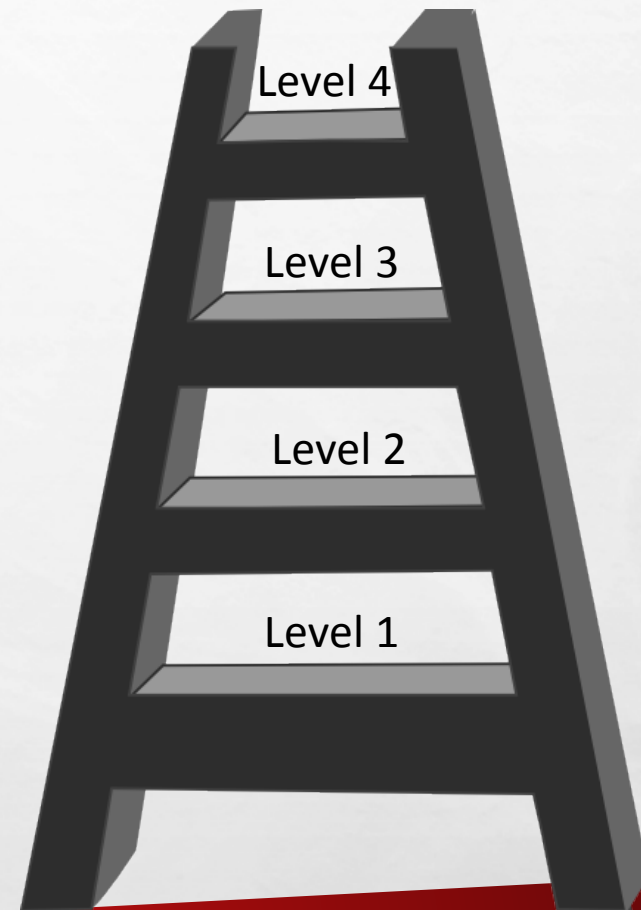
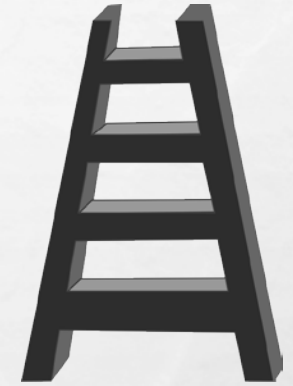


**CAREER**



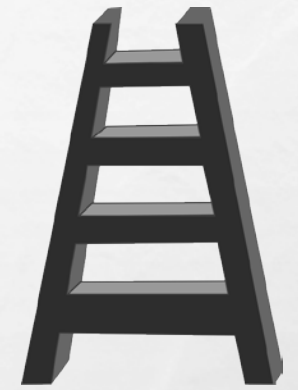
**EVALUATION CRITERIA**

# IMPORTANCE OF EVALUATION



- Provides evidence on the value of our programs
- Allows one to modify a program based on information received
- Provides opportunity to create new programs or stop doing programs that are no longer needed

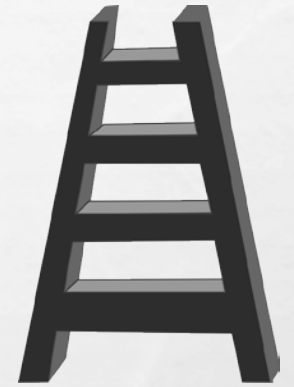
# LEVELS OF EVALUATION



- Evaluation of Program Plans
- Evaluation of Program Implementation
- Evaluation of Program Results
- Evaluation of Program Impacts



# LEVELS OF EVIDENCE



- Evaluation of Programs Implementation (Outputs)
- Evaluation of Program Results (Outcomes)
- Evaluation of Program Impact

# What does a good evaluation look like?

- Includes multiple levels of data, including demographics
- Based on the issue, target audience, and the intended results
- Provides evidence to tell a “story” of what happened

# How Do You Report Data?

- Clear presentation of data is important
- Keep the story simple and to the point
- Tell the story to the stakeholder or stakeholders
- Try to list most significant changes first

