Strategies and Insights for
Evaluation Planning for Federal Grant Proposals
Florida Council for Resource Development
2024 Spring Conference
EvaluATE

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EvaluATE
TRAINING
COMMUNITY
RESEARCH
ATE SURVEY
www.evalu-ate.org

2

Introductions

Megan
López

Lori
Wingate

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This material is based upon work supported by the National Science Foundation under Grants No. 1841783. The content reflects the views of the authors and not necessarily those of NSF.

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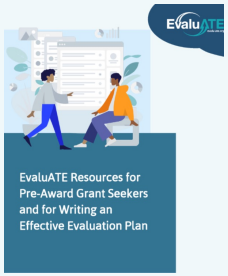
Materials

Slides



Additional Resources

Bit.ly/EValFCRD

5

What are your biggest challenges when it comes to integrating evaluation into your grant proposals?

6

Session Overview

What is evaluation?

7

Session Overview

What is evaluation?

Who's Involved in evaluation planning?

8

Session Overview

- What is evaluation?
- Who's Involved in evaluation planning?
- How can a logic model support my proposal?

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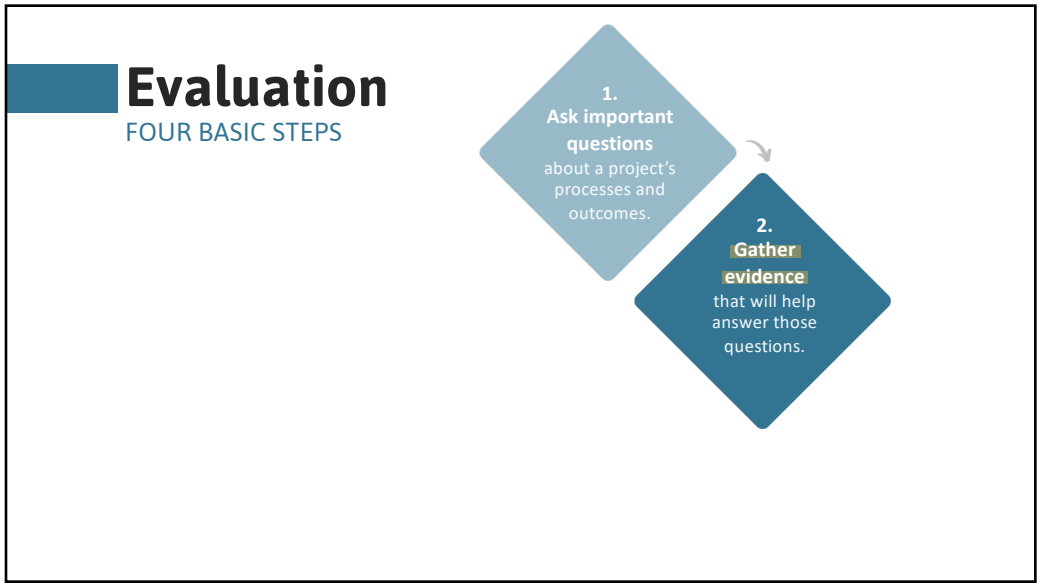
Evaluation
FOUR BASIC STEPS

1.
Ask important questions
about a project's processes and outcomes.

12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FOUR BASIC STEPS
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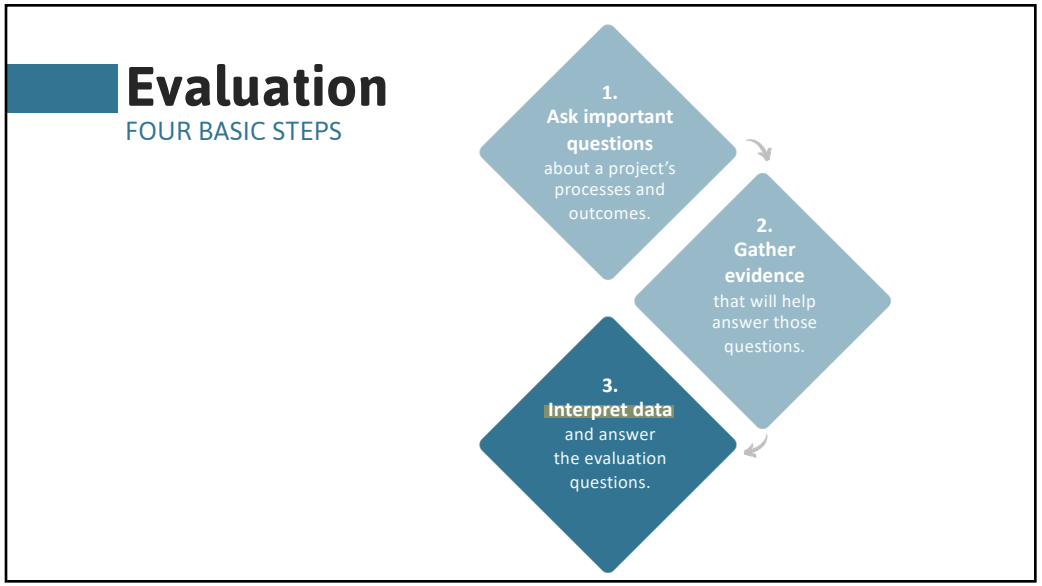
2.
Gather evidence
that will help answer those questions.

13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FOUR BASIC STEPS
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Ask important questions
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Gather evidence
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3.
Interpret data
and answer the evaluation questions.

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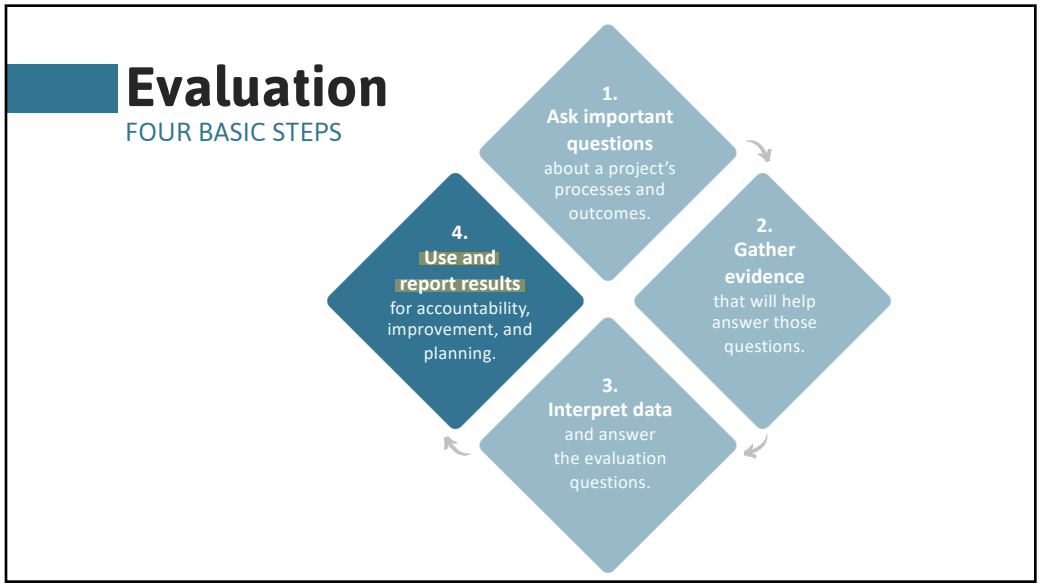
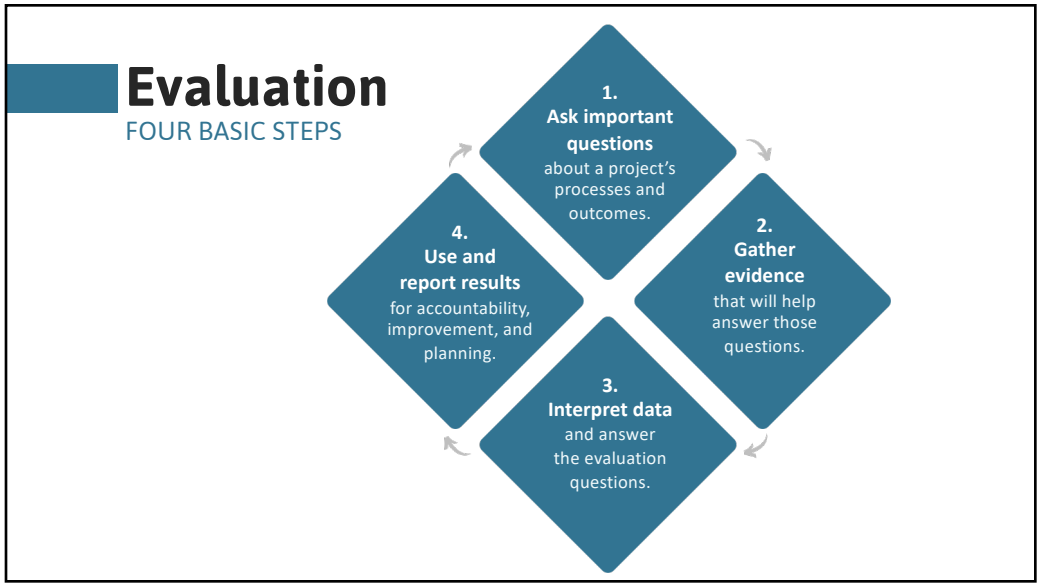

Evaluation
FOUR BASIC STEPS
1. Ask important questions about a project's processes and outcomes.
2. Gather evidence that will help answer those questions.
3. Interpret data and answer the evaluation questions.
4. Use and report results for accountability, improvement, and planning.

15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Evaluation

PURPOSES

17

Evaluation

PURPOSES

Project improvement

18

Improvement

PURPOSE #1

- **"The most important purpose of evaluation is not to prove, but to improve."**

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Evaluation

PURPOSES

- **Project improvement**
- **Evidence**

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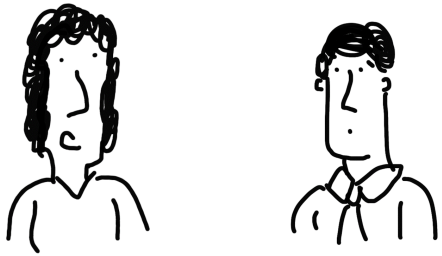
Evidence

PURPOSE #2

So, did it work?



freshspectrum.com

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Evaluation

PURPOSES

- **Project improvement**
- **Evidence**
- **Accountability**

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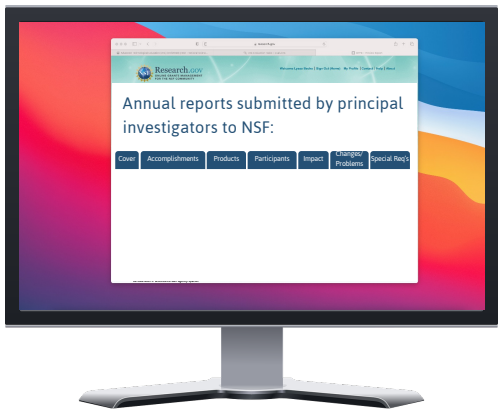
Accountability

PURPOSE #3



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Evaluation

WHY ARE WE TALKING ABOUT IT?

Evaluation is important!

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Evaluation

WHY ARE WE TALKING ABOUT IT?

Evaluation is important!

It's also required in many cases.

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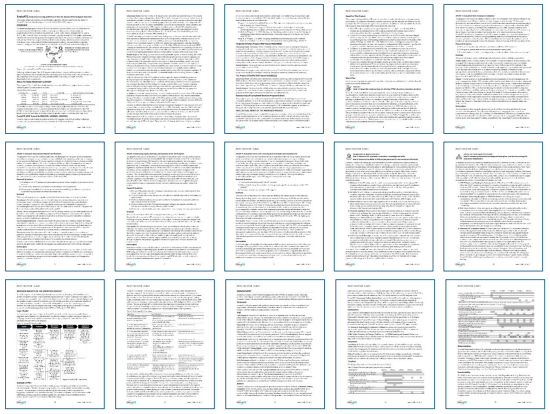
NSF Project Description

15 PAGES



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NSF Project Description

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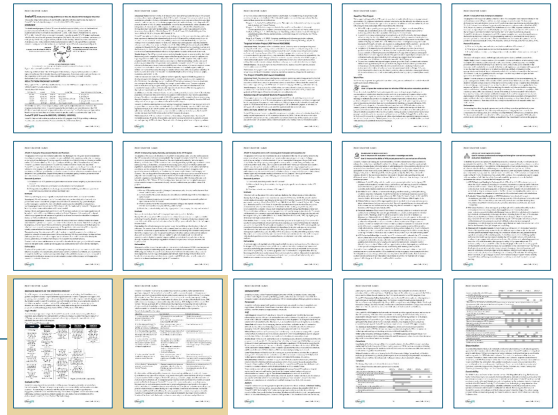

Evaluation Plan
1 – 2 pages

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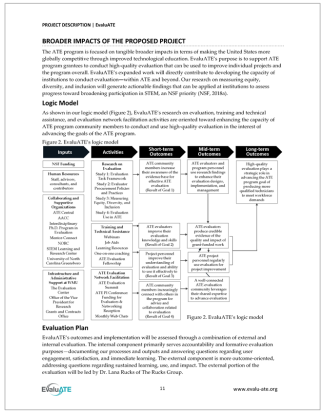
Evaluation Plan

