# Welcome

Fundamentals in Practical Leadership for New & Emerging Leaders

## Session 7: Improving Outcomes: Essential Evaluation and Quality Improvement Tools

*"Evaluative thinking is a way of doing business…*
*[It] is what characterizes learning organizations"* — *Michael Quinn Patton.*

We'll begin at Noon

CENTRE FOR ORGANIZATIONAL EFFECTIVENESS

*Essential quality improvement and evaluation tools that will help you to ensure you are making a difference in the programs/services and initiatives you are involved with.*

There are funder requirements that need to be met, and then there are questions of impact that you and your team might have. How do you select the aspects that you may wish to evaluate? How do you engage your team in creating a learning culture?

By the end of today's session, we want you to walk away with an evaluation and quality improvement mindset and leave feeling able to incorporate evaluation and quality improvement in the work you do.

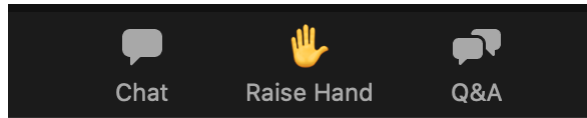*What do emerging/aspiring leaders need to know about evaluation?*

Today:

Introduction to evaluation basics

Primary focus is to give you tools

# Ways to Participate in Webinar

- Audio & Video off for all – Raise Your Hand



- Use Chat

- Interactive polls  Chat Box
  http://pollev.com/cfoe

- Session will be recorded for reference

- Come back

From your experience what makes for an effective evaluation project?

From your experience where does evaluation fall short?

(skip entering your name)

# What is Evaluation?

- A systematic process of collecting information for a specific purpose and use

- Action oriented

- A tool to help organizations make decisions and to take appropriate action

Evaluation can be a simple reflection on how a program went to a comprehensive research project

Video
https://www.youtube.com/watch?v=cI5wdWNOt4k

# Evaluation is used for:



Does anyone else feel like we could do better?

freshspectrum.com

Program improvement and learning

Accountability to funders

Prioritize resources

Help determine the case for a program

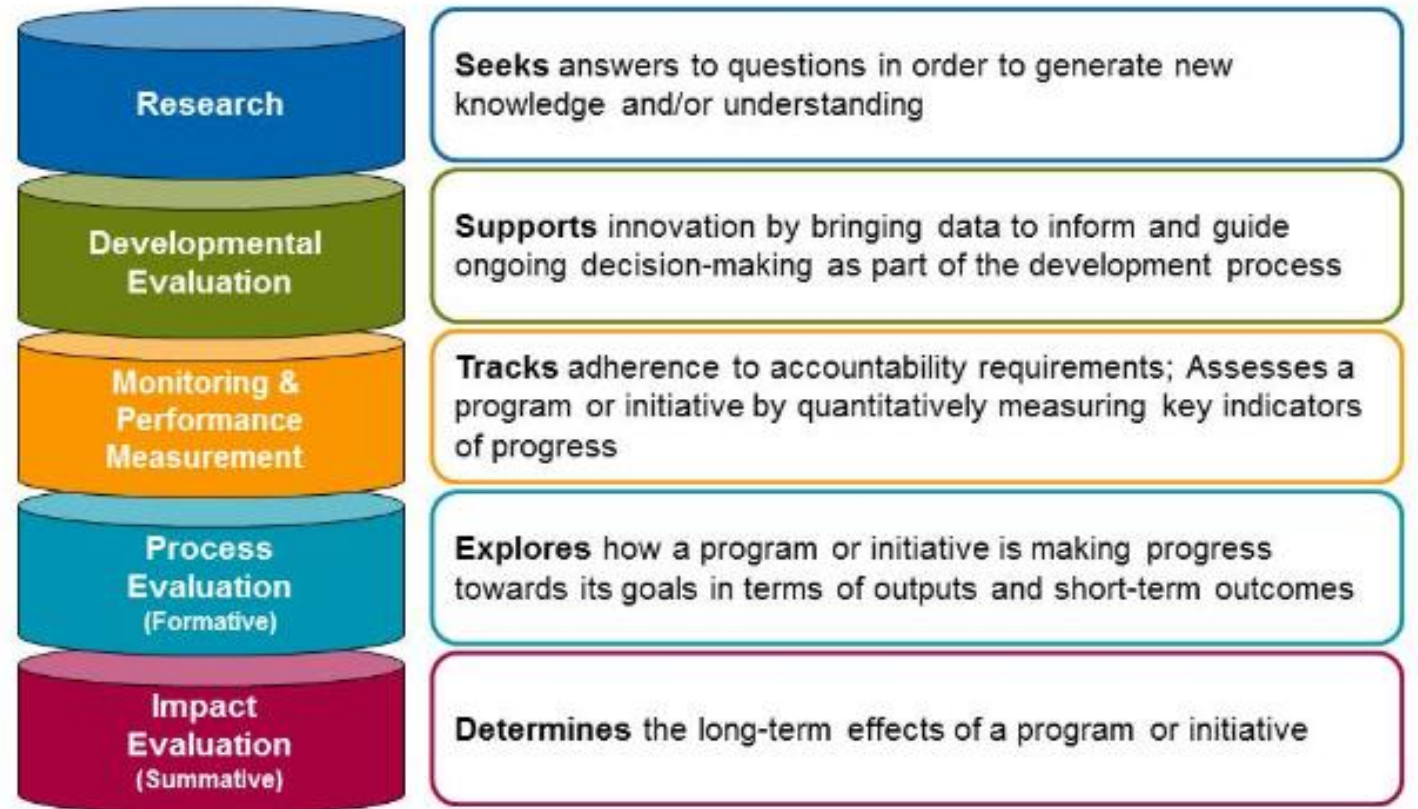Provide credible information to share with your Board, committees and participants/clients

