

ATTACHMENT 1: OUTCOMES EVALUATION PLANNING GUIDE – EXAMPLE

NPO Name Children's Reading NPO

Program to be evaluated Reading tutoring

STEP 1—DESCRIBE THE PROGRAM

Brief description of program to be evaluated. Examples of information to be provided: What does the program do, when did it start, what is its budget, how many people work on it (paid staff and volunteers), who are the beneficiaries and how many beneficiaries are there?

The program provides reading tutoring to children ages 5-8 in HCMC. The program started in 2013, with a budget of 50,000,000 VND. There are 3 paid staff and 15 volunteers working on the program. The program provides tutoring to 100 children. It has agreements with 2 elementary schools where tutoring is provided.

STEP 2—DETERMINE THE TIMEFRAME

Timeframe for the evaluation (How long a time period will the evaluation cover?) Short-term (1-2 years) Intermediate Term (3-4 years) Long term (5 or more years) Time period covered January 2013 through December 2014

STEP 3—IDENTIFY OUTCOMES AND OUTCOME INDICATORS

Program outcomes (Changes we expect to see in the community we serve as a result of this program)	Outcome Indicator (How this outcome will be measured)
1. <i>Children who receive tutoring will learn to read.</i>	<i>Percent of children who received 10 or more tutoring sessions who pass a reading proficiency test. (Goal is for 80% of students who receive at least 10 tutoring sessions to pass the test.)</i>
2.	
3.	
4.	

STEP 4—IDENTIFY OTHER QUESTIONS YOU WANT TO ANSWER ABOUT YOUR PROGRAM'S IMPACT

1. *Do boys or girls score better on the reading proficiency test? (In other words, is the tutoring program more effective for boys or girls, or is it equally effective for both?)*
2. *Is there a relationship between a child's tutor and how well they perform on the proficiency test? (In other words, do some tutors do a better job than others?)*

STEP 5—LIST DATA NEEDED TO CONDUCT THE EVALUATION

DATA NEEDED	DATA SOURCE	DATA ELEMENTS TO BE COLLECTED
<i>Reading proficiency test scores for children who received tutoring.</i>	<i>Report on test results</i>	<i>Name of student taking the proficiency test. Score on the test.</i>
<i>Number of tutoring sessions for each child taking the reading proficiency test.</i>	<i>Reports on tutoring sessions submitted by volunteer tutors.</i>	<i>Name of students receiving tutoring Number of tutoring sessions for each student.</i>
<i>Gender of each child taking the reading proficiency test.</i>	<i>Tutoring program registration forms</i>	<i>Whether each child is a boy or girl.</i>
<i>Tutor name for each child taking the reading proficiency test.</i>	<i>Reports on tutoring sessions submitted by volunteer tutors.</i>	<i>Name of tutor assigned to each child</i>

STEP 6—ASSIGN TIMELINES AND RESPONSIBILITIES FOR CONDUCTING THE EVALUATION

ACTIVITY	ASSIGNED TO	START DATE	END DATE
<i>Collect all data required for the evaluation</i>	<i>Mai</i>	<i>1 March</i>	<i>30 March</i>
<i>Enter the data into an Excel spreadsheet</i>	<i>Mai</i>	<i>1 April</i>	<i>7 April</i>

ACTIVITY	ASSIGNED TO	START DATE	END DATE
<i>Analyze the data and prepare a preliminary report on the findings</i>	<i>Lan</i>	<i>8 April</i>	<i>20 April</i>
<i>Review initial findings. Check them for accuracy and make sure that all of the evaluation questions have been answered</i>	<i>Lan, Mai and Duc</i>	<i>21 April</i>	<i>25 April</i>
<i>Prepare final evaluation report</i>	<i>Lan</i>	<i>1 May</i>	<i>15 May</i>
<i>Send the evaluation report to employees, volunteers, beneficiaries, and select community members</i>	<i>Duc</i>	<i>16 May</i>	<i>20 May</i>