

**Program Evaluation for the Public & Nonprofit Sectors
(MPAD-6330)**

SYLLABUS

(Revised: August 20, 2019)

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By appointment, on the Main Campus or Center City Campus
Class Schedule: Tuesdays, 5:30 to 8:15 pm, Center City, Room 1001

MPAD 6330: Program Evaluation for the Public & Nonprofit Sector

This course is designed to give students a comprehensive overview of the theory, concepts, methods, and tools of program evaluation. In addition to providing an overview of various types and uses of program evaluation, the course will emphasize building expertise in evaluation design, developing process and outcome measures, analyzing data, and reporting results. The course will also address the use of evaluation tools to support the development and management of programs.

MPA and Certificate students, please be aware:

Students need to have a GPA of 3.00 to graduate. Students must be enrolled in the semester or summer term in which he/she expects to graduate.

Students who receive 3 C's or 1 U are automatically suspended from the university. If this happens, the MPA and certificate programs will not reinstate you.

For the fall, the last day to withdraw from a single class is October 21st.

Be sure to check your UNCC email regularly for notices distributed on the student list-serve, and additional information about the program requirements are provided our the website: <http://mpa.uncc.edu/>

Textbooks

There is one required textbook:

Newcomer, K. E., Hatry, H. P. & Wholey, J. S. (2015). *Handbook of practical program evaluation* (4th Edition). San Francisco, CA: Jossey Bass.

Students must also access the following style manual to ensure that all written work accurately corresponds to APA Style when needed:

American Psychological Association (2009). *Publication manual of the American Psychological Association*. Washington, D.C. (6th Edition). 2nd Printing.

Additional Required Readings

Students will need to access additional readings on Canvas as noted on the syllabus.

Learning Outcomes and Competencies

At the end of this class, students should be able to understand the differences between the different types of evaluation, and make appropriate choices relating to data collection and data analysis. Students should also understand the complexities associated with designing, implementing, and managing evaluation projects, as well as contracting for evaluation. With respect to skills, students should be able to: create a logic model; analyze qualitative data; analyze quantitative data; write an evaluation report; assess the quality of an evaluation; and assess the quality of an evaluation report.

Learning Outcomes	NASPAA Competencies	Assignments
Core Knowledge - knowledge and understanding of different types of evaluation, evaluation design, implementation, and management	4) To articulate and apply a public service perspective	Reading Assignments In Class Discussion Midterm Exam Final Exam
Applied Critical Thinking - the ability to analyze and understand evaluation data	1) To lead and manage public governance 4) To articulate and apply a public service perspective	Evaluation Reports Midterm Exam Final Exam
Research Ability - the ability to find evaluation research, and to read, analyze, and understand evaluation research at a basic technical level.	3) To analyze, synthesize, think critically, solve problems and make decisions	In Class Discussion Evaluation Reports Midterm Exam Final Exam
Communications Skills - the ability to present evaluation information to others in both professional and informal environments in an effective manner, whether in written, verbal, or other formats.	2) participate and contribute to the public policy process 5) To communicate and interact productively with a diverse and changing workforce and citizenry	In Class Discussion Evaluation Reports Midterm Exam Final Exam

Format

This course is a graduate seminar. Class sessions are based upon the assigned readings and we will discuss them. Each member of the seminar is expected to come to class prepared, having done the readings, engage fully in class discussions, and participate in class activities. Each member of the seminar brings ideas, insights, and a unique perspective – all of which contributes to the dialogue and learning experience. So, please come to class willing to share your thoughts and ideas, and please be respectful and responsive to others. Attendance and participation will be considered in overall evaluations of performance. *Missing more than 3 classes will automatically result in an Unsatisfactory Grade (U).*

Grades

As noted in the UNCC Graduate Handbook, letters are used to designate the quality of student academic achievement: A Commendable (4.0); B Satisfactory (3.0); C Marginal (2.0); U Unsatisfactory (0.0). Grades will be assigned as follows: 90.00 to 100 = A; 80.00 to 89.99 = B; 70.00 to 79.99 = C; below 70.00 = U. *Please note: I will not round your grade up or down.*

Resources for Students

UNC Charlotte offers a number of services and supports to its students, including: the Center for Graduate Life, the Writing Resources Center, a Counseling Center, a Career Center, and many others. Students are encouraged to utilize these resources, as needed, and may access additional information about these services and supports on the university website (www.uncc.edu). Of particular interest and importance:

