

CLOSURE AND FOLLOW-UP EVALUATION

AS WITH ANY substantial project, it is very important to take time at the end of each *Tzedakah in Action* cycle to evaluate the experience with students. This evaluation process benefits both the specific students in the class and the program as a whole. Students will not only get an opportunity to reflect on their experience and articulate their feelings about that experience, but the program will benefit from their unique perspective and will evolve through their input.

Furthermore, the institution should make an effort to track the long-term impacts of the program: Does individual student *tzedakah* giving rise over time? Do overall *tzedakah* collections by the school increase over the long run due to a change in the culture? Do students play a greater role in *tzedakah* decision-making within their families? Of course, it would also be useful to seek parent input and feedback on the program to determine what kind of impact they observe in their children as a result of participation in the project.

Immediate evaluation should occur in both written and group discussion formats. Written questionnaires allow for the collection of quantifiable data that can be tracked over time. Class discussions present opportunities for students to respond to one another's comments and critiques and build on each other's ideas. Ideally, the evaluation process should be repeated with each class a couple of years after each project cycle ends.

This would allow not only constructive feedback to improve the program over time, but also an opportunity to track the impact of the project on students' commitment to *tzedakah*.

Each program should develop its own set of questions, but the following are some key concepts that should be discussed:

- What was the best part of the *Tzedakah in Action* experience for you?
- What was the most challenging aspect of the project for you?
- How could we have prepared you better to fulfill your responsibilities as Trustees?
- If you were pitching this program to next year's class, what would you tell them to convince them that they should support it?
- Do you think you changed as a result of your participation in *Tzedakah in Action*? In what ways?
- Do you think that you will be more likely to give *tzedakah* in the future as a result of your participation in this project?