1-2 PAGES



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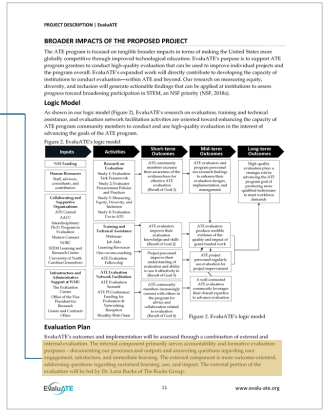
Evaluation Plan

1-2 PAGES

Evaluator 1



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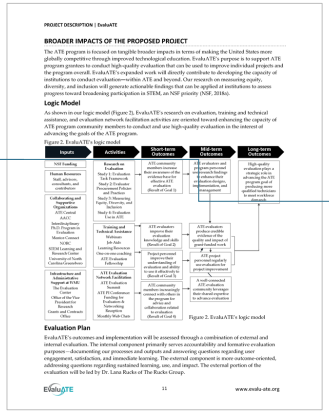
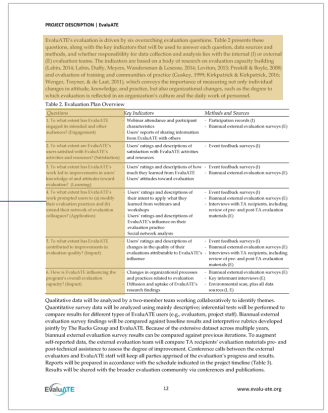
Evaluation Plan

1-2 PAGES

Evaluator

Evaluation Questions 2





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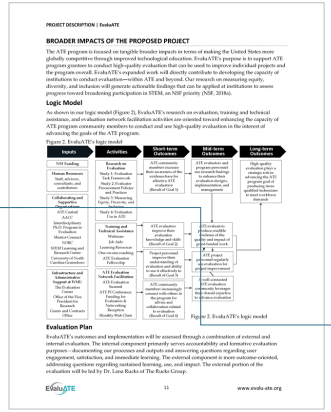
Evaluation Plan

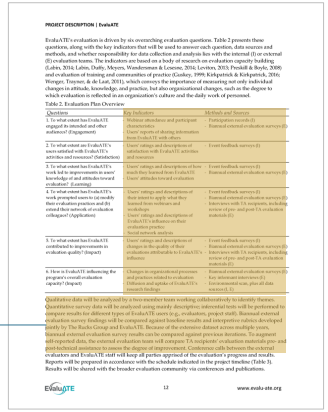
1-2 PAGES

Evaluator

Evaluation Questions

Data 3





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Evaluation Plan

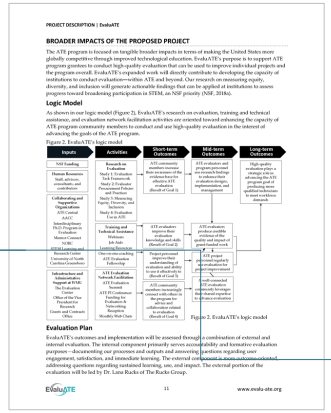
1-2 PAGES

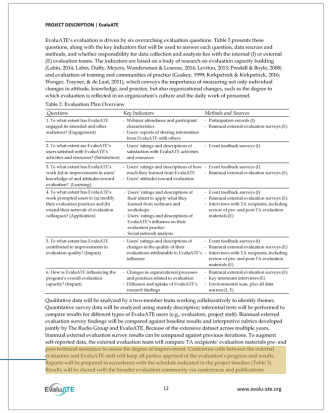
Evaluator

Evaluation Questions

Data

Communication & Use 4





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Evaluation Plan

1-2 PAGES

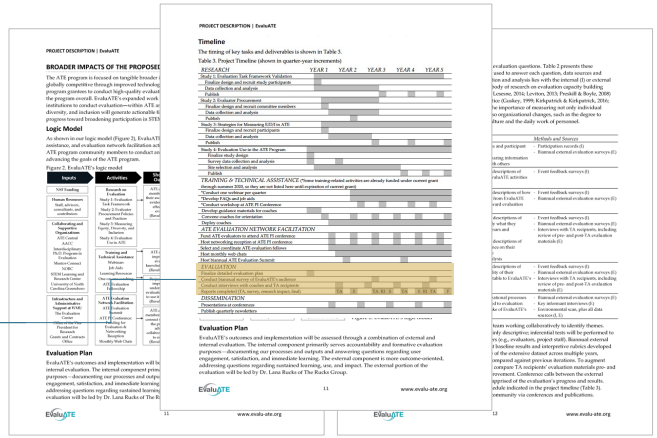
Evaluator

Evaluation Questions

Data

Communication & Use

Timeline 5



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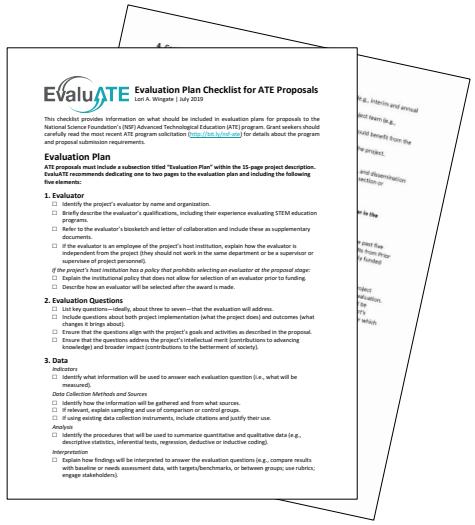
Resource

NAME OF RESOURCE



EvaluATE **Evaluation Plan Checklist for ATE Proposals**

Lori A. Wingate | July 2019

This checklist provides information on what should be included in evaluation plans for proposals to the National Science Foundation's (NSF) Advanced Technological Education (ATE) program. Grant seekers should carefully read the most recent ATE program solicitation (http://bit.ly/nsf-ate) for details about the program and proposal submission requirements.

Evaluation Plan

ATE proposals must include a subsection titled "Evaluation Plan" within the 15-page project description. EvaluATE recommends dedicating one to two pages to the evaluation plan and including the following five elements:

1. Evaluator

- ☐ Identify the project's evaluator by name and organization.
- ☐ Briefly describe the evaluator's qualifications, including their experience evaluating STEM education programs.
- ☐ Refer to the evaluator's biosketch and letter of collaboration and include these as supplementary documents.
- ☐ If the evaluator is an employee of the project's host institution, explain how the evaluator is independent from the project (they should not work in the same department or be a supervisor or supervisee of project personnel).

If the project's host institution has a policy that prohibits selecting an evaluator at the proposal stage:

- ☐ Explain the institutional policy that does not allow for selection of an evaluator prior to funding.
- ☐ Describe how an evaluator will be selected after the award is made.

2. Evaluation Questions

- ☐ List key questions—ideally, about three to seven—that the evaluation will address.
- ☐ Include questions about both project implementation (what the project does) and outcomes (what changes it brings about).
- ☐ Ensure that the questions align with the project's goals and activities as described in the proposal.
- ☐ Ensure that the questions address the project's intellectual merit (contributions to advancing knowledge) and broader impact (contributions to the betterment of society).

3. Data

Indicators

- ☐ Identify what information will be used to answer each evaluation question (i.e., what will be measured).

Data Collection Methods and Sources

- ☐ Identify how the information will be gathered and from what sources.
- ☐ If relevant, explain sampling and use of comparison or control groups.
- ☐ If using existing data collection instruments, include citations and justify their use.

Analysis

- ☐ Identify the procedures that will be used to summarize quantitative and qualitative data (e.g., descriptive statistics, inferential tests, regression, deductive or inductive coding).

Interpretation

- ☐ Explain how findings will be interpreted to answer the evaluation questions (e.g., compare results with baseline or needs assessment data, with targets/benchmarks, or between groups; use rubrics; engage stakeholders).

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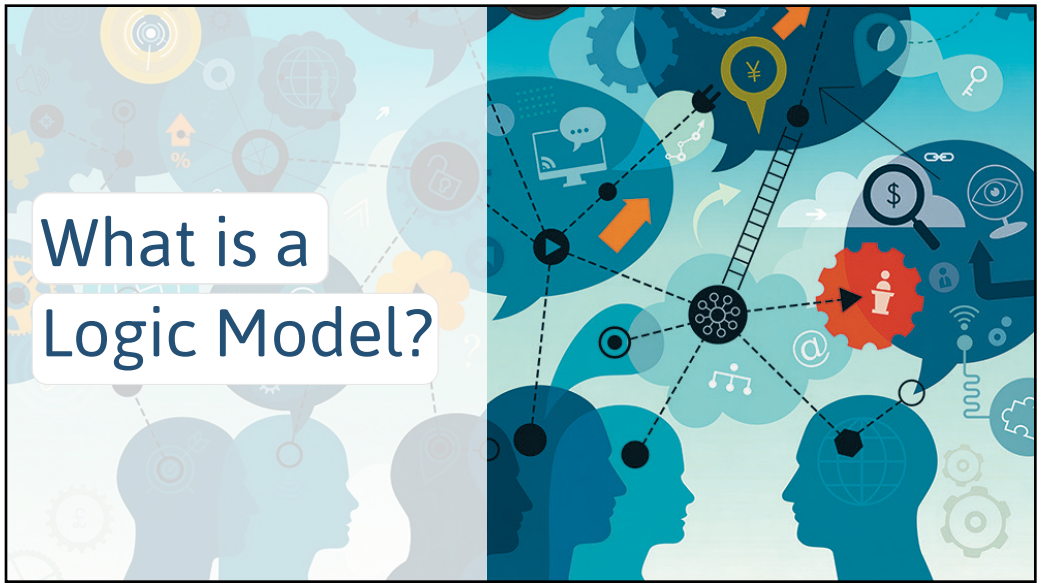
What is a
Logic Model?

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What is a
Logic Model?
(and how can it enhance a proposal?)

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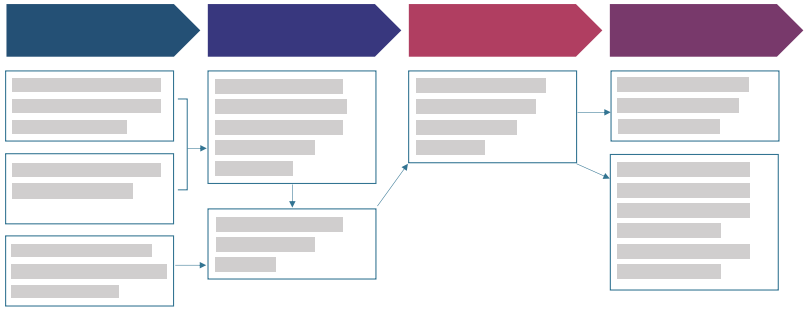
Logic Modeling



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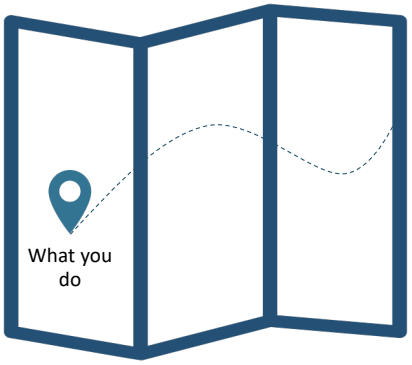
Logic Modeling



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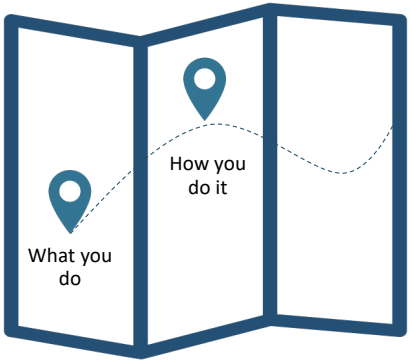

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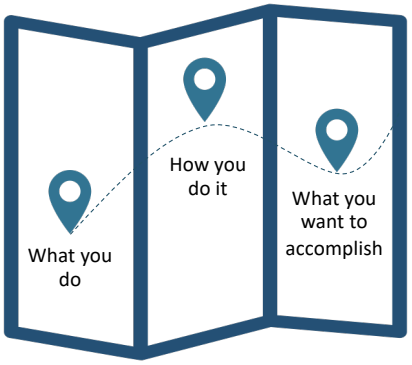
Logic Modeling



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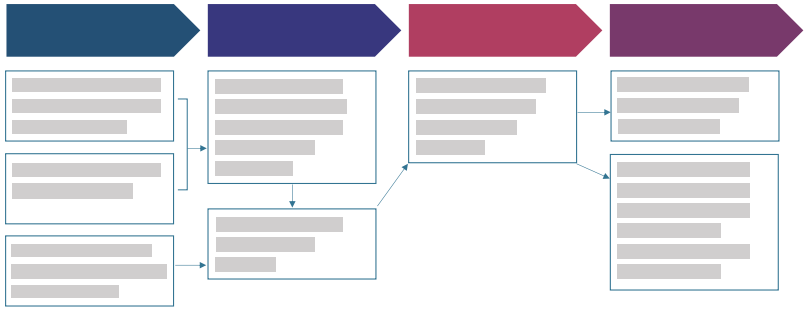
Elements of a logic model



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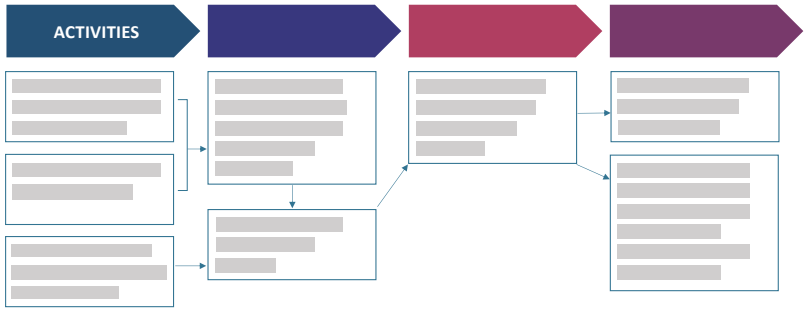

