**<Insert District Name>**

**Process Evaluation Report for <Insert Program Name>**

**An Evidence-Based Program**

**<Insert School Year(s)>**

Edited by <District Coordinator Name>

<School Coordinator Names>

# Introduction

This report presents results from the process evaluation of <Insert Program Name>, an evidence-based program[[1]](#footnote-1), which was implemented in <Insert District Name> during the <Insert School Year(s)> school year. The implementation of the program is currently <Select one: in progress or complete>. Findings from the process evaluation may be used for monitoring and continuous quality improvement and to identify areas for improvement in future implementations.

[Insert program description below. Refer back to Part II of the Implementation Plan from the Prepare Step.]
<Program description>

[Briefly describe the population that received the program: classrooms, grade levels, school names, etc. The goal is to provide context for the process evaluation.]
The program was implemented in <20 sixth-grade classrooms across three schools: School A, School B, and School C. Implementation occurred in 20xx spring semester during gym periods.>

# SUmmary of Findings

* [Complete this section after you have completed all other sections in this Process Evaluation Report. Summarize in a few bullets key findings, both positive and negative, from your process evaluation. Highlight what went well with the implementation, but also list major barriers or challenges that may have impacted implementation. If an outcome evaluation was also conducted, note the results. A few examples are provided below.]

### Process evaluation

* A total of <Insert Number of Students> students participated in the program.
* <XX% of middle school students felt the program was useful. XX% reported they would recommend the program to a friend.>
* <XX% of teachers said they were satisfied or extremely satisfied with the program.>
* <Overall, program implementation went smoothly with few barriers.>
* <Due to conflicts with testing, classrooms in School B only completed 85% of the program.>

**Process Evaluation Results for <Insert District Name>**

The tables below are guides to help you compare your program goals prior to implementation of your selected evidence-based program and the results of your process evaluation after program implementation. They are meant to help you:

 (1) Assess the quality of the implementation,

(2) Identify areas that were successful as well as areas in need of improvement, and

(3) Brainstorm reasons for discrepancies between goals and results.

Feel free to add or delete any items depending on what’s useful for your district. The basic comparisons made in these tables are not statistical analyses; for such types of analyses, please consult with a statistician or your district’s data center.

[Fill out the tables below using data gathered and compiled from various process indicators identified in the Implementation Plan.]

**Process Evaluation Items**

| **Indicators** | **Planned** | **Actual** |
| --- | --- | --- |
| **Program and Staff Support**[Refer to the Implementation Plan and administrative records for this information.] |
| Amount of funding allocated for the program by source  | School: \_\_\_\_\_District: \_\_\_\_\_External Grants: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School: \_\_\_\_District: \_\_\_\_External Grants: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Number of teachers/staff who were hired or identified for the program |  |  |
| Number of implementing teachers/staff trained on the program |  |  |
| Number of teachers/staff who implemented the program |  |  |
| Notes: |
| **Recruitment and Consent**[Refer to the Implementation Plan, consent forms, administrative records (for consent numbers), and attendance logs for this information.] |
| Number of students eligible for sex education |  |  |
| # of total parental permission forms returned providing consent for sex education |  |  |
| # of total parental permission forms returned refusing consent for sex education |  |  |
| # of total parental permission forms not returned (non-responders) |  |  |
| Notes: |
| **Timeliness**[Refer to the Implementation Plan, administrative records, and curriculum logs for this information.] |
| Date(s) of sending parental consent |  |  |
| Date(s) of program implementation |  |  |
| Notes: |
| **Coverage**[Refer to the Implementation Plan, administrative records, curriculum logs, and attendance logs for this information.] |
| Number of classes implementing the program |  |  |
| Types of classes (e.g., PE classes, science classes, life skills classes) implementing the program |  |  |
| Number of students participating by grade | 5th: \_\_\_\_\_\_6th: \_\_\_\_\_\_7th: \_\_\_\_\_\_8th: \_\_\_\_\_\_9th: \_\_\_\_\_\_10th: \_\_\_\_\_\_11th: \_\_\_\_\_\_12th: \_\_\_\_\_\_ | 5th: \_\_\_\_\_\_6th: \_\_\_\_\_\_7th: \_\_\_\_\_\_8th: \_\_\_\_\_\_9th: \_\_\_\_\_\_10th: \_\_\_\_\_\_11th: \_\_\_\_\_\_12th: \_\_\_\_\_\_ |
| Number of students participating by gender | Males: \_\_\_\_\_\_\_\_Females: \_\_\_\_\_\_\_\_Something else:\_\_\_\_\_\_\_\_ | Males: \_\_\_\_\_\_\_\_Females: \_\_\_\_\_\_\_\_Something else:\_\_\_\_\_\_\_\_ |
| Notes: |
| **Completeness**[Refer to the Implementation Plan, administrative records, curriculum logs, and classroom observation forms for this information.] |
| Number of classes implementing all lessons/activities |  |  |
| Number of classes implementing ~75% of the lessons/activities | N/A |  |
| Number of classes implementing all of the lessons/activities | N/A |  |
| Number of classes not implementing all of the lessons/activities | N/A |  |
| Notes: |
| **Fidelity**[Refer to the Implementation Plan, curriculum logs, and classroom observation forms for this information.] |
| Adaptations made to the program:PlannedActual |
| Rationale for adaptations:PlannedActual |
| Notes: |

