

# Education Council Evaluation Readiness Assessment Questionnaire

## 1. Introduction

### ABOUT THIS READINESS ASSESSMENT QUESTIONNAIRE

The objective of this "Readiness Assessment Questionnaire" is to serve as a diagnostic tool that will help determine where a given NOAA education program stands in incorporating evaluation and evaluative thinking in their program design and implementation. The "self-assessment tool" will help us determine whether education programs:

1. Meet a minimum series of prerequisites recommended for incorporating evaluation in their program design and implementation;
2. Can demonstrate increased competency in measuring outcomes; and
3. Can show that they have a system in place to collect and report performance indicators, as will be required by this NOAA education outcome-based M&E framework.

We plan to use this data to learn about evaluation needs and challenges (to help inform development of NOAA-wide performance measures and monitoring tools) and to inform the future external evaluation expert on our status for evaluating our programs. This will give the future external evaluator a baseline of our needs and challenges in evaluation.

The Questionnaire is organized in six sections:

1. Administrative Unit - General Evaluation Status
2. Formal Program Information
  - Performance Measures
  - Resources
  - Reporting and Dissemination of Program Results
3. Informal Program Information (same topics as formal section)
4. Outreach Program Information (same topics as formal section)
5. Final Comments

The M&E Workgroup estimates that it will take you ??? to complete this form.

**IMPORTANT:** We suggest that you gather all the information you need first to complete the form. This information includes budget data for evaluation, evaluation goals for each of your programs being evaluated, and a list of evaluation-related trainings you have attended.

You can complete the form in multiple sessions, but you must use the same computer to do so. A printed copy of this form can be found on the Office of Education intranet site for your convenience.

Thank you for taking the time to complete this form.

The M&E Workgroup

# Education Council Evaluation Readiness Assessment Questionnaire

## 2. SECTION I. ADMINISTRATIVE UNIT - GENERAL EVALUATION STATUS

This section focuses on the overall status of evaluation for your Administrative Unit. An Administrative Unit is the NOAA entity which has primary responsibility for the budgetary support, administration, and staffing of an Education portfolio.

\* 1. Please select your Administrative Unit (AU) from the drop down list below.

Before you complete the next section, please review the following definitions.

An output can be: 1. the products and services that are produced by a program. These are generally tabulated as counts, percentages, time allocations and/or dollar amounts. 2. the immediate results of an action (e.g., services, events, and products) that document the extent of implementation of a particular activity. They are typically expressed numerically—e.g., the number of persons who visit a museum exhibit or listen to a radio program. (NSF Framework) 3. the number of activities that are part of your program or how many people will participate in those activities (NSF Framework)

An outcome can be: 1. the changes that show movement toward achieving ultimate goals and objectives—e.g., the number of persons who enhance their knowledge as a result of visiting a museum exhibit or listening to a radio program. (NSF Framework) 2. the likely or achieved short-term and medium-term effects of a program or intervention.

A logic model is a graphic representation of a program showing the intended relationships between investments and results. Most logic models incorporate the following components: (1) Inputs; (2) Outputs; (3) Outcomes (Short-term / Mid-term / Long-term); (4) Unintended Results; (5) Assumptions; and (6) External factors.

\* 2. What is the status of evaluation for your Administrative Unit?

Please check all that apply.

	Established for my whole AU	Established for specific programs	In development	Not sure when we will tackle this task
Evaluation Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logic Model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Output Performance Measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outcome Performance Measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any comments that would help clarify your selections above.



## Education Council Evaluation Readiness Assessment Questionnaire

**\* 6. Which of the following evaluation trainings have you taken?**

**Please choose all that apply.**

- I have not taken any evaluation training
- Conducting Needs Assessment - Online Course offered by NOAA's Coastal Services Center.
- Project Design and Evaluation training offered by NOAA's Coastal Services Center.
- Web Content Design and Evaluation - Online course offered by NOAA's Coastal Services Center.
- Designing Education Projects - NOAA Office of Education
- Program Evaluation Course - Office of National Marine Sanctuaries
- Applied Environmental Education Program Evaluation - Online course/workshop offered through the University of Wisconsin Stevens-Point
- Training Offered through George Washington University The Evaluator's Institute
- All of the above
- Other (please specify)

**\* 7. The next sections inquire about the status of evaluation of specific programs of your administrative unit. Do you currently or have you in the recent past, evaluated one or more of your administrative unit's education programs?**

**Program(s) – A thematic grouping of projects and activities within a NOAA Administrative Unit's education portfolio. For this data collection, please only consider programs that have a minimum of \$50,000 in dedicated resources (combined staffing and all other budgetary allocations).**

Yes

No

3.