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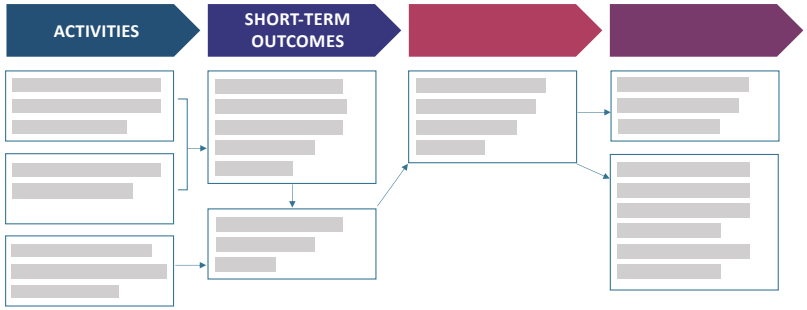

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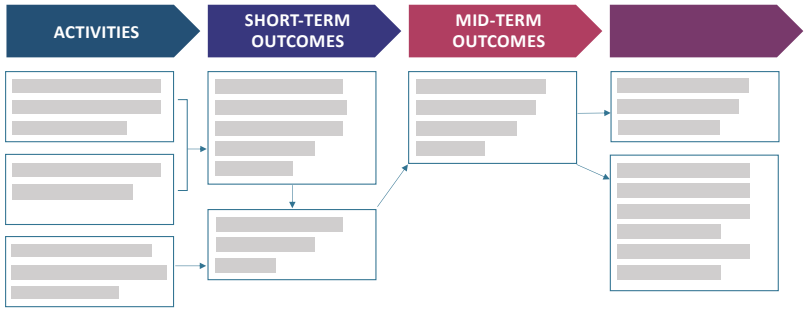

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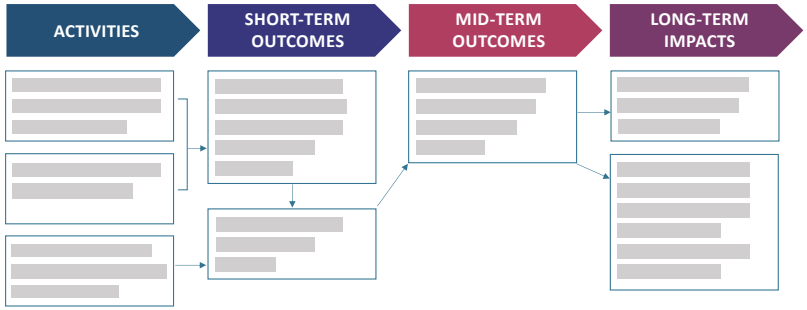

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Elements of a logic model

55

Elements of a logic model

- Action done to bring about intended outcomes
- *Answers the Questions: What did we do? What do we plan to do?*

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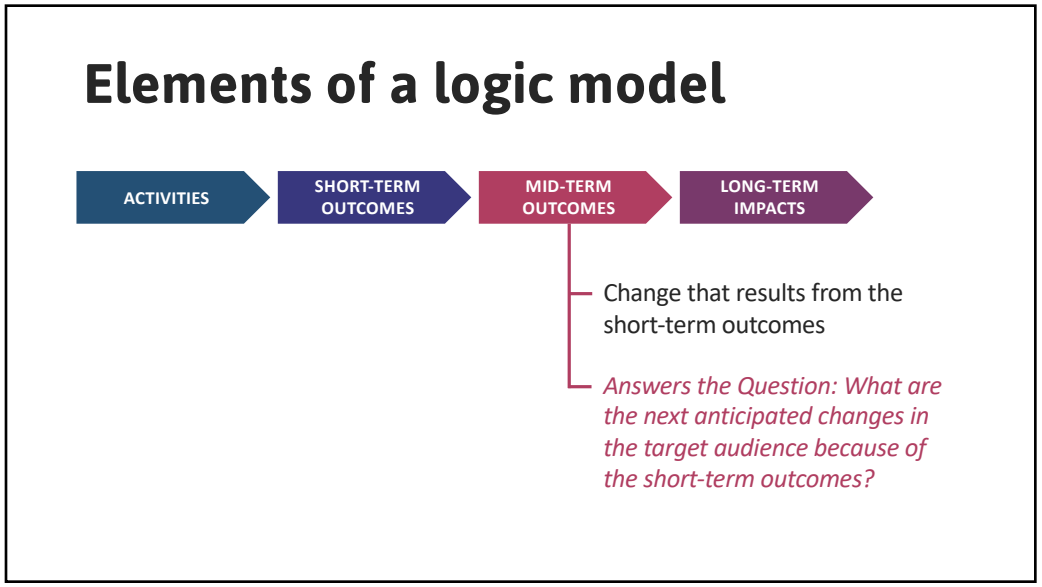
Elements of a logic model

- Change that results from the activities
- *Answers the Question: What will the target audience know or be able to do because of the project?*

57


Elements of a logic model
ACTIVITIES
SHORT-TERM OUTCOMES
MID-TERM OUTCOMES
LONG-TERM IMPACTS
Change that results from the short-term outcomes
Answers the Question: What are the next anticipated changes in the target audience because of the short-term outcomes?

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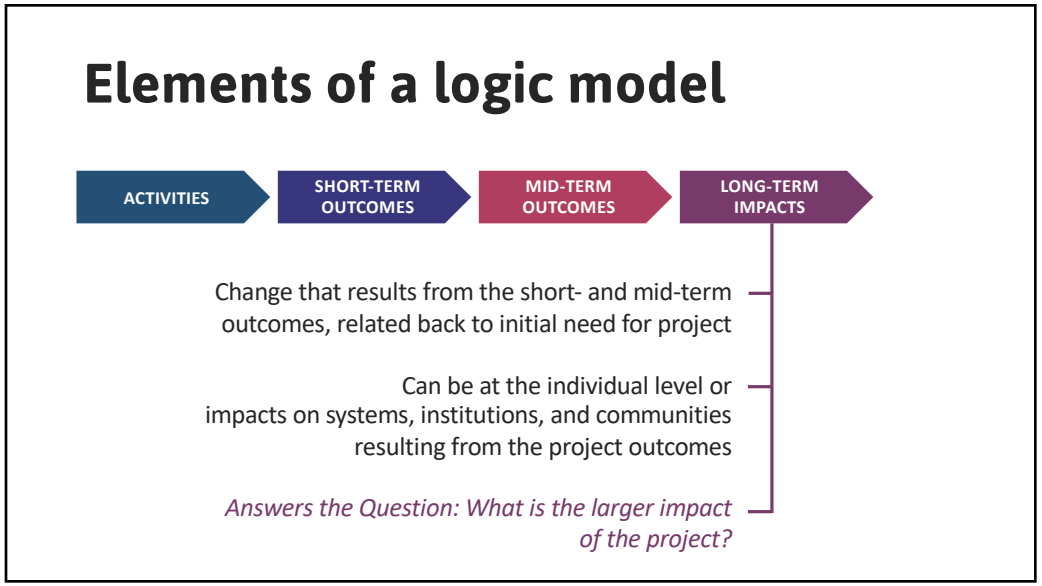
Elements of a logic model
ACTIVITIES
SHORT-TERM OUTCOMES
MID-TERM OUTCOMES
LONG-TERM IMPACTS
Change that results from the short- and mid-term outcomes, related back to initial need for project
Can be at the individual level or impacts on systems, institutions, and communities resulting from the project outcomes
Answers the Question: What is the larger impact of the project?

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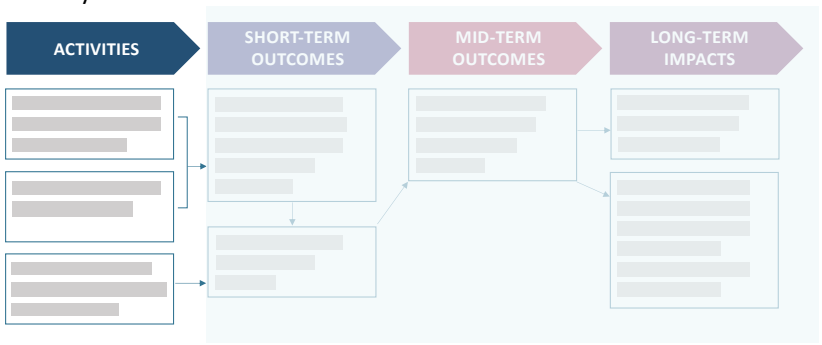
Elements of a logic model

What you do



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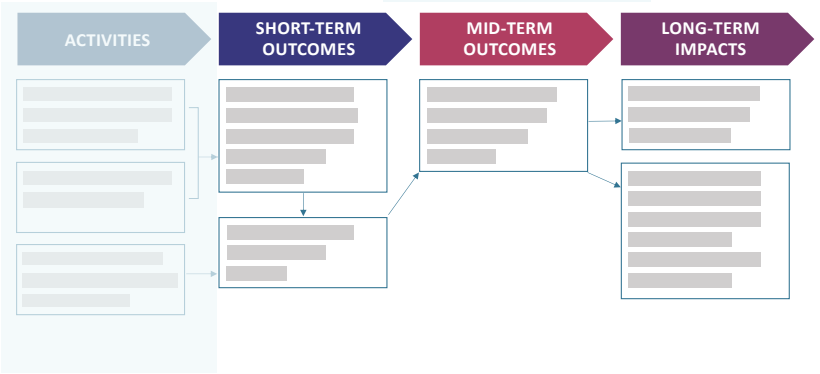
Elements of a logic model

What you do

Change you bring about



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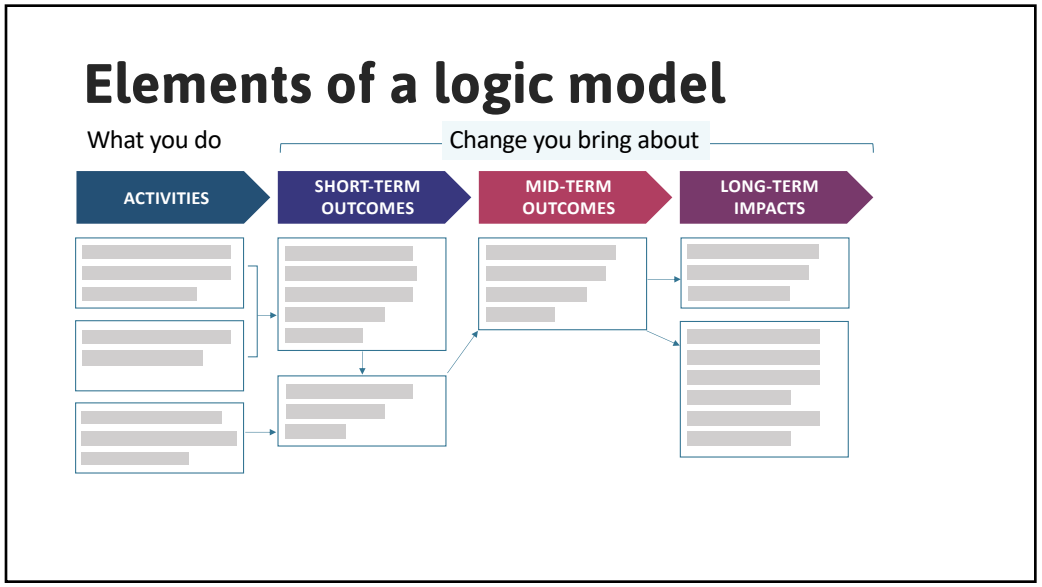
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Change you bring about
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MID-TERM OUTCOMES
LONG-TERM IMPACTS

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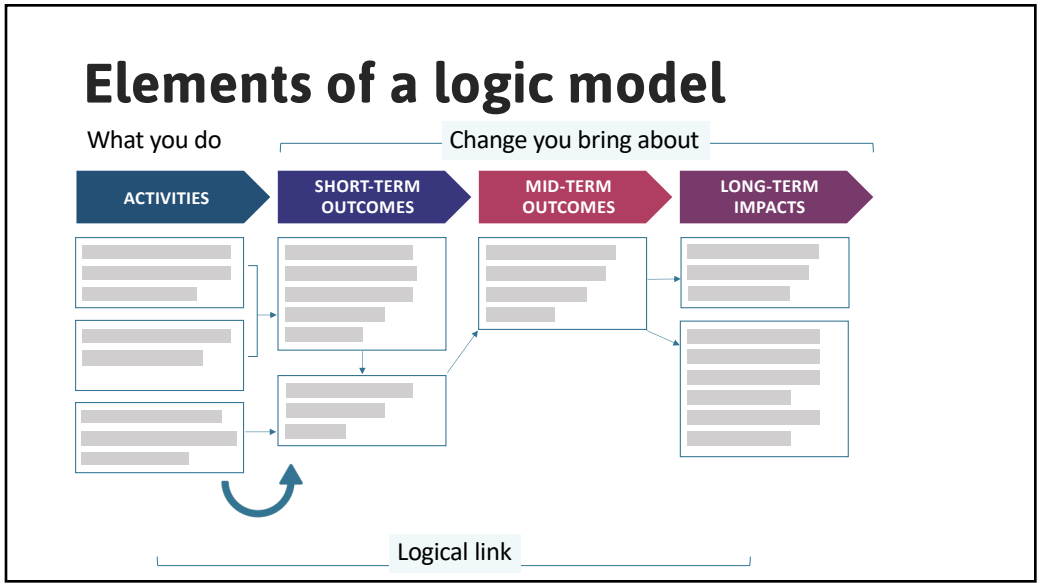
Elements of a logic model
What you do
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ACTIVITIES
SHORT-TERM OUTCOMES
MID-TERM OUTCOMES
LONG-TERM IMPACTS
Logical link