# How Do You Report Data?

- List total number of respondents and percentages
  - 14 of 26 participants (58%) reported increased energy levels.
  - 30 participants said they increased their daily intake in fruits and vegetables from **2.65** to **3.96 per day**
  - 18 of 33 participants (56%) said they went from exercising an average of 3 days a week to 5 days a week for at least 20 minutes



# How Do You Report Data?

- Use the Accountability Framework – the structure for “telling our story” to clientele & stakeholders
  - Relevance
  - Response
  - Results



# Relevance

- Provides reason for the educational program
- You will need justification on why this is an issue in your county.
  - Texas Community Futures Forum
  - County Committees
- Establishes “grass roots” effort that ties the community to issue

# Relevance

*Example:* In 2006, the citizens of Randall County identified “Youth Character Education” and “Parenting Support” as a major issue facing their community.

# Response

Response is included to show how the agent “responded” to the identified issue.

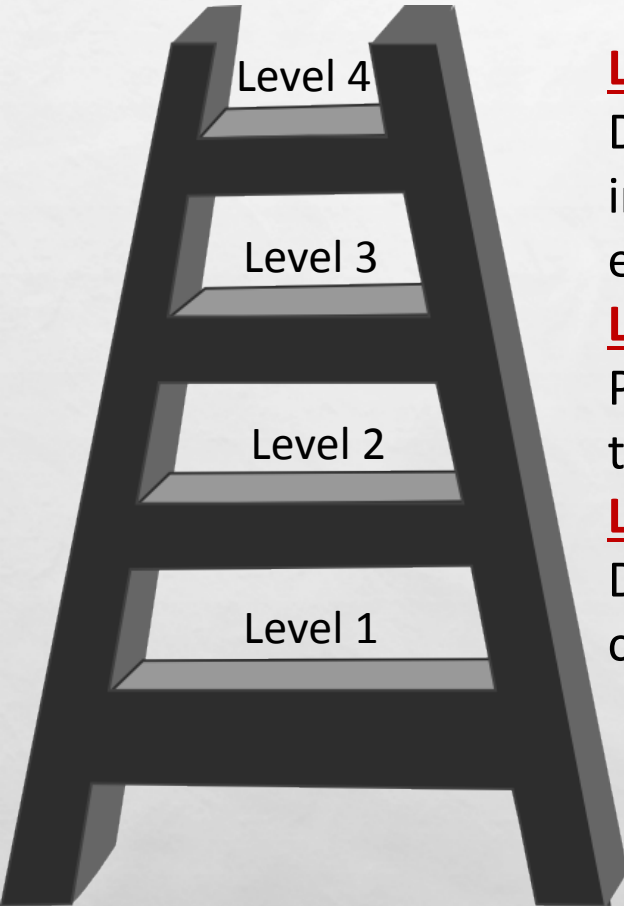
- *Example: Therefore, the Randall County Extension Office developed six monthly weekend retreats aimed to improve the total family unit by developing positive parenting skills and teaching positive character traits. A total of 183 family members participated in the program (95% Hispanic and 5% White).*

# Results

- The results section is included to reveal the evaluation strategy, participation totals, and impact data.
- *Example: As a result of this program, respondents noted improvements in the following subjects: open communication between family members improved by 52%, listening skills improved by 38%, and overall family being closer together as a result of this program improved by 72%. One husband said, “In all our married years we had never discussed so many things. We learned a lot about communicating in our sessions”.*



# Expectations for Career Levels



## Level III to Level IV

Demonstrate long term impacts as a result of educational programs. This includes impact statements that justify the issue, outcomes focused on change, and economic value to program participants.

## Level II to Level III

Properly evaluating programs; documentation in dossier; using evaluation results to shape future; programming efforts.

## Level I to Level II

Demonstrate growth in evaluating outcome programs and activities using clientele feedback to improve programs.

# Follow the program development process:

- Develop Program Area Committee(s) and Task Forces as appropriate.
- Utilize committees to identify issues and program needs.
- Engage committees/members in the program development process.
- Develop programs, including human and material resources needed.
- Marketing/Promotion
- Conduct Educational program(s)
- Evaluation (Pre-Post, Retrospective Post surveys, Observations). Capture change – economic impact, behavior, knowledge
- Interpretation