The Community Learning Centre

THE CLC RESOURCE KIT

Templates

for Collaborative Action Planning

Holistically planned action for educational and community change

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Holistically planned action for educational and community change

A series promoting educational success and the development of the Anglophone community in Québec.

The CLC Resource Kit: Templates for Collaborative Action Planning
(Formerly published as part of the CLC Guidebook.)

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SUMMARY

Lists same **Steps** found in Framework (pp. IV-V), plus all templates provided.

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USING THE TEMPLATES

The Framework for Action

In light of the importance of school-community collaboration, the Ministère de l'Éducation, du Loisir et du Sport du Québec (MELS) has supported the development of The CLC Framework for Action. It outlines a series of steps that schools, vocational and adult training centres and community groups can use to create a CLC.

The MELS then mandated LEARN to revise and publish the Framework, and to create other related materials. All LEARN publications supporting CLCs are available on the CLC Web site under the general series title, ***The CLC Resource Kit***.

In order to assist schools, centres and community groups to implement the Framework, LEARN produced the ***Guidebook for Implementing a Collaborative School-Community Partnership*** to provide practical and user-friendly suggestions as to how to achieve the purpose of and undertake the actions foreseen for each step.

Then LEARN produced a series of ***Templates***, which are contained in this PDF publication ( ), ***Templates for Collaborative Action Planning***. Like the Guidebook, it has been written for those assuming a leadership role in coordinating each of the **Five Steps** in the Framework.

1 Explore → 2 Initiate → 3 Plan → 4 Implement → 5 Evaluate

These **templates** can be used to construct "instruments" for collecting data, measuring performance, etc., as well as "forms" for recording information (e.g. a work plan). Instructions are included for each template.[1] In addition, a cross-reference to the corresponding step in the Guidebook is provided, as signalled by ( ) in the right margin, as shown here.

Guidebook, p. #

Recognizing the importance of adapting these templates, LEARN has also published the ***Workbook for Individualized Planning***. It is available in a **Word** version ( ) so that you can create your own instruments and forms.

1. Any source materials used to develop templates are duly credited, with full bibliographic details provided in the Reference List.

Templates

The following provides a list of templates as well as those found in the Workbook for each step of the Framework.

TEMPLATES	
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TEMPLATES (cont.)	
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4.3	NA
5 EVALUATE	
5.1	Creating a Sample Sample Consent Forms Sample Instruments
5.2	Quantitative Data Analysis Qualitative Data Analysis
5.3	Evaluation Checklist Auditing The Evaluation Reporting to Stakeholders

A Checklist of Operational Challenges

This template can be used as both a memory aid to remind you of the various steps involved in the process as you proceed through the Guidebook, and as checklist, so you can check off (✓) each challenge after it has been addressed.

✓	ACTION STEPS AND OPERATIONAL CHALLENGES	
1 EXPLORE		
	1.1	See What CLCs Look Like in Other Communities ➢ Gather useful information about community schools ➢ Construct your knowledge about community schools
	1.2	Create an image of a CLC for your community ➢ Construct an initial map of the community ➢ Determine the implications of a CLC for your community
	1.3	Decide to Proceed ➢ Determine if the partners and their organizations are ready to embark on this joint venture ➢ Produce the anticipated output for Step 1: Decision to proceed.
2 INITIATE		
	2.1	Map Your Needs and Assets ➢ Identify the needs of the community in relation to the type of CLC envisaged ➢ Identify the assets of the community in relation to meeting the foregoing needs

✓		ACTION STEPS AND OPERATIONAL CHALLENGES (cont.)
	2.2	Develop Mission Statement ➢ Prepare a statement of values and purpose for the CLC ➢ Identify the kinds of results that the partners expect from the CLC ➢ Establish an appropriate set of principles to guide the operation of the CLC ➢ Combine the foregoing elements to draft a mission statement ➢ Determine how the proposed CLC affects each partner's mission statement
	2.3	Allocate Responsibilities and Resources ➢ Structure the CLC to meet identified needs, while dealing with contextual realities ➢ Given the structure of the CLC, assign appropriate roles and responsibilities to the partners ➢ Given these decisions, assign appropriate roles and responsibilities to the operational team ➢ Given the above decisions, determine the general parameters governing the allocation of resources for the CLC
	2.4	Conclude Partnership Agreement ➢ Establish an appropriate process for concluding the Partnership Agreement ➢ Determine the content of the Partnership Agreement ➢ Produce the anticipated output for Step 2: A signed Partnership Agreement
3 PLAN		
	3.1	Determine Desired Results ➢ Seek points of convergence between the results sought by the various partners ➢ Establish a mutually beneficial chain of intended results
	3.2	Determine Programs and Services to Be Offered ➢ Determine the activities that are likely to produce the short-term results that have been set for service delivery ➢ Establish a process to monitor service delivery that is both feasible and effective
	3.3	Determine Capacity to Deliver Services ➢ Develop a holistic understanding of the performance capacity for our CLC ➢ Determine the activities that are likely to produce the short-term results that have been, or should have been, set for capacity development. ➢ Establish a process to monitor capacity building that is both feasible and effective
	3.4	Determine Means to Evaluate Actions and Results ➢ Establish the parameters that define the nature and limits of the evaluation ➢ Decide how to plan the evaluation ➢ Determine precisely what will be evaluated ➢ Adopt performance standards for each object to be evaluated ➢ Select appropriate indicators to measure the objects to be evaluated ➢ Determine appropriate sources and methods of data collection and analysis for each indicator selected

✓	ACTION STEPS AND OPERATIONAL CHALLENGES (cont.)	
	3.5	Complete Action Plan ➢ Establish an appropriate process for concluding the Action Plan ➢ Determine how the CLC action plan fits with each partner's annual plan ➢ Determine the content of the Action Plan ➢ Produce the anticipated output for Step 3: An approved Action Plan
4 IMPLEMENT		
	4.1	Allocate Resources and Begin Service Delivery ➢ Carry out the plan for the delivery of services ➢ Produce the first set of outputs anticipated for Step 4: Initial results from services provided to students and community
	4.2	Allocate Resources and Conduct Capacity Building ➢ Carry out the plan for building capacity ➢ Produce the second set of outputs anticipated for Step 4: Initial results from capacity building of CLC
	4.3	Monitor Service Delivery and Capacity Building ➢ Carry out the plan for monitoring service delivery and capacity building
5 EVALUATE		
	5.1	Collect the Data ➢ Find the necessary data to produce the indicators chosen. ➢ Collect the data chosen after determining appropriate methods for this purpose
	5.2	Analyze the Data ➢ Process the data collected after determining appropriate methods for this purpose ➢ Interpret the processed data after determining appropriate methods for this purpose
	5.3	Report to Stakeholders ➢ Document the entire evaluation process ➢ Prepare a comprehensive report of the evaluation, including process, findings and recommendations ➢ Undertake appropriate means to inform various groups of stakeholders about the evaluation ➢ Ensure follow-up from the results of the evaluation, including the lessons learned

1 EXPLORE

1 Explore → 2 Initiate → 3 Plan → 4 Implement → 5 Evaluate

Guidebook, p. 4

1.1 See What CLCs Look Like in Other Communities

Your Synthesis of Community Schools

This template can be used to transform the information you have gleaned on community schools into useful knowledge for creating your own CLC.

Guiding Questions	Your Synthesis	Valuable Sources of Information
What are the principal characteristics of a CLC?		
What are the benefits of a CLC for different groups of stakeholders?		
What kinds of services do CLCs generally provide?		
What are the key factors that facilitate success?		
What are the key factors that inhibit success?		

The completed template provides a "cognitive map" of what you have learned, that is, the territory covered in your journey of discovery.

- As shown in this facsimile, this template contains five guiding questions that can be used individually or as a group to synthesize what you have learned.
- Examine these questions to see if they provide a suitable means to create a "cognitive map" of what you have learned.
- Revise, delete or add to them in the template in your **Workbook** ( ) as you see fit.
- Use your guiding questions to record a **synthesis** of what you have learned in the second column.
- In the third column, list the **sources of information** that you found helpful and would recommend to others, including hyperlinks to Web-based sources wherever possible.
- Insert the completed template(s) in your **Workbook** ( ).

1.2 Create an Image of a CLC for Your Community

Guidebook, p. 12

Community Boundaries

This template can be used to define the boundaries of your CLC community, including the identification of your key stakeholders.

- This template may be completed by individuals, with results compiled and compared, or by a group as a "round table" exercise. It is divided into three segments (shown separately below).

A. Elements Defining Community	
Element	**Description**
Geography	Geographically defined catchment area of the organization or group, localities where the vast majority of students/clients live or area within which it is located.
Mission	Particular vocation of the organization or group.
Language/Culture	Subset(s) of a population defined by language or culture targeted by the organization or group.
Stakeholders	Those persons, groups or organizations that have a "stake" in the organization or group (see definition).
Other	

Part A

- Part A provides a starting point for this exercise by outlining several elements that may be relevant in defining the community of any organization or group (be it a school/centre, community agency or the CLC itself).
- You may decide to modify these definitions or include **other** elements, adding additional rows if necessary.

B. Individual Organization or Group: [Name]		
Element	**Relevance**	**Description**
Geography		
Mission		
Language/Culture		
Stakeholders		
Other		
Definition of Community:		
Contextual Features	**Description**	

Part B

- In this segment, each potential partner organization or group should examine each of the elements included in the template, as defined above in Part A, adding rows as necessary to include any others which it feels are necessary to define its community.
  - Any new elements should be defined so that everyone has the same understanding of what that element means.
- In the second column of the template, the organization or group is asked to briefly state how each element is relevant to its community.
- In the third column of the template, the organization or group then describes how it would characterize its community in relation to that element.
  - When completing this exercise it may be useful to reflect on the stability of any given element over time (e.g. catchment area of the school, demographic characteristics of the community).
- The next row of the template is then used to record a **definition** of its community based on the foregoing.
- The remaining rows of this segment provide space for each potential partner to identify the **contextual features** that are relevant to its participation in the CLC, providing a brief **description** of each.
- Once each potential partner has completed Part B, the results should be shared and discussed.

C. Potential CLC		
Element	**Relevance**	**Description**
Geography		
Mission		
Language/Culture		
Stakeholders		
Other		
Definition of CLC Community:		
Contextual Features	**Description**	

Part C

- Drawing on the information provided in Part B regarding both the community boundaries and the contextual features of each partner, use the same process described above to complete this segment for the CLC.
- Insert the completed templates in your **Workbook** ( ).

A Vision Of Your CLC

This template can be used to engage potential partners in creating a vision of what a CLC could look like in your community.

A. Creating a CLC as a "learning community"			
Driving Forces ⇨	**Wt**	**⇦ Restraining Forces**	**Wt**

B. Creating a CLC as a "hub" of community services			
Driving Forces ⇨	**Wt**	**⇦ Restraining Forces**	**Wt**

C. Creating a CLC as proposed by the Framework			
Driving Forces ⇨	Wt	⇦ Restraining Forces	Wt

D. Vision Statement	
Vision	
Actions	

Forces For and Against Change	
Driving	Restraining

This template uses the "**force field**" technique. It is usually presented by a set of opposing arrows suggesting a dynamic set of forces that drive ("accelerators") or restrain ("brakes") the endeavour in question. "Pushing on the accelerator will only drive things forward when the pressure on the brakes is relieved."[2]

Parts A, B and C

It may be "too much" to deal with all of these issues in one session. An alternative strategy is to consider a CLC as a learning community and hub of community service in the first session. If the result is positive, distribute the Framework and consider it in a second session.