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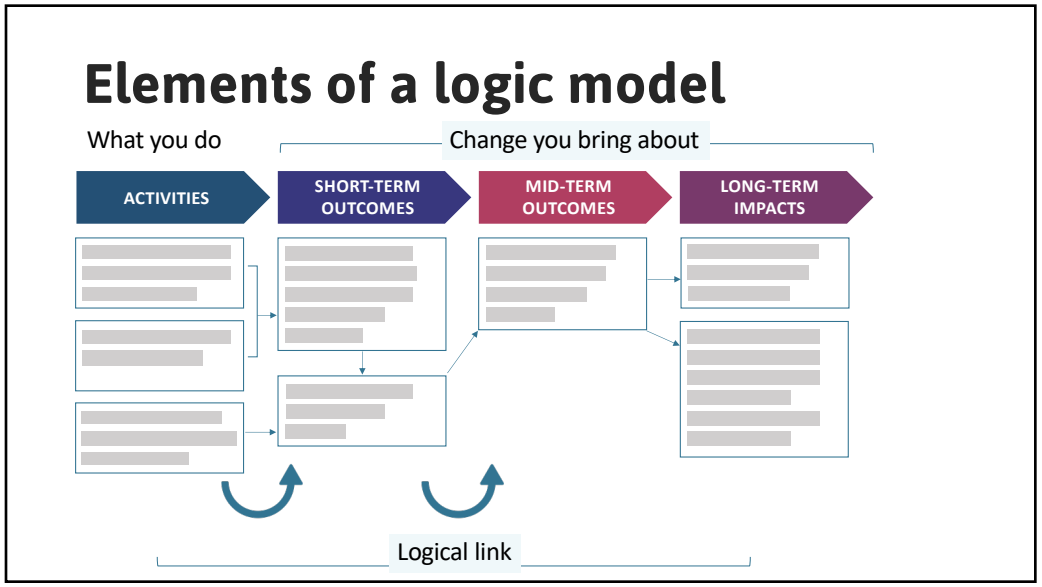
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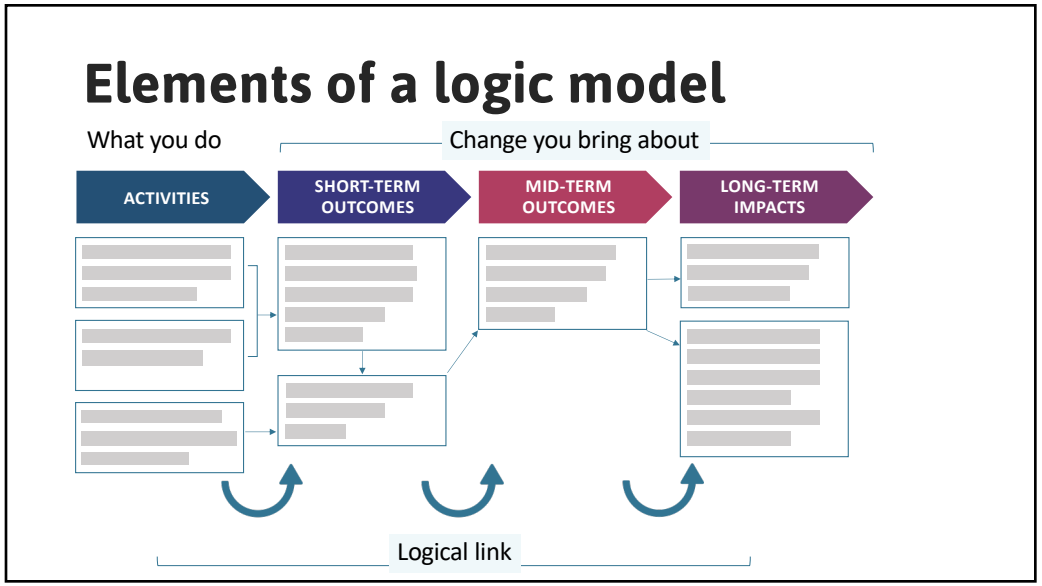
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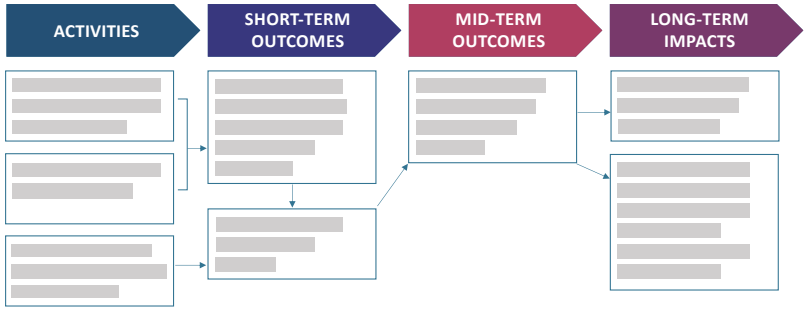

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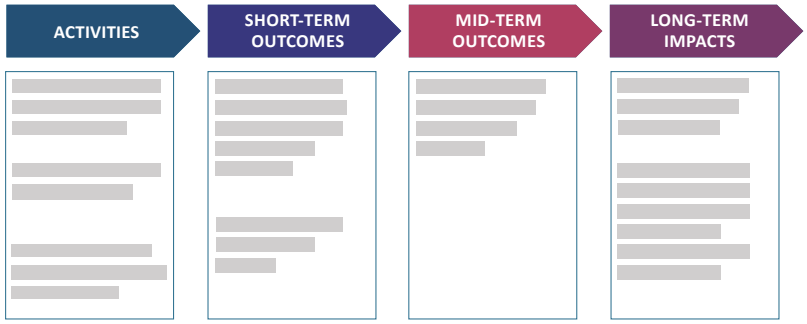

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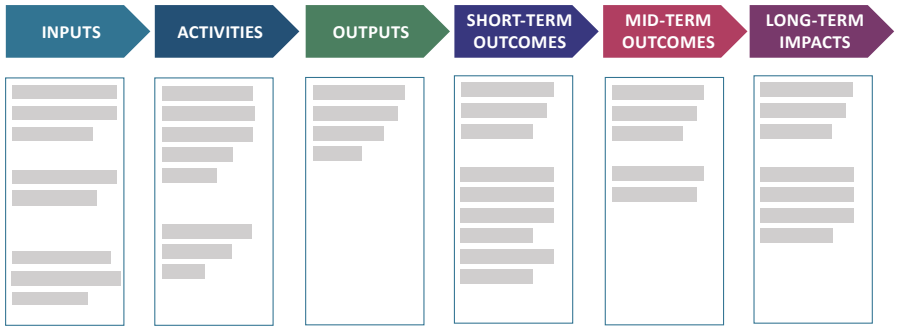

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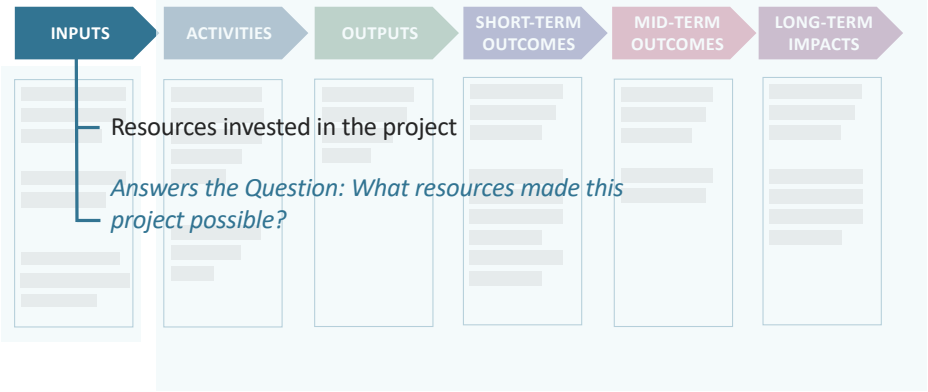

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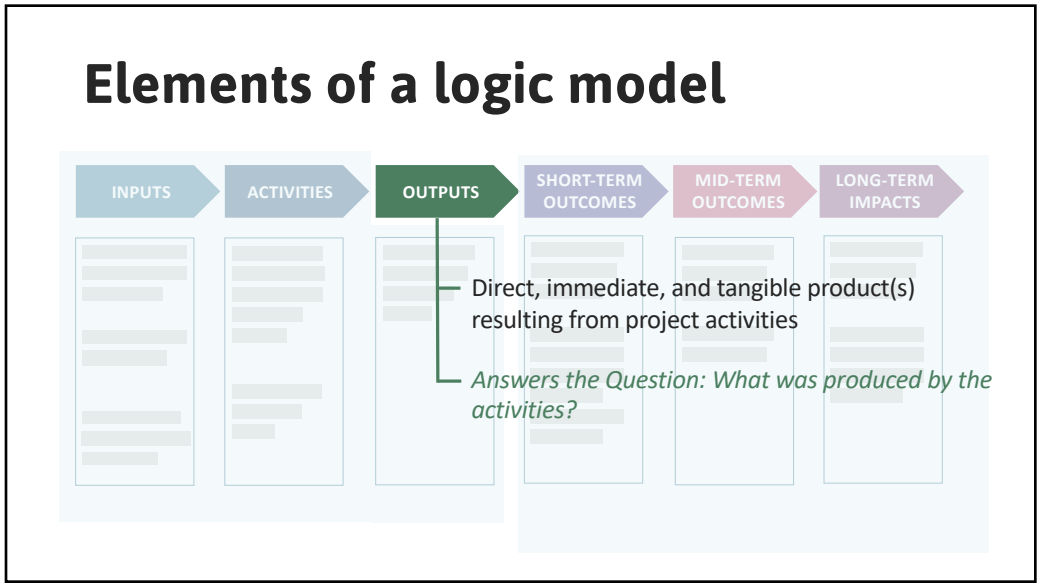
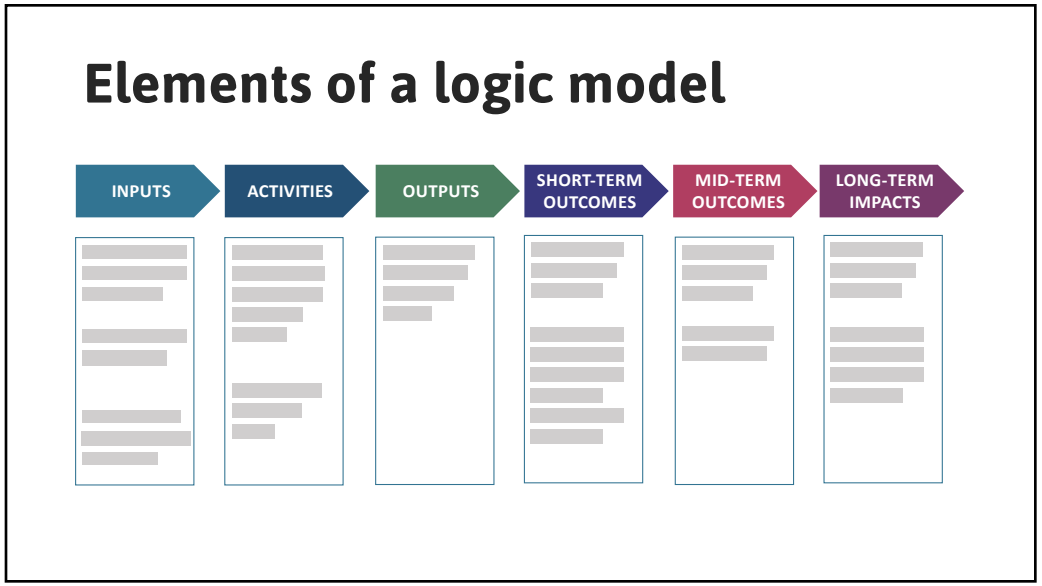
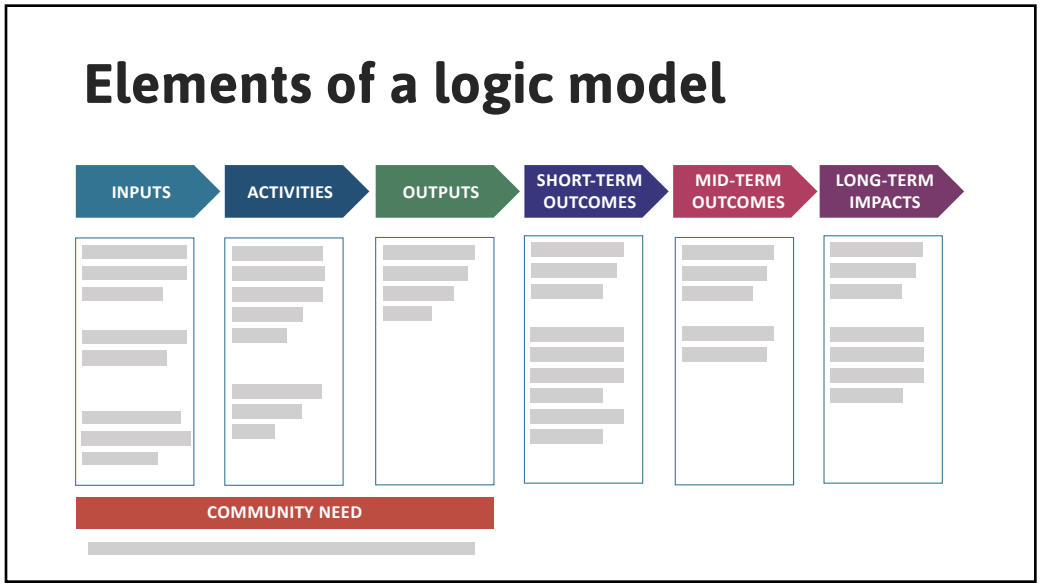

Elements of a logic model
INPUTS
ACTIVITIES
OUTPUTS
SHORT-TERM OUTCOMES
MID-TERM OUTCOMES
LONG-TERM IMPACTS
Direct, immediate, and tangible product(s) resulting from project activities
Answers the Question: What was produced by the activities?

