



## **Selecting an Independent Local Evaluator Desired Qualifications**

- 1. Evaluators possess evaluation and measurement expertise.**
  - Formal training in evaluation design and measurement
  - Experience applying those skills in evaluations of educational programs
  
- 2. Evaluators are knowledgeable about family literacy programs and practices.**
  - Ideally, evaluator has experience in evaluating family literacy programs.
  - If a project can't find an evaluator with knowledge about family literacy, projects are better served by hiring experts in family literacy or a content area to help with program development, and then selecting a program evaluator with evaluation expertise.
  
- 3. Evaluators work in partnership with staff and other stakeholders.**
  - Evaluation is a process based on teamwork. It requires everyone who is involved in developing and evaluating a program to work together to achieve their goals.
  
- 4. Evaluators possess good communication and listening skills.**
  - Defines terms and explains concepts in everyday language that a layperson can easily understand
  
- 5. Evaluators demonstrate sensitivity and respect for people.**
  - Evaluation is highly interactive. Its success depends on the quality of relationships between the evaluator and those involved in the project.
  
- 6. Evaluators demonstrate professional integrity and honesty.**
  - Completes tasks in a cost-effective and timely manner
  - Honors agreements about using data and findings

*Excerpt from Chapter 8 – Selecting an Independent Evaluator  
U.S. Department of Education, Guide to Local Evaluations of Even Start Family Literacy  
Programs by E. M. Appel, M. C. Dwyer, S. L. Frankel and M. B. Russell, Washington,  
D.C., 2005*



## Expectations for Independent Local Evaluations

- **A local evaluation that meets ISBE requirements including:**
  - Conducting an independent local evaluation to inform improvements in the local program;
  - Hiring an independent evaluator who is not a member of the program implementation staff, is not employed by the grant recipient or partner agencies and does not have a conflict of interest; and
  - Producing a written report which follows the ISBE Evaluation Report Format and includes analysis for all indicators whether met or not.
  
- **\*A written agreement with your evaluator that includes:**
  - All the tasks and functions that the evaluator is expected to perform, an estimate of the time required to complete each task, and a timeline for completing the tasks;
  - A list of deliverables with due dates for completion;
  - A list of documents or information that the project will provide the evaluator, e.g., FY '09 proposal, recommendations from FY '08 evaluation report, access to FLAIR data;
  - Statement of mutual understanding about the confidentiality of records and reports;
  - Procedures for handling disputes;
  - Billing procedures and a schedule of payments; and
  - Process for amending the agreement.
  
- **Services to be expected from a local evaluator include:**
  - One or more site visits at a time appropriate for your program;
  - Regular phone & e-mail contact;
  - Ongoing support for data collection;
  - Review of mid-year data;
  - Analysis of evaluation data for program improvement;
  - Formative and summative evaluation data;
  - Written end-of-the year Evaluation Report.

*\*Written Agreement is an Excerpt from Chapter 9 – Working with an Evaluator  
U.S. Department of Education, Guide to Local Evaluations of Even Start Family Literacy  
Programs by E. M. Appel, M. C. Dwyer, S. L. Frankel and M. B. Russell, Washington,  
D.C., 2005*