- The Center for Graduate Life offers an array of very useful workshops and resources for graduate students. See: <http://gradlife.uncc.edu/>
- The Writing Resources Center (WRC) offers a variety of free services and materials to help students to become more effective writers, including: one-on-one writing tutorials; in-class presentations; online research assistance; peer revision groups; online writing tutorials; and a print library of writing resources. Students are strongly encouraged to utilize the Writing Resources Center, as needed. See: <http://wrc.uncc.edu/>
- The Library offers a variety of services for students, including assistance with research, reference, inter-library loan services and presentation support. The library also has a librarian dedicated to helping students in the Social Sciences: Amanda Binder, 704-687-1771, abinder3@uncc.edu.
- The University Career Center for Work, Service and Internships also provides a variety of services to help students prepare for their careers and participate in experiential learning. See: <http://career.uncc.edu/>
- The Counseling Center offers individual counseling, group counseling, couples counseling, and consultative services at no charge to students. Students come to counseling to get help for a variety of concerns, including anxiety, symptoms of depression, and relationship issues. To make an initial appointment with a counselor, call 704-687-0311 or stop by the center at 158 Atkins. This first session will help you assess your needs with a counselor and make a plan for how best to address your concerns. The Counseling Center also offers outreach programs including prevention, awareness, and education about mental health treatment:
 - <http://counselingcenter.uncc.edu/counseling-and-consultation-services>
- UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or visit their office at Fretwell 230.

Communication

- By virtue of registering for this course, all students will have access to the Internet and an email account. Please check your UNCC email account regularly, as well as the Canvas website. During the semester, if you have questions or concerns about anything, please do not hesitate to contact me – just send me an email or give me a phone call, and I will get back to you as soon as I can. However, due to FERPA (the Family Educational Rights and Privacy Act), you need to make an appointment for us to meet in person if you would like to discuss or inquire about your grades or feedback on your progress. Finally, in the event that you will not be attending class, please send me an email or text me beforehand so that I don't keep the class waiting for you to arrive.

Some Journals & Periodicals

- ◆ American Journal of Evaluation
- ◆ Canadian Journal of Evaluation
- ◆ Evaluation
- ◆ Evaluation Review
- ◆ Evaluation and Education
- ◆ Evaluation and the Health Professions.
- ◆ Evaluation and Program Planning
- ◆ Journal of Social Services Research

- ◆ New Directions for Evaluation
- ◆ Social Services Review

Some Websites

- ◆ American Evaluation Association <http://eval.org>
- ◆ Brookings Institution: <http://www.brookings.edu>
- ◆ Canadian Evaluation Society: <http://www.evaluationcanada.ca/>
- ◆ Evaluation Center at Western Michigan University: <http://www.wmich.edu/evalctr/>
- ◆ Evaluation Exchange at Harvard Family Research Project: <http://www.gse.harvard.edu/hfrp/eval.html>
- ◆ U.S. GAO: <http://www.gao.gov>
- ◆ Grantmakers for Effective Organizations <http://www.geofunders.org/>
- ◆ Online Evaluation Resource Library: <http://oerl.sri.com/>
- ◆ Resources for Methods in Evaluation & Social Research <http://gsociology.icaap.org/methods/>
- ◆ United Way Store, United Way Program Materials, Measuring Program Outcomes: <http://www.unitedwaystore.com>
- ◆ Urban Institute: <http://www.urban.org>

Assignments

Class Project – Logic Model and Technical Assistance 20% (See Page 10)

Students will work in groups to assist a local nonprofit to improve their evaluation capacity by creating a logic model and providing other technical assistance. Due date - TBD.

Midterm Exam 1 -- 20%

The midterm exam is on October 1st.

Evaluation Reports - 20%

Students will analyze and produce three reports relating to a) quantitative data (5%); b) qualitative data (5%), and c) an outcomes report (10%).

Evaluation Design Project – 20%

Students will design and evaluation project that includes: a logic model, data collection strategies, a summary about expected implementation challenges, and plans for managing those challenges. Due December 3, 2019.

Final Exam -- 20%

The final exam is on December 10th

CLASS SCHEDULE¹

PART I: EVALUATION MODELS AND DESIGN

Week 1: August 20, 2019 -- Introduction to Evaluation

- NDE: Carman, Fredericks & Introcaso (2008) (pp. 5-12).
- Handbook, Chapter 27, Providing Recommendations, Suggestions, and Options for Improvement
- Handbook, Chapter 28, Writing for Impact

Week 2: August 27, 2019 – Planning, Program Theory and Logic Models

- Handbook, Chapter 1: Planning and Designing Useful Evaluations
- Handbook, Chapter 3, Using Logic Models
- Handbook, Chapter 4: Exploratory Evaluation

¹ In order to keep the syllabus brief, complete citation information does not appear on appear on the syllabus for most of the readings.