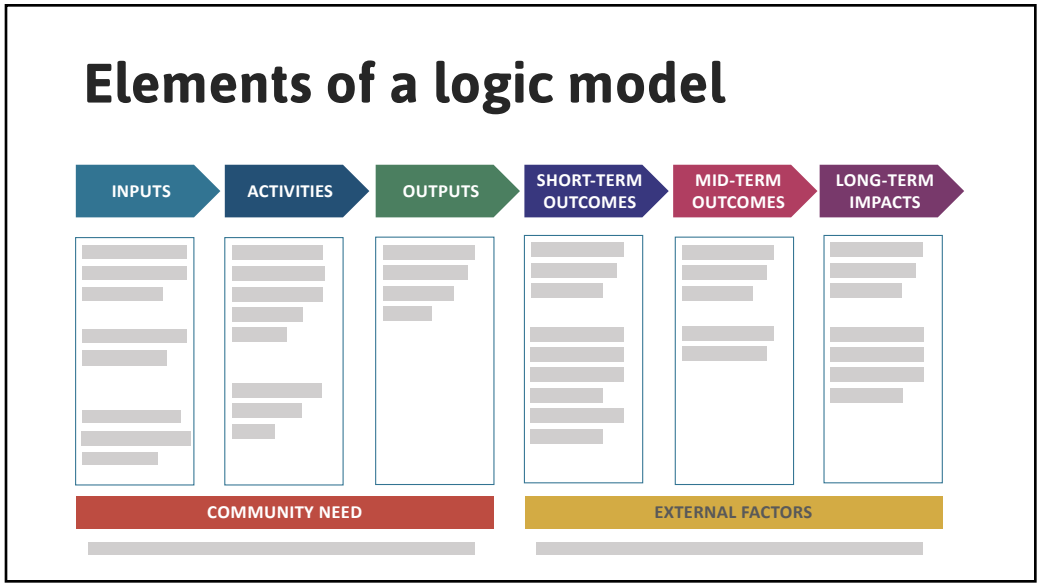
70


Elements of a logic model
INPUTS
ACTIVITIES
OUTPUTS
SHORT-TERM OUTCOMES
MID-TERM OUTCOMES
LONG-TERM IMPACTS

71


Elements of a logic model
INPUTS
ACTIVITIES
OUTPUTS
SHORT-TERM OUTCOMES
MID-TERM OUTCOMES
LONG-TERM IMPACTS
COMMUNITY NEED

72


Elements of a logic model
INPUTS
ACTIVITIES
OUTPUTS
SHORT-TERM OUTCOMES
MID-TERM OUTCOMES
LONG-TERM IMPACTS
COMMUNITY NEED
EXTERNAL FACTORS

73

Logic Modeling

Logic models come in different shapes and sizes!

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The Evaluation Group
Dynamic Program Evaluation

ABC STEM Logic Model

VISION: ABC STEM will increase and improve culturally responsive STEM out-of-school programming, aligned with in-school curricula, to prepare high-need middle-school students, academically and social-emotionally, for STEM postsecondary education and careers.

Resources	Strategies	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes
ABC STEM Site Staff Grant and Match Funding ABC Public Schools (ABCPS) ABC After School Alliance Professional Learning Consultants VISTA personnel Corporate Partnerships ABC STEM Network	1) Employ a collaborative, continuous performance feedback cycle to encourage innovative, customized site-based strategies and supports within a framework for implementation	• Conduct site needs assessments • Develop collaborative action plans • Align STEM programming with school curricula • Offer customized program-wide and site-specific PL and coaching • Host Communities of Practice • Recruit additional ABC STEM sites	• # of sites that implement needs assessments with fidelity • # of staff who receive PL • # of PL opportunities customized as the result of the continuous performance feedback loop • #/% of staff who implement strategies reflective of PL and who indicate positive impact from PL • # of programs with implementation fidelity • % of high quality Action Plans • # of student participants in ABC STEM	Increased student interest in STEM Increased student social-emotional skills Increased student attendance Increased grade promotion	**Improved Student Achievement** • Improved student STEM achievement scores for ALL students • Increased student postsecondary aspirations for STEM education and careers **Replication and Scaling** • Develop a sustainable and replicable model that capitalizes on existing assets and thrives in a multitude of settings
	2) Implement culturally responsive STEM programming to increase students' STEM college and career aspirations and exposure	• Implement culturally responsive STEM curriculum aligned to school curriculum • Use the ACT Framework to build social-emotional learning skills • Provide hands-on, experiential learning (i.e., field trips to STEM businesses, mentorships, and onsite program participation with STEM professionals)	• #/% of students enrolled in STEM high school courses • #/% of programs aligned with school curricula • # of program-school collaboration opportunities • #/% students demonstrating improved academic achievement and social-emotional skills • #/% of students who report STEM postsecondary aspirations • # of ABC STEM and non-ABC STEM sites, students served, high-need students served, and field trips to local STEM businesses • # of STEM professionals engaging with students through STEM		

https://www.evaluationgroup.com/uploads/user_uploads/Logic_Model.pdf

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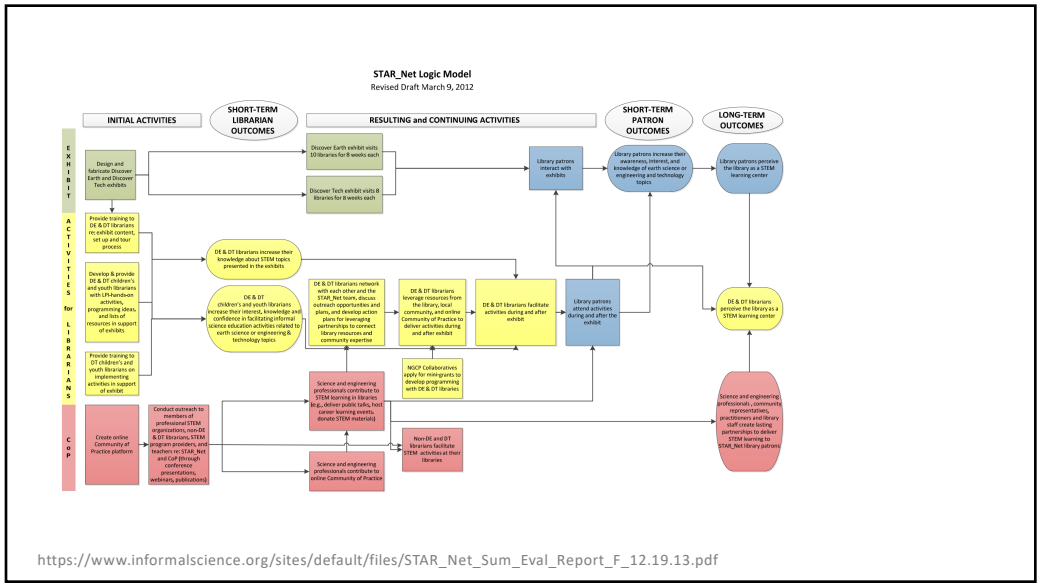

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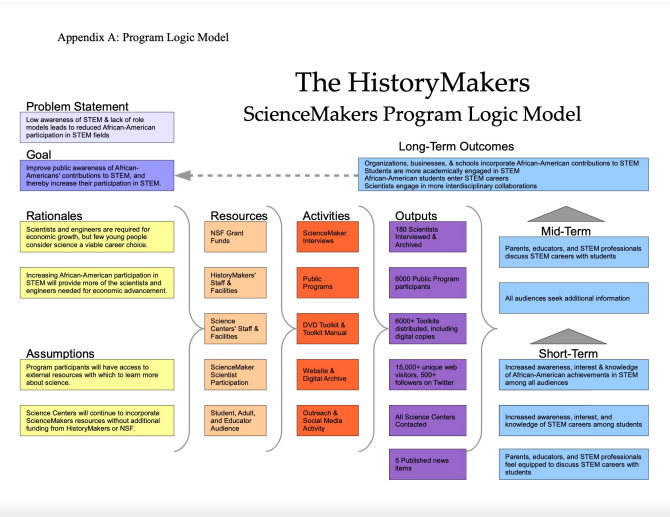

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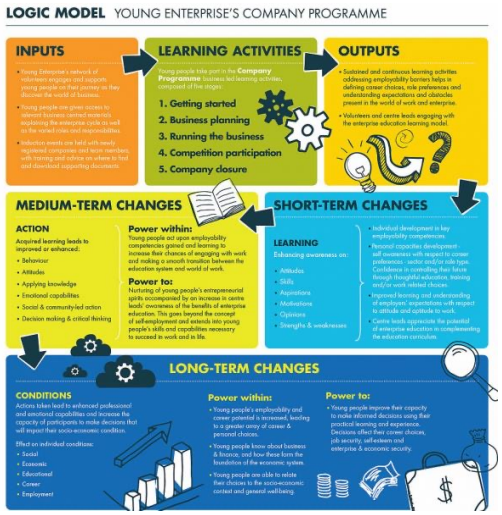

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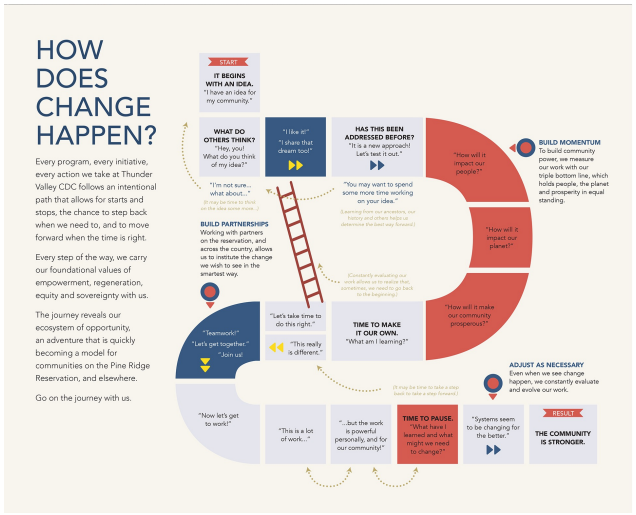

