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Worksheet: Evaluation

Ontario Centre of Excellence for Child and Youth Mental Health

Waterloo Region Suicide Prevention Council
www.wrspc.ca

This worksheet provides guiding questions for each stage of the evaluation process. You may choose to use this worksheet to help guide you in developing an evaluation plan.

STEP 1:
Develop a logic model

*See logic model template and accompanying glossary in **Appendix A** and answer the following questions to help you get started on your logic model:*

1. What are the goals of your initiative?

2. What are the key components of your initiative?

3. For each component, what are your key activities?

4. What short-term outcomes is your community hoping to achieve as a result of your initiative's activities?

5. If these short-term outcomes are achieved, then what are some longer-term outcomes you are hoping to achieve?

6. For each short- and long-term outcome, consider whether it is important to your stakeholders, whether it is within your sphere of influence, and whether it is something your community can realistically measure.

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STEP 2:
Define the
purpose of
the
evaluation

1. Why are you doing an evaluation in the first place?

☐ to assess your initiative's growth and development

☐ to look for ways to improve your work

☐ to find out if your community initiative is meeting its objectives

☐ to ensure accountability

☐ to sustain your community initiative

☐ other:

Comments:

2. What is your focus?

☐ Consider using a **process evaluation** if you want to capture whether or not the initiative is being implemented as intended.

☐ Consider using an **outcome evaluation** if you're trying to see if your initiative is meeting its objectives.

☐ Consider using an **impact evaluation** if you want to explore longer-term effects of the initiative, such as influencing decision-making.

☐ Consider using a combination of these since process elements are just as important as outcomes.

Comments:

STEP 3:
Identify key
stakeholders

1. Who values your initiative?

2. What information do they need from an evaluation (note: this can—and likely will—differ depending on the stakeholder)?

3. How can you engage them throughout the process of evaluating your initiative (note: this can—and likely will—differ depending on the stakeholder)?

4. How can you provide stakeholders with evaluation information that would be both valuable and useful to them (note: this can—and likely will—differ depending on the stakeholder)?

EVALUATION WORKSHEET

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1. What is important to know about your initiative? In other words, what does your community hope to achieve at the client level, staff level, organization level and/or community level?

2. How will you capture your initiative's goals, process and outcomes? What are your measures of success (i.e. outcomes)?   How will you measure progress towards your goals (i.e. the extent to which your goals were achieved)?

3. What is realistic given the resources available in your community?

4. How will you address factors that may have an effect on the evaluation of your initiative?

    Appendix B provides a fillable table to help you summarize your evaluation plan. Insert your evaluation questions in the appropriate column. Be sure to look at your outcomes to make sure your questions get at your intended outcomes in addition to processes.

How will you know you achieved your goals? Go back to the fillable table in *Appendix B.* For each evaluation question you can use the table to plan out how you will collect and analyze data to answer your evaluation questions.

Shared measurement ensures that the coalition's efforts remain aligned and that members can hold each other accountable. How will the coalition collect data and measure results consistently across the organizations and partners involved? Where is your data held?

1. What are the findings telling you?

2. What does this mean for your initiative?

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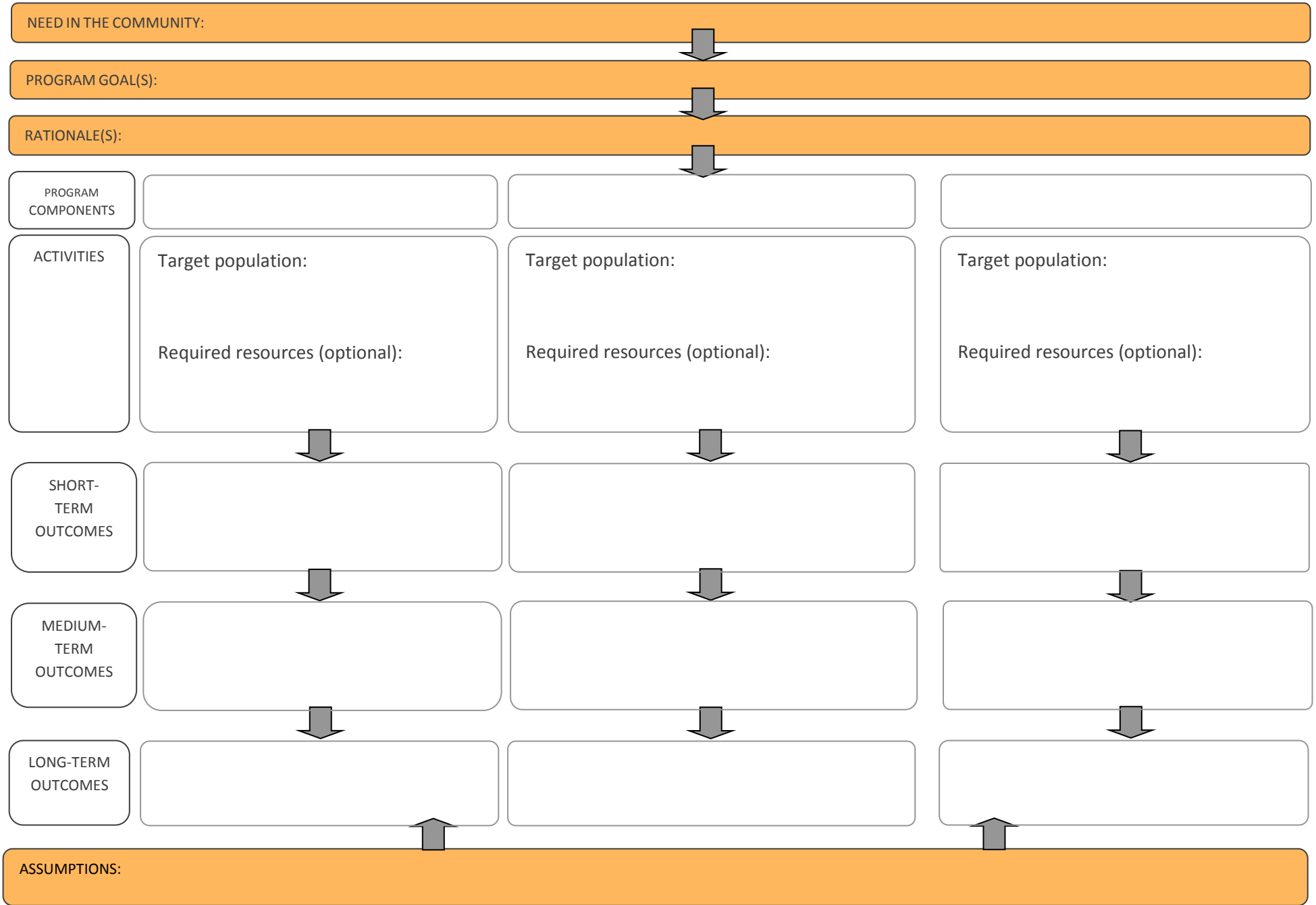for Child and Youth
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STEP 7:
Use and
communicate
results