Week 3: September 3, 2019 – Logic Model Practice – Online

- Mackinnon, A., Amott, N., & McGarvey, C. (2006). *Mapping change: Using a theory of change to guide planning and evaluation*. New York, NY: Grantcraft and the Ford Foundation.
- Other readings - to be assigned.

Week 4: September 10, 2019 – Process Evaluation, Performance Measurement & Appreciative Inquiry

- Handbook, Chapter 5, Performance Measurement
- Annie E. Casey Foundation (2002). Process evaluation as a quality assurance tool.
- NDE: Coghlan, Preskill, & Tzavaras, (2003). (pp. 5-22).
- Guest -- Lynn Erdman, Carolina Breast Friends “The Pink House”

Week 5: September 17, 2019 -- Evaluation and Research Design

- Handbook, Chapter 6, Comparison Group Designs
- Handbook, Chapter 7, Randomized Controlled Trials and Nonrandomized Designs
- **[Quantitative Data Report due].**

PART II: DATA COLLECTION AND ANALYSIS

Week 6: September 24, 2019 -- Surveys and Quantitative Data

- Handbook, Chapter 14, Using Surveys
- Handbook, Chapter 19, Conducting Semi-Structured Interviews
- Handbook, Chapter 23, Using Statistics in Evaluation

Week 7: October 1, 2019 – Midterm Exam

Week 8: October 8, 2019 – Fall Break, No Class

Week 9 – October 15, 2019 -- Focus Groups and Qualitative Data

- Handbook, Chapter 17, Collecting Data in the Field
- Handbook, Chapter 20, Focus Group Interviewing
- Handbook, Chapter 22 Qualitative Data Analysis
- **[Evaluation Design Outline Due]**

Week 10: October 22, 2019 – More on Data Collection and Data Analysis

- Handbook, Chapter 10, Designing, Managing and Analyzing Multisite Evaluations
- Handbook, Chapter 13, Using Agency Records
- Scheirer, M. (2000). Getting More “Bang” for Your Performance Measures “Buck.” *American Journal of Evaluation*, 21(2), 139-149.
- **[Qualitative Data Report due]**

Week 11: October 29, 2019 – Using SPSS

- If possible, we will meet in a computer lab
- Watch YouTube videos and look at Tip-sheets for assistance.
- **[Complete Homework: Using SPSS during or after class]**

Week 11: November 5, 2019, Report Writing and Presenting Data

- Handbook, Chapter 27, Providing Recommendations, Suggestions, and Options for Improvement
- Handbook, Chapter 28, Writing for Impact
- Other readings – to be assigned.

PART III: USING EVALUATION

Week 13: November 12, 2019 – Evaluation Capacity Building and Use

- NDE: Alaimo (2008) pp. 73-92
- NDE: Hoole & Patterson (2008), pp 93-113

- Taylor-Powell & Boyd (2008)
- **[Outcomes Report due]**

Week 14: November 19, 2019– Evaluation and Accountability (Online, Dr. Carman is at the ARNOVA conference)

- NDE: Hendricks, Plantz, and Pritchard (2008) pp.13-35
- Carman (2009) pp. 374-390
- Owczarzak, Broaddus & Pinkerton (2016),

Week 15: November 26, 2019 – Contracts and Ethics

- Handbook, Chapter 12, Culturally Responsive Evaluation
- Handbook, Chapter 29, Contracting for Evaluation Products and Services
- American Evaluation Association’s Guiding Principles for Evaluators. Available on the web at: <http://www.eval.org/Publications/GuidingPrinciplesPrinatable.asp>

Week 16: December 3, 2019 – Trends and Review

- Handbook, Chapter 31, Evaluation Challenges, Issues and Trends
- **Presentation for Carolina Breast Friends**
- **[Evaluation Design Project Due]**