- \* 1. Do you currently or have you in the recent past, evaluated one or more of your administrative unit's FORMAL education programs?

**FORMAL EDUCATION** (definition from NOAA Education Strategic Plan): Learning within a structured education system in which children or adults are required to demonstrate proficiency.

Yes

No

# Education Council Evaluation Readiness Assessment Questionnaire

## 4. Section IIA: FORMAL EDUCATION PROGRAM INFORMATION

**IMPORTANT:** This section aims to collect information on a FORMAL PROGRAM not an Administrative Unit.

**DEFINITION:** Program is a thematic grouping of projects and activities within a NOAA Administrative Unit's education portfolio. For this data collection, please only consider programs that have a minimum of \$50,000 in dedicated resources (combined staffing and all other budgetary allocations).

\* 1. Primary Audience for this Program

2. Non-formal Secondary Audience for this Program

\* 3. Name of Program:

\* 4. Is this program implemented in collaboration with other administrative unit's?

Yes

No

5. If yes, please tell us who your partner is.

Please select from the drop down list below.

\* 6. What is the status of evaluation for your program?

Please check all that apply and indicate what level of priority it constitutes for your program.

	Established for my program	In development	Not sure when we will tackle this task
Evaluation Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logic Model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Output Performance Measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outcome Performance Measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* 7. What is the goal of your program?

Remember, goals describe the overriding purpose of a program or project and are written as general statements. Goals are written at the SEE level of the TOP model, they provide the "big picture" of what is to be accomplished by undertaking the project. Goals describe social, economic, or environmental impact of the project in broad terms.

# Education Council Evaluation Readiness Assessment Questionnaire

**\* 8. What is the role of evaluation for this program?**

**Check all that apply.**

Assess the divergence or discrepancy between the current situation or level of services (“what is”) and the desired situation or level of services (“what should be”).

Assess the extent to which a program is operating as planned or to collect evidence of progress toward the outcomes identified in the TOP model.

Judge whether the goals of the project have been reached.

Other (please specify)

**\* 9. How frequently do you evaluate this program?**

Quarterly

Twice a year

Once a year

Every two years

On-going

Other (please specify)

**10. Please provide any comments that would help clarify your selections above.**

	5
	6

# Education Council Evaluation Readiness Assessment Questionnaire

**\* 11. What type of instruments have you used to evaluate this program?**

**Please check all the boxes that apply**

- |   |  |
|---|--|
| <input type="checkbox"/> Pre & post teacher/educator survey | <input type="checkbox"/> Focus groups  |
| <input type="checkbox"/> Pre & post student survey          | <input type="checkbox"/> Concept Map   |
| <input type="checkbox"/> Post teacher/educator survey       | <input type="checkbox"/> Literature review (For comparison from past to initial condition) |
| <input type="checkbox"/> Post student survey                | <input type="checkbox"/> Interview   |
| <input type="checkbox"/> Formative Surveys                  | <input type="checkbox"/> Test  |
| <input type="checkbox"/> Summative Surveys                  | <input type="checkbox"/> Case studies or peer review                                       |
| <input type="checkbox"/> Portfolios                         | <input type="checkbox"/> Document or product review  |
| <input type="checkbox"/> Observation                        |  |

Other (please specify)

**\* 12. How long has it taken you to get to your current level of program evaluation?**

**Please select one.**

1-3 years

4-5 years

Other (please specify)

**13. Please provide any comments that would help clarify your selections above.**

**\* 14. Do you feel your evaluation approach could be replicated across the agency?**

Yes

No

Not applicable

Other (please specify)

## 5. Section IIB: FORMAL EDUCATION PROGRAM - PERFORMANCE MEASURES

If you are collecting any performance measures on this formal education program, please share that information with us.