- Use the first three segments of the template to explore the driving and restraining forces respecting each of the issues dealt with in these segments:

  A as a learning community

  B as a hub of community services

  C as proposed by the Framework
- Use the information in the Guidebook (pp. 7-11) on these three issues, as well as other sources you have identified.
- If done individually, ask each participant to list three driving and three restraining forces in each segment; then share and discuss the results.
- Alternatively, use an expanded version of this template to list all different driving and restraining forces for each that emerge from a round table discussion.
- Not all of these forces will have the same strength. You can estimate these relative strengths by asking participants to weight (**Wt**) the forces identified using the scale shown here.
- During discussion ask participants:
  - to explain why they have identified a particular force and weight
  - whether restraining forces can be eliminated or their strength decreased, and if so, how
- Ask participants whether, all driving and restraining forces considered, it is desirable and feasible to create a CLC:
  - as a learning community

Weight:
1 = weak
2 = moderate
3 = strong

2. MacBeath, 2002, p. 10.

- as a hub of community services
- as proposed by the Framework

Part D

- Record the consensus of the group regarding:
  - the **vision** of the CLC
  - the **actions** to be taken to pursue this vision
- Insert the completed template(s) in your **Workbook** ( ).

Guidebook, p. 17

1.3 Decide to Proceed

Your Readiness Quotient (RQ)

This template can be used to determine the "readiness quotient" or RQ of the emerging partnership to form a CLC.

Indicators of Readiness:		Rating		Comments	Actions
		My	All		
1	**Legal/Administrative Readiness:** my organization/group's legal and administrative framework permits its participation in the CLC.				
2	**Cultural readiness:** my organization/group has an organizational culture that will accept the CLC.				
3	**Leadership readiness:** leadership support for the CLC exists in my organization/group and the partners.				
4	**Vision and Strategic Readiness:** my organization/group and the partners have a clear vision of where the CLC is going and how it should get there, or a clear desire to create such a vision.				
5	**Collaborative Readiness:** my organization/group and the partners are prepared to be involved and work together collaboratively to make the CLC a reality.				
6	**Resource readiness:** the partners are prepared to commit the financial and other resources necessary to create the CLC.				
7	**Systemic readiness:** the partners have or will have the necessary systems in place to undertake the creation of the CLC.				

My organization's RQ	
The RQ of the Partnership	

- Ask participants from each potential partner to examine items 1 to 5, in order to determine the extent to which they believe that their organization or group is ready to embark on this joint venture.

Rating Scale
(1 to 5), where:

1=very low and
5=very high state
of readiness
N=No Opinion

RQ:

Minimum RQ = 5
Maximum RQ = 25

- Then ask them to examine items 3 to 7, in order to determine the extent to which they believe that the partners as a whole are ready to embark on this joint venture.
- Each partner group should be asked to rate their organization or group's readiness in relation to the five applicable items listed in this template (1-5) using the scale shown here and then to compute their 'RQ' by adding the five scores together.
  - The minimum score of 5 may be lower if no opinion is provided for some items.
- Each partner group should be asked to rate the readiness of the partners as a whole in relation to the five applicable items listed in this template (3-7) and then to compute their RQ by adding the five scores together.
- Ask everyone to provide brief **comments** in the space provided to explain their rating and any issues that they have identified.
- Finally, participants should each briefly state any **actions** that could (will be) taken to improve the readiness of either their organization or group or the partners as a whole.
- Review the results in a round table discussion, considering the extent to which each organization or group and the partners as a whole appear ready to proceed and the actions that could (will be) taken to improve the readiness of either individual organizations or groups or the partners as a whole.
- Insert the completed templates in your **Workbook** ().

2 INITIATE

1 Explore	→	2 Initiate	→	3 Implement	→	4 Evaluate	→	5 Évaluer

2.1 Map Your Needs and Assets

Guidebook, p. 21

A Map of Community Needs and Assets

This template can be used to determine: (a) the unmet needs of various target groups; (b) the untapped resources that could be used to meet these needs; and (c) the role the CLC could usefully play to meet these needs.

- As a preliminary step in this exercise, review and revise, if necessary, the vision of the CLC prepared in Step 1.1 (See **A Vision Of Your CLC** in your **Workbook**).
- This template is divided into three segments (shown separately below):
  - **A** Unmet Needs
  - **B** Untapped Assets
  - **C** The Role of the CLC
- This template can be used in a focus group (e.g. staff members) or a community forum (e.g. "Town Hall"). Participants should be chosen as representatives of a stakeholder group who can provide insights into the needs being considered.
- Explain to participants that you are considering the creation of a CLC and wish to ensure that it meets the needs of various target groups and does not duplicate existing services.

<table>
<tr><th colspan="10">A. Unmet Needs</th></tr>
<tr><th>Target Group</th><td colspan="9"></td></tr>
<tr><th>Type of Result</th><td colspan="9"></td></tr>
<tr><th>Level of Need</th><th colspan="2">Desired State</th><th colspan="4">Current State</th><th colspan="3">Gap</th></tr>
<tr><td>Beneficiaries</td><td colspan="2"></td><td colspan="4"></td><td colspan="3"></td></tr>
<tr><td>Services</td><td colspan="2"></td><td colspan="4"></td><td colspan="3"></td></tr>
<tr><td>Resources</td><td colspan="2"></td><td colspan="4"></td><td colspan="3"></td></tr>
<tr><td colspan="3">Estimated number of beneficiaries (N)</td><td colspan="2"></td><td colspan="5"></td></tr>
<tr><th colspan="10">Severity of Beneficiary Needs</th></tr>
<tr><td colspan="2"></td><th>Low</th><td></td><th colspan="2">Moderate</th><td></td><th>High</th><td></td><th>All</th></tr>
<tr><td colspan="2">Estimated percentage of N</td><td></td><td>+</td><td colspan="2"></td><td>+</td><td></td><td>=</td><td>100%</td></tr>
</table>

Part A

- Part A of the template shown in the above facsimile is used to determine the needs of a particular target group. (Copy Part A for each target group.)
- Begin by recording the name of the group (e.g. students) and the type of result being considered (e.g. social skills).
- Explain that you will be asking about three levels of needs:
  - beneficiaries
  - services
  - resources
- Use the following guiding questions to complete Part A by soliciting input from participants:

Example: A particular industry has identified the skill set for entry-level employees. Various candidates only possess a limited number of these skills. The gap equals the remaining skills they do not possess.

Beneficiaries

- How would you characterize the **desired state** of [type of result] for [target group], that is, the results you would like to see being achieved?
- How would you characterize the **current state** of [type of result] for [target group], that is, the level of results being achieved now?
- That means that the **gap**, or unmet needs of beneficiaries—can be stated as ... [solicit consensus to define the gap].

Example: Desired student services include career, social and personal counselling. Current services only provide career counselling. The gap equals the other services not available.

Services

- How would you characterize the **desired state** of services for achieving the above results for this target group, that is, the level of services you would like to see being provided?
- How would you characterize the **current state** of services being provided?
- That means that the **gap**, or unmet needs for services, can be stated as ... [solicit consensus to define the gap].

Example: A total of \$30 000 is required for all desired counselling services. Current services cost \$20 000 and the budget contains \$4 000 in unexpended funds. The gap equals \$6 000.

Resources

- How would you characterize the **desired state** of resources for providing these services, that is, the level of resources you would like to see being allocated?
- How would you characterize the **current state** of resources being allocated?
- That means that the **gap**, or unmet needs for resources, can be stated as ... [solicit consensus to define the gap].
- Next, obtain the group's best estimate of the number of beneficiaries with unmet needs (**N**) and the approximate **percentage** of N whose needs could be characterized as low, moderate or high.

B. Untapped Assets		
Sources	**Current Assets**	**Potential Assets**

Part B

- Part B of this template shown in the above facsimile is used to gather data about assets in partner organizations or the community that might be able to be tapped to meet, at least in part, the unmet needs identified in Part A.
- In the first column, list the various "**sources**" of assets, both inside partner organizations and in the community (i.e. a list of organizations or groups that may have relevant assets to offer).
- Complete the second and third column by assigning different team members to inquire into:
  - the **current assets** of each source, and
  - **potential assets** which it is able and willing to develop

C.The Role of the CLC		
Target Group	**Unmet Needs**	**Proposed Role of CLC**
A1:		
A2:		
A3:		
...		

Part C

- Part C of this template shown in the above facsimile is used to record the results of the team's discussion of the data collected.
- In the first two columns, using the information gathered in Part A, list the various **target groups** that have **unmet needs**.
- In the third column, using the information gathered in Part B, record the **role the CLC** might play in meeting the needs listed above. These could include:
  - providing information to beneficiaries about services currently available
  - making referrals to various agencies
  - delivering the services themselves
- Insert the completed templates in your **Workbook** ( ).

Input from this exercise might indicate a need to enlarge the partnership of the CLC

Guidebook, p. 25

2.2 Develop Mission Statement

Partner Mission Statements

This template can be used to provide a description of the mission of each partner organization and to decide on the values and purpose of the CLC.

A. Mission of [Name of Partner]
Key Descriptors:
How would you describe the **vision** that underpins the mission of the organization?
What are the **core values** of the mission?
What, briefly stated, is the **purpose** of the organization?
What **attributes** does the mission ascribe to your organization?
What is the **strategic direction** set by the mission?

B. Values and Purpose of the CLC

Part A

- Ask each partner to provide a copy of any formal mission statement that exists and to complete Part A of the template, to provide information on its mission, using the guiding questions included in the template.
- Use the following prompts to review the completed templates in order to ascertain the extent to which each partner's mission supports a common vision and mission for the CLC.
  - What are the points of congruence in the core values of each partner organization? Are there any incompatibilities in these values?
  - Do all partner organizations have complementary aims? Do any appear to operate at cross-purposes?
  - Is there anything in the nature of the mission of any partner organization that is likely to be problematic for the CLC?
- A round table discussion of these data and further analysis can provide the basis for considering the mission of the CLC.

Part B

- Use the above discussion to complete Part B of the template, drafting a statement of the values and purpose of the CLC.
- Insert the completed templates in your **Workbook** ( ).

Results Areas

This template can be used to provide a broad-brush statement of the types of results expected by each of the partners.

A. Partner Inputs		
Results Areas	**Priority**	**Comments**

B. Consensus for CLC		
Results Areas	**Priority**	**Comments**

Results Areas to Consider:
- early childhood
- quality education
- youth development
- family engagement
- employment opportunities
- arts and sports
- information technology

Priority:
1 = low
2 = moderate
3 = high

Part A

- Ask everyone to examine the results areas that the Guidebook suggests be considered (see text box).
- Ask each partner to list a maximum of five **results areas** for the CLC, and then to:
  - indicate the **priority** of each area, using the scale shown here and
  - add any **comments** that are necessary to explain both the results areas and their priority
- Alternatively, use an expanded version of this template to list all possible results areas that emerge from a round table discussion.

