|  |
| --- |
| (type in your program name here) |

# Evaluation of

## Provide information on your program

* **Example**: target group, how it is delivered, costs, who delivers the program, history of the program etc.

|  |
| --- |
|  |

### Step 1: Identify the goals and objectives of your program

* **View page 4** of ‘A guide to evaluating road safety education programs for young adults’ for more information.

|  |
| --- |
| Program goal* This should be a statement about what your program was designed to achieve. **Example**: ‘To reduce the number of crashes involving young people on their way to a party.
 |

|  |  |  |
| --- | --- | --- |
|  | Identification of program objectives* Your program may have been designed with **more than one objective** in mind. If so, make separate statements about each.
 |  |
|  | **WHO?** (e.g. just young males) |  |
|  |  |  |
|  |  |  |
|  | **WHAT?** Knowledge (e.g. of graduated licensing scheme laws) |  |
|  |  |  |
|  | Attitude (e.g. towards speeding) |  |
|  |  |  |
|  | Behaviour (e.g. talking on the phone and driving) |  |
|  |  |  |
|  |  |  |
|  | **WHEN?** (e.g. driving at night on the way to a party) |  |
|  |  |  |
|  |  |  |
|  | **WHERE?** (e.g. local streets) |  |
|  |  |  |
|  |  |  |

|  |
| --- |
| Statement of program objective* **Example:** ‘To reduce the number of males in my suburb who crash because they are distracted by talking on a mobile phone while driving.’
 |

### Step 2: Choose the best methods of evaluation for your program

* The goal of your evaluation relates to why you are undertaking the evaluation. **Example**: ‘To find out how much the safety of participants improved.’
* **View page 5** of ‘A guide to evaluating road safety education programs for young adults’ for more information.

## Define evaluation goals

|  |
| --- |
|  |

### Step 2: Choose the best methods of evaluation for your program (continued)

* **View page 6** of ‘A guide to evaluating road safety education programs for young adults’ for more information.

## Define evaluation objectives

|  |
| --- |
| **Objectives** (you can have a few objectives; keep them clear and simple and linked to measurable outcomes) |
| * **Example of process evaluation**: Understand if the program participants received the material at the beginning of the session.**Example of outcome evaluation**: Identify if there was a reduction in young people who travel as passengers of P-plate drivers at night in your town.
 |

### Step 3: Choose how you will collect the information

* **View page 7** of ‘A guide to evaluating road safety education programs for young adults’ for more information. **Pages 32 to 43** also show possible questions for your questionnaire.

## PROCESS EVALUATION

* **Time and resource considerations.** This includes a time line, who will collect the data, where the data will be collected from, work hours, budget.
* **Data collection considerations.** This might include the data source, length of survey, simplicity of questions, language appropriate etc.
* **Write objective in here** (you will need a separate sheet for each objective). **Example**: ‘Understand if the program participants received the materials at the beginning of the session.’

|  |  |
| --- | --- |
| **OBJECTIVE:** |  |
| **Questions** | **What might you measure and how?** | **Data collection considerations** | **Time and resource considerations** |
|  |  | * **Example:** Did the participants receive the materials at the beginning of the session?
* **Question on survey.** **Example**: Did you receive the fact sheet ‘the law and mobiles’ at the start of the session?
* **Participants to answer one item.** The question is part of a bigger survey given at the end of the program.
* **Short question.** This question should take about one minute and is included in the survey.**Costs:** facilitator’s time used to collect survey, person to enter findings into spreadsheet, person to analyse meaning of all responses put together.
 |  |
|  |  |  |  |
|  |  |  |  |

### Step 3: Choose how you will collect the information (continued)

## PROCESS EVALUATION (continued)

|  |  |
| --- | --- |
| **OBJECTIVE:** |  |
| **Questions** | **What might you measure and how?** | **Data collection considerations** | **Time and resource considerations** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Step 3: Choose how you will collect the information (continued)

* **Data collection considerations.** This might include the data source, length of survey, simplicity of questions, language appropriate etc.
**View page 7** of ‘A guide to evaluating road safety education programs for young adults’ for more information.
* **View page 7** of ‘A guide to evaluating road safety education programs for young adults’ for more information.

**Who might provide the information?**

* The participant
* The program presenter
* Other stakeholders (e.g. parent)
* An independent observer

## OUTCOME EVALUATION

* **Time and resource considerations.** This includes a time line, who will collect the data, where the data will be collected from, work hours, budget.
* **Write objective in here** (you will need a separate sheet for each objective). **Example**: ‘Examine participants’ change in speeding behaviour.’

|  |  |
| --- | --- |
| **OBJECTIVE:** |  |
| **Questions** | **What might you measure and how?** | **Data collection considerations** | **Time and resource considerations** |
| * **Example:** Did the participants report a change in aggressive driving behavior? **View pages 5 and 26** of ‘A guide to evaluating road safety education programs for young adults’ for more information.
 | * **Example**: Sound your horn to indicate your annoyance to another driver. Answers:NeverHardly everOccasionallyFrequentlyNearly all the time**View pages 34 to 43** of ‘A guide to evaluating road safety education programs for young adults’ for more information.
 | * **Participants to answer one item.** The question is part of a bigger survey given at the end of the program.
* **Short question.** This question should take about one minute and is included in the survey.**Costs:** facilitator’s time used to collect survey, person to enter findings into spreadsheet, person to analyse meaning of all responses put together.
 |  |
|  |  |  |  |
|  |  |  |  |

### Step 3: Choose how you will collect the information (continued)

## OUTCOME EVALUATION (continued)

|  |  |
| --- | --- |
| **OBJECTIVE:** |  |
| **Questions** | **What might you measure and how?** | **Data collection considerations** | **Time and resource considerations** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Step 4: Carry out the evaluation

* **View pages 12 to 13** and **pages 23 to 26** of ‘A guide to evaluating road safety education programs for young adults’ for more information.
* **Attach supporting documentation**.

## Checklist of tasks

***Evaluation tasks***

* Collect data/information
* Analyse the data/information
* Interpret the results

### Step 5: Report on your findings

* **Example**: Decide who your report is for. Write in the box below who your evaluation is for and what type of reporting method you will use (**see page 15**). Those who are involved in the activities program (such as presenters, or supporters), those who are directly affected by the program (young people, their parents), those who might use the evaluation finding (other designers, funding bodies).
* **View pages 14 to 15** of ‘A guide to evaluating road safety education programs for young adults’ for more information.

## Report on your findings

|  |
| --- |
|  |