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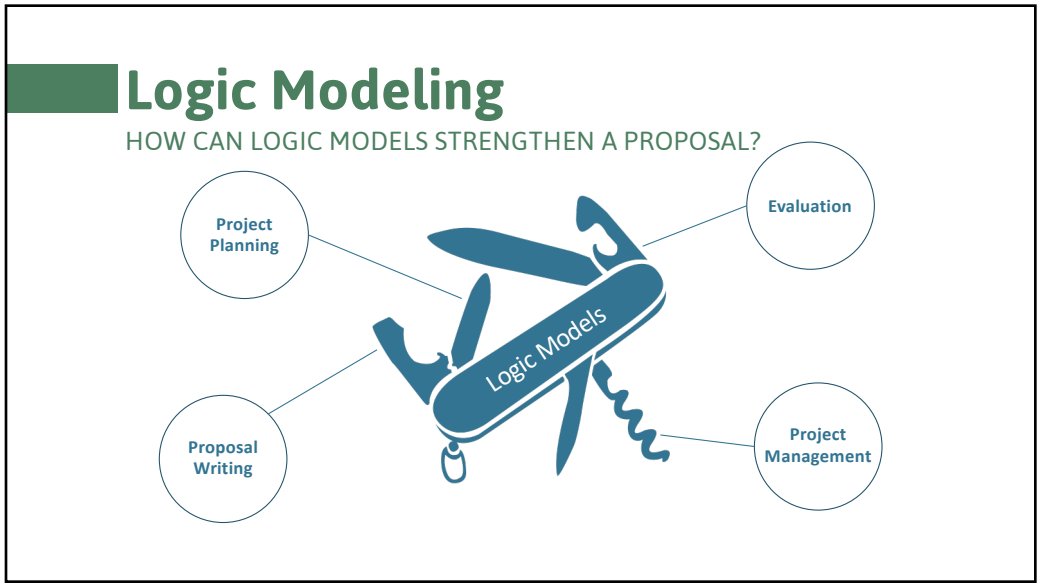
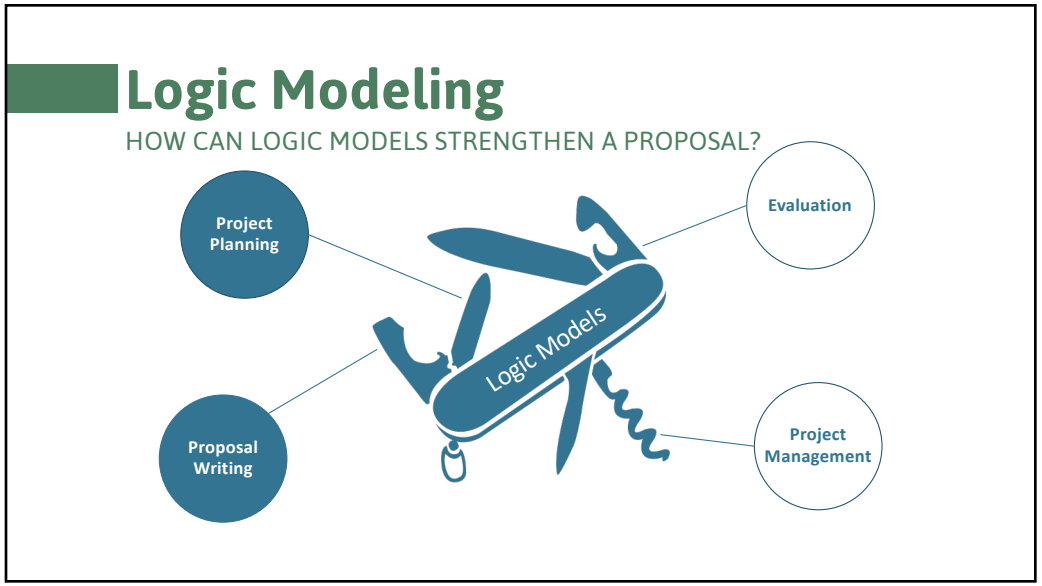
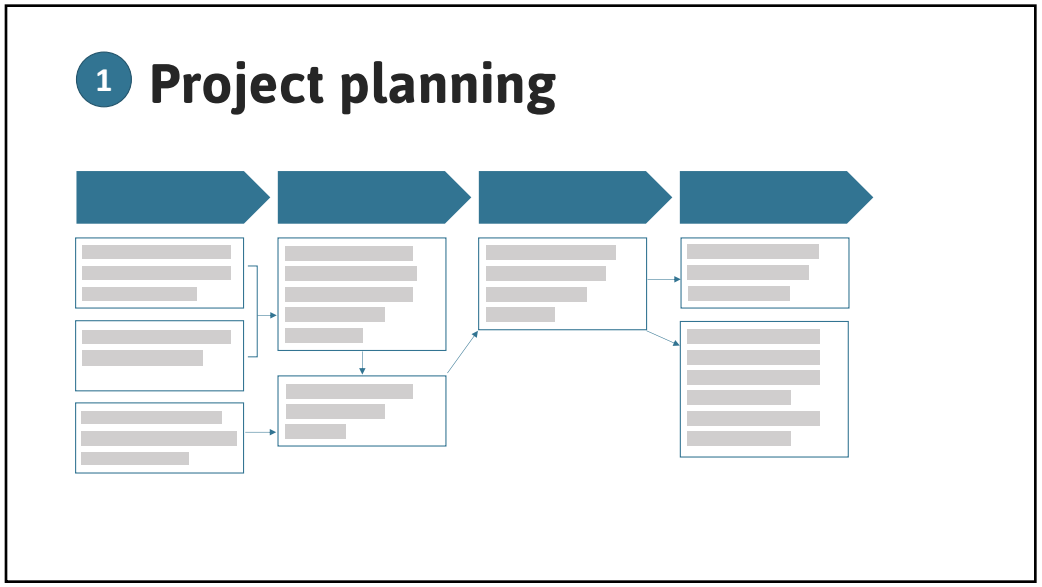

Logic Modeling
HOW CAN LOGIC MODELS STRENGTHEN A PROPOSAL?
Project Planning
Evaluation
Logic Models
Proposal Writing
Project Management

80


Logic Modeling
HOW CAN LOGIC MODELS STRENGTHEN A PROPOSAL?
Project Planning
Evaluation
Logic Models
Proposal Writing
Project Management

81



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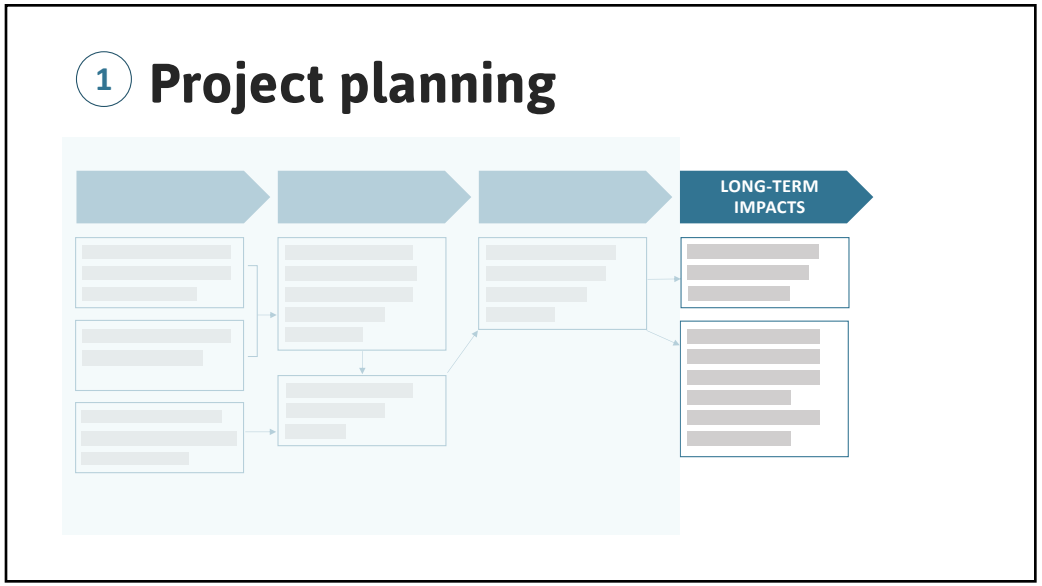

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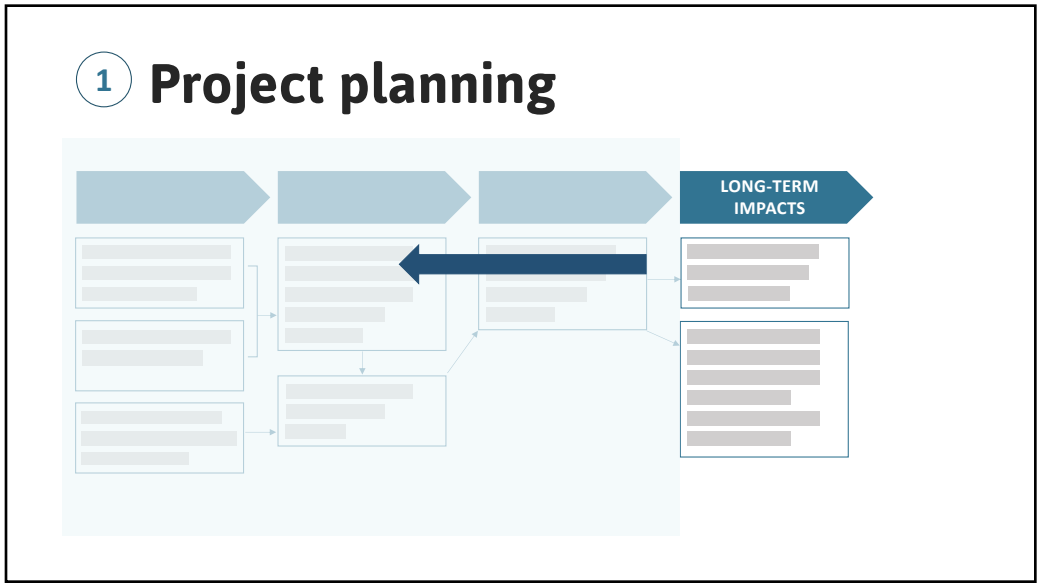
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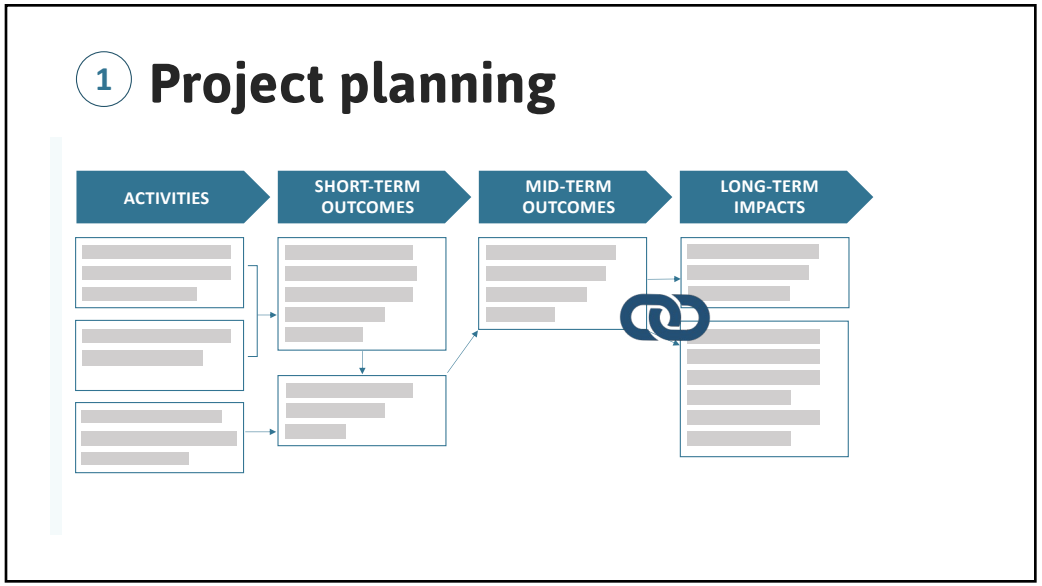
Project planning
LONG-TERM IMPACTS

84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ACTIVITIES
SHORT-TERM OUTCOMES
MID-TERM OUTCOMES
LONG-TERM IMPACTS

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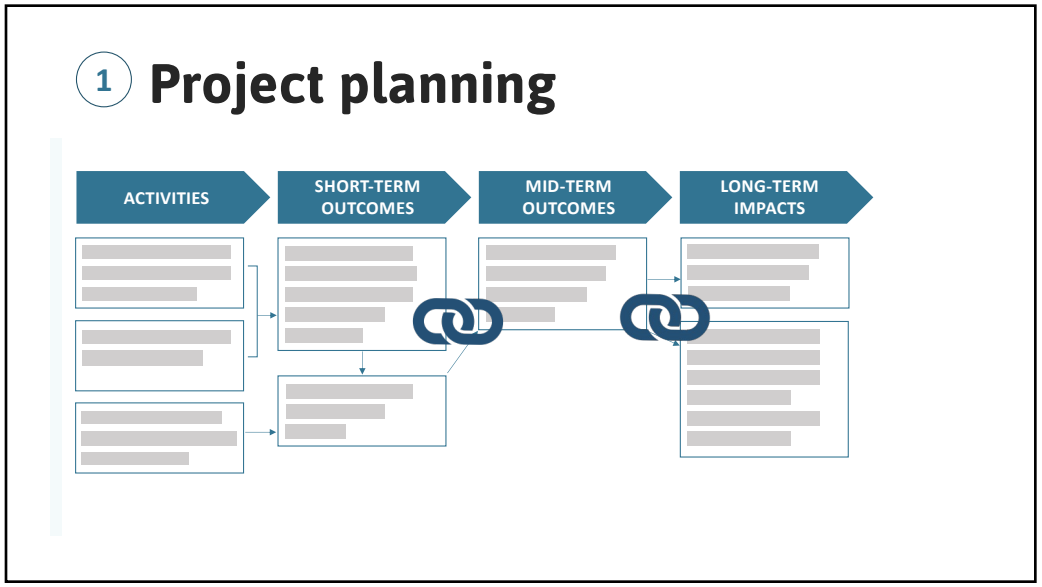
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Project planning
ACTIVITIES
SHORT-TERM OUTCOMES
MID-TERM OUTCOMES
LONG-TERM IMPACTS

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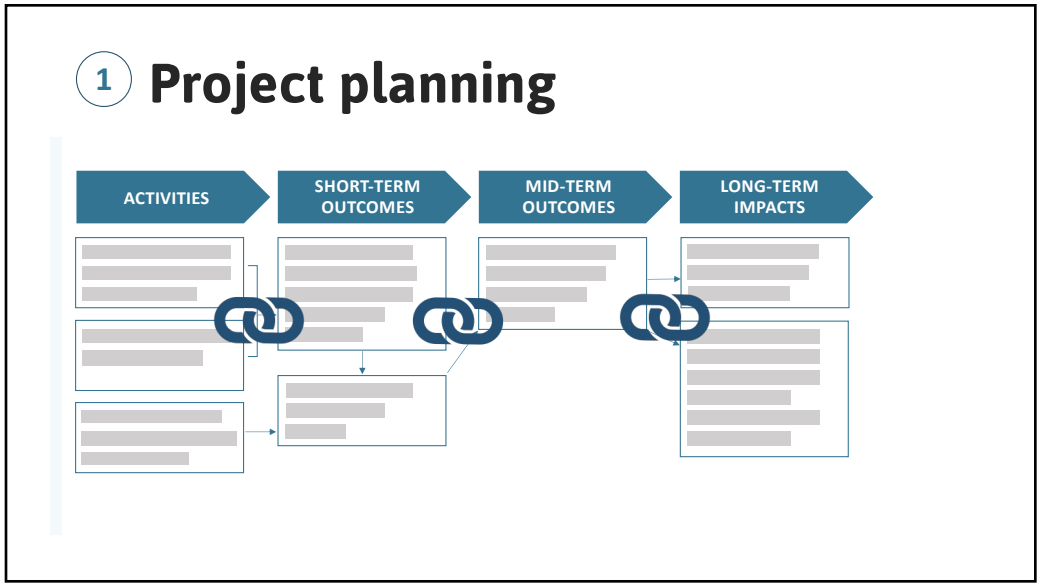
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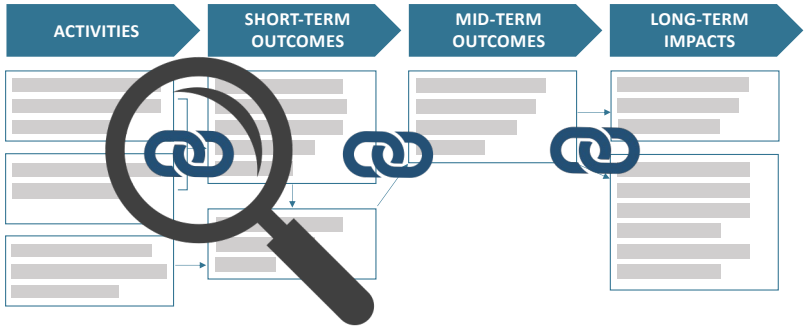
Project planning
ACTIVITIES
SHORT-TERM OUTCOMES
MID-TERM OUTCOMES
LONG-TERM IMPACTS