Part B

- Your analysis of the input from Part A provides a springboard for arriving at a preliminary consensus over the desired results areas of the CLC, using the same guidelines provided above for Part A.
- Insert the completed template(s) in your **Workbook** ( ).

Guiding Principles

This template can be used to prepare a draft of guiding principles for discussion by the partners.

Theme	Statement
...	

- Decide on the **themes** to frame your guiding principles (e.g. the three themes depicted on the facing page: purpose, leadership and management-by-results).[3]
- Draft a set of **statements** under each of these themes for discussion with the partners or come to the table with a blank template and brainstorm the drafting of the statements.
- Alternatively, one can come up with a set of guiding principles from which a set of themes will emerge. (One can even dispense with themes altogether.)
- Insert the completed template in your **Workbook** ( ).

3. Smith, 2005, pp. 47-48.

SUGGESTED THEMES FOR GUIDING PRINCIPLES

Purpose–A commitment to:
◊ respect the values underpinning community schools in general and those values which the CLC has specifically endorsed ◊ engage and support students in developing their full intellectual, emotional, social and vocational potential ◊ engage and support families and other community members in achieving their individual goals ◊ contribute to the core mission of schools/centres, that is, to provide quality educational services to students ◊ contribute to the social, economic or other development of the community in accordance with partnership goals
Leadership for Building Community–A commitment to:
◊ *transformational leadership*, that is, guiding the organization to ensure the commitments and capacities of its members ◊ taking into account the environment of the CLC, especially where people are at in relation to where they want to go ◊ promoting collaborative outreach to the community members and groups as partners ◊ promoting collaborative individual and organizational learning within the CLC ◊ a continuing focus on what is required to develop the capacity of the CLC in order to achieve desired results
Managing for Results–A commitment to:
◊ strategic management, that is, a holistic and integrative approach to service delivery supported by ongoing monitoring ◊ continually striving for effectiveness, that is, achieving the short-, medium- and long-term results being sought by the CLC ◊ continually striving for efficiency, that is, allocating a sufficient level of resources to achieve results and making optimal use of these resources ◊ continually striving for equality, that is, ensuring that all members of the school community receive equal opportunities for success ◊ accountability and improvement, that is, taking responsibility for evaluating performance, communicating the findings to stakeholders and taking action based on these findings

Harmonizing Mission Statements

This template can be used to ascertain the potential impact of the proposed CLC mission statement on the educational project of the school, or the equivalent mission statement of a centre or other partner.

- The template consists of three segments, shown <u>separately</u> below.

A. Mission Statement of [Name of Partner]	
Review Questions	**Comments**
Are the values of the proposed CLC compatible with the values of your organization or group?	
What impact, if any, will the proposed CLC have on the identity of your organization or group?	
Does the proposed CLC displace or otherwise affect the present goals of your organization or group?	
...	

Part A

- Part A can be used by each partner individually to review the emerging mission statement of the CLC in light of its own mission statement (⌦ See **Partner Mission Statements** in your **Workbook**).
- If a partner does not have a formal mission statement, it can still undertake this exercise in light of its values, identity and goals.
- The guiding questions are intended to act as a springboard for discussion; add other rows (...) for any other questions that group members feel are helpful in conducting this review.

B. Review of Partner Input	
Review Questions	**Comments (from Part A), implications and options**
Values	
Identity	
Goals	
...	

Part B

- Part B can then be used to engage the group in an open discussion to review the input from each partner and tease out the implications for both individual partners and the CLC, as well as options for dealing with these implications.

C. Resolution		
Object	**Decisions**	**Actions to Be Taken**
Partner Missions:		
CLC Mission		

Part C

- Part C is then used to record decisions and actions regarding mission, first with respect to the mission of individual partners.
- State the name of the **partner** in the first column (insert rows as required); record any **decisions** that need to be made and any **actions** that must be taken in this regard in the next two columns.
- In the last row, record any **decisions** that need to be made and any **actions** that must be taken with respect to the mission statement of the **CLC**.
- Insert the completed templates in your **Workbook** ( ).

Draft CLC Mission Statement

This template can be used to prepare a draft of the mission statement for the CLC.

- The template consists of two segments shown separately below.

A. Draft Statement
Values and Purpose:
Results Areas:
Guiding Principles:

Part A

- The first segment of the template comprises a box for each of the three components of a mission statement presented above:
  - values and purpose
  - results areas
  - guiding principles
- You may decide to structure your mission statement differently but it should comprise these three elements.

B. Review of Draft Statement		
Review Questions	**✓**	**Reservations, comments and questions**
The process used to develop the mission was open, providing everyone an opportunity to express his or her views.		
The process enabled a consensus to be formed about the proposed mission.		
As a result of this process, I believe that my organization or group will endorse the proposed mission.		
The mission statement expresses the values I think the CLC should hold.		
The elements of the mission statement are important to me.		
The elements contained in the mission statement fit together.		
The mission statement is clear and can be understood by all stakeholders.		

Part B

- Once a draft has been completed, ask each partner, as well as any other persons involved in developing the mission, to review both the process used to craft the mission and the draft mission statement itself using each of the statements listed in the second segment of the template.
- Each respondent is expected to place a check mark next to any statement to which he or she can answer yes, leaving the space blank if not. The respondent should then add any reservations, comments or questions about the item.
- Use the results of this checklist to review both the process used to craft the mission and the mission statement itself, redoing part of the process or revising the mission statement as required.
- Insert the completed templates in your **Workbook** ( ).

2.3 Allocate Responsibilities and Resources

Guidebook, p. 29

Structuring Your CLC

This template can be used to decide on the right model for your situation.

A. Comparing Models	
Models	**Advantages and Disadvantages**
Parallel	
Integrated	
Single-site	
Multisite	

B. Ranking Models	
Model	**Rank**
Parallel Single-site	
Integrated Single-site	
Parallel Multisite	
Integrated Multisite	

C. Proposed Structure of the CLC	

Part A

- Ask each partner, as well as any other persons involved in structuring the CLC, to consider the four structural types described in the Guidebook by completing the first segment of the template.
- Describe briefly the advantages and disadvantages you see for adopting any one of the basic structural types listed.

Part B

- Rank each one of the four structural types as explained below.
  - Assign 4 to your first choice; 3 to your second choice; 2 to your third choice; 1 to your fourth choice.
  - If you think any model should not be considered at all, assign 0 (zero) (e.g. if you only think two models should be considered, your ranking would be 4-3-0-0).

Part C

- Following a discussion of the input on the above, use the final segment to record a description of how your CLC should be structured.
- Insert the completed templates in your **Workbook** ().

Assigning Roles and Responsibilities

This template can be used to decide on the right set of roles for various persons and bodies, beginning with the partners.

- The template consists of four segments shown separately below.

A. The Partners			
Areas	**Roles and Responsibilities**	**Ind**	**Terms and Conditions**
General Functions			
Programs and Services			
Resources			
Other Matters			

- The first column lists four **areas of responsibility**: general functions; programs and services; resources (financial, human and material); and other matters.
- The second column provides space to delineate the specific **roles and responsibilities** that the partners should exercise collectively or individually.
- Individual responsibilities require an entry in the next column (**Ind**) to state which partner is involved. (You should add a row for each area when a different individual has responsibility for a given matter.)
- The final column provides space to briefly outline the **terms and conditions** that govern the exercise of the roles and responsibilities listed.

B. The Operational Team		
Areas	**Roles and Responsibilities**	**Terms and Conditions**
Accountability/Reporting		
General Functions		
Programs and Services		
Resources		
Other Matters		

C. Coordinator/Facilitator		
Areas	**Roles and Responsibilities**	**Terms and Conditions**
Accountability/Reporting		
General Functions		
Programs and Services		
Resources		
Other Matters		

D. Other (Specify)		
Areas	**Roles and Responsibilities**	**Terms and Conditions**
Accountability/Reporting		
General Functions		
Programs and Services		
Resources		
Other Matters		

Part B, C and D

- Begin by determining the accountability and reporting relationship of the operational team (B), the coordinator/facilitator (C), or other body (D). Use the guidelines provided for the roles assigned to partners to complete the remainder of this segment.
- Insert the completed template in your **Workbook** ( ).

Allocating Resources

Use the template, *Allocating Resources*, found in the Workbook, to decide on the allocation of resources by each partner.

Areas	Source	Contribution	Terms and Conditions
Financial Resources			
Human Resources			
Material Resources			

  - This template has been subdivided into three blocks for financial, human and material resources.
  - In the second column, record each **source** (i.e. a partner, other) for each type of resource, adding extra rows as required so that there is a separate row for each source listed.
  - In the third column, record the **contribution** to each type of resource. The contribution of financial resources will either be a specific amount or a range, while for others, the contribution "in kind" should be specified as much as possible (x teachers, y computers, etc.).
  - The final column provides space to briefly outline any **terms and conditions** that govern the allocation of the resources listed.
- Insert the completed template in your **Workbook** ( ).

2.4 Conclude Partnership Agreement

Guidebook, p. 35

The Partnership Agreement

This template can be used to draft the content of the Partnership Agreement, using the guidelines provided below.

Main Sections	Provisions
A. The Partners	
B. Mission Statement **Values and Purpose** **Results Areas** **Guiding Principles**	
C. Division of Responsibilities **CLC Structure** **The Partners** **Operating Team** **Coordinator/Facilitator** **Other**	
D. Allocation of Resources	
E. Other Provisions	

Part A: The Partners

This segment is quite straightforward as it simply provides for the formal identification of the partners to the agreement.

Part B: The Mission Statement

This segment provides the foundation for everything that follows in the partnership agreement, which you determined earlier in Step 2.2 (See **Draft CLC Mission Statement** in your **Workbook**).

- values and purpose
- results areas
- guiding principles

Part C: Division of Responsibilities

This segment of the agreement should set forth the key elements of the structuring of the CLC and the partnership, which you determined earlier in Step 2.3 (See **Structuring Your CLC** and **Assigning Roles and Responsibilities** in your **Workbook**).

- CLC structure
- the partners
- operational team
- coordinator/facilitator
- other bodies

Part D: Allocation of Resources

This segment should specify each partner's allocation of resources, as well as:

- the time frame (one year, multi-year period)
- any conditions attached thereto

- financial resources
- human resources
- material resources

All of these elements were determined earlier in Step 2.3 (See **Allocating Resources** in your **Workbook**).

The agreement should also include provisions regarding the approval of annual and/or multi-year budgets, budget monitoring and revisions and the disbursement of funds.

Part E: Other Provisions

Finally, the agreement should contain other provisions required to create the partnership.

These should include:

- parameters of and process for approving action plans
- duration, revision and renewal of agreement

As a general rule, the Action Plan covers a given operational cycle, such as single school year or a multi-year period. Specifying the type and time span of the plan in the agreement may depend, in part, on any legal or organizational constraints on the parties (e.g. commitment of funds).

The agreement also needs to specify how the action plans will be approved and the annual (or other periodic) deadlines for this process:

- what must be submitted to whom by what date

The agreement may cover a fixed period or it may be open-ended.

- If it is for a fixed period, provision needs to be made for its renewal, with a period of sufficient notice for all parties.
- If it is open-ended, provision needs to be made for its termination, again with a period of sufficient notice for all parties.