|  |
| --- |
| **Teacher/Staff Reactions after Implementing the Selected Program (Optional)**[Refer to the teacher survey for this information.] |
| **Survey Item** | **Results** |
| **Training Impact** |
| Percent of teachers who agree or strongly agree that the training prepared them to implement the program with fidelity |  |
| Percent of teachers who agree or strongly agree that the training prepared them to talk comfortably about sexual health in the classroom |  |
| **Teaching Skills** |
| Percent of teachers who agree or strongly agree they are better sexual health educators because of implementing the program |  |
| Percent of teachers who agree or strongly agree their skills to interact with students have been enhanced |  |
| Percent of teachers who agree or strongly agree they are a credible resource to their students on the topic of sexual health  |  |
| **Perceived District and Parental Support** |
| Percent of teachers who agree or strongly agree their school administration is more supportive of sexual health education |  |
| Percent of teachers who agree or strongly agree their school is doing a better job of teaching sexual health education than before |  |
| Percent of teachers who agree or strongly agree parents are more supportive and engaged around sexual health education |  |
| Percent of teachers who agree or strongly agree parents are talking more with their kids about sexual health |  |
| **Materials and Preparation** |
| Percent of teachers who agree or strongly agree the selected program’s teaching manual was written clearly |  |
| Percent of teachers who agree or strongly agree the organization and format of lessons were easy to follow |  |
| Percent of teachers who agree or strongly agree the selected program was enjoyable to teach |  |
| **Perceived Student Involvement** |
| Percent of teachers who agree or strongly agree the students reacted favorably to talking about sexual health in the classroom |  |
| Percent of teachers who agree or strongly agree students enjoyed the program |  |
| Percent of teachers who agree or strongly agree students make healthier choices as a result of the selected program |  |
| **Interest in Continuing the Program** |  |
| Percent of teachers who want to continue to teach the selected program |  |
| Percent of teachers who believe their school and/or district should continue to teach the selected program |  |
| Notes: |
| **Student Reactions after Participating in the Selected Program**[Refer to the posttest student satisfaction questions for this information.] |
| Percent of students who agree or strongly agree the selected program was useful for them |  |
| Percent of students who agree or strongly agree the activities in the selected program were fun |  |
| Percent of students who agree or strongly agree the teacher(s) were respectful towards everyone during the selected program |  |
| Percent of students who agree or strongly agree they would recommend the program to a friend |  |
| Notes: |

1. Evidence-based programs have undergone peer review and rigorous evaluation through a randomized controlled trial or strong quasi-experimental design and have shown impact on behaviors. [↑](#footnote-ref-1)