Learn what needs to be done to make your programming stronger

Outcomes will be stronger because measuring results produces results!

# Common Types of Evaluation



## Different Types of Inquiry Address Different Kinds of Information Needs

| | |
|---|---|
| **Research** | **Seeks** answers to questions in order to generate new knowledge and/or understanding |
| **Developmental Evaluation** | **Supports** innovation by bringing data to inform and guide ongoing decision-making as part of the development process |
| **Monitoring & Performance Measurement** | **Tracks** adherence to accountability requirements; Assesses a program or initiative by quantitatively measuring key indicators of progress |
| **Process Evaluation (Formative)** | **Explores** how a program or initiative is making progress towards its goals in terms of outputs and short-term outcomes |
| **Impact Evaluation (Summative)** | **Determines** the long-term effects of a program or initiative |

Source: Gopal, S & Preskill, H.

# 5-Step Framework

# PROGRAM EVALUATION

ONE WAY OF MANY.....

THE TEMPLATE (HANDOUT)

LINK

# CASE EXAMPLE

**The Wright CLINIC**

The Wright Clinic is a not-for-profit, community-based dental clinic that opened in January 2021.  Its mission is to provide accessible dental care to Londoners facing barriers, including those with housing insecurity and low income.

Its vision is a community where everyone has the right to optimal oral health and well-being.

The Clinic has received funding from many different sources including funding bodies and donors.

The Clinic is run by staff and supported with volunteer dentists.

Stakeholders are those with a vested interest in the evaluation process or results

Beneficiaries, participants, those who are affected by the program

Those involved in the operations

Those who will use the evaluation results

Tip from the field:
- Identify stakeholders at outset and how they can be involved
- Involve early because their perspectives may influence how evaluation is carried out
- Establish communication/reporting plan – who needs to be involved, when and how

FOCUS

# Stakeholder Analysis

Stakeholder Engagement Plan Template (Handout)

| Who are evaluation stakeholders | How might they be involved? What will they do? | What might they be interested in learning from the evaluation? | What do we need to do to get them involved and keep them engaged during the evaluation? |
|---|---|---|---|
| Clients | Provide input on their experience | What might change | Inform about evaluation |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Program Description: Example from the Field

| | Example from the Field |
|---|---|
| What need is the program addressing? | Many people in London and Middlesex do not have access to oral health care due to barriers thus affecting their overall health in the long term. |
| Who is the target group(s)? | Adults living in London and Middlesex that have low income and do not have a dentist |
| Activities (the things your program does) | • Low cost/no cost dental appointments – Emergency and recall<br>• Education<br>• Community engagement/partner development<br>• Volunteer engagement |
| Outputs (results of activities) | Clients come to the clinic for treatment<br>Dentists volunteer at the clinic<br>Community partners refer clients<br>Donations are received |
| Outcomes (changes that result) | Reduced use of emergency for dental emergencies<br>Improved oral health behaviour, oral health, and sense of wellbeing |
| Resources/Inputs (People, money, et cetera) | Staff: dentist, dental hygienist, dental assistant, clinic lead<br>Volunteers |