In either case, there has to be a mechanism for revising the agreement.

Other provisions might also include, for example:

- reference to subsidiary agreements with third parties (see text box), perhaps included as an appendix to the agreement
- communication (within the partnership, to stakeholders)

> A third-party agreement is an ongoing contract with a body other than one of the partners to provide some service that is critical for the operation of the CLC (e.g. counselling service in a family clinic).

3 PLAN

1 Explore → 2 Initiate → 3 Plan → 4 Implement → 5 Evaluate

Guidebook, p. 39

3.1 Determine Desired Results

Points of Convergence

This template can be used to determine the possible CLC results from each partner and then to map the points of convergence as shown above.

Results Chain	Partner Results: [Name of Partner]	CLC		
		Results	RA	Comments
Long-Term Results (Impact)				
Medium-Term Results (Outcomes)				
Short-Term Results (Outputs)				

- In this exercise, it is assumed that the CLC is contributing to the long term results sought by the partner (hence the CLC columns are shaded).
- Ask each partner:
  - to record, in column 2, a statement of the long-, medium- and short-term results it is seeking (**Partner Results**)
  - to state, in column 3, which **medium-term results**, if any, that the **CLC** should aim to achieve that complement its medium-term results,
    - noting in column 4 (**RA**) the results area listed in the Mission Statement in Step 2.2 (See **Partnership Agreement** in your **Workbook**) to which each medium-term CLC result relates, and
    - adding **comments** in the final column to explain the relevance and linkage of these medium-term results to the long term impact being sought
  - to repeat this exercise for the **short-term results** that the CLC should aim to achieve that complement its short-term results.
- **Consensus**: A round table discussion of each partner's input will serve to clarify the possible convergence of results for all partners considered together and set the stage for the next task, Determining Intended Results.
- Insert the completed templates in your **Workbook** ().

Statement of Intended Results

This template can be used to record the results chosen for your CLC.

- This template builds on the **consensus** achieved using the template completed in the previous section (⌦ See **Points of convergence** in your **Workbook**).

A. Impact					
RA	**Code**	**Intended Results**	**✓**	**Time Frame**	**Assumptions**

B. Outcomes						
RA	**Code**	**Intended Results**	**Links**	**✓**	**Time Frame**	**Assumptions**
1. Service Delivery						
2. Capacity Building						

C. Outputs						
RA	**Code**	**Intended Results**	**Links**	**✓**	**Time Frame**	**Assumptions**
1. Service Delivery						
2. Capacity Building						

- This template consists of three segments corresponding to the three levels of results that the previous template sought to clarify:

  A Impact

  B Outcomes

  C Outputs

- Segments B (Outcomes) and C (Outputs) are subdivided in order to deal with:

  1 results intended from service delivery

  2 results intended from capacity building

Part A

- Begin at the top (Impact) and work down through outcomes to outputs, completing only Part **A**, results intended from **service delivery**, for these segments (⌦ See **Points of convergence** in your **Workbook**).
- For each statement of results:
  - In the first three columns, record the results area (**RA**) (⌦ See **Partnership agreement** in your **Workbook**), assign a code and state the **intended result**.
  - In the fourth column (✓), check to see if the result is **SMART**, asking yourself:
    - Is it specific, measurable, achievable, relevant and time bound?
  - In the fifth column, indicate the *approximate* **time frame** foreseen (when you expect this result to be achieved).
    - As a general rule, the time frame for impact will be several years.
  - In the final column, briefly describe any critical **assumptions** for each result.

A **code** is simply a "shorthand" means to identify the result in other templates.

Part B and C

- Use the instructions provided above for Part A to complete Parts B and C, but also fill in the additional column (**Links**), not included in Part A, and note the additional comments below regarding the sixth column (**time frame**).
- Complete the first part of each segment dealing with **service delivery** (B.1, C.1).
- Under **Links**, state the result (using its code) to which it is linked (A → B), asking yourself the following:

  If the result is an **outcome** (Part B):
  - To which desired impact will this outcome lead? or To which other desired outcome will this outcome lead?
  - Do these linkages to the impact level of results or to another outcome seem reasonable? Can you show that they are likely to occur? ☆

  If the result is an **output** (Part C):
  - To which desired outcome will this output lead?
  - Do these linkages to the outcome level of results seem reasonable? Can you show that they are likely to occur? ☆

☆ In other words, is your theory of change sound and demonstrable?

- With regard to the *approximate* **time frame** foreseen:
  - the time frame for **outcomes** (Part B) may vary from several months to several years, while
  - the time frame for an **output** (Part C) is the completion of the activity
- Using the above instructions, complete the second part of each segment dealing with **capacity building** (B.2, C.2).
- Insert the completed template in your **Workbook** (▣).

Note. Completing this template for capacity building may need to be deferred until after the analysis of current capacity in Step 3.3 (see template on p. **36**).

Guidebook, p. 44

3.2 Determine Programs and Services to Be Offered

Analyzing Proposed Services

This template can be used to conduct a SWOT analysis of proposed services for each set of alternatives you wish to consider.

Option 1	
Strengths	**Weaknesses**
Opportunities	**Threats**

Option 2	
Strengths	**Weaknesses**
Opportunities	**Threats**

- Decide on the options you wish to consider. Use a separate set of boxes for each option to examine its:
  - strengths
  - weaknesses
  - opportunities
  - threats (risks)
- Use the results of this exercise to discuss all the options, which will lead to the next exercise, deciding on which service activities to provide.
- Insert the completed template in your **Workbook** ( ).

Service Activities

This template can be used to record the activities chosen for service delivery.

Service Activities			Outputs	Time Frame	Description	Resources/Conditions
RA	Code	Title				

- In the first three columns, record the results area (**RA**) (⌦ See **Partnership agreement** in your **Workbook**), assign a **code** and state the **title** for each activity foreseen.
- In column 4 list the **output(s)** that it is meant to achieve. Every activity must have one or more outputs from those chosen (⌦ See **Statement of intended results** in your **Workbook**).
- With one exception, if a proposed activity does not lead to one of these outputs, it has no place in the work plan. The exception occurs if the activity produces an output that should have been included; in which case, amend your listed results accordingly (⌦ See **Statement of intended results** in your **Workbook**).
- The final three columns are used to record the **time frame** for the completion of the activity, a brief **description**, and the **resources** allocated for it (total amount, plus key human and material resources), as well as any other **conditions** that must be provided.
- When all service activities have been listed, they should cover all outputs specified previously (⌦ **See Statement of Intended Results** in your **Workbook**), with the exception of those outputs that relate to capacity building (dealt with in Step 3.3).
- Insert the completed template in your **Workbook** ( ).

A **code** is simply a "shorthand" means to identify the result in other templates.

Service Activities Work Plan

This template can be used to plan the activities chosen for service delivery.

- The work plan template is meant to help manage activities by breaking each activity into a feasible sequence of tasks for the period of time envisaged for it. However, no plan should be cast in stone but revised as required.

Code	Tasks	Days	Responsible	Key Dates

- Specify the list of **Tasks** to be undertaken, preceded by the **Code** of the service activity to which it relates (see **SERVICE ACTIVITIES** in your **Workbook**).
- For each task, record the number of person **Days** foreseen for this task, the person(s) **Responsible** for the task, and any **Key Dates**, including time span and deadline.
- Generally, a work plan is organized according to time line, proceeding from first to last tasks over the period envisaged. However, you can save a second version of the plan sorted by codes to regroup all tasks related to a particular activity.
- Insert the completed template in your **Workbook** ().

Monitoring Service Delivery

This template can be used to help you to develop your monitoring plan, using the following prompts as a guide.

Code	Aspects	Data	Freq	Roles and Procedures

Monitor the Monitoring:

- In the first column, record the **code** of each activity to be monitored (⌦ See **Service Activities** in your **Workbook**) in the spaces provided, adding additional rows as required. (Three rows are provided for each activity, as explained below.)
- Decide which **aspects** of the activity should be monitored (see below) and progress toward results) and record your decision in the second column, using a separate row for each aspect.
  - Generally, these aspects cover the conduct of the activity, the provision of resources and conditions, and progress toward results.
  - To avoid "overload," it is advisable to focus on ***key*** aspects of the activity, that is, those that are most important, especially any for which you may have cause for concern.
- In the third column, determine the **data** that should be collected for this purpose.
  - Simplicity is the by-word here; use data that can be collected easily as a matter of routine (see example in text box).
- In the next column (**Freq**), determine the frequency, that is, how often data should be collected.
  - A distinction also needs to be made between the frequency of collecting versus reporting monitoring data. For example, attendance in an after-school program might be recorded daily, but only reported once a week.

For example: You decide to monitor the attendance of students in an after-school program that runs three times a week. You ask the instructor to provide two pieces of data each week: the number of students present and, after one month, the name of any student whose attendance has dropped below 80% (or any other norm you choose).

Although monitoring is often referred to as an "ongoing" process, the actual frequency of monitoring will vary according to the nature of the object and the urgency of the consequences of a failure to respond. Thus, while there needs to be continuous monitoring of any matters requiring urgent attention, the CLC can decide on the frequency of monitoring less urgent concerns (e.g. monthly, quarterly, etc.).

- Use the final column to establish **roles and procedures** for collecting, processing and using monitoring data by asking:
  - To what extent do these data need to be processed in order to be usable?
  - Who will play various roles in this process?
  - To what extent will self-monitoring be used, versus reporting to a superior?
  - What procedures will be followed to take corrective action (short and longer term)?
  - What procedures are needed to ensure follow-up?
- The final segment of this template provides space to indicate how you will **monitor the monitoring**, that is, ensure that the process is proceeding as planned and provide for early warning and intervention as intended.
- Insert the completed template in your **Workbook** ( ).

3.3 Determine Capacity to Deliver Services

Guidebook, p. 48

Analyzing Current Capacity

This template can be used to analyze your current capacity to deliver services.

- This template consists of two segments shown separately below.

Note. Although this template is about capacity building, the activities listed in the first column are **service activities** from the previous template in Step 3.2.

A. Specific Capacities Related to Service Activities			
Service Activities	**Capacities**		
	Types	**Analysis**	**Rating**

Part A

- Review the service activities in the Action Plan(See **Service Activities** in your **Workbook**) and record the code of each **service activity** in the space provided in the first column (adding extra sets of rows as required).

- Answer the following questions in the space provided for each of the activities listed:
  - What **types** of capacity appear to be relevant to this activity? Use a separate row, inserting others as required, for each type shown in the graphic (see definitions in the Guidebook, p. X).
  - What issues, if any, need to be addressed for each type of capacity listed? (**Analysis**)

Organizational Culture	Organizational Structure
Resources	External Linkages
Management Systems	Strategic Leadership

  - In the final column, rate the seriousness of this issue, using the scale shown here.

B. Overall Capacity of the CLC		
Capacities	**Analysis**	**Rating**
Organizational Culture		
Resources		
Organizational Structure		
Management Systems		
External Linkages		
Strategic Leadership		

Rating:
1 = low
2 = moderate
3 = high

Part B

- Once you have considered all relevant capacity issues for individual activities, proceed to complete Part B of the template: **Overall Capacity of the CLC**.
- Some capacities are only indirectly related to individual service activities and may have been missed in Part A, hence the need to “stand back” and consider more general issues of current capacity.
- Answer the following questions in the space provided for each major type of capacity listed:
  - What issues, if any, need to be addressed for this type of capacity? (**Analysis**)
  - In the final column, rate the seriousness of this issue, using the scale shown here.
- Insert the completed template in your **Workbook** ( ).