Week 17: December 10, 2019 – Final Exam

Important Dates

August 19, 2019	First day of evening classes starting at 5:00 pm
August 20, 2019	First day of daytime classes starting at 8:00 am
August 24, 2019	Saturday classes begin
August 26, 2019	Last day to add, drop a course with no grade* @ 11:59 pm
August 26, 2019	Last day to change Grade Type (P/NC or Audit)
August 26, 2019	Last day to submit a Grade Replacement Request* @11:59pm
August 26, 2019	Second Cancellation for nonpayment Payment Info
August 30, 2019	Census date for Fall Enrollment
August 31, 2019	No Saturday Classes
September 2, 2019	Labor Day - No Classes
September 2, 2019	Labor Day - University Closed
September 16, 2019	Deadline to apply for December 2019 Graduation*
September 18, 2019	Unsatisfactory web grading access available for Fall 2019
September 30, 2019	Master's Thesis Proposal Defense Deadline
October 4, 2019	Doctoral Dissertation Formatting Review Deadline
October 4, 2019	Unsatisfactory Grades due for Fall 2019 by noon
October 7, 2019	Spring 2020 Schedule of Classes available on the web
October 7-8, 2019	Student Recess - No Classes
October 7, 2019	Student registration appointment times available on the web
October 7, 2019	Unsatisfactory grade notices emailed to students for Fall 2019
October 21, 2019	Last day to withdraw from course(s); grade subject to Withdrawal Policy*
November 4, 2019	Doctoral Dissertation Defense Deadline
November 4, 2019	Registration for Spring 2020 begins* Registration Info.
November 11, 2019	Last day to submit doctoral dissertations for December 2019 graduation
November 18, 2019	Master's Thesis Formatting Review Deadline
November 25, 2019	Faculty Final web grading access available
November 27-30, 2019	Thanksgiving Break - No Classes
November 28-29, 2019	Thanksgiving Break - University Closed
November 30, 2019	Optional Reschedule Date for Possible Interruptions
December 2, 2019	Master's Thesis Defense Deadline
December 4, 2019	Last day of classes
December 5, 2019	Reading Day
December 6, 2019	Master's Thesis Submission Deadline
December 6-7, 2019	Final Examinations
December 7, 2019	Final Examinations for Saturday classes
December 9-12, 2019	Final Examinations Continued
December 12, 2019	Doctoral Hooding Ceremony

December 13, 2019
December 14, 2019
December 16, 2019

Summer 2020 Schedule of Classes Available on the web
Commencement (Liberal Arts & Sciences) @ 3 pm
Grades due by noon

University Policies

Classroom expectations:

This syllabus contains the policies and expectations I have established for MPAD 6311. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

Orderly and productive classroom conduct:

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

Syllabus revisions:

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class or by written or email notice. Changes to this syllabus will also be posted on the Canvas course website.

Instructor's absence or tardiness:

If I am late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions I may give you about my anticipated tardiness.

Student rights and responsibilities in obtaining disability accommodations:

Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations.

Non-discrimination in the classroom:

All students and the instructor are expected to engage with each other respectfully. Unwelcome conduct directed toward another person based upon that person's actual or perceived race, actual or perceived gender, color, religion, age, national origin, ethnicity, disability, or veteran status, or for any other reason, may constitute a violation of University Policy 406, The Code of Student Responsibility. Any student suspected of engaging in such conduct will be referred to the Office of Student Conduct.

Academic integrity violations, including plagiarism:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or [online](#). Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Title IX reporting obligations re: incidents of sexual harassment, sexual assault, dating violence, domestic violence, or stalking:

UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please be aware that many UNC Charlotte employees, including all faculty members, are considered [Responsible Employees](#) who are required to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must

[report the information to the Title IX Coordinator](#). Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can contact any of the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) University Counseling Center (counselingcenter.uncc.edu, 7-0311); (2) Student Health Center (studenthealth.uncc.edu, 7-7400); or (3) Center for Wellness Promotion (wellness.uncc.edu, 7-7407). Additional information about your options is also available at titleix.uncc.edu under the “Students” tab.

University policy on withdrawals:

Students are expected to complete all courses for which they are registered at the close of the add/drop period. If you are concerned about your ability to succeed in this course, it is important to make an appointment to speak with me as soon as possible. The University policy on withdrawal allows students only a limited number of opportunities available to withdraw from courses. It is important for you to understand the financial and academic consequences that may result from [course withdrawal](#).

Preventing sexual harassment in web-based or web-assisted courses:

All students are required to abide by the UNC Charlotte [Sexual Harassment Policy](#) and the policy on [Responsible Use of University Computing and Electronic Communication Resources](#). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Use of cell phones, smart phones, or other mobile communication devices in the classroom:

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

Computer use in the classroom:

Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.

