

Evaluation Planning Tool

Use this worksheet to help you define, plan and design your program evaluation.

1. DEFINE

PROBLEM What issues does the program address?

Girls and women are underrepresented in the STEM and entrepreneurship, in-part due to various factors that influence girls' participation in STEM education and careers (e.g. lack of role models and awareness of STEM career options, interest and attitudes towards STEM, confidence in their abilities etc.)

AUDIENCE

Program participants

Who is the program for?

Girls aged 7 to 17 years old; coaches (teachers/carers); industry mentors

Evaluation audience

Who is interested in the eval.?

Tech Girls staff, sponsors, partners, government, carers, mentors, coaches, wider school community

GOALS SMART / Specific - Measurable - Achievable - Relevant - Time specific

Outcomes - Short-term (immediate to 1 year)

*Improve coding knowledge, confidence in using technology
Increase their interest in STEM as a future career choice
Provide an enriching experience for the mentors and coaches*

Outcomes - Medium-term (2-4 years)

Short-term outcomes will influence and encourage girls to pursue STEM education, and ultimately STEM careers

Impacts - Long-term (5+ year)

Contribute to creating a society in which girls confidently lead in STEM entrepreneurship and contribute to their community and the economy

2. PLAN

ACTIVITIES

Activities

What will participants do?

Student teams (with their coaches and mentors) design and build an app and business plan to solve a local community problem

Teams pitch and demonstrate their idea, plans and prototype and submit everything for judging

Coaches (teachers/carers) and industry mentors work with the student teams

Inputs

What is needed?

Human resources: Tech Girls staff, industry mentors and judges

Materials: Rego platform and venues for events

Financial resources: Funding from sponsors and government

Outputs

What is delivered?

Showcase events, prototype apps built by students (tangible solutions to local problems)

Eval. PRIORITIES

1-3 priorities for evaluation

Evaluate the intended student outcomes (changes in students)

Evaluate the intended coach/mentor outcomes (motivations/benefits for coaches and mentors)

Evaluate the lessons learned (to improve the program)

KEY QUESTIONS

What questions will eval. answer?

To what extent did the program change girls: coding knowledge, confidence and interest and awareness of STEM careers as an option?

How, and to what extent, did coaches/mentors benefit being involved? What motivated them?

What worked well? What can be improved and how?

INDICATORS

What demonstrates the outcomes?

*Differences between pre- and post-responses
Responses to open-ended questions*

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Responses to open-ended survey questions

3. DESIGN

DESIGN APPROACH

Pretest, posttest, time series?
Pretest-posttest

Pretest-posttest

Pretest-posttest

METHOD

Qualitative, quantitative, mixed?
Mixed methods

Mixed methods

Qualitative

DATA COLLECTION TOOL

Survey, interview, observation?
Pre- and post-surveys for students

Pre- and post-surveys (one for coaches and one for mentors)

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