87

1 Project planning



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1 Project planning

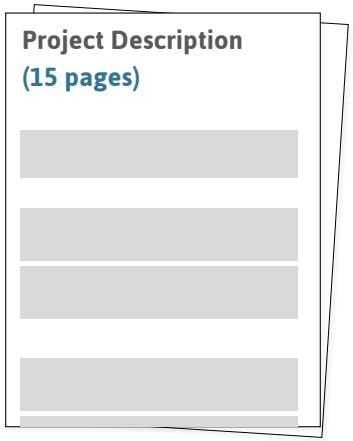
89

1 Project planning

Shared understanding

90

2 Proposal writing



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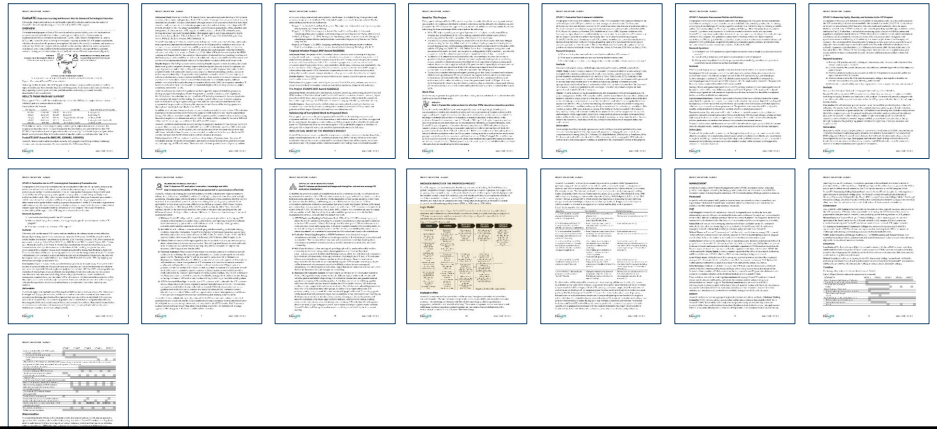
2 Proposal writing



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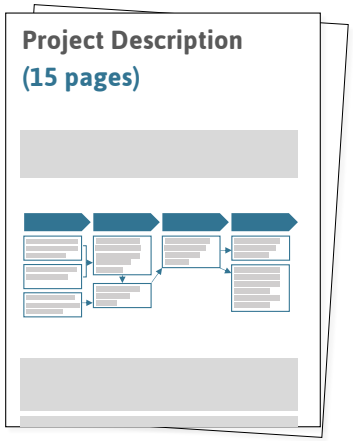

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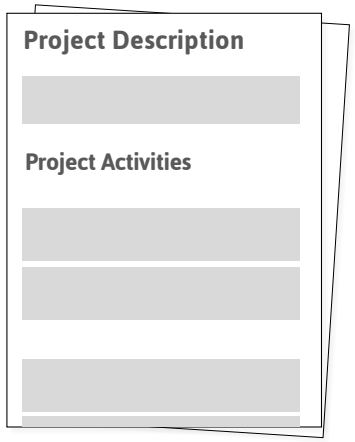

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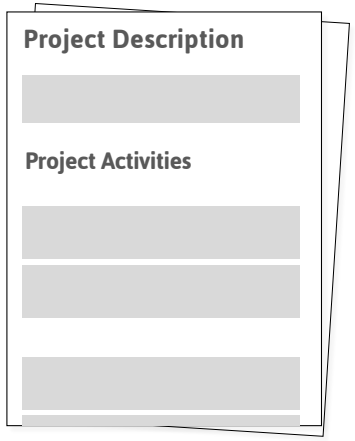

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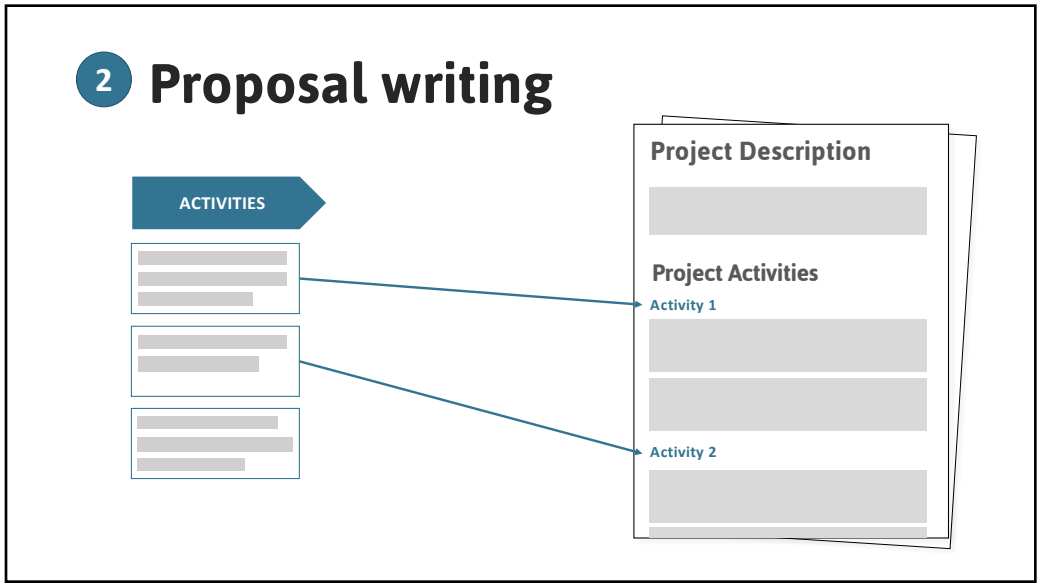
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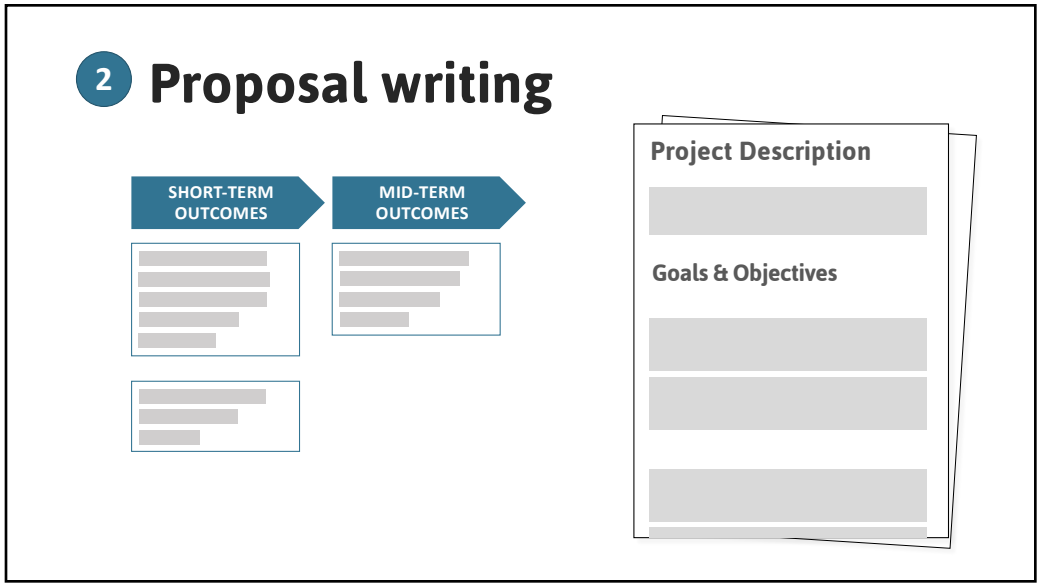
ACTIVITIES
Project Description
Project Activities
Activity 1
Activity 2

96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Proposal writing
SHORT-TERM OUTCOMES
MID-TERM OUTCOMES
Project Description
Goals & Objectives

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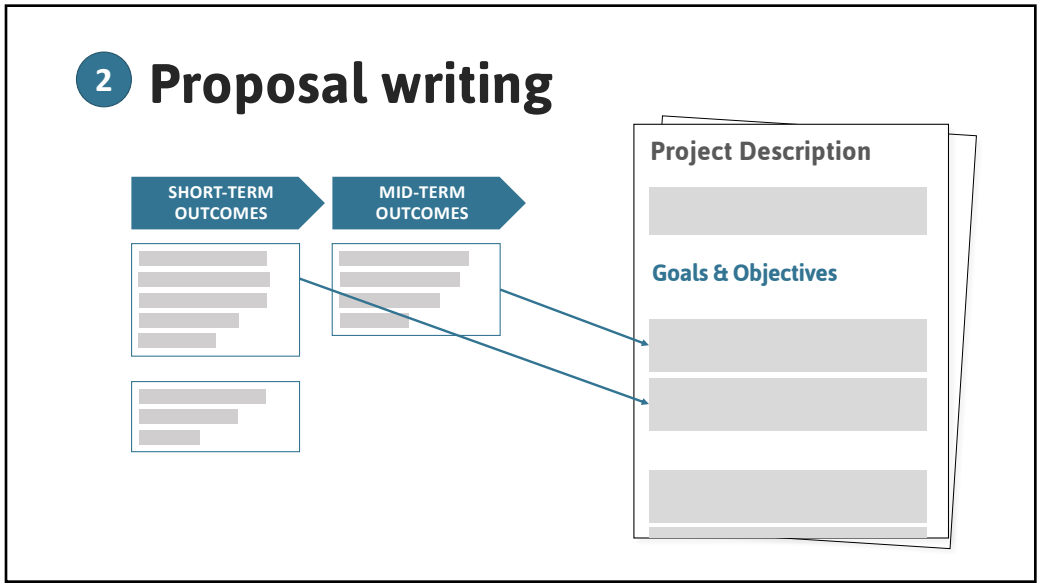
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SHORT-TERM OUTCOMES
MID-TERM OUTCOMES
Project Description
Goals & Objectives

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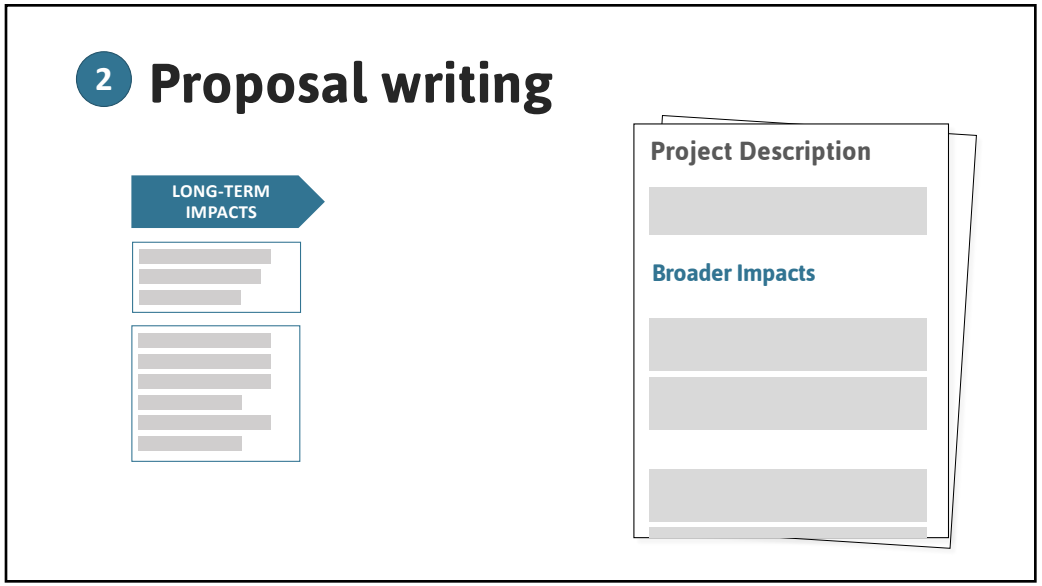
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Proposal writing
LONG-TERM IMPACTS
Project Description
Broader Impacts

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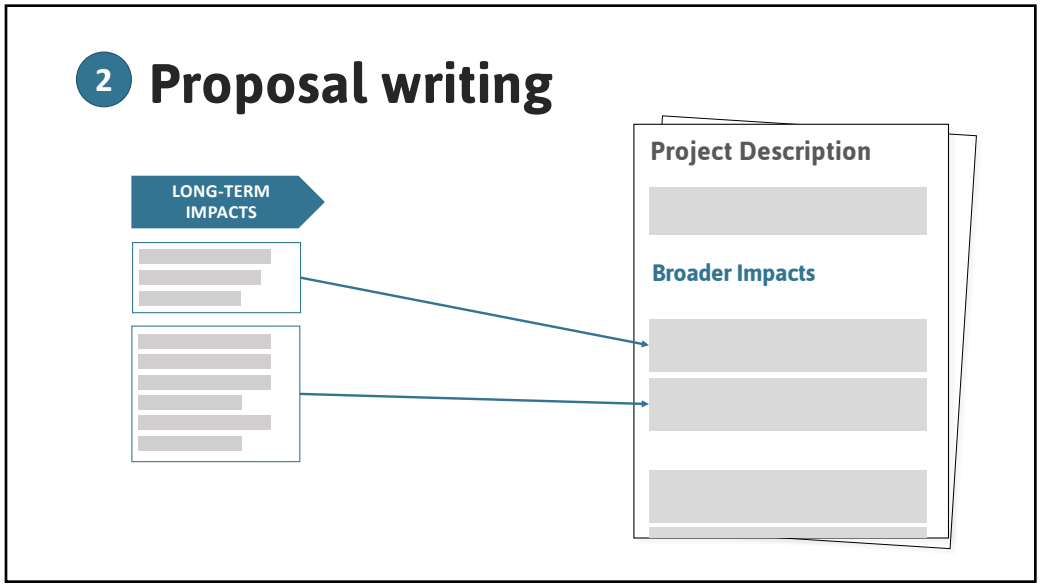

100

Logic Modeling

HOW CAN LOGIC MODELS STRENGTHEN A PROPOSAL?