**Purpose:**

What will you use this evaluation for? *(eg. Gain new knowledge about program activities? Identify areas to improve? To see if it meets objectives? To see if it is effective?)*

The Board wants to use this evaluation to learn about the effectiveness of the clinic. They are interested in scaling the program.

**Key Evaluation Questions:**

| What part of your program do you want to know more about? | Evaluation Questions |
|---|---|
| **Process Focus**<br>To inform changes or improvements<br>Questions to ask: : What is happening…?<br>Who….What….When…..Why…..Where….How… | Who does the clinic actually serve? How does it compare to the targeted population?<br>What client flow model works to meet the needs of the client and is sustainable? |
| **Outcome Focus**<br>To identify results or effects of program<br>Questions to ask: : What changed, for whom, to what degree (knowledge, attitude, behaviour, skill, status, circumstance) | What are health and wellbeing outcomes for clients?<br>What impact has the clinic had on the health system? Is the clinic diverting people from going to emergency? |

Tip from the field – Prioritize Questions (no more than 5-10 questions)
1.      Are important to staff and stakeholders
2.      Align with purpose of evaluation, logic model, funder requirements
3.      Feasible to answer – resource wise and time wise
4.      Address important program needs
5.      Can be used to inform program improvements
6.      Consider age of the program – is it too early to ask outcome questions?

