EVALUATION TOOLKIT

Action Plan and Worksheet

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COUNCIL *for the* HUMANITIES
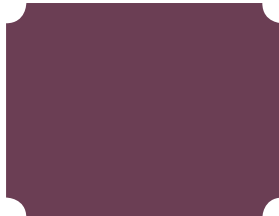
Make the evaluation process a sustainable part of planning any public humanities project by using this Action Plan and Worksheet.

For more details and resources to help you tailor evaluation practices to your needs, see the full Evaluation Toolkit available on the Humanities Council website at: **rihumanities.org/grantmaking**.

EVALUATION TOOLKIT ACTION PLAN

Here is a quick overview of the Council's expectations for developing an evaluation plan for grant-supported work.

General Guidelines:
- Evaluation, for any project, should always be centered on what individuals and organizations want to learn about their own work.
- Start your evaluation **EARLY** and **KEEP IT GOING** throughout the project!

Reaffirm your **project goal.**	**GOAL:** Broad statement describing desired change in the community resulting from your project. What change to you want to achieve? Use action verbs and think big!
Based on your goals, establish **outcomes** you're striving to achieve with the project.	**OUTCOMES:** Concrete and attainable changes in behavior, status, attitude, skill, knowledge or circumstance in the community. What changes in behavior/skillset do you want to see? Use verbs that describe process (e.g. increase, drecrease, strengthen…) **Don't** explain how you will achieve the changes.
Determine project **outputs**, the means through which you will achieve your project goals and outcomes.	**OUTPUTS:** Tangible and concrete activities and products of your project. How will you achieve your outcomes and goals? (public forums, online archive, etc.)

Set your **evaluation goal**. Answer: Why and what do you want to evaluate?	**EVALUATION GOAL:** A focus area for your Evaluation Plan. Defined by your projet goal, outcomes, and outputs, this will establish a core focus area for evaluation questions and indicators.

Set your **evaluation questions** based on your project goal, outcomes, outputs, and evaluation goal.	**EVALUATION QUESTIONS:** Broad, guiding questions that determine the direction of your evaluation. What do you want to measure or learn? Make sure the questions are answerable.
Establish **specific indicators** that will allow you to measure progress toward answering your evaluation questions.	**INDICATORS:** Data that demonstrates the change in behavior, skillset, and/or knowledge described in your outcomes. What does success look like? Be as specific as possible, use numbers and percentages, and be creative!

Choose a **method** for collecting evaluation data.	Surveys, pre-test/post-test, observations, focus groups, etc.

TIP: See **STEP 3** in the full Evaluation Toolkit for more examples and detailed information.

Evaluation Plan Example – Public Program
PROJECT: Traveling exhibit about Pablo Neruda's trip to Rhode Island

PROJECT GOAL	• To increase Rhode Islander's appreciation of bilingualism and celebrate Spanish-language poetry
OUTCOMES	• Rhode Islanders' knowledge of and engagement with Spanish-language poetry is increased. • More bilingual speakers in Rhode Island are empowered to do public speaking. • Awareness of and respect for bilingual speakers in Rhode Island is increased. • Knowledge of translation work and practice is increased. • Spanish language collections in local libraries are expanded.
OUTPUTS	• Produce a traveling exhibit. • Host three translation workshops at libraries. • Organize an open mic for readings of English and Spanish poetry. • Create Spanish-language acquisition guides for libraries.

EVALUATION GOAL	• I want to better understand my audiences in order to improve programatic partnerships.

EVALUATION QUESTIONS	• Which audiences did we reach? • What particular features of our project were important to the libraries? What features made a difference for the audience? What features made a difference for bilingual speakers? • Was there evidence of an increase or change in knowledge of Spanish-language powerty as a result of interacting with this exhibit, visiting the workshops or open mic? For which participants? • What lessons can we draw from collaborating with libraries and workshop facilitators? • What did collaborating libraries learn from involvement in our project?
INDICATORS	• Three libraries host the exhibit, with 500 people visiting in total. Half of surveyed visitors indicate they have learned something new. • Each of the three professional translations workshops in the libraries are visited by 15 people each, a third of attendees sign up for newsletters, four attendees sign up to perform their translation at the open mic. • 10 people perform at an open mic for readings of English and Spanish poetry, 75 people attend. • Create Spanish-language acquisition guides and distribute to three local libraries. Have follow up meetings with all libraries.

EVALUATION METHODS	• I will make use of surveys, focus groups, and observation to collect evaluative data.

TIP: See **Appendix 1** in the full Evaluation Toolkit for more sample plans.

PROJECT GOAL: Broad statement describing desired change in the community resulting from your project.	**OUTCOMES:** Concrete and attainable changes to behavior, status, attitude, skill, knowledge, or circumstance in the community.	**OUTPUTS:** Tangible and concrete activities and products of your project: how you will achieve your goal.
Answer: What is your project goal? What change to you want to achieve?	*Answer:* What are your project outcomes? What changes in behavior do you want to see?	*Answer:* What will you do to achieve your goal?
Use action verbs and think big!	Use verbs that describe process (e.g. increase, decrease, strengthen). **Don't** explain how you will achieve the changes.	Describe the products or events coming out of your project.

EVALUATION GOAL: Defined by your project goal, outcomes, and outputs, this will establish a core focus area for evaluation questions and indicators.

EVALUATION QUESTIONS: Broad, guiding questions that determine the direction of your evaluation.	**INDICATORS:** The data that will demonstrate the change in behavior described in your outcome statements.
Answer: What do you want to measure?	*Answer:* What does success look like?
Make sure the questions are answerable, use your outcomes and evaluation goal to guide the questions.	Be as specific as possible, use numbers and percentages, and be creative!

EVALUATION METHODS: How will you collect evaluative information? Make sure your methods are practical.

TIP: See **STEPS 3 and 4** in the full Evaluation Toolkit for more resources.