**\* 1. Which OUTPUT measures do you collect?**

**Check all that apply.**

- Number of lessons downloaded from a website
- Number of professional development workshops
- Number of participants for professional teacher development Workshops
- Number of contact hours for professional development workshops
- Number of repeat teachers in professional development workshops
- Number of pre-K to college students reached
- Pre-K to college teachers - Number of clock hours awarded
- Number of minority students reached through pre-K to college education programs
- Number of minority teachers reached through pre-K-college education programs

Other (please specify as many as needed)

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# Education Council Evaluation Readiness Assessment Questionnaire

## ★ 2. Which outcome measure do you evaluate?

**Check all the outcomes you currently evaluate. You must be able to demonstrate impact in the categories you selected.**

- Reactions - Evidence for this impact includes changes in: participant satisfaction, engagement (for example: number of individuals who contributed to discussion, participated actively in an activity, etc), interest in the program activities, anticipated use of materials or ideas in the future.
- Awareness & Attitudes – Evidence for this impact includes changes in: degree of respect, empathy, support, allegiance, or appreciation. The targeted attitude may be toward an ocean, coastal, climate or any other topic, species or ecosystems, activities (building of a new interpretation center), theories (global climate change) or careers.
- Skill – Evidence for this impact includes changes in: A) scientific inquiry skills (e.g. observation, exploration, questioning, prediction, experimentation, argumentation, interpretation, and summarization); B) specific skills related to technology and devices (e.g. using instruments such as microscopes or telescopes successfully); C) creative, critical thinking, decision making skills; D) skills related to learning in a particular environment (e.g. how to use interactive exhibits, how to draw relevant information from labels or other interpretive devices, and how to learn effectively with others of different skill-levels); E) broader skills (e.g. linguistic, logical/mathematical, spatial, kinesthetic or even interpersonal and social skills).
- Knowledge – Evidence for this impact includes changes in a person’s ability to: Explain (provide thorough, supported, and justifiable accounts of phenomena, facts, and data); Interpret (tell meaningful stories; offer apt translations; provide a revealing historical or personal dimension to ideas and events; make it personal or accessible through images, anecdotes, analogies, and models); Apply (effectively use and adapt what we know in diverse contexts); Have perspective (see and hear points of view through critical eyes and ears; see the big picture); Empathize (find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior direct experience); Have self knowledge (perceive the personal style, prejudices, and habits of mind that both shape and impede our own understanding; we are aware of what we do not understand and why understanding is so hard)
- Practices – Evidence for this impact includes changes in: reducing the frequency of undesirable behaviors; adoption of a specific or a desirable behavior; stopping to question a choice; or talking about possible behavior changes with others. It also reflects new “habits,” the application of new skills and knowledge, the adoption of new perspective. Examples include: Protects natural systems and uses natural resources effectively and efficiently, makes the environment a key part of internal priorities, values and ethics, and leads by example.
- SEEC —Social, Economic, Environmental Conditions: Evidence for this impact includes changes in: life expectancies, profit-loss statements, indices of air and water quality, jobs created and retained; reduced operating costs; savings through prevention; increases in retail activity or productivity; economic policy development/improvements; increased conservation, restoration, sustainable use and development, enhanced protection of fragile environments, decreased levels of contamination, cleanness of public air, land, and water, etc. Stewardship examples include: planted trees/SAVs, removed invasive species, restored habitat, cleaned up coasts, pollution prevention, and improved environmental management.

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3. Please provide any comments that will help clarify your selections above.

  

4. If your program is distributed ( e.g. multiple sites), how is evaluation data aggregated at the highest level?

# Education Council Evaluation Readiness Assessment Questionnaire

## 6. Section IIC: FORMAL EDUCATION PROGRAM - RESOURCES

In this section we ask that you share with us the type of resources you have allocated to evaluating this formal program.