## Translating outputs and outcomes to indicators
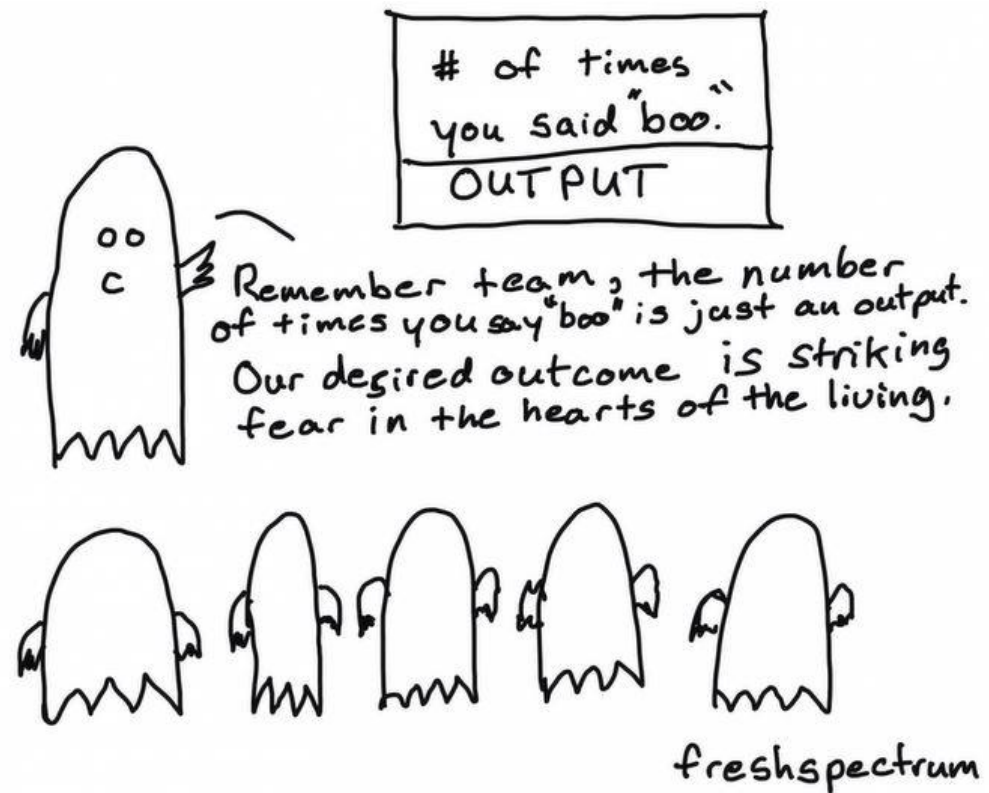
**Output:**

A clear statement of the direct immediate result of an activity or project

**Outcome:**

A clear statement of the targeted change

**Indicator:**

A measurement of the output or outcome

PLAN

# of times you said "boo."
OUTPUT

Remember team, the number of times you say "boo" is just an output. Our desired outcome is striking fear in the hearts of the living.

freshspectrum

Determine output and outcome measures (indicators), identify data sources and data collection methods, and assign responsibility, timing and budget.

| Key Evaluation Question | Indicator (what we use to measure) | Data to Collect | Data Source |
|---|---|---|---|
| *What is the question you are focusing on?* | *Indicators specify how the evaluation question will be answered. What do you want to measure?* | *What data do we need collect to answer the evaluation question?* | *Where can we easily get this data?* |
| How effective is the program at engaging the target population? | # of clients who access the clinic at least once<br><br>Client profile | Client names<br><br>Client demographics | Registration forms<br><br>Clinic records/reports |

Indicators:  Specific measures that answer the evaluation question
For example:
"What information will tell us that change occurred, that the program has been delivered in the intended manner, or that the intended target population has been reached?"
Questions to help determine measurable indicators:
1.   How will I know if an objective has been accomplished?
2.   What would be a success?
3.   What would be considered effective?
4.   What change is expected (outcome evaluation)

Data can be quantitative (numbers) or qualitative (what people say, what you read in documents)

Data can come from participants, program records, program staff, community partners

PLAN

# 3. Collect Data: Data Collection Template

Evaluation Question: What impact did the clinic have on client oral health practices and health outcomes?

| Indicators | Data Collection Method | When Will the Data Be Collected and Who Will Do It? | Implementation Steps (ensuring it is doable) | Analysis Plan |
|---|---|---|---|---|
| *Number, percent, measures of increased health, changed behaviour* | *Database, surveys, focus groups, point-in-time data collections* | *Ongoing, at the end of the program? To be collected by program staff? Evaluator?* | *Example: need to develop and pilot a survey instrument or interview questions, create forms for record program data* | *Quantitative – descriptive; qualitative – review surveys for themes; comparison to benchmark, to baseline; change analysis* |
| % of clients with improved health | Client survey including pre-post questions (online and hard copy) | November Clinic staff distribute by text, email, in office | Design survey – lit review Pilot test Administer and monitor for responses Mailing list and sample plan | Compare pre-post test scores Thematic analysis of feedback on client experience |

Implementing Data Collection
- Who is responsible for collecting the data?
- When will the data need to be collected?
- Where do you need to collect baseline data?
- What kind of data management system will you need?
- How do you plan to analyse the data to answer the question?

Good Practices for Data Management
- Check data early and check often
- Effective processes for collecting and recording data
- Record in appropriate format
- Depersonalize information**
- "Clean" the data – missing data, errors

Data Analysis
- Quantitative – start with descriptive statistics – (average, mode, range, frequency)
- Qualitative – read through once, read through looking for themes and patterns
- Compare and contrast between groups (gender, age, etc – equity analysis)
- Can use excel and word for a lot

