you plan to report to? (Number in order of priority)

- Staff
- Board
- Advisory Committee
- Members
- Participants
- Partners
- Funders/donors
- The wider community
- Policy makers
- Others? \_\_\_\_\_

Notes and comments: \_\_\_\_\_

2. Who will be actively involved in the evaluation process?

- Participants \_\_\_\_\_
- Board \_\_\_\_\_
- Advisory Committee \_\_\_\_\_
- Members \_\_\_\_\_
- Staff \_\_\_\_\_
- Consultants \_\_\_\_\_
- Funder(s)/donor(s) \_\_\_\_\_
- Community Partners \_\_\_\_\_
- Other Community stakeholders \_\_\_\_\_
- Others \_\_\_\_\_

3. How will you involve these stakeholders in your evaluation process?

\_\_\_\_\_

\_\_\_\_\_

## Worksheet 3: Key questions for the evaluation

Consultations with your stakeholders will set clear priorities and provide you with a list of the questions to guide your evaluation work. These questions could be very general or very specific.

Work further on the questions to define clearly your unique needs and interests.

### Tips for designing questions:

- Your evaluation should answer basic questions about: whether you accomplished what you set out to do; how effectively you implemented your plans; and what you learned about doing economic development work with your target population.
- It may help at this point to turn to your logic model (if applicable) and review the objectives that you have identified there. Your questions should relate primarily to the objectives of your program.
- We note some sample questions below, organized by the purpose of the evaluation.

### Strengthens practice

Assessing the quality and effectiveness of program design and implementation in order to support decision-making about programming in your organization.

### Broad questions include:

- Did we do the right things?
- Did we do them well?
- Was the work done according to program plan and schedule?
- Was this an effective approach to take?

### Ensures accountability

The responsibility to demonstrate the effectiveness of an initiative to stakeholders such as funders, leadership or the broader community.

### Broad questions include:

- What were the benefits for our participants/target group?
- What changes did our interventions create?
- Did we achieve our desired results?
- Was the initiative a worthwhile investment?

### Demonstrates results

### Learning about outcomes and effective practice in promoting financial capability, consumer protection etc.:

- How did our interventions create change for our target group?
- What have we learned about effective practice in developing and delivering this type of program?
- What learning can we share with other practitioners?

***What are the key questions you want to ask for each of the priority areas from Q4 on Worksheet 1?***

**Evaluation Priority 1:** \_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

**Evaluation Priority 2:**

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

**Evaluation Priority 3:** \_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

## Worksheet 4: Evaluation matrix

Refine your questions from Worksheet 3 and organize them into an evaluation strategy

Learning and evaluation priorities	Key questions/points of interest	Indicators (what specific facts or numbers will you collect to help you answer these questions?)	Evaluation methods and key documents	Documents produced
<b>Priority Area 1:</b>				
<b>Priority Area 2:</b>				
<b>Priority Area 3:</b>				

This resource is adapted from Resources for Results' Coaching worksheets

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## Worksheet 5: Determining the scope of your evaluation

1. **Proposed evaluation timeline:** (Please estimate)

- Program period to be evaluated: from \_\_\_\_\_ to \_\_\_\_\_
- Budget: \_\_\_\_\_

2. **Human Resource Requirements**

- Role of various staff and consultants. Who will work on the evaluation?
- How much time (staff, administrator, partner etc.) will be allotted to implement and participate in evaluation activities?

3. **What methods will you use?** (we will include a simple overview of options)

- Journaling/keeping ongoing notes about your progress and outcomes
- Maintaining a program chronology
- Collecting performance monitoring statistics
- Key informant interviews (by telephone or in person)
- Questionnaires
- Focused discussion groups
- Workshops
- Program observation
- Outcomes research processes – e.g. case study approaches
- Other? \_\_\_\_\_

4. **Resource requirements for the evaluation**

- Estimated budget for evaluation? (Staff time and other in-kind, and direct investment required – see attached format)
- Assumptions about staff and other resources required

5. **Analysis and Reflection**

- How can you involve staff in the regular analysis and discussion of evaluation findings?

6. **Reporting requirements**

- What report(s) are required? (determine expectations of purpose, type, and length of report(s))
- When and to whom will reports be provided?

7. **Utility of the evaluation**

- How will you ensure that the findings and recommendations are useful to you? (devise a process for formulating and responding to recommendations)
- Who will be accountable for responding to the evaluation?



