

ACTIVITY: GENERATING EVALUATION QUESTIONS

Overview

Youth and adults work in small groups to discuss the focus of the evaluation.

Objective

To use the community-building logic model and the list of stakeholder information needs to develop a list of evaluation questions

Materials Needed

Flip chart

“Evaluation Questions Flip Chart” template, page 61

Markers

Tape

Completed logic model, page 34

“Identifying Goals for Evaluation” worksheet, page 53

Adhesive dots

Time Required

Approximately 90 minutes

WHAT	TIME	HOW	MATERIAL
Step 1 Revisiting the logic model	10 min. 30 min.	<ul style="list-style-type: none"> ★ Say to the group, “The purpose of this activity is to develop a set of questions that will guide our evaluation efforts.” ★ Divide the participants into groups of 3 to 5 people. To the degree possible, ensure that each group has equal representation of youth and adults. ★ Then ask each group to look at the logic model that the group developed earlier. Ask them to discuss the following question: “How does the logic model we developed inform the process of evaluation?” (How does the logic model help us know what to evaluate?) 	Completed logic model
Step 2 Brain- storming evaluation questions	20 min.	<ul style="list-style-type: none"> ★ Now ask the participants to look at the “Identifying Goals for Evaluation” worksheet in their small group. ★ Using the logic model and the worksheet, identify 3 to 5 questions that need to be answered by the evaluation. A recorder in each small group should write down the questions identified. ★ After each group has identified at least 3 evaluation questions, have each group share one of its evaluation questions with the entire group. The facilitator should write the questions on flip chart paper as they are read. ★ Continue taking one question per group until all questions have been read—see “Flip Chart Template.” 	Flip chart paper Markers “Identifying Goals for Evaluation” worksheet “Evaluation Questions Flip Chart” template

WHAT	TIME	HOW	MATERIAL
Step 3 Analysis	20 min.	<ul style="list-style-type: none"> ★ Say to the group, “Now we are going to examine some of the benefits and challenges to answering these evaluation questions. We will first look at the benefits.” ★ Begin by asking the group to identify the benefits derived from answering the first question. Perhaps ask, “Of what value is the answer to this question?” Record the responses on flip chart paper. ★ Next, ask the group to identify the challenges or difficulties that may be encountered in answering that question. Again, record the responses on flip chart paper. ★ Continue until benefits and challenges have been identified for each potential evaluation question. 	Flip chart paper Markers
Step 4 Building consensus	10 min.	<ul style="list-style-type: none"> ★ Give each person in the room 3 to 5 adhesive dots. Tell them to place a dot on the flip chart next to each question they feel should become a focus of the evaluation. ★ After everyone has voted, count the number of dots by each question. ★ Then involve the group in deciding how many of the top “vote-getters” the group can reasonably work on. 	Adhesive dots

TEMPLATE: EVALUATION QUESTIONS FLIP CHART

EVALUATION QUESTION	WHAT ARE THE BENEFITS OF ANSWERING THIS QUESTION?	WHAT ARE THE CHALLENGES OR DIFFICULTIES?