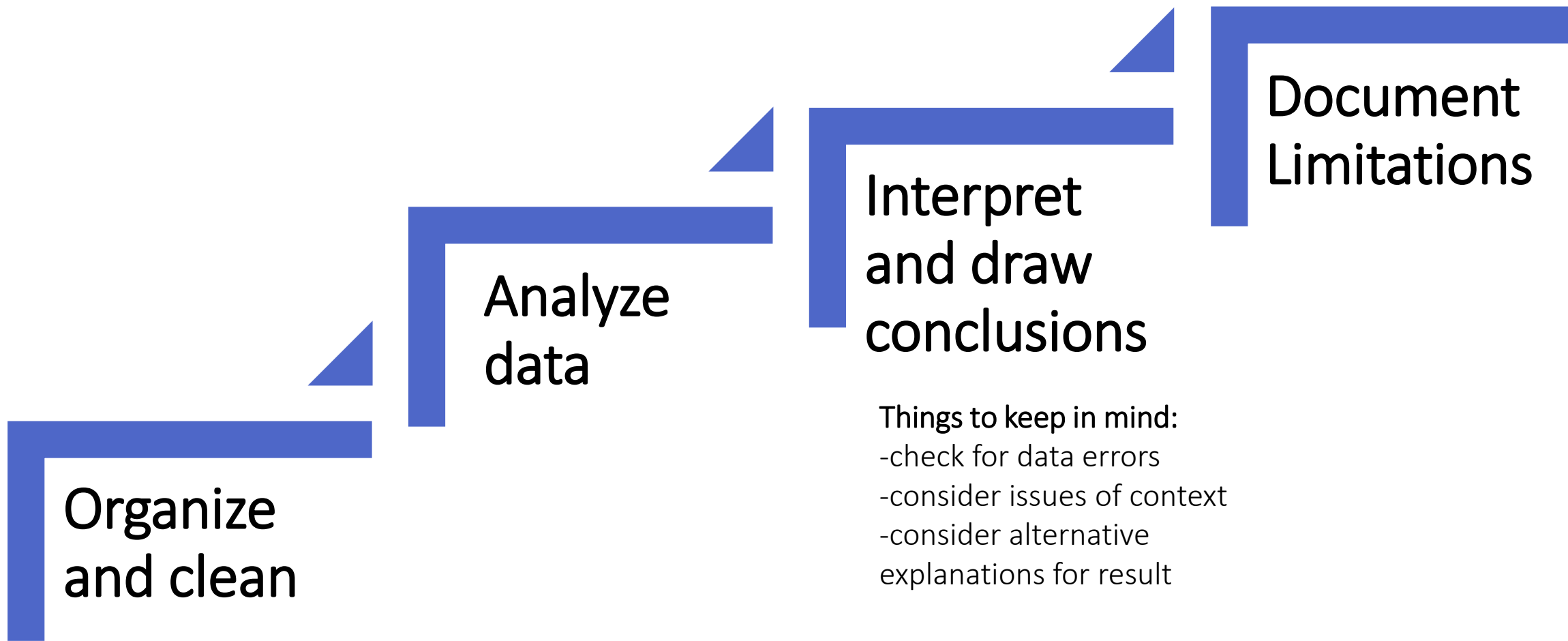# Evaluation Matrix: Putting it all Together

One example of an evaluation matrix; a tool for visualizing and summarizing an evaluation design.

| Evaluation Questions | Indicators | Data to Collect | Data Source | Collection Method | Responsibility and Timing | Analysis Plan |
|---|---|---|---|---|---|---|
| What is the participant's experience with the program? | Program strengths and weaknesses | Participant feedback – Location, Schedule, Content, Overall quality | All program participants including those who have left the program | Interviews with a small sample of people and surveys of participants in last year | Evaluator<br><br>Design and pilot instruments – May<br><br>Administer - June | Thematic analysis of interviews and open-ended survey questions<br><br>Summary of survey results |
|  |  |  |  |  |  |  |

See the handout Evaluation Matrix for some questions to ask yourself when putting together the evaluation plan.

COLLECT & ANALYZE

Document Limitations

Interpret and draw conclusions

Analyze data

Things to keep in mind:
-check for data errors
-consider issues of context
-consider alternative explanations for result

Organize and clean

**Handout**

Checklist for analyzing and interpreting data:
Analyze_and_Interpret_Data_Cottage_Health_Evaluation_Toolkit.pdf (cottagehealth.org)

Who is your target audience? What information do you need to share?

What are the most appropriate communication modes/methods?