Capacity-Building Activities

This template can be used to record the activities chosen for capacity development.

Capacity-Building Activities			**Outputs**	**Time Frame**	**Description**	**Resources/ Conditions**
RA	**Code**	**Title**				

- The information gleaned from the previous template (⌦ See **Statement of Intended Results** in your **Workbook**) provides the basis for completing this template.
- Since time, resources or other constraints may limit the number of **capacity-building activities** you can undertake, use the priority assigned to each gap (High, Medium or Low) to prioritize your choices.
- The same prompts provided earlier for *Service Activities* (p. 33) apply to this template as well.
- When all capacity-building activities have been listed, all outputs previously chosen (⌦ See **Statement of Intended Results** in your **Workbook**) should now be covered.
- Insert the completed template in your **Workbook** ( ).

Reminder: There are two types of activities included in the Action Plan: **service activities** (previous template in Step 3.2) and **capacity-building activities** (in this template).

Capacity-Building Activities Work Plan

This template can be used to plan the activities chosen for capacity building.

Code	**Tasks**	**Days**	**Responsible**	**Key Dates**

- The same prompts provided earlier for the *Service Activities Work Plan* (p. 34) apply to this template as well.
- Insert the completed template in your **Workbook** ( ).

Monitoring Capacity Building

This template can be used to develop your monitoring plan.

Code	Aspects	Data	Freq	Roles and Procedures

Monitor the Monitoring:

- The same prompts provided earlier for *Monitoring Service Delivery* (p. 35) apply to this template as well.
- Insert the completed template in your **Workbook** ( ).

Guidebook, p. 53

3.4 Determine Means to Evaluate Actions and Results

Statement of Ethics

This template can be used to provide the ethical guidelines for the evaluation.[4]

1 Nature and Purpose of the Evaluation	We are undertaking this evaluation on behalf of the [name of CLC] in order to find out how well this centre is doing in relation to various matters judged to be important to its stakeholders. It shall be conducted in accordance with these ethical guidelines, which shall be made available to relevant stakeholders, together with a written description of the evaluation.
2 Relationships With Participants	All interactions with "participants" during this evaluation shall be conducted in an ethical, professional manner, based on respect, honesty and openness. a) A "direct participant" is someone who takes part in the evaluation by completing a questionnaire, or being part of an interview, focus group or observed activity b) An "indirect participant" is anyone about whom a third party provides information.
3 Information	We shall provide all prospective direct participants with a description of the evaluation, as well as an explanation of the nature and implications of their involvement.
4 Privacy	Except for the "routine information" listed in Guideline #9, we shall ensure that the disclosure of information about or the direct participation of every individual is voluntary, with no coercion of any kind applied, including the right to allow only partial disclosure or not to participate in any part of the evaluation and to cease participating at any time.
5 Confidentiality	We shall ensure that "raw data" (i.e. information as collected from and about participants) are treated confidentially and shared only with authorized members of our evaluation team, who have undertaken to respect the confidentiality of the data. This information may be used by future evaluation teams under these same conditions.
6 Anonymity	Categories of respondents (e.g. teachers, female students) may be identified in the evaluation report or other media; however, we shall protect by all reasonable and appropriate means the identity of any individual participant in any such report or other media, unless that person has explicitly consented in writing to be identified.
7 Informed Consent	Except for the "routine information" listed in Guideline #9, we shall obtain written consent from each participant in advance of the data collection, having first informed him or her: a) about the evaluation (as per Guideline #3) b) about the type of participation requested c) that participation is voluntary, including the right to withdraw at any time d) that all information received shall be treated confidentially

4. The Statement of Ethics has been adapted, with permission, from Smith, 2000, pp. 198-201.

8 Special Cases	In the case of a minor, we shall ensure that the written consent of a parent or legal guardian (as per Guideline #7) shall be obtained. Moreover, consent shall also be sought from the participant unless he or she is too young to understand. In the case of any other person incapable of giving informed consent, we shall ensure that the written consent of a parent or legal guardian (as per Guideline #7) shall be obtained.
9 Routine Information	Consent shall not be requested to collect or use the following types of information: a) written, verbal or observational data <u>about staff</u> (e.g. qualifications and experience) or <u>about students</u> (e.g. test results) that do not identify the participant or permit him or her to be identified b) data <u>from current students</u> about academic work or school/ community activities (e.g. student rating of classroom teaching) c) job-related data <u>from current staff</u> (e.g. feedback on school organization) However, the principles of confidentiality and anonymity stipulated above (as per Guidelines # 5 and 6) shall be respected concerning the use of these data.
10 Data Analysis and Reportings	We undertake that the analysis and reporting of data shall be conducted ethically and honestly so as to produce fair and accurate findings about the school, and that the data shall only be used for the purposes described in Guideline #1.
11 Conservation of Data	The evaluation team leader shall be responsible for ensuring that the raw data and other materials from the evaluation shall be conserved for a minimum of two years; the confidentiality provisions of Guideline #6 apply to all data so conserved.
12 Commitment	The commitments made in this Statement of Ethics are known and have been agreed to by the [name of CLC], its partners, staff and associates who are likewise bound by these guidelines.

____________	____________	____________
Name*	Signature	Date

* Person authorized on behalf of the CLC.

- Review each one of the suggested guidelines to ensure that everyone involved has a common understanding of the guideline.
- Then decide whether to accept each guideline (1 to #11) as drafted, revise it, if your circumstances require something different, or, in exceptional circumstances, reject it altogether.
- Add any further guidelines you believe are required.
- The final guideline (#12 above) is essential; without this commitment, the Statement of Ethics is meaningless.

Note. **–** These guidelines are only intended to cover the evaluation being conducted by the CLC for its own purposes. If any of the data are to be used, *even in part*, for other purposes (e.g. an individual staff member's own research agenda for a university course), then separate or additional guidelines will be required.

■ Insert the completed template in your **Workbook** ( ).

Auditing The Evaluation

This template, which comprises eight segments, can be used to conduct the audit of the evaluation, using the guidelines that follow (p. **45**).

Focus	A. Parameters of the Evaluation (Step 1)
Guiding Questions	• Do the purpose and scope of the evaluation appear to be appropriate, given the mission of the CLC and its context, as well as the range of its activities and intended results? • Do the other parameters governing the evaluation, notably the ethical standards to be followed, provide a trustworthy basis for the evaluation?
Evidence	• The Boundaries of the CLC • Partnership Agreement • Action Plan • Statement of Ethics and consent forms
Audit Notes	
Follow-Up	

Focus	B. Objects to Be Evaluated (Step 2)
Guiding Questions	• Do the objects chosen to be evaluated reflect the purpose and scope of the evaluation established in Step 1? • Are any outcomes that could be evaluated included; if not, is there a reasonable explanation for their exclusion? • Are all current activities included; if not, does the selection of activities appear to be reasonable? • Are the outputs included for all current activities selected? • Does the selection of the operational performance of selected activities appear to be reasonable? • Overall, do the objects chosen to be evaluated provide a trustworthy reflection of the performance of the CLC?
Evidence	• Evaluation Grid • Evidence from Step 1
Audit Notes	
Follow-Up	

Focus	C. Performance Standards (Step 3)
Guiding Questions	• Were appropriate performance standards developed for each object to be evaluated? • Does each standard have appropriate and explicit criteria by which it can be judged? • Were any benchmarks used; if so, do they seem appropriate? • Were any performance targets used; if so, do they seem appropriate? • Overall, do the standards selected provide a trustworthy reflection of the performance of the CLC in relation to the objects of the evaluation?
Evidence	• Evaluation Grid • Evidence from Step 2
Audit Notes	
Follow-Up	

Focus	D. Performance Indicators (Step 4)
Guiding Questions	• Were appropriate performance indicators developed for each object to be evaluated, given the standards set for each? • Does each indicator provide a valid and dependable measure of the object to which it relates? • Overall, do the indicators selected provide a trustworthy measure of the performance of the CLC in relation to the objects of the evaluation?
Evidence	• Evaluation Grid • Evidence from Step 3
Audit Notes	
Follow-Up	

Focus	E. Sources of Data (Step 5)
Guiding Questions	• Do the sources of data chosen provide a trustworthy basis for producing the indicators examined in Step 4? • Was any sampling done; if so, were the methods used consistent with generally accepted practices in this regard? • Overall, do the sources of data chosen provide a trustworthy basis for the evaluation?
Evidence	• Evaluation Grid • Statement of Ethics and consent forms • Methodological notes • Evidence from Step 4
Audit Notes	
Follow-Up	

Focus	F. Data Collection (Step 6)
Guiding Questions	• Can each of the instruments used for data collection be considered valid and dependable means to collect the data envisaged? • Was the actual collection of data conducted in accordance with generally accepted practices in this regard, including all applicable ethical standards? • Do the data actually collected reflect the data envisaged in accordance with generally accepted practices in this regard, including response rates versus sample and target populations? • Overall, do the data actually collected provide a trustworthy basis for the evaluation?
Evidence	• Data collection instruments • Methodological notes • Evidence from Step 5
Audit Notes	
Follow-Up	

Focus	G. Data Analysis (Step 7)
Guiding Questions	• Have the raw data (both quantitative and qualitative) been processed in accordance with generally accepted practices in this regard? • Do any data summaries (both quantitative and qualitative) reflect the data they are meant to represent in accordance with generally accepted practices in this regard? • Are the methods, including any instruments used, for the analysis of data consistent with generally accepted practices in this regard? • Overall, does the data analysis present a fair and balanced interpretation of the data? • Overall, does the data analysis provide a trustworthy basis for the evaluation?
Evidence	• Methodological notes • Data tables • Evidence from Step 6
Audit Notes	
Follow-Up	

Focus	H. Evaluation Report (Step 8)
Guiding Questions	• Do the findings flow from the data analysis (Step 7)? • Do the conclusions flow from the findings? • Do the recommendations flow from the conclusions? • Overall, does the evaluation report present a fair and balanced account of the evaluation? • Overall, is the evaluation trustworthy?
Evidence	• Evaluation report • Evidence from Step 7
Audit Notes	
Follow-Up	

Parts A to H

- As announced in Step 3.4, the audit can be done either at the end of the evaluation process by an external auditor or by the evaluation team at the eight points designated throughout the Guidebook by the Audit Step "flag."
- The template is divided into eight segments, one for each step on the ***audit trail*** (see text box):

  A. Parameters of the Evaluation (**Step 1**)
  B. Objects to Be Evaluated (**Step 2**)
  C. Performance Standards (**Step 3**)
  D. Performance Indicators (**Step 4**)
  E. Sources of Data (**Step 5**)
  F. Data Collection (**Step 6**)
  G. Data Analysis (**Step 7**)
  H. Evaluation Report (**Step 8**)

- Each segment begins with one or more **Guiding Questions** to be answered by the audit.
- The next row indicates the type of **evidence** that the auditor should expect to find in order to answer the questions posed.
- ***Note***. The evidence does not include any material from the Confidential File. However, if the auditor has reason to suspect serious breaches of evaluation ethics, then, as an associate team member, he or she should be given access to the Confidential File (⌦ See **Statement of Ethics**, Guideline #5, in your **Workbook**) in order to enable the audit to be completed.
- As presented in the template, the audit trail stops at the Evaluation Report and does not presume that the auditor will look at every communication issued. However, the auditor's report should be made public and it, together with the Evaluation Report, should provide the means for anyone to verify the trustworthiness of any of these other products. (Moreover, there is nothing to prevent the audit from examining any such material.)