**\* 1. Who evaluates your program?**

External evaluator

Education Staff

Manager

Other (please specify)

**2. If you use an external evaluator, please provide contact information.**

	5
	6

**3. Please indicate your level of satisfaction with this evaluator.**

Not satisfied (1)

2

3

4

Extremely  
satisfied (5)

Level of Satisfaction

**\* 4. For this program only, please indicate how much you spend on evaluation on an annual basis as a percentage of your total annual budget (include federal funds only).**

1-2% of the total education administrative unit's budget.

3-4% of the total education administrative unit's budget.

5-6% of the total education administrative unit's budget.

7-8% of the total education administrative unit's budget.

9-10% of the total education administrative unit's budget.

Other (please specify)

**5. Please indicate how many people on your staff assist with your evaluation efforts and how much time they spend on it.**

	5
	6

# Education Council Evaluation Readiness Assessment Questionnaire

## 7. Section IID: FORMAL EDUCATION PROGRAM: REPORTING & DISSEMINATION OF EVALUAT...

In this section we ask that you share with us your approach to reporting and communicating your formal program evaluation results.

**\* 1. Who is responsible for reporting your program evaluation results?**

The Administrative Unit Education Director

Other program education staff

Division Chief

Other (please specify)

**2. If you have published in a journal, please provide the name of the journal.**

**\* 3. Who are you reporting it to?**

**Check all that apply.**

Division Chief

NOAA Office of Education

Congress

Line Office AA

NOAA Blue Book

Education Council

OMB

Other (please specify)

**\* 4. How frequently do you consult the results of your evaluation reports to make decisions about your program?**

**Choose one answer.**

Never

Sometimes

Frequently

## Education Council Evaluation Readiness Assessment Questionnaire

8.

- \* 1. The next section inquires the status of evaluation for INFORMAL education programs. Do you currently or have you in the recent past, evaluated one or more of your administrative unit's INFORMAL education programs?

**INFORMAL EDUCATION (definition from NOAA Education Strategic Plan):** Learning outside the established formal system that meets clearly defined objectives through organized education activities.

Yes

No

# Education Council Evaluation Readiness Assessment Questionnaire

## 9. Section IIIA: INFORMAL EDUCATION PROGRAM INFORMATION

**IMPORTANT:** This section aims to collect information on a **INFORMAL PROGRAM** not an Administrative Unit.

**DEFINITION:** Program is a thematic grouping of projects and activities within a NOAA Administrative Unit's education portfolio. For this data collection, please only consider programs that have a minimum of \$50,000 in dedicated resources (combined staffing and all other budgetary allocations).

**\* 1. Primary Audience for this Program**

**2. Non-informal Secondary Audience for this Program**

**\* 3. Name of Program:**

**\* 4. Is this program implemented in collaboration with other administrative unit's?**

Yes

No

**5. If yes, please tell us who your partner is.**

Please select from the drop down list below.

**\* 6. What is the status of evaluation for your program?**

Please check all that apply and indicate what level of priority it constitutes for your program.

	Established for my program	In development	Not sure when we will tackle this task
Evaluation Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logic Model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Output Performance Measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outcome Performance Measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**\* 7. What is the goal of your program?**

Remember, goals describe the overriding purpose of a program or project and are written as general statements. Goals are written at the SEE level of the TOP model, they provide the "big picture" of what is to be accomplished by undertaking the project. Goals describe social, economic, or environmental impact of the project in broad terms.

# Education Council Evaluation Readiness Assessment Questionnaire

**\* 8. What is the role of evaluation for this program?**

**Check all that apply.**

Assess the divergence or discrepancy between the current situation or level of services (“what is”) and the desired situation or level of services (“what should be”).

Assess the extent to which a program is operating as planned or to collect evidence of progress toward the outcomes identified in the TOP model.

Judge whether the goals of the project have been reached.