Deliver and present findings and recommendations.
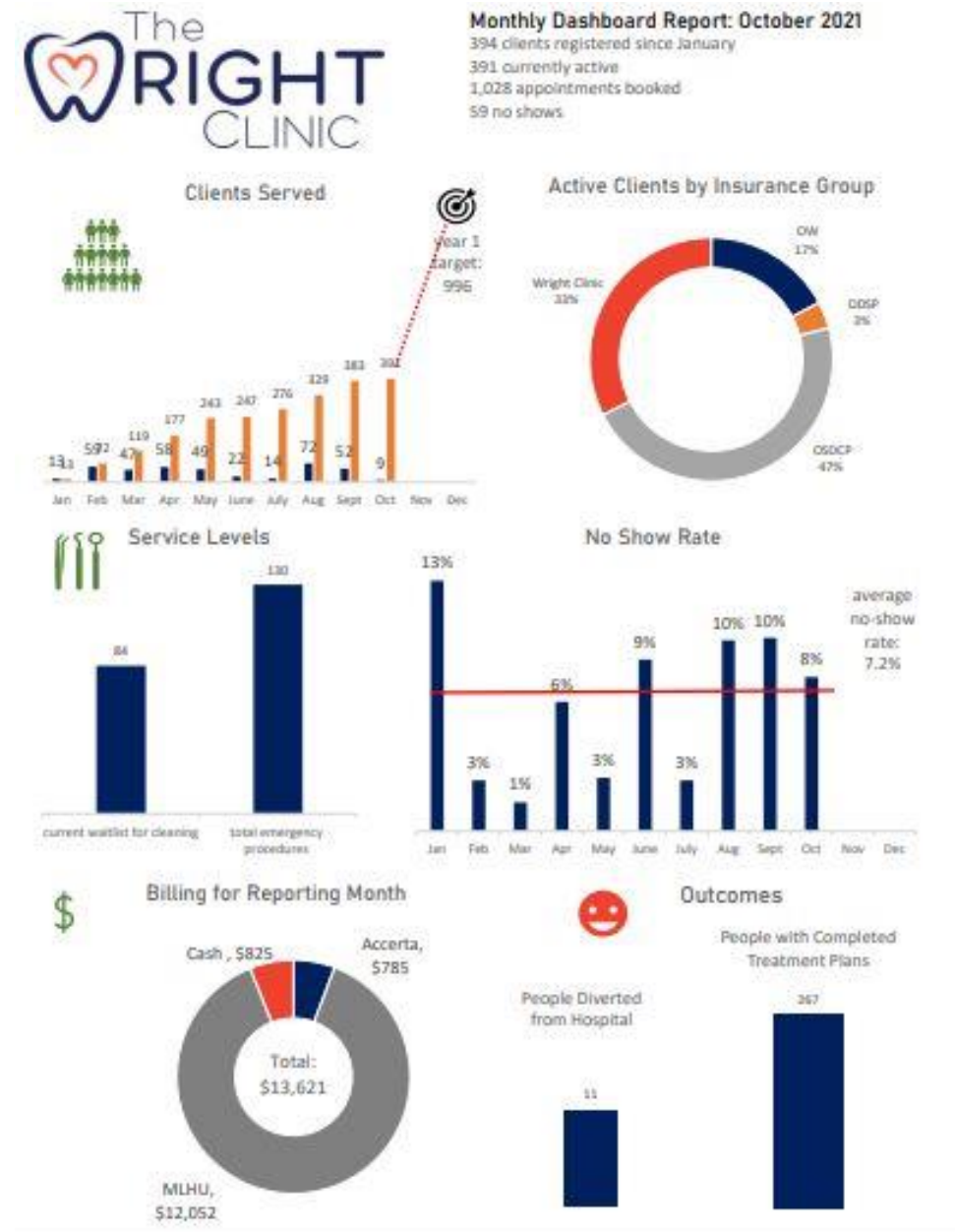
Do you really need a long report?

Develop a communication plan to help maximize evaluation use.

Sample of dashboard report shared with the Board. They have used this to report to Funders, to communicate with potential donors and to track progress.

Staff like seeing the results of their day-to-day activity.