Recording in the classroom:

Electronic video and/or audio recording is not permitted during class unless the student obtains permission from the instructor. If permission is granted, any distribution of the recording is prohibited. Students with specific electronic recording accommodations authorized by the Office of Disability Services do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. Any distribution of such recordings is prohibited.

Policy on absenteeism or tardiness:

Students are expected to attend every class and remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. An absence, excused or unexcused, does not relieve a student of any course requirement. Regular class attendance is a student's obligation, as is a responsibility for all the work of class meetings, including tests and written tasks. Any unexcused absence or excessive tardiness may result in a loss of participation points. Class Absence(s): The authority to excuse a student's class absence(s) and to grant a student an academic accommodation (turn in a late assignment(s), provide extra time on an assignment, reschedule an exam(s) etc.) sits with the individual instructor. Students are encouraged to work directly with their instructors regarding their absence(s). Note: The Dean of Students Office can assist faculty members in the verification a student's class absence(s) for documented situation related to medical, psychological, personal crisis, or military absences.

Copyright ownership of course materials

My lectures and course materials, including presentations, tests, exams, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. I encourage you to take notes and make copies of course materials for your own educational use. However, you may not, nor may you knowingly allow others to reproduce or distribute lecture notes and course materials publicly without my express written consent. This includes providing materials to commercial course material suppliers such as CourseHero and other similar services. Students who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor's course materials may be in violation of University Policy 406, The Code of Student Responsibility. Similarly, your own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will request your written permission.

Food Insecurity Statement

Food insecurity is defined by the USDA as “a lack of access to enough food for an active, healthy life.” Food insecure categories include: reduced caloric intake, reduced food quality, lack of variety in diet, disrupted eating patterns, and hunger. Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC Charlotte offers assistance to students facing food insecurity through an on- campus food pantry. The Jamil Niner Student Pantry (JNSP) is located on the east edge of campus at 1224 John Kirk Road. It has regular hours which may change from semester to semester; please see the website at <https://ninerpantry.uncc.edu/> for schedule and details on its services, as well as resources about hunger and food insecurity among college students.

Preferred Gender Pronoun

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

Carolina Breast Friends – A Proposed Work Plan

Compile Logic Models (Group 1)*

- Make edits so they all look the same and make sense.
- Deliverable: 6 logic models that work for the organization

Theory of Change Research (Group 2)

- Identify and compile literature about the current programs and/or strategies they are implementing.
- Deliverable: PDFs of the articles, a reference page listing the articles and any links to webpages, and a literature review/evaluation synthesis of what CBF should know.

Theory of Change Research (Group 3)

- Identify and compile literature about the alternate programs and/or strategies could be implementing.
- Deliverable: PDFs of the articles, a reference page listing the articles and any links to webpages, and a literature review/evaluation synthesis of what CBF should know.

Survey Suggestions and Other Data Collection Ideas (Group 4)

- Review the elements in the logic models and compile a set of data collection ideas (various alternatives the organization could pursue)
- Draft some preliminary tools

Analyze the Data and Write a Report – (Group 5)

- Summarize the quantitative data by program
- Summarize the qualitative data by program
- Compile into a brief but informative report

Proposed Schedule

Progress Reports – Due October 22 and 29,
Draft of Deliverables – Due November 5
Feedback from peers and Dr. Carman – November 12
Finalizing Deliverables – November 19
Final Review – November 26
Present to Carolina Breast Friends – December 3

Evaluation Design Project
20% of your grade, December 3, 2019

The purpose of this assignment is for students to demonstrate that they can design an evaluation and write an evaluation proposal. The proposal should include, at a minimum, a logic model, data collection strategies, a summary about expected implementation challenges, and plans for managing those challenges. Be sure to discuss issues of reliability and validity, and identify the strengths and limitations of your design. The length of the assignment will depend on what you are proposing to do.

Be sure to identify the kind of evaluation you would do, and explain why this is the right approach.

Other elements to your proposal might include:

- references or connections to evidence-based practices;
- references to existing literature about similar programs and/or evaluation findings;
- staffing for the evaluation (who will carry out the evaluation, what kind of training will they need)
- a budget
- a Gantt chart or workplan

Be sure to make it clear how you will operationalize your key variables, and include drafts (or examples) of data collection tools that you might draft, such as:

- Surveys
- Interview protocols
- Focus group protocols
- Fidelity checklists
- Observation sheets

Style-wise, you can write this in one of three ways:

- as if you are responding to a request for proposals
- as if you are seeking to receive proposals
- as if you are seeking to implement the evaluation yourself