

# Aligning the Ends Goals with AEA's Programming



This diagram shows how AEA's programs and products are aligned with the Ends Goals.

- = This AEA program or product currently connects to an Ends Goal.
- = This AEA program or product has the potential to connect with an Ends Goal in the future.

Ends Goal	Clarifying Statements	aea365	Affiliates	Awards	Building Bridges	Cultural Competence	Conference	EPTF	Find an Evaluator	GEDI	Guiding Principles	Journals	Int'l Partners	Prof. Development*	MSI	Social Media	TIGS	Website**	
1. Evaluators have the skills and knowledge to be effective, culturally competent, contextually sensitive, and ethical professionals.	a. A growing body of knowledge advances the theories, practices and methods of evaluation.				■						■	■	■				■		
	b. Evaluators teach and learn evaluation in diverse professional settings.		■		■							■	■						
	c. Evaluators promote communication with and meaningful use of evaluation by stakeholders.							■									■	■	
	d. Evaluators develop new knowledge about evaluation and disseminate and transfer it widely.	■			■		■			■		■	■	■	■	■	■	■	
	e. Evaluators use a multicultural lens to engage diverse communities in evaluation effectively and with respect, to promote cultural, geographic, and economic inclusiveness, social justice and equality.					■				■			■	■	■			■	

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2. Evaluators share and benefit from a sense of professional affiliation.	a. A diverse community of professionals (members and non-members alike) spans culture, discipline, geography and political philosophy and interacts to promote high quality evaluation practice	■	■		■	■	■			■	■	■	■	■	■	■	■	■
	b. Evaluators are members of an evaluation community that spans culture, discipline, geography and	■	■			■	■			■	■	■	■	■	■	■	■	■
	c. Evaluators develop the capacity of communities and organizations to engage in evaluation.	■	■			□	■			■		■	■	■	■	■	■	■
	d. Evaluators enrich the life of the association as well as that of other organizations, fields, and disciplines that are aligned with the association's mission.	■	■							■					■	■	■	

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3. There is broad growth in the visibility and perceived value of evaluation.	a. Evaluation users will expect and require high quality evaluations.									■									
	b. Evaluation users encourage understanding and use of evaluation in their settings.									■						■		■	
	c. Evaluation users have knowledge and resources to understand evaluation and make evaluation a standard practice in their organization's operations.										■								
	d. Evaluation users are sensitive to the cultural and ethical issues that are involved in the conduct and use of evaluation that promotes the public good.				■				□	■									□
	e. Evaluation users value evaluation enough to support the profession.								■	■									
	f. Potential evaluation users in communities and organizations attend to and learn from evaluation and from each other.	■								□		□			□		■		
	g. People in organizations have the knowledge and skills to engage in evaluation.													□	□				
	h. People in other professions and disciplines know and respect evaluation theories, practices and values.	□				□		■	□		□	■			□			□	□

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3. There is broad growth in the visibility and perceived value of evaluation. (continued)	i. People outside the field use evaluation as a vehicle for learning and improving their programs and policies.							<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>
	j. The public has knowledge and resources to understand evaluation and use it appropriately.																		
	k. The public demand valid information on programs and policies and are able to understand it.							<input type="checkbox"/>											
	l. The public views evaluation as a profession.								<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>			<input type="checkbox"/>
4. Informed policy builds the capacity of communities and organizations to engage in and learn from evaluation.								<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>
5. AEA Members value their membership.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

\*Professional Development programming includes:

[Summer Institute](#)

[Coffee Breaks webinars](#)

e-learning

Eleanor Chelimsky Forum Video Project with the Robert Wood Johnson Foundation

\*\*Website programming and projects includes:

All elements of the website not broken out here (e.g., the eLibrary)