Other (please specify)

**\* 9. How frequently do you evaluate this program?**

Quarterly

Twice a year

Once a year

Every two years

On-going

Other (please specify)

**10. Please provide any comments that would help clarify your selections above.**

	5
	6

# Education Council Evaluation Readiness Assessment Questionnaire

**\* 11. What type of instruments have you used to evaluate this program?**

**Please check all the boxes that apply**

- |   |  |
|---|--|
| <input type="checkbox"/> Pre & post teacher/educator survey | <input type="checkbox"/> Focus groups  |
| <input type="checkbox"/> Pre & post student survey          | <input type="checkbox"/> Concept Map   |
| <input type="checkbox"/> Post teacher/educator survey       | <input type="checkbox"/> Literature review (For comparison from past to initial condition) |
| <input type="checkbox"/> Post student survey                | <input type="checkbox"/> Interview   |
| <input type="checkbox"/> Formative Surveys                  | <input type="checkbox"/> Test  |
| <input type="checkbox"/> Summative Surveys                  | <input type="checkbox"/> Case studies or peer review                                       |
| <input type="checkbox"/> Portfolios                         | <input type="checkbox"/> Document or product review  |
| <input type="checkbox"/> Observation                        |  |

Other (please specify)

**\* 12. How long has it taken you to get to your current level of program evaluation?**

**Please select one.**

1-3 years

4-5 years

Other (please specify)

**13. Please provide any comments that would help clarify your selections above.**

**\* 14. Do you feel your evaluation approach could be replicated across the agency?**

Yes

No

Not applicable

Other (please specify)

## 10. Section IIIB: INFORMAL EDUCATION PROGRAM - PERFORMANCE MEASURES

If you are collecting any performance measures on this informal education program, please share that information with us.

**\* 1. Which OUTPUT measures do you collect?**

**Check all that apply.**

- Number of lessons/activities downloaded from a website
- Number of unique visitors to website
- Length of time spent on a website
- Number of professional development workshops
- Number of participants for professional development workshops
- Number of contact hours for professional development workshops
- Number of repeat educators in professional development workshops
- Number of minority youth reached through informal education programs
- Number of attendees to a public program

Other (please specify as many as needed)

	5
	6

# Education Council Evaluation Readiness Assessment Questionnaire

## ★ 2. Which outcome measure do you evaluate?

**Check all the outcomes you currently evaluate. You must be able to demonstrate impact in the categories you selected.**

- Reactions - Evidence for this impact includes changes in: participant satisfaction, engagement (for example: number of individuals who contributed to discussion, participated actively in an activity, etc), interest in the program activities, anticipated use of materials or ideas in the future.
- Awareness & Attitudes – Evidence for this impact includes changes in: degree of respect, empathy, support, allegiance, or appreciation. The targeted attitude may be toward an ocean, coastal, climate or any other topic, species or ecosystems, activities (building of a new interpretation center), theories (global climate change) or careers.
- Skill – Evidence for this impact includes changes in: A) scientific inquiry skills (e.g. observation, exploration, questioning, prediction, experimentation, argumentation, interpretation, and summarization); B) specific skills related to technology and devices (e.g. using instruments such as microscopes or telescopes successfully); C) creative, critical thinking, decision making skills; D) skills related to learning in a particular environment (e.g. how to use interactive exhibits, how to draw relevant information from labels or other interpretive devices, and how to learn effectively with others of different skill-levels); E) broader skills (e.g. linguistic, logical/mathematical, spatial, kinesthetic or even interpersonal and social skills).
- Knowledge – Evidence for this impact includes changes in a person’s ability to: Explain (provide thorough, supported, and justifiable accounts of phenomena, facts, and data); Interpret (tell meaningful stories; offer apt translations; provide a revealing historical or personal dimension to ideas and events; make it personal or accessible through images, anecdotes, analogies, and models); Apply (effectively use and adapt what we know in diverse contexts); Have perspective (see and hear points of view through critical eyes and ears; see the big picture); Empathize (find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior direct experience); Have self knowledge (perceive the personal style, prejudices, and habits of mind that both shape and impede our own understanding; we are aware of what we do not understand and why understanding is so hard)
- Practices – Evidence for this impact includes changes in: reducing the frequency of undesirable behaviors; adoption of a specific or a desirable behavior; stopping to question a choice; or talking about possible behavior changes with others. It also reflects new “habits,” the application of new skills and knowledge, the adoption of new perspective. Examples include: Protects natural systems and uses natural resources effectively and efficiently, makes the environment a key part of internal priorities, values and ethics, and leads by example.
- SEEC —Social, Economic, Environmental Conditions: Objective Indicators: Life expectancies, profit-loss stateEvidence for this impact includes changes in: increased conservation, restoration, sustainable use and development, enhanced protection of fragile environments, decreased levels of contamination, cleanness of public air, land, and water, etc. Stewardship examples include: planted trees/SAVs, removed invasive species, restored habitat, cleaned up coasts, pollution prevention, and improved environmental management.