1. How will evaluation findings be used?

2. Who will you communicate your results to? Who would benefit from knowing (e.g.key stakeholders/organizations, partners, potential funders)?

3. How will you communicate your results? Get creative here! Check out our knowledge mobilization toolkit for ideas. This is really important; celebrate and share your successes with others!

Appendix A: Logic model template

NEED IN THE COMMUNITY:		

PROGRAM GOAL(S):		

RATIONALE(S):		

PROGRAM COMPONENTS			
ACTIVITIES	Target population: Required resources (optional):	Target population: Required resources (optional):	Target population: Required resources (optional):
SHORT-TERM OUTCOMES			
MEDIUM-TERM OUTCOMES			
LONG-TERM OUTCOMES			

ASSUMPTIONS:		

Program logic model – Glossary of terms

NEED IN THE COMMUNITY: A brief description of the need or problem being addressed by the program.
- o *For example: There is growing concern around youth suicides in the community.*

PROGRAM GOAL(S): One or two sentences describing the main goal or purpose of the program.
- o *For example: To decrease the rate of youth suicides in the community.*

RATIONALE(S): One or two sentences that summarizes the set of beliefs, based on a body of knowledge, about how change occurs in the field with the specific clients (or audience).
- o *For example: Research shows that prevention programs, especially those implemented in partnership with schools, can be effective in reducing youth suicides.*

PROGRAM COMPONENT(S): This refers to the 'parts' of the program or how activities are naturally divided or grouped together. A program may have one or many components.
- o *For example: Three components: (1) Youth engagement through high schools. (2) Strategies for engaging parents and teachers; and (3) Media campaign in larger community.*

ACTIVITIES: This refers to how a program is delivered (e.g. workshops), and to the program content (e.g. module topics).
- o *For example: Youth lead arts-based awareness activities (e.g. murals, drama, song-writing) supported by youth counsellor.*

TARGET POPULATION: This refers to the population served by the program or by each of the components of the program. It can be specified in the 'activities' section if not included elsewhere in the logic model.
- o *For example: Youth in grades 7 to 12.*

RESOURCES REQUIRED (OPTIONAL): This refers to the resources that are required to deliver the program activities. Resources may include staff, materials and supplies, in-kind donations, volunteers, etc.
- o *For example: There is growing concern around youth suicides in the community.*

SHORT-TERM OUTCOMES: This refers to the immediate or short-term changes that should occur as a result of the program activities. These often include changes in awareness or knowledge.
- o *For example: Increased awareness of youth suicide.*

MEDIUM-TERM OUTCOMES: This refers to the medium-term changes that should occur as a result of the program activities. These often include changes in behaviours or attitudes.
- o *For example: Increased number of youth seeking support through school counselling services.*

LONG-TERM OUTCOMES: This refers to the long-term changes that should occur as a result of the program activities. These often include changes in social conditions or other long-term effects.
- o *For example: Decreased incidence of youth suicide.*

ASSUMPTIONS: A brief list of the facts or conditions that are assumed to be true, enabling change to happen.
  For example: School personnel are committed to the program and will dedicate the necessary time.

Appendix B: Evaluation planning table

Evaluation question(s) *What do you want to know about your community efforts?*	Type *Is it process- or outcome-focused?*	Indicator(s) *How will you know this is achieved?*	Measure *What can you measure that will reflect this indicator?*	Method to gather data *How will you collect this information (i.e. source of information, tools)? Consider: methods/tools others use to measure outcomes, whether the methods/tools are a good fit for your initiative, and whether you will use quantitative, qualitative or a mixture of both methods.*	Who? When? *Who will collect this information? When and how often?*	Analysis plan *How will this information be analyzed? By whom?*