Evaluation Phases and Program Maturity

IN COOPERATION WITH

EDC | Center for Children & Technology

CENTER FOR CHILDREN & TECHNOLOGY

IN COOPERATION WITH

SRI International

SRI International

Developed by EDC | Center for Children & Technology and SRI International in collaboration with Intel Corporation for the Intel Education Initiative
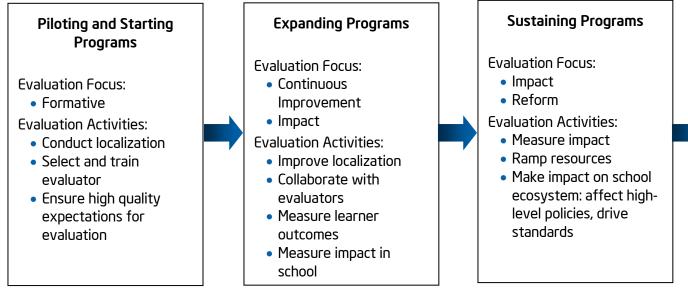
Revision 1.0
May, 2007

Evaluation Phases and Program Maturity

The Intel® Education evaluation efforts address a core global framework as well as localized needs. These evaluations vary depending on country context as well as program maturity. An illustration of this comprehensive evaluation program considers a developmental approach to identify phases of evaluation in relation to program maturity.

Program Life Cycle

Piloting and Starting Programs

Evaluation Focus:
- Formative

Evaluation Activities:
- Conduct localization
- Select and train evaluator
- Ensure high quality expectations for evaluation

Expanding Programs

Evaluation Focus:
- Continuous Improvement
- Impact

Evaluation Activities:
- Improve localization
- Collaborate with evaluators
- Measure learner outcomes
- Measure impact in school

Sustaining Programs

Evaluation Focus:
- Impact
- Reform

Evaluation Activities:
- Measure impact
- Ramp resources
- Make impact on school ecosystem: affect high-level policies, drive standards

Evaluation Phases

Pilot Phase	Training Phase	Impact Phase

1. **Pilot Phase:**

   - Takes place early in the program implementation

   - Is intended to evaluate how successful translation, localization, and logistics efforts are

   - Is the time to make adjustments, changes, or corrections to the localized implementation

   - All Pilots or new programs are required to have an evaluation plan that identifies what will be evaluated, how the data will be collected, and when an analysis and report will be provided for the pilot program

2. **Training Phase:**

- Is the time when

  o An End of Training evaluation plan is implemented;

  o Data is collected, compiled, and analyzed; and

  o A report is generated based on synthesis of end-of-training data

- Data can be compared to the End of Training benchmarks established from the longitudinal global evaluation data

- Can be a time to make further changes or additional localization

3. **Impact Phase:**

- May begin once training sessions have been in place for no less than six months to allow teachers to implement what they learn

- Involves following up with teachers via impact surveys

- Is the phase when core global impact data is collected and analyzed annually to form the basis of annual impact reports

- Data can be compared to the Impact benchmarks established from the longitudinal global evaluation data

Note: For start-up programs, impact studies are not expected until the second year of the program.

Qualitative Studies

- Can take place throughout the program life cycle

- May include such qualitative methods as interviews, focus groups, and classroom observations to understand teacher use, integration in the classroom, and overall impact on the education system

- Involves localized efforts that allow investigation of additional interests or questions country ministries of education may have, in order to begin to collect data that will provide these ministries with evidence to support adoption and improvement of educational strategies

- Observation protocols and report strategies are now available to provide guidance to field evaluation staff that aid in the creation of impact stories.