## 3. Please provide any comments that will help clarify your selections above.

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## Education Council Evaluation Readiness Assessment Questionnaire

4. If your program is distributed ( e.g. multiple sites), how is evaluation data aggregated at the highest level?

# Education Council Evaluation Readiness Assessment Questionnaire

## 11. Section IIIC: INFORMAL EDUCATION PROGRAM - RESOURCES

In this section we ask that you share with us the type of resources you have allocated to evaluating this informal program.

**\* 1. Who evaluates your program?**

External evaluator

Education Staff

Manager

Other (please specify)

**2. If you use an external evaluator, please provide contact information.**

	5
	6

**3. Please indicate your level of satisfaction with this evaluator.**

Not satisfied (1)

2

3

4

Extremely  
satisfied (5)

Level of Satisfaction

**\* 4. For this program only, please indicate how much you spend on evaluation on an annual basis as a percentage of your total annual budget (include federal funds only).**

1-2% of the total education administrative unit's budget.

3-4% of the total education administrative unit's budget.

5-6% of the total education administrative unit's budget.

7-8% of the total education administrative unit's budget.

9-10% of the total education administrative unit's budget.

Other (please specify)

**5. Please indicate how many people on your staff assist with your evaluation efforts and how much time they spend on it.**

	5
	6

# Education Council Evaluation Readiness Assessment Questionnaire

## 12. Section IIID: INFORMAL EDUCATION PROGRAM: REPORTING & DISSEMINATION OF EVAL...

In this section we ask that you share with us your approach to reporting and communicating your informal program evaluation results.

**\* 1. Who is responsible for reporting your program evaluation results?**

The Administrative Unit Education Director

Other program education staff

Division Chief

Other (please specify)

**2. If you have published in a journal, please provide the name of the journal.**

**\* 3. Who are you reporting it to?**

**Check all that apply.**

Division Chief

NOAA Office of Education

Congress

Line Office AA

NOAA Blue Book

Education Council

OMB

Other (please specify)

**\* 4. How frequently do you consult the results of your evaluation reports to make decisions about your program?**

**Choose one answer.**

Never

Sometimes

Frequently

13.

- \* 1. The next section inquires the status of evaluation for OUTREACH-for-education programs. Do you currently or have you in the recent past, evaluated one or more of your administrative unit's OUTREACH-for-education programs?

**OUTREACH FOR EDUCATION (definition from NOAA Education Strategic Plan):** Activities that are designed to build awareness, develop relationships, promote education products, and inspire educators, students, and the public to pursue further learning opportunities.

Yes

No

# Education Council Evaluation Readiness Assessment Questionnaire

## 14. Section IVA: OUTREACH FOR EDUCATION PROGRAM INFORMATION

**IMPORTANT:** This section aims to collect information on a **OUTREACH FOR EDUCATION PROGRAM** not an Administrative Unit.

**DEFINITION:** Program is a thematic grouping of projects and activities within a NOAA Administrative Unit's education portfolio. For this data collection, please only consider programs that have a minimum of \$50,000 in dedicated resources (combined staffing and all other budgetary allocations).

**\* 1. Primary Audience for this Program**

**2. Non-outreach Secondary Audience for this Program**

**\* 3. Name of Program:**

**\* 4. Is this program implemented in collaboration with other administrative unit's?**

Yes

No

**5. If yes, please tell us who your partner is.**

Please select from the drop down list below.

**\* 6. What is the status of evaluation for your program?**

Please check all that apply and indicate what level of priority it constitutes for your program.

