

ATTACHMENT 4:

PROCESS 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 2013

STEP 3—IDENTIFY THE MAJOR ACTIVITIES ASSOCIATED WITH THE PROGRAM AND PERFORMANCE TARGET FOR EACH ACTIVITY

| Major Program Activities | Performance target |
|--|---|
| 1. <i>Enter into agreements with schools</i> | <i>Sign up 2 schools to participate in the program</i> |
| 2. <i>Recruit and train volunteer tutors</i> | <i>Recruit and train 15 volunteer tutors</i> |
| 3. <i>Identify children to be tutored</i> | <i>Identify 50 children to receive tutoring</i> |
| 4. <i>Tutor students</i> | <i>Provide tutoring, with each child receiving at least 10 tutoring sessions.</i> |

STEP 4—DETERMINE HOW EACH PERFORMANCE TARGET WILL BE MEASURED

| PERFORMANCE TARGET | DATA SOURCE | DATA ELEMENTS TO BE COLLECTED |
|---|--|--|
| <i>Sign up 2 schools to participate in the program</i> | <i>Written contracts with participating schools</i> | <i>Name of school Date of contract</i> |
| <i>Recruit and train 15 volunteer tutors</i> | <i>Volunteer tutor training records</i> | <i>Name of volunteer completing tutoring training. Date that training was completed.</i> |
| <i>Identify 50 children to receive tutoring</i> | <i>Parent consent forms authorizing tutoring for their children.</i> | <i>Name of child Date approval received</i> |
| <i>Provide tutoring, with each student receiving at least 10 tutoring sessions.</i> | <i>Records of tutoring sessions kept by volunteer tutors</i> | <i>Name of child/ Number of tutoring sessions received</i> |

STEP 5—ASSIGN TIMELINES AND RESPONSIBILITIES FOR CONDUCTING THE EVALUATION

| ACTIVITY | ASSIGNED TO | START DATE | END DATE |
|--|--|--------------------|--------------------|
| <i>Record information on contracts with schools in Excel database</i> | <i>Mai</i> | <i>1 December</i> | <i>1 December</i> |
| <i>Record information on volunteer tutors in Excel database.</i> | <i>Mai</i> | <i>1 December</i> | <i>1 December</i> |
| <i>Record data on children receiving tutoring in Excel database.</i> | <i>Lan</i> | <i>1 December</i> | <i>2 December</i> |
| <i>Record information on number of tutoring sessions per student in Excel database.</i> | <i>Lan</i> | <i>2 December</i> | <i>7 December</i> |
| <i>Compare actual performance with performance targets for each data item.</i> | <i>Duc</i> | <i>8 December</i> | <i>10 December</i> |
| <i>Prepare report showing targeted versus actual performance and analyze results.(see Steps 7 and 8)</i> | <i>Duc, with assistance from Mai and Lan</i> | <i>10 December</i> | <i>15 December</i> |

STEP 6—PREPARE REPORT COMPARING PERFORMANCE TARGETS WITH ACTUAL RESULTS. PROVIDE EXPLANATION FOR DEVIATIONS FROM TARGET, IF KNOWN.

| PERFORMANCE TARGET | ACTUAL RESULTS ACHIEVED | COMPARISON TO TARGET | REASON FOR DEVIATIONS FOR TARGET |
|---|--|--|---|
| <i>Sign up 2 schools to participate in the program</i> | <i>Contracts finalized with 2 schools</i> | <i>Target met</i> | |
| <i>Recruit and train 15 volunteer tutors</i> | <i>14 volunteers completed training.</i> | <i>Did not meet target—1 fewer tutor trained than planned.</i> | <i>Recruited 15 volunteers, however 1 volunteer dropped out before completing training.</i> |
| <i>Identify 50 children to receive tutoring</i> | <i>Identified 55 children to receive tutoring.</i> | <i>Exceeded target by 5 students.</i> | <i>Parents were very interested in having their children participate in the program.</i> |
| <i>Provide tutoring, with each student receiving at least 10 tutoring sessions.</i> | <p><i>Of the 55 students receiving tutoring:</i></p> <ul style="list-style-type: none"> • <i>25 received 10 or more tutoring sessions</i> • <i>10 received 5-9 tutoring sessions</i> • <i>20 received 1-5 tutoring sessions</i> | <p><i>Target not met.</i></p> <ul style="list-style-type: none"> • <i>Only 45% of students received 10 or more tutoring sessions.</i> | <ul style="list-style-type: none"> • <i>20 students repeatedly missed tutoring sessions.</i> • <i>8 tutors frequently cancelled sessions</i> • <i>15 students dropped out of the program</i> |

STEP 7—REVIEW YOUR RESULTS AND IDENTIFY AREAS FOR FOLLOW-UP

What do your results tell you? What additional questions do they raise?

The process evaluation showed that the program failed to provide at least 10 tutoring sessions to 50 students. In fact, less than half of the tutored students received 10 sessions or more. Based on this information, the Children's reading NPO may wish to dig deeper to find out why tutors cancel appointments, why children miss sessions, and why children dropped out. They could interview both tutors and students to learn more. This can help them to identify changes to the program that will make it more likely that children will remain in the program and that both tutors and students will attend scheduled tutoring sessions.