Audit trail: a documentary record of the evaluation process, including its data, procedures and findings.

- The guiding questions and the expected sources of evidence are used to conduct the audit, beginning with Audit Step #1 and working through to Step #8.
- The third row provides space for all **audit notes** to record findings, comments and the actions to remedy any problems or queries raised.
- The final row, **Follow-Up**, is to record any responses to auditor comments or queries and to briefly indicate any remedial actions taken or explain why such actions were not taken.
- Insert the completed template in your **Workbook** ( ).

Once the audit is complete, there may be a number of issues with which you must deal, including revisions to the Evaluation Report, which should not be finalized nor made public until the audit has been completed and any necessary remedial action taken.

Evaluation Boundaries

This template can be used to confirm or revise the purpose and scope of the evaluation of the CLC.

Element	As stated by the Framework	As revised (if applicable)
Purpose	This evaluation is meant to serve the dual purpose of accountability to the stakeholders of the CLC and improvement of its performance.	
Outputs	The immediate outputs of the evaluation are the evaluation reports and other forms of communication to stakeholders.	
Outcomes	The outcomes of the evaluation are enhanced organizational capacity and performance.	
Scope	The scope of the evaluation shall be limited to a manageable set of evaluation questions concerned with key areas of performance.	
Performance	Performance is defined as the extent to which the CLC *operates* and *achieves results* in accordance with the expectations of stakeholders.	
Operational Performance (Conduct and Efficiency)	The evaluation of operational performance focuses on the conduct of activities to build capacity and deliver services, more specifically, the extent to which they have been carried out in accordance with our expectations, as well as the efficiency of this process, that is, how well resources have been allocated and managed.	
Results-Based Performance (Effectiveness)	The evaluation of results-based performance focuses on the effectiveness of the CLC: the extent to which short-term results and, *as far as possible*, the progress toward medium-term results have been achieved.	

- This template comprises the following elements to define the boundaries of the evaluation:
  - a general statement purpose
  - the intended outputs of the evaluation
  - the intended outcomes of the evaluation
  - an expression of the scope foreseen for the evaluation
  - the definition of performance used for the evaluation
  - the definition of operational performance used for the evaluation
  - the definition of results-based performance used for the evaluation
- If you decide to adopt the boundaries of the evaluation as summarized in this template, then no action is required; the template will serve to confirm this decision for the record.
- If, on the other hand, you decide to adapt or revise the purpose and scope of the evaluation, then this template provides a means for recording this decision.
- Add additional rows as required for any elements not provided for in the template but which you feel are necessary to delimit the boundaries of the evaluation.
- Insert the completed template in your **Workbook** ( ).

Evaluation Work Plan

This template, which comprises two segments, can be used to plan the evaluation.

- As with the other work plans, it should not be cast in stone but revised as required.

A. Tasks and Responsibilities				
Steps	**Tasks**	**Days**	**Responsible**	**Key Dates**
3.4 (Plan)				
5.1 (Data Collection)				
5.2 (Data Analysis)				
5.3 (Reporting)				

B. Evaluation Resources								
Activities	**Personnel**					**Other Costs**		**Total**
	Professional		**Technical**		**...**	**Printing**	**...**	
	Days	**Amt**	**Days**	**Amt**	**...**			
Step 3.4		$		$		$	$	$
Step 5.1		$		$		$	$	$
Step 5.2		$		$		$	$	$
Step 5.3		$		$		$	$	$
Grand Total		$		$		$	$	$

Part A

- The first column of Part A divides the Work Plan into four main stages of the evaluation process:
  - Step 3.4, Planning
  - Step 5.1, Data Collection
  - Step 5.2, Data Analysis
  - Step 5.3, Reporting to Stakeholders
- In the second column, specify the list of **Tasks** to be undertaken in relation to each of the four main stages, using separate rows for distinct tasks (insert more rows as required), and keeping the list in chronological order.
- In the following columns, record the number of person **Days** foreseen for this task, the person(s) **Responsible** for the task, and any **Key Dates**, including time span and deadline.

Part B

- For each main step listed in Part B, determine the number of days of each type of personnel required (insert columns for as many types as you need), based on your *best estimate* of the time for the tasks they will perform.☆
- Then, in the adjacent column, record the cost for these days (number of days x daily rate). (If your human resources have been contributed by a partner, it may not be feasible to complete this costing.)
- Finally, add any non-salary costs for different types of expenditures (insert columns for as many types as you need), and compute the grand total in the final column.
- Insert the completed template in your **Workbook** ( ).

☆ Since almost all your costs will be for personnel, this estimate drives the budget. Too high an estimate will inflate your budget, while too low an estimate may leave you short of sufficient resources to do the job.

Evaluation Grid

This template can be used to determine the **objects** to be evaluated for each separate activity being considered, followed by the **standards**, **indicators** and **sources and methods** used to evaluate them.

Activity:			
Objects	**Standards**	**Indicators**	**Sources and Methods**
Outcomes:			
•	•	•	•
Outputs:			
•	•	•	•
Conduct:			
•	•	•	•
Efficiency:			
•	•	•	•

Activity:			
Objects	**Standards**	**Indicators**	**Sources and Methods**
Outcomes:			
•	•	•	•
Outputs:			
•	•	•	•
Conduct:			
•	•	•	•
Efficiency:			
•	•	•	•

Activities

- In the first row, list the **code** and **title** of each activity to be evaluated, using a separate box for each activity
  - Ideally, all CLC activities set forth in the current Action Plan should be included (⌧ See **Service Activities** and **Capacity-Building Activities** in your **Workbook**). However, in a well-established CLC with a great many activities, some selection may be required in order to keep the evaluation manageable.
  - The activities selected may include some from a previous action plan whose outcomes are being evaluated (see below).
  - Complete the box for each activity as described below.

> Arguably, the most important aspect of this exercise over time (and the one most likely to be neglected) is the evaluation of intended **outcomes**. The evaluation of **impact** is also important; however, this is a more difficult task, one that this Framework assumes will be dealt with by other specialized evaluations.

Objects

- For each activity, in the first column, record any anticipated **outcomes** to be evaluated.
  - Outcomes can only be evaluated once sufficient time has passed to allow the achievement of or at least progress toward this level of results to be ascertained. Thus, in a new CLC, no evaluation of outcomes is likely to be possible. However, in subsequent years, the outcomes from activities conducted in previous years can and should be evaluated.
- Continuing down in the first column, record all anticipated **outputs** of each current activity.
- In the next space, record those aspects of the **conduct** of the current activity to be evaluated (see examples in Guidebook). To keep the evaluation manageable, some selection will be necessary here.
- In the next space, record any aspects of the **efficiency** of each current activity to be evaluated (see example in Guidebook). Again, selectivity will be required.

Performance Standards

- In the second column, record the **standards** to be used for each of the objects listed in the first column (including any **targets** or **benchmarks**), as explained below.
- Ask members of the evaluation team to consider each object, asking themselves:
  - What level of performance do we expect for this object? (**Standard**)
  - How can we determine if this standard is being met? (**Criteria**)
  - Are there appropriate **benchmarks** we can use to ground this standard?
  - What separate performance **targets**, if any, are appropriate?
- Review suggestions by asking:
  - How will this standard, and any benchmarks or targets used, resonate with stakeholders?
  - What is the basis for the criteria, that is, will they be deemed reasonable by stakeholders?
  - Is the standard, using these criteria, realistic, observable and measurable?
- Record the results of this discussion, namely the standard and criteria (and any benchmarks or targets) that will be used to determine the level of performance, in the space provided.

Indicators

- In the third column, list the **indicator(s)** to be used to measure performance of each object to be evaluated (column 1), taking into account the standards set for that object (column 2).
- The following provides six characteristics of a suitable indicator to help make your choice:
  - **valid**: measures what it claims to measure
  - **feasible**: is relatively easy to produce

- **user-friendly**: simple, clear and easy to understand
- **reliable**: given identical conditions, produces the same results
- **comparable**: where possible, permits comparisons[5]

Sources and Methods

- In the final column, for each indicator selected, briefly describe the **sources and methods** to be used to collect and analyze data in order to produce each indicator selected.
  - It is understood that the information provided in the last column is **tentative** and will change once Step 5.1 has been undertaken. At that point, some sources of data may be found to be unavailable; some instruments may be too difficult to construct and some methods of data collection may prove to be too cumbersome. It is possible that the indicators may have to be revised as well.
- Insert the completed template in your **Workbook** ( ).

3.5 Complete Action Plan

Guidebook, p. 64

Harmonizing Strategic Planning

This template, which comprises three segments, can be used to review the potential impact of the CLC Action Plan on the annual plan of each partner, using the guidelines provided below.

A. Annual Plan of [Name of Partner]	
Review Questions	**Comments**
Are the actions of the proposed CLC action plan compatible with the measures outlined in the organization's annual plan?	
Do any aspects of the CLC evaluation plan conflict with or otherwise affect the present evaluation elements included in the organization's annual plan?	
...	

5. Secrétariat du Conseil du trésor, 2003, pp. 12-13.

B. Review of Partner Input	
Review Questions	**Comments (from Part A), Implications and Options**
Actions	
Evaluation	
…	

C. Resolution		
Object	**Decisions**	**Actions to Be Taken**
Partner Plans:		
Partner …, [name]		
Partner …, [name]		
CLC Action Plan		

Part A

- Part A can be used by each partner individually to review the emerging CLC Action Plan in light of its own annual plan.
- The guiding questions are intended to act as a springboard for discussion; add other rows (…) for any other questions that group members feel would be helpful in conducting this review.

Part B

- Part B can then be used to engage the group in an open discussion to review the input from each partner and tease out the implications for both individual partners and the CLC, as well as options for dealing with these implications.

Part C

- Part C is then used to record any **decisions** that need to be made with respect to the annual plan of individual partners, the CLC Action Plan or both, as well as the **actions** that must be taken in this regard by different partners (what, by whom and when).
- Insert the completed template in your **Workbook** ( ).

The Action Plan

This template can be used to complete the Action Plan, using the guidelines provided.

Intended Results

Activities

Monitoring

Evaluation

Work Plan

Resources

> This template has no set format, as you complete each section by pasting the completed template from a previous section of the Workbook, or by combining material from two or three previous sections, as described below.

Intended Results

- ⌦ See **Statement of Intended Results** in your **Workbook** (Step 3.1).

Activities

- ⌦ See **Service Activities** in your **Workbook** (Step 3.2).
- ⌦ See **Capacity-Building Activities** in your **Workbook** (Step 3.3).
  - These two sections can either be pasted one after the other or integrated to show the relationship between capacity-building and service activities.