	Established for my program	In development	Not sure when we will tackle this task
Evaluation Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logic Model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Output Performance Measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outcome Performance Measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**\* 7. What is the goal of your program?**

Remember, goals describe the overriding purpose of a program or project and are written as general statements. Goals are written at the SEE level of the TOP model, they provide the “big picture” of what is to be accomplished by undertaking the project. Goals describe social, economic, or environmental impact of the project in broad terms.

# Education Council Evaluation Readiness Assessment Questionnaire

**\* 8. What is the role of evaluation for this program?**

**Check all that apply.**

Assess the divergence or discrepancy between the current situation or level of services (“what is”) and the desired situation or level of services (“what should be”).

Assess the extent to which a program is operating as planned or to collect evidence of progress toward the outcomes identified in the TOP model.

Judge whether the goals of the project have been reached.

Other (please specify)

**\* 9. How frequently do you evaluate this program?**

Quarterly

Twice a year

Once a year

Every two years

On-going

Other (please specify)

**10. Please provide any comments that would help clarify your selections above.**

	5
	6

# Education Council Evaluation Readiness Assessment Questionnaire

**\* 11. What type of instruments have you used to evaluate this program?**

**Please check all the boxes that apply**

- |   |  |
|---|--|
| <input type="checkbox"/> Pre & post teacher/educator survey | <input type="checkbox"/> Focus groups  |
| <input type="checkbox"/> Pre & post student survey          | <input type="checkbox"/> Concept Map   |
| <input type="checkbox"/> Post teacher/educator survey       | <input type="checkbox"/> Literature review (For comparison from past to initial condition) |
| <input type="checkbox"/> Post student survey                | <input type="checkbox"/> Interview   |
| <input type="checkbox"/> Formative Surveys                  | <input type="checkbox"/> Test  |
| <input type="checkbox"/> Summative Surveys                  | <input type="checkbox"/> Case studies or peer review                                       |
| <input type="checkbox"/> Portfolios                         | <input type="checkbox"/> Document or product review  |
| <input type="checkbox"/> Observation                        |  |

Other (please specify)

**\* 12. How long has it taken you to get to your current level of program evaluation?**

**Please select one.**

1-3 years

4-5 years

Other (please specify)

**13. Please provide any comments that would help clarify your selections above.**

**\* 14. Do you feel your evaluation approach could be replicated across the agency?**

Yes

No

Not applicable

Other (please specify)

## 15. Section IVB: OUTREACH FOR EDUCATION PROGRAM - PERFORMANCE MEASURES

If you are collecting any performance measures on this outreach for education program, please share that information with us.

**\* 1. Which OUTPUT measures do you collect?**

**Check all that apply.**

- Number of contact hours by audience
- Number and type of outreach sessions
- Number of participants in outreach sessions
- Number of participants by audience (age, ethnic background, affiliation, etc.)
- Number of materials distributed
- Number of unique visitors to website

Other (please specify as many as needed)

	5
	6

# Education Council Evaluation Readiness Assessment Questionnaire

## ★ 2. Which outcome measure do you evaluate?

**Check all the outcomes you currently evaluate. You must be able to demonstrate impact in the categories you selected.**