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Logic Modeling

HOW CAN LOGIC MODELS STRENGTHEN A PROPOSAL?

- Align project details to overarching goals

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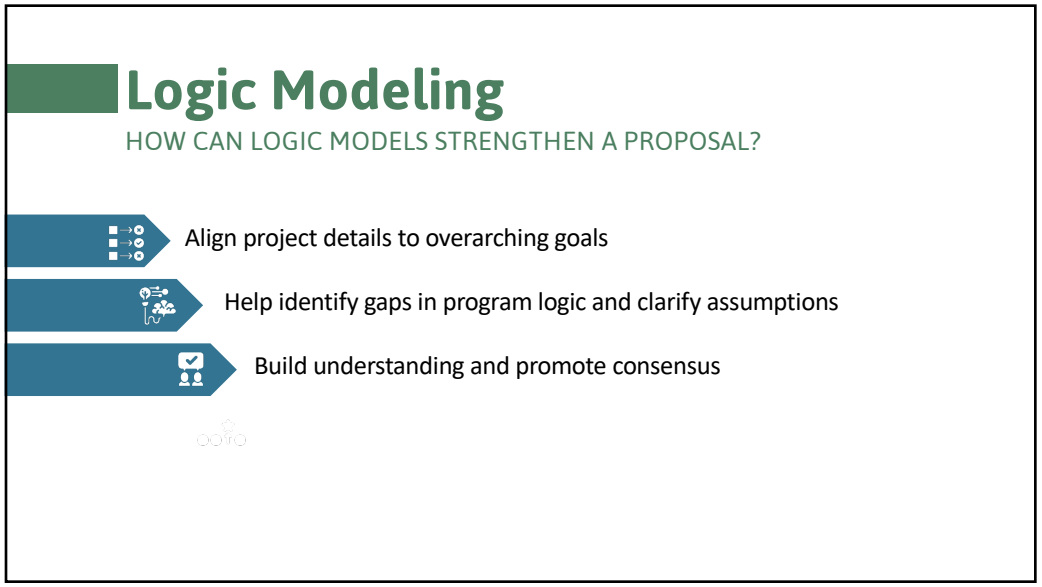
Logic Modeling

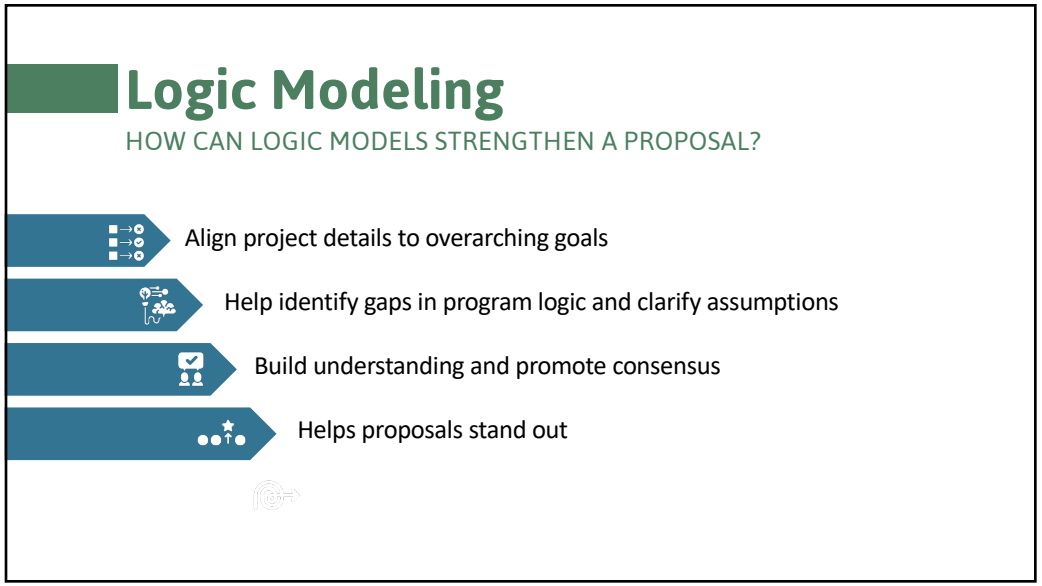
HOW CAN LOGIC MODELS STRENGTHEN A PROPOSAL?

- Align project details to overarching goals
- Help identify gaps in program logic and clarify assumptions

103


Logic Modeling
HOW CAN LOGIC MODELS STRENGTHEN A PROPOSAL?
Align project details to overarching goals
Help identify gaps in program logic and clarify assumptions
Build understanding and promote consensus

104


Logic Modeling
HOW CAN LOGIC MODELS STRENGTHEN A PROPOSAL?
Align project details to overarching goals
Help identify gaps in program logic and clarify assumptions
Build understanding and promote consensus
Helps proposals stand out

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Logic Modeling

HOW CAN LOGIC MODELS STRENGTHEN A PROPOSAL?

- Help identify gaps in program logic and clarify assumptions
- Build understanding and promote consensus
- Helps proposals stand out
- Summarizes complex projects effectively

106

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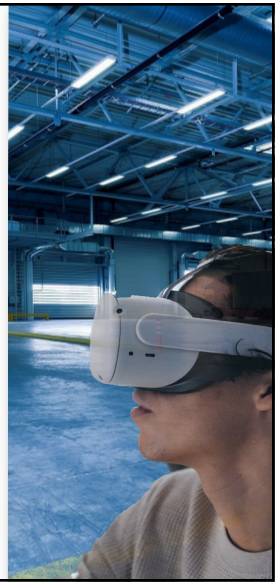
Case Example

Let's Practice!

21st Century Labs

At Pawnee Community College



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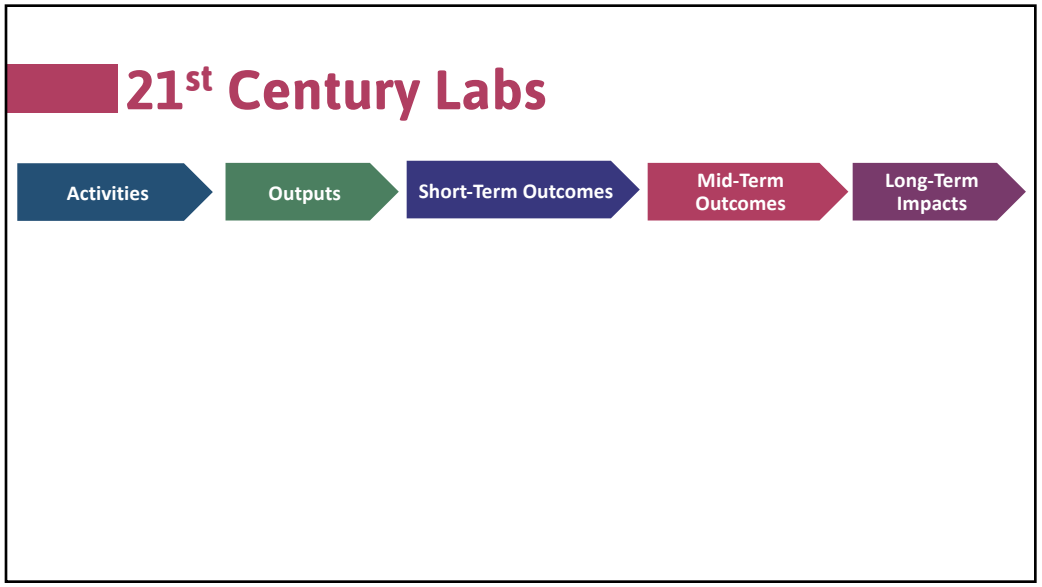
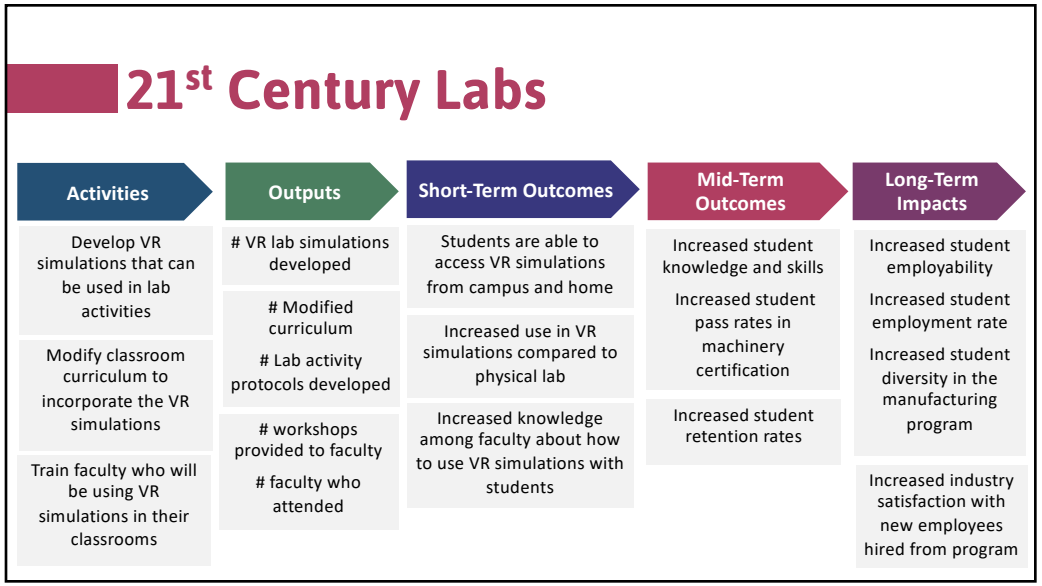

21st Century Labs
Activities
Outputs
Short-Term Outcomes
Mid-Term Outcomes
Long-Term Impacts

110


21st Century Labs
Activities
Develop VR simulations that can be used in lab activities
Modify classroom curriculum to incorporate the VR simulations
Train faculty who will be using VR simulations in their classrooms
Outputs
VR lab simulations developed
Modified curriculum
Lab activity protocols developed
workshops provided to faculty
faculty who attended
Short-Term Outcomes
Students are able to access VR simulations from campus and home
Increased use in VR simulations compared to physical lab
Increased knowledge among faculty about how to use VR simulations with students
Mid-Term Outcomes
Increased student knowledge and skills
Increased student pass rates in machinery certification
Increased student retention rates
Long-Term Impacts
Increased student employability
Increased student employment rate
Increased student diversity in the manufacturing program
Increased industry satisfaction with new employees hired from program

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Logic Model Quality Checks

Let's Practice

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Logic Model Quality Checks

Let's Practice

Is there a **logical connection** between the activities and outcomes listed (i.e., a chain of reasoning that could be read as "If ___, then ___")?

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Logic Model Quality Checks

Let's Practice

- Is there a **logical connection** between the activities and outcomes listed (i.e., a chain of reasoning that could be read as "If ___, then ___")?
- Do the long-term impacts **address the identified community needs**?

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Logic Model Quality Checks

Let's Practice

- Is there a **logical connection** between the activities and outcomes listed (i.e., a chain of reasoning that could be read as "If ___, then ___")?
- Do the long-term impacts **address the identified community needs**?
- Are the outcomes focused on **changes in participants?**

115

Logic Model Quality Checks

Let's Practice

- Is there a **logical connection** between the activities and outcomes listed (i.e., a chain of reasoning that could be read as "If ___, then ___")?
- Do the long-term impacts **address the identified community needs**?
- Are the outcomes focused on **changes in participants?**
- Are the outcomes **specific and measurable**?

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Logic Model Quality Checks

Let's Practice

- Is there a **logical connection** between the activities and outcomes listed (i.e., a chain of reasoning that could be read as "If ___, then ___")?
- Do the long-term impacts **address the identified community needs**?
- Are the outcomes focused on **changes in participants?**
- Are the outcomes **specific and measurable**?
- Is the information included in the logic model **succinct and necessary** to bring about the long-term impacts?

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Thank you!

Lori Wingate
Lori.Wingate@wmich.edu

Megan López
Megan.lopez@wmich.edu

EvaluATE

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