Monitoring

- ⌦ See **Monitoring Service Delivery** in your **Workbook** (Step 3.2).
- ⌦ See **Monitoring Service Delivery** in your **Workbook** (Step 3.3).
  - These two sections should either be pasted one after the other or integrated, in accordance with how activities were presented in the previous section.

Evaluation

- ⌦ See **Statement of Ethics** in your **Workbook** (Step 3.4).
- ⌦ See **Boundaries of the Evaluation** in your **Workbook** (Step 3.4).
- ⌦ See **Evaluation Grid** in your **Workbook** (Step 3.4).
  - These three sections should be pasted one after the other.

Work Plan

- ⌦ See **Service Activities Work Plan** in your **Workbook** (Step 3.2).
- ⌦ See **Capacity-Building Activities Work Plan** in your **Workbook** (Step 3.3).
- ⌦ See **Evaluation Work Plan** in your **Workbook** (Step 3.4).
  - These three sections should be integrated, following a chronological sequence.

Resources

- ⌦ See **Service Resources** in your **Workbook** (Step 3.2).
- ⌦ See **Capacity-Building Resources** in your **Workbook** (Step 3.3).
- ⌦ See **Evaluation Resources** in your **Workbook** (Step 3.4).
  - These three sections should be pasted one after the other.

- Review each section and the Action Plan as a whole, checking for clarity, comprehensiveness and logical flow from one section to the next.
- Make any further changes required or deemed advisable from the approval process, as this version becomes the ***approved* Action Plan**.
- However, as with the work plans, it should not be cast in stone but revised as required. In particular, the Evaluation Grid is likely to be revised in Step 5.1.
- Insert the completed template in your **Workbook** ( ).

4 IMPLEMENT

1 Explore → 2 Initiate → 3 Plan → 4 Implement → 5 Evaluate

Guidebook, p. 67

4.1 Allocate Resources and Begin Service Delivery

(There are no templates for this step.)

Guidebook, p. 68

4.2 Allocate Resources and Conduct Capacity Building

(There are no templates for this step.)

Guidebook, p. 69

4.3 Monitor Service Delivery and Capacity Building

(There are no templates for this step.)

5 EVALUATE

1 Explore → 2 Initiate → 3 Plan → 4 Implement → 5 Evaluate

Guidebook, p. 72

5.1 Collect the Data

Creating a Sample

This template can be used to design either a representative (Part A) or a purposive sample (Part B) of one or more target populations, using the guidelines for each segment of this template (shown separately).

A. Representative Sample			
Target Population		**Sample**	
Group	**Number**	**Number**	**Percent**
Students			
Teachers			
Parents			
Community members			
...			

B. Purposive Sample			
Group	**Purpose**	**Criteria**	**Number**
Students			
Teachers			
Parents			
Community members			
...			

For any given target population, ask yourself: Do I want the sample to be representative of this population?

- **If yes**, use Part A, Representative Sample, to determine the approximate number of the target population for each separate group of respondents, adding extra rows as required.
- **If no**, use Part B, Purposive Sample.

Part A

- Determine the sample size for each group, using the following table as a guide.[6]

DETERMINING SAMPLE SIZE

Target Population	Level of Tolerable Error			
	5%	4%	3%	2%
100	79	85	91	96
500	217	272	340	413
1 000	277	375	517	705

Note. – Sample sizes are based on a 95% "level of confidence" at four "levels of error"; see note[7] below.

Part B

- After determining the purpose of this sample, ask yourself the following:
  - What purposive technique would be appropriate?
  - What criteria will you use to construct the sample?
  - What number of respondents are to be included?
- Insert the completed template in your **Workbook** ( ).

6. Anderson, 1990, p. 202.
7. The statistical accuracy of sample results is measured in "levels of confidence" and "percentage of error." A 95% level of confidence and a 5% percentage of error means that the sample will be like the total population 95% of the time and the sample data are thought to be accurate 19 times out of 20.

Sample Consent Forms

This template can be used to develop your own forms to obtain the consent of participants.[8]

PARENTAL CONSENT LETTER

Dear Students and Parent or Guardian:

By now, we hope you have heard about [name of CLC] which is completing its first year of operation. Briefly, our CLC was formed [include a <u>brief</u> statement about the CLC and its partners].

This letter is to inform you that we are conducting an evaluation of the centre's performance in relation to various matters that we think are important for us.

The purpose of our study is to collect, analyze and communicate information about the centre to staff, students, parents and the community, and to use this information for developing action plans for the future. Data will be gathered from documents and records as well as from other sources such as questionnaires completed by students, teachers and parents.

We are presently organizing a public forum to focus on teaching and learning in our centre, including a panel of students, and open to members of the school community and the media. Panel members will be asked to give their opinions on their experience in this school in relation to the topic and to participate in an exchange with fellow panellists, moderated by a member of the evaluation team. The moderator will provide for a brief time for questions from the audience which students will be invited to answer if they wish.

We hereby request your agreement to allow your child to participate as a member of this panel, in accordance with the attached Declaration of Consent form.

We appreciate your co-operation and ask students and parents of students who are under 18 years of age to please sign the attached consent form and return it to the centre by [**date**]. If you have any questions, please phone me at [telephone number].

Yours very truly,

[Name]

[Title]

[Name of CLC]

- There is no “set form” for a consent letter, which must be tailored to match the circumstances of each case, taking into account:
  - the nature of the participation being requested
  - the participant group
  - any special circumstances

8. The sample consent forms have been adapted with permission from Smith, 2000, pp. 201-202.

- In all cases, the letter should be short but enable the participant to make an informed decision, by providing:
  - the purpose of the evaluation
  - a clear statement of what consent is being requested
  - any conditions that apply
  - a date by which the form should be signed and returned

DECLARATION OF CONSENT

________________ ____________________

Name of Student   Name of Parent or Guardian

I am a parent or guardian of the student named above. I understand that the [name of CLC] is conducting an evaluation of its performance. I have read and understood the covering letter and [if applicable] information flyer which was attached to this form.

I consent to my son, daughter or ward participating as a panellist in a public forum on teaching and learning, to be held at [time, date and place]. This consent is given on the understanding that:

- participation is voluntary and this consent may be withdrawn at any time
- the forum will be audio taped by the centre, but these tapes and the notes taken by team members will be treated confidentially
- he or she will not be identified in any report

___________________________ ________________

Signature of Student   Date

[ ] Please check here if you are 18 years of age or older.

___________________________________ ________________

Signature of Parent or Guardian   Date
(For students under 18 years of age)

I give my assurance that the information I receive will be used only for the purposes of the study, according to the terms and conditions described to you.

________________________ _______________

Signature of CLC representative   Date

- Again, there is no set content or format for a consent form, which must be tailored to match the circumstances of each case, taking into account the same factors presented above for a consent letter.

- In all cases, the consent form should:
  - identify the participant
  - clearly state what is being consented
  - provide a place for the participant to sign and date the form
  - include the signed statement of the person given the responsibility to assure that the conditions stated in the letter will be respected
- Insert your completed consent letters and forms in your **Workbook** ( ).

Sample Instruments

This template can be used to develop your own instruments to collect data using one or more of the methods described above.

- This template consists of several segments, shown separately below, each of which is part of a mock instrument for the "Thousand Hills CLC" whose general instructions are shown below.

<table>
<tr><th colspan="2">Thousand Hills CLC–Evaluating Our Performance
What Stakeholders Say</th></tr>
<tr><td>General Instructions</td><td>• The purpose of this instrument is to gather information about how well our centre is doing in relation to various topics.
• There are no right or wrong answers and if you do not feel you can answer any particular question, please just check N for "no opinion."
• Please do not write your name anywhere on this questionnaire so that your answers will be completely anonymous.</td></tr>
</table>

- Any instrument begins by identifying its **origin** (i.e. CLC evaluation) and **name**, which should be done in a standard format when several different instruments are used.
- Including **general instructions** at the beginning avoids needless repetition when the instrument contains several separate sections.

<table>
<tr><th colspan="8">Background Data</th></tr>
<tr><td>Name of Organization</td><td colspan="7"></td></tr>
<tr><td rowspan="2">Respondent Role</td><td>[ ] Student</td><td colspan="2">[ ] Teacher</td><td colspan="2">[ ] Parent</td><td>[ ]</td><td>[ ]</td></tr>
<tr><td>[ ]</td><td colspan="2">[ ]</td><td colspan="2">[ ]</td><td colspan="2">[ ] Other:</td></tr>
<tr><td rowspan="2">Grade (Students only)</td><td>[ ] K</td><td>[ ] 1</td><td>[ ] 2</td><td>[ ] 3</td><td>[ ] 4</td><td>[ ] 5</td><td>[ ] 6</td></tr>
<tr><td></td><td></td><td>[ ] SI</td><td>[ ] SII</td><td>[ ] SIII</td><td>[ ] SIV</td><td>[ ] SV</td></tr>
<tr><td>Gender</td><td colspan="2">[ ] Male</td><td colspan="2">[ ] Female</td><td colspan="3"></td></tr>
</table>

- A <u>minimum</u> of **background information** is always required (again in standard format), but avoid asking for unnecessary data.

Teaching and Learning						
Below you will find a series of statements. For example: *My school has a friendly atmosphere*. We would like you to tell us how much each one reflects your experience at school by placing a check mark (✓) in the box under the appropriate number in the space provided, using this scale: 1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree N = No Opinion						
#	**Statement**	**Rating**				
		1	**2**	**3**	**4**	**N**
1	My school is challenging me to do my best.					
2	This school makes me feel that I belong here.					
3	My school is helping me to develop a curiosity for learning.					
4	My school is helping me to develop the ability to learn on my own.					
5	My school is helping me to learn to get along with others.					

Example

Student	My school is challenging me to do my best.
Teacher	Students are challenged to do their best.
Parent	The school is challenging my child to do his/her best.

- This example, Teaching and Learning, typifies a likert-style **questionnaire** seeking opinions from stakeholders (in this case from students).
- Parallel questionnaires can be designed to solicit the same information from others (e.g. teachers and parents) by changing the wording for each statement (see example in text box).

Parental Involvement						
Please check (✓) how often you participate in the activities listed below respecting the education of your child, using this scale: 1 = Never 2 = Rarely 3 = Occasionally 4 =Frequently N = No Opinion.						
#	**Statement**	**Rating**				
		1	**2**	**3**	**4**	**N**
1	Assisting your child in doing homework					
2	Checking that homework is completed					
3	Responding to teacher communiqués					
4	Attending parent/teacher interviews					
5	Reviewing progress reports with your child					

- This example, Parental Involvement, illustrates a **checklist** to determine, for example, the frequency with which certain activities occur (in this case parents rating their involvement with their child's education).

School Facilities												
Please check (✓) the rating that best reflects the general condition of your school building, using this scale: 1 = Very Poor 2 = Inferior 3 = Standard 4 = Superior N = No Opinion.												
#	**Location**	**Cleanliness**					**#**	**Maintenance**				
		1	**2**	**3**	**4**	**N**		**1**	**2**	**3**	**4**	**N**
1	Classrooms						11					
2	Hallways						12					
3	Washrooms						13					
4	Gym						14					
5	Library						15					
6	Entrance						16					
7	Staff Room						17					
8	Office						18					
9	Cafeteria						19					
10	Grounds						20					

- This example, School Facilities, shows a **rating scale** used to see how stakeholders rate a given matter (in this case, the cleanliness and maintenance of the school).