- Reactions - Evidence for this impact includes changes in: participant satisfaction, engagement (for example: number of individuals who contributed to discussion, participated actively in an activity, etc), interest in the program activities, anticipated use of materials or ideas in the future.
- Awareness & Attitudes – Evidence for this impact includes changes in: degree of respect, empathy, support, allegiance, or appreciation. The targeted attitude may be toward an ocean, coastal, climate or any other topic, species or ecosystems, activities (building of a new interpretation center), theories (global climate change) or careers.
- Skill – Evidence for this impact includes changes in: A) scientific inquiry skills (e.g. observation, exploration, questioning, prediction, experimentation, argumentation, interpretation, and summarization); B) specific skills related to technology and devices (e.g. using instruments such as microscopes or telescopes successfully); C) creative, critical thinking, decision making skills; D) skills related to learning in a particular environment (e.g. how to use interactive exhibits, how to draw relevant information from labels or other interpretive devices, and how to learn effectively with others of different skill-levels); E) broader skills (e.g. linguistic, logical/mathematical, spatial, kinesthetic or even interpersonal and social skills).
- Knowledge – Evidence for this impact includes changes in a person’s ability to: Explain (provide thorough, supported, and justifiable accounts of phenomena, facts, and data); Interpret (tell meaningful stories; offer apt translations; provide a revealing historical or personal dimension to ideas and events; make it personal or accessible through images, anecdotes, analogies, and models); Apply (effectively use and adapt what we know in diverse contexts); Have perspective (see and hear points of view through critical eyes and ears; see the big picture); Empathize (find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior direct experience); Have self knowledge (perceive the personal style, prejudices, and habits of mind that both shape and impede our own understanding; we are aware of what we do not understand and why understanding is so hard)
- Practices – Evidence for this impact includes changes in: reducing the frequency of undesirable behaviors; adoption of a specific or a desirable behavior; stopping to question a choice; or talking about possible behavior changes with others. It also reflects new “habits,” the application of new skills and knowledge, the adoption of new perspective. Examples include: Protects natural systems and uses natural resources effectively and efficiently, makes the environment a key part of internal priorities, values and ethics, and leads by example.
- SEEC —Social, Economic, Environmental Conditions: Objective Indicators: Life expectancies, profit-loss stateEvidence for this impact includes changes in: increased conservation, restoration, sustainable use and development, enhanced protection of fragile environments, decreased levels of contamination, cleanness of public air, land, and water, etc. Stewardship examples include: planted trees/SAVs, removed invasive species, restored habitat, cleaned up coasts, pollution prevention, and improved environmental management.

## 3. Please provide any comments that will help clarify your selections above.

	5
	6

## Education Council Evaluation Readiness Assessment Questionnaire

4. If your program is distributed ( e.g. multiple sites), how is evaluation data aggregated at the highest level?

# Education Council Evaluation Readiness Assessment Questionnaire

## 16. Section IVC: OUTREACH FOR EDUCATION PROGRAM - RESOURCES

In this section we ask that you share with us the type of resources you have allocated to evaluating this outreach for education program.

**\* 1. Who evaluates your program?**

External evaluator

Education Staff

Manager

Other (please specify)

**2. If you use an external evaluator, please provide contact information.**

	5
	6

**3. Please indicate your level of satisfaction with this evaluator.**

Not satisfied (1)

2

3

4

Extremely  
satisfied (5)

Level of Satisfaction

**\* 4. For this program only, please indicate how much you spend on evaluation on an annual basis as a percentage of your total annual budget (include federal funds only).**

1-2% of the total education administrative unit's budget.

3-4% of the total education administrative unit's budget.

5-6% of the total education administrative unit's budget.

7-8% of the total education administrative unit's budget.

9-10% of the total education administrative unit's budget.

Other (please specify)

**5. Please indicate how many people on your staff assist with your evaluation efforts and how much time they spend on it.**

	5
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# Education Council Evaluation Readiness Assessment Questionnaire

## 17. Section IVD: OUTREACH FOR EDUCATION PROGRAM: REPORTING & DISSEMINATION OF E...

In this section we ask that you share with us your approach to reporting and communicating your outreach for education program evaluation results.

**\* 1. Who is responsible for reporting your program evaluation results?**

The Administrative Unit Education Director

Other program education staff

Division Chief

Other (please specify)

**2. If you have published in a journal, please provide the name of the journal.**

**\* 3. Who are you reporting it to?**

**Check all that apply.**

Division Chief

NOAA Office of Education

Congress

Line Office AA

NOAA Blue Book

Education Council

OMB

Other (please specify)

**\* 4. How frequently do you consult the results of your evaluation reports to make decisions about your program?**

**Choose one answer.**

Never

Sometimes

Frequently

## 18. SECTION III: FINAL COMMENTS

\* 1. What are your next steps in advancing your evaluation efforts?

	5
	6

2. Please share any final comments you might have.

	5
	6

3. Do you have any comments on this questionnaire?

	5
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A large, empty rectangular area with a light blue gradient background, intended for the user to provide answers to the questionnaire questions.