

# SAMPLE A

## Evaluation Plan

The evaluation plan for this project consists of (a) periodic progress reports on the project's deliverables, (b) periodic self-evaluations to monitor the participants' continuing commitment to the project's goals, (c) session evaluations for the Community University seminars, and (d) periodic descriptions of results achieved. It should be noted that an important part of the activities of the Planning Phase of this grant will be the development of an evaluation plan for the Implementation Phase. These are two very different kinds of evaluations—the current evaluation plan focuses on the partnership development processes of the Planning Phase, as contrasted with the expected student outcome measures focus of the Implementation Phase.

### Periodic Progress Reports

Three principal deliverables are expected to come out of this project: the fleshed-out architecture of the partnership (i.e., the full definition of the Level 2 working groups and their Level 3 issues) due in May, a comprehensive student tracking database due in June, and a proposal for the Implementation Phase activities due in October. Starting in February 2000, progress reports of these deliverables will be prepared at two-month intervals. This will ensure that the project will remain focused on these important outcomes.

### Periodic Self-Evaluations

One of the central goals of this project is to build the coalitions that will support the broader educational and economic goals of this initiative. It is, therefore, important to monitor the project's participants to identify any potential problems or conflicts as early as possible. These self-evaluations will be conducted on the same two-month schedule as the Progress Reports. [do we want to add something about how the Main Concilio will evaluate these to see if interventions may be warranted?]

### Community University Seminar Evaluations

The first session of the Community University in June will be a landmark event of this project. Each seminar will be evaluated by its participants, and the results will be used by the Main Concilio to plan for the subsequent sessions.

### Descriptions of Results and Personal "Stories"

It is expected that the coalition formed by this project will bear fruit in some expected as well as some unexpected ways. One of the project's goals will be to document the results that come from these activities. This will include descriptions of successes in terms of educational attainment or some other positive outcome, but this will also include personal descriptions of how individuals from the target communities have overcome odds to succeed in their educational or vocational careers.

# SAMPLE B

## Monitoring and Evaluation of the Institute

The institute will be monitored and evaluated in several ways. The design of the evaluation plan was inspired by Kirkpatrick's four-level model ("Great Ideas Revisited," *Training & Development*, January, 1996, pp. 54-59). Weekly assessments of the participants' reactions to the program will be conducted and reported to the IIE in Washington, DC (Level 1). Also, evaluations of the participants' progress will be conducted at the end of the third and sixth weeks, and a final evaluation of their progress will be prepared at the conclusion of their training. These evaluations are designed to measure the extent of their learning (Level 2). The Institute Symposium, planned as a culminating activity, is a measure of the participants' behavior as a result of training received, or, as Kirkpatrick calls it, the "transfer of training" (p. 56) (Level 3). Although Level 4 (final results due to training, including meaningful and lasting educational reform in Egyptian schools) is not built into the budget for this institute, the Resource Book (or group portfolio) is designed specifically to ensure that the transfer of training can occur easily, thereby increasing the likelihood of favorable final results.

### **1. Weekly Review of Trainee Reactions to the Program**

A brief questionnaire, with some open-ended questions, will be prepared in order to collect the trainees' reactions to the on-going program activities. These questionnaires will be administered during one of the open time periods. The results of these questionnaires will be compiled and sent to IIE on a weekly basis. They will also become part of the final evaluation.

### **2. Evaluation of Trainee Learning**

Institute classes will be planned to include graded assignments at three-week intervals. This will allow the institute staff to monitor the participants' progress. These assignments will range from a set of lesson plans in their *Classroom Activities for Young Learners* and *Techniques for Materials Adaptation* classes to essays and other products (for posting on the institute's Web Page) in the *Creative Reading and Writing as a Model for Language Arts Instruction* class. Individual Report Cards will be produced at the end of the institute, with narrative summary evaluations for each participant. These periodic evaluations will be summarized and reported to IIE at the end of the third and sixth weeks, and the final report will include the narrative summary evaluations for all participants. Finally, at the conclusion of the institute, a formal Institute Evaluation Survey will be administered. This instrument will include the evaluation of the effectiveness of every aspect of the institute, the academic program, the faculty, and the adjunct staff. The data from this survey will be incorporated into the project's final report.

### **3. Culminating Activities**

The culminating activities—the Institute Symposium and the Resource Book—are built-in mechanisms to evaluate the extent to which the Institute is successful in changing the behavior of the participants. As described above, the symposium and Resource Book will underscore the rationale for an approach that includes the integration of skills and favors a hands-on communication-based methodology.

### **4. Final Evaluation**

The assessment and evaluation plan for the institute will consist of (a) an evaluation of the participants' growth and progress in their training and English language skills and (b) an evaluation of the institute's effectiveness.

## **SAMPLE C**

### **Evaluation Plan**

Project First's value will rest largely on its success in transitioning project students into graduate programs, specifically the percentage of project students who persist from entry into Project First to entry into a graduate program. All project students will be tracked to monitor their educational progress. The project's database will compile the following data for each student: grades, standardized test scores, attendance at the various activities, and the results of an informal assessment by the Faculty Mentors. Progress reports at the end of each year will provide an analysis of these data and report persistence data for project students.