<table>
<tr><th colspan="3">Voices from the Community</th></tr>
<tr><td>Start-Up
(10 min.)</td><td colspan="2">• [Intro] Good evening, my name is ... I have been asked by the Thousand Hills CLC to moderate this focus group. My colleague, ..., is going to record our discussion and keep notes. More about this role in a minute, but first let me explain why we are here.
• [Purpose] All of you recently attended a program for community volunteers offered by the CLC. Some of you completed the program and others did not. As part of an evaluation of the CLC, we would like you to help us identify the strengths and weaknesses of this program; how well it met your needs and what you think might improve it. Before we begin, let me briefly go over the “ground rules” for this session.
• [Ground rules] Although we are recording this session, all material gathered here will be kept confidential. First names only will be used in the discussion and you will not be identified in any report. I will do my best to see that everyone has a chance to contribute so, because our time is restricted, some of you may be asked to limit your comments. Finally, rest assured that this session is not a “feel good” exercise: we want to know what you really think and all constructive feedback is welcome.
• [Participant intro] Let’s go quickly around the table so you can each introduce yourself—just your first name and a brief word about yourself.</td></tr>
<tr><td rowspan="6">Discussion
(90 min.)</td><td>Guiding Questions</td><td>Probes*</td></tr>
<tr><td>• Why did you sign up for this program?</td><td>• Identification of different motivations, individual circumstances</td></tr>
<tr><td>• Can you briefly describe your experience in this program: what was it like for you?</td><td>• Different aspects of the program; delivery, materials; interactions with instructor and peers</td></tr>
<tr><td>• Can you briefly explain why the program met or did not meet your expectations?</td><td>• Any mismatch between individual and program expectations; reasons for dropping out (personal versus program)</td></tr>
<tr><td>• What would you say were the major strengths and weaknesses of the program?</td><td>• Search for any patterns relating to participants or program; how weaknesses could be improved</td></tr>
<tr><td>• Have you had a chance to make use of what you learned?</td><td>• Strength of linkages between program and anticipated outcomes; how program helped or did not help in real-life situation</td></tr>
<tr><td>Wrap-Up
(20 min.)</td><td colspan="2">• In closing, is there anything that anyone would like to add? Thank you for your cooperation and input; it has been very helpful. We are planning to complete our report by [date] which will be available on our Web site: ...</td></tr>
</table>

* Probes necessarily include follow-up on unexpected input from the general discussion.

- This example, Voices from the Community, illustrates a **focus group protocol**.
- Insert your completed instruments in your **Workbook** ( ).

5.2 Analyze the Data

Guidebook, p. 82

Quantitative Data Analysis

This template can be used to design the data file structure and various displays of quantitative data, and then to analyze these data.

- The samples in this template (shown separately below) use the responses of three stakeholder groups—students (1), teachers (2) and parents (3)—to a questionnaire using a 4-point Likert scale.

1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree
S = No Opinion

SAMPLE DATA FILE STRUCTURE

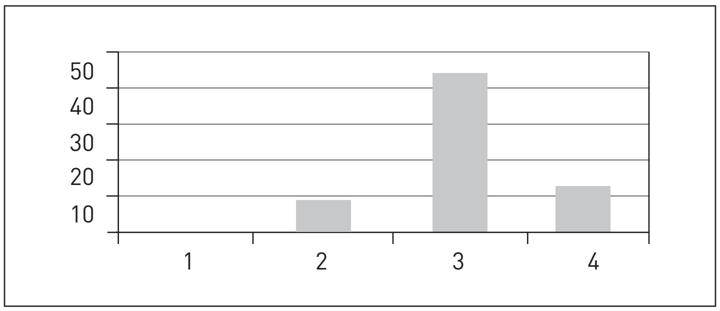
Res	B1	B2	Q1	Q2	Q3	Q4	Q5
1	1	1	3	3	3		3
2	1	1	3	3			3
3	1	1	3	3		3	3
4	1	1	3	3		3	4
5	1	2	3	4	3	4	2
6	2	2	2	3	3	4	2
7	2	1	3	2	3	3	2
8	2	2	3	3	3	4	3
9	2	1	3	3		3	2
10	2	2	3	3	3	3	3
11	3	2	4	4	4	4	3
12	3	2	4	3	4		3
13	3	2	4	4	3		3
14	3	2	2	3	3	3	3
15	3	2	3	3	2	3	2

- This display shows a **sample data file** structure for 15 respondents (**Res**), two background questions: **B1**–respondent type (1, 2 or 3) and **B2**–gender (1=male; 2=female), and five items from the questionnaire (**Q1** to **Q5**). Each cell displays the respondent's answer to one question (1, 2, 3 or 4); blank cells signify "no response."

FREQUENCY DISTRIBUTION OF RESPONSES BY ITEM

Item	Response Categories				Total
	1	2	3	4	
Q1	0	2	10	3	15
Q2	0	1	11	3	15
Q3	0	1	8	2	11
Q4	0	0	7	4	11
Q5	0	5	9	1	15
Total	0	9	45	13	67

FREQUENCY DISTRIBUTION OF ALL RESPONSES COMBINED



PERCENTAGE DISTRIBUTION OF RESPONSES BY ITEM

Item	Response Categories				Total
	1	2	3	4	
Q1	0%	13%	67%	20%	100%
Q2	0%	7%	73%	20%	100%
Q3	0%	9%	73%	18%	100%
Q4	0%	0%	64%	36%	100%
Q5	0%	33%	60%	7%	100%
Total	0%	13%	67%	19%	100%

- These three displays present the **frequency of responses**:
  - First, a matrix displays the frequency of responses for all five items in each of the four response categories.
  - Then the total number of responses for all items by category is shown in graphic form.
  - Third, a matrix displays the percentage of responses for all five items in each of the four response categories.

DISTRIBUTION OF MEAN RESPONSES

Item	Respondent Groups			All
	Students	Teachers	Parents	
1	3.00	2.80	3.40	3.07
2	3.20	2.80	3.40	3.13
3	3.00	3.00	3.20	3.09
4	3.33	3.40	3.33	3.36
5	3.00	2.40	2.80	2.73

- The above display shows the distribution of **mean responses** for each group of respondents for all five items, as well as the mean response for all respondents combined.

DATA COLLECTION POPULATION, SAMPLE AND RESPONSES

Respondents	Number			Percent
	Total	Sample	Response	
Students	589	589	423	72%
Teachers	32	32	21	65%
Parents	500	500	381	76%
Total	1 121	1 121	825	74%

- This final display shows a tabulation of the **target population, sample and responses** for different groups from which the above sample was taken.

Qualitative Data Analysis

This template can be used to design the data file structure and various displays of qualitative data, and then to analyze these data.

SAMPLE QUALITATIVE DATA FILE STRUCTURE

N	Q#	Response
1	1	
1	2	
1	3	
2	1	
2	2	
2	3	
3	1	
3	2	
3	3	

- This display shows an example of how open-ended responses from each respondent (**N**) to three items (**Q#**) on a questionnaire could be stored.

DATA SORTED BY ITEM

N	Q#	Response
1	1	
2	1	
3	1	
1	2	
2	2	
3	2	
1	3	
2	3	
3	3	

- This display shows the same data sorted by item number.

RECORDING INTERVIEW DATA

Respondent ID: Background characteristics:
Questions and Answers
Question 1: ... Response **Question 2**: ... Response
OR
Verbatim Transcript
Int.: ... **Res: ...** **Int.: ...** **Res: ...**

- This display shows two alternative means for recording interview data:
  - In the first, the responses are noted to each question posed.
  - In the second, a verbatim transcript of the exchange is recorded between the interviewer (**Int**) and the respondent (**Res**).

CODING AND SORTING QUALITATIVE DATA

N	B1	. . .	B5	Q#	Des	Inf	Summary
1				1	Lib	Pos	
2				1	Lib	Pos	
1				1	Lib	Neg	
3				1	Lib	Neg	
1				1	Com	Pos	
2				1	Com	Pos	
2				1	Com	Neg	

- The above display is intended for data on facilities that have been:
  - coded, with a descriptive code (**Des**) for each type of facility (Lib = library; Com = computers), and
  - coded with an inferential code (**Inf**) for type of comments (Pos = positive; Neg = negative), then
  - sorted by item, descriptive and inferential codes (Q# + Des + Inf)
- **Summary** provides a field to summarize the data.

SAMPLE DISPLAY OF CODED QUALITATIVE DATA

Descriptive Categories	**Respondent Opinions**	
	Positive	Negative
Library	• . . . • . . . • . . .	• . . . • . . . • . . .
Computer Lab	• . . . • . . . • . . .	• . . . • . . . • . . .

- This final display illustrates a data matrix that could be used to depict positive and negative comments about the library and the computer lab.

Guidebook, p. 95

5.3 Report to Stakeholders

Evaluation Checklist

This template can be used to assemble the pieces of the evaluation.

Points to Be Reviewed	Check	Comments
• A complete version of the evaluation plan, including any revisions made during the course of the evaluation		
• A complete work plan document, including any revisions made during the course of the evaluation		
• All of the raw data (completed questionnaires, interview notes, etc.) gathered and catalogued		
• Consent forms for all data for which consent was required		
• The synthesis of the data in usable form (tables, summaries of stakeholder comments, etc) gathered and catalogued		
• The results of the data analysis: findings, interpretations, any tentative conclusions and recommendations		
• A record of the process followed, with any issues for further investigation or action		

- Examine the points listed in the template and check (✓) if you have all the necessary information.
- If any information is missing, can you retrieve it or construct it? If not, what are the implications for the evaluation report?
- Insert the completed template in your **Workbook** ( ).

Reporting to Stakeholders

This template can be used to outline your reporting strategy, as described below.

Overview of Reporting Strategy:

[Name of report or communication strategy]	
Target Audience	
Purpose and Results	
Key Issues	
Content	
Format	
Author(s)	
Resources	
Time Line	

[Name of report or communication strategy]	
Target Audience	
Purpose and Results	
Key Issues	
Content	
Format	
Author(s)	
Resources	
Time Line	

- **Target audience:** list the primary target audience(s) of the report/strategy, as well as any secondary ones: students, school staff, parents, school district, public, …
- **Purpose and results:** write a short statement of purpose for the report/strategy (why you are doing this) and any specific results you envisage (what you hope will be accomplished because of it)

- **Key issues:** list any key issues or concerns arising from the evaluation for the target audience(s) in question.
- **Content:** sketch out what the content of the report/strategy should include (this might include an abstract of the work and/or an outline).
- **Format:** specify all relevant characteristics of the format of the proposed report/strategy: medium (e.g. report, pamphlet, video, Web page); approximate length (pages or minutes); style of presentation (e.g. page size and layout, fonts, paragraph styles, use of bullets, graphics, etc.).
- **Author(s):** list the proposed author(s) of the report/strategy (if more than one, stipulate the lead author or division of responsibilities).
- **Resources:** include an approximation of the financial, human and other resources required to complete the report/strategy.
- **Time line:** specify when the report/strategy must be drafted, completed and distributed.
- Insert the completed template in your **Workbook** ( ).

NOTES

REFERENCES

Anderson, G. (1990). *Fundamentals of educational research*. London: Falmer Press.

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