## Worksheet 6: Thinking about logistics

1. **Timing** – What is the best timing to review the program?

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2. What **permissions/clearances** are needed for various evaluation activities?

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3. **Key respondents?**

**List on chart with name, title, contact information and scheduling information**

Name/title	Contact information	Telephone information	Scheduling information/Notes
	<b>Address/E-mail</b>		

4. **Other logistics?**

- Will you pay respondents for their time (e.g. for a focus group)?
- How will you ensure confidentiality of the process?

5. **Confidentiality**

- Familiarize yourself with the legal requirements related to privacy and confidentiality (PIPEDA)
- What procedures will you put in place to ensure privacy and confidentiality?
- What security arrangements will you have on your computers/network?

6. **Dissemination**

- How do you plan to document and share your findings and results?

## Worksheet 7: Sample evaluation workplanning sheet

Prepare a detailed workplan

Activity and Deliverable	Timeline/ Deadline	Notes re: Approach and Activities	Staff days	Consultant Days
Evaluation Planning		•		
Evaluation Committee established	August	•		
Evaluation strategy finalized	Sept 30	•		
Tools designed	Oct 5	•		
Stats collection/ monitoring system finalized	Oct 15	•		
Implementation		•		
Interviews set up	Nov 1	•		
Interviews conducted	Nov 15	•		
Analysis and Reporting		•		
Analysis and reporting		•		
Analysis session	Dec 1	•		
Report writing/editing	Dec 10	•		
Report finalized	Dec 20	•		
Report presentation	Jan 15	•		
Dissemination		•		
Total Days				

## Worksheet 8: Evaluation budget template

Item	Notes/Description	Days	In-Kind	Costs
<b>Fees and Wages</b>	<i>You can also choose to organize your budget by evaluation activity or deliverable, costing out the various components of your evaluation. E.g. interview time, planning etc.</i>			
Staff time	<i>In-kind staff time will likely be your biggest expense – make sure to assess the time it will take program staff to do this work!</i>			
Consultant time				
Volunteer time				
Honoraria for key informants				
GST				
<b>Expenses</b>				
Transport				
Long-distance telephone				
Postage/courier				
Copying				
Specialized workshop supplies				
Total expenses				
<b>Total budget</b>				

## Template for an evaluation plan

An evaluation plan typically offers the following content:

### 1. Introduction to the plan

- Describe the purpose of the evaluation.
- State who the evaluation is for, and why they will be interested.
- Who is the evaluator and what is their role in the process?
- Highlight the main questions you want to answer.
- What is the scope of the evaluation? Provide an overview of the timeline, budget and approach.

### 2. Description of the program to be evaluated

- Provide a brief overview of the activity/program that you will evaluate.
- State the key deliverables.
- Include a program logic model (if applicable).

### 3. Plan for performance tracking

- What activities, outputs and outcomes will you monitor? If you have a logic model, you will already have identified specific qualitative and quantitative performance indicators (e.g. # participants, # money management plans developed, # opened savings accounts in a financial institution etc.).
- Describe systems and procedures for the collection, input and management of data and other information.
- State your policies and procedures to ensure privacy, confidentiality, and security for any data collected.
- Note any training that you plan to do to build staff capacity to monitor results (if required/applicable).
- Highlight your plans for data analysis and reporting.

### 4. Evaluation plan

- Describe the type of evaluation you will conduct: is it a 'process evaluation' that will assess the effectiveness of your program/activity as it develops, or will it be a 'summative evaluation' that assesses the program/activity once it is completed?
- Will you research and assess the outcomes of your work? Note the levels of outcomes that you will research.
- Attach an evaluation matrix (template on Worksheet 4) that highlights your evaluation priorities, questions, methods, information sources, deliverables, and timelines.
- Explain how you will involve your participants and other key stakeholders.
- Describe the evaluation methods to be implemented (i.e. focus groups, key informants, surveys etc.) Outline your plan for conducting interviews, focus groups, document review, etc.

### 5. Workplan for the evaluation process

- It is good practice to prepare a workplan to show the timeline and sequence of activities.
- Ideally, the *Evaluation Workplan* will include a table that details timelines and level of effort (consultant and staff work allocation), deliverables and deadlines.
- Describe the reporting deliverables including deadlines.

### 6. Budget

- Prepare a statement of your expected expenses and in-kind contributions. Human resources are usually the most expensive item in an evaluation.

This resource is adapted from *Resources for Results' Coaching worksheets*

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