REPORT

# 5. Make Informed Decisions

Review findings and recommendations with stakeholders

Ask questions and refine

Develop an action plan

**Useful Resource**

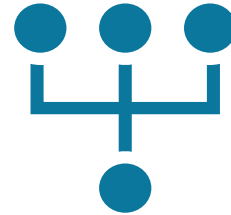Use and Share Your Evaluation Findings - Evaluation Toolkit - Cottage Health

# Resourcing Your Evaluation

**Evaluation budget**

Depends on size of program, importance of program, type of decisions being made

Can be "shoestring" up to 15% or even more

**Internal evaluator or external evaluator? Key issues: expertise, need for impartiality, cost and time**

Process evaluation - often internal evaluator

Summative and Outcome evaluation – often external evaluator

Can be a mix

For an organization to develop and sustain evaluative capacity, it must have leaders, who, at the very least, not only value evaluation and learning, but more importantly, practice evaluative thinking  (Evaluation for Leaders)

INDICATORS OF AN EVALUATION CULTURE

Evaluation is central to the work rather than an add-on, end-of-project activity

More than a compliance activity

There is thinking about the kinds of information needed for learning and improvement

You reflect together on evaluation findings, lessons learned

There is intention to implement improvements based on what is learned

High-quality evaluations feed into program and organizational decision-making

Time and resources are allocated for reflection on evaluation findings and using those findings

You share what you learn with your stakeholders and explain how it informs decision-making

Sources: Michael Quinn Patton and Community Literacy of Ontario

# Reflection Questions – Post Webinar – for Certificate Participants

Due by the next webinar – **January 24, 2022** (12pm)
Email to webinars@cfoe.ca

1. Identify a program you would like to evaluate
2. Complete the Basic Program Description template in your workbook
3. Complete the Evaluation Matrix for one evaluation question – no need to get into too much detail

How are you leaving?
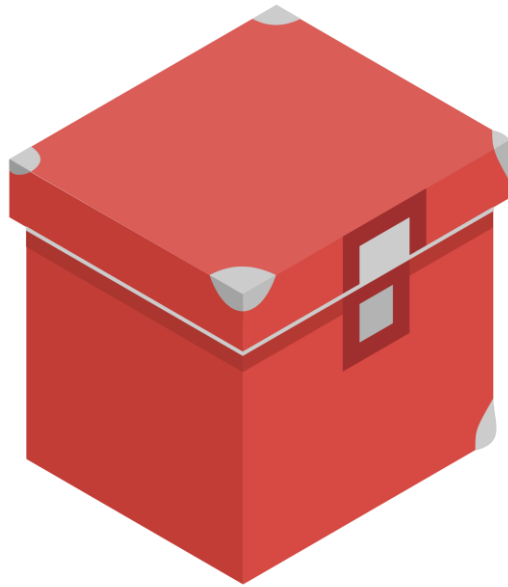
# Tools, Resources and References

# General Resources and References

References (Bolded references include useful and practical tools, and can be used to walk through an evaluation project)

- Canadian Evaluation Society. Foundations of Evaluation. Essential Skills Series.

- **Cottage Health. Center for Population Health. Cottage Health Evaluation Toolkit.** Evaluation Toolkit - Population Health - Cottage Health

- **Evaluation for Leaders. Your Strategic Management Tool.** https://evaluationforleaders.org/

- Fraser Health. A Guide to Planning and Conducting Program Evaluation. Research Administration and Development. May 2009.

- Lysy, Chris. 111 Evaluation Cartoons for Presentations and Blog Posts. https://freshspectrum.com/evaluation-cartoons/

- Patton, Michael Quinn (2014). *Evaluation Flash Cards: Embedding Evaluative Thinking in Organizational Culture.* St. Paul, MN: Otto Bremer Trust, ottobremer.org

- Salabarria-Pena, Y, Apt B.S., Walsh, C.M. Practical Use of Program Evaluation among Sexually Transmitted Disease (STD) Programs, Atlanta (GA): Centers for Disease Control and Prevention; 2007.

- **U.S. Dept. of Health and Human Services Centers for Disease Control and Prevention, 2011.  Introduction to Program Evaluation for Public Health Programs: A self-study guide.**

Additional Resources

- Bowen, S. PhD., 2009.  Guide to Evaluation in Health Research. Canadian Institutes for Health Research http://www.cihr-irsc.gc.ca/e/45336.html#a4.2

- Making Sense of Evaluation: A Handbook for Everyone.  http://www.superu.govt.nz/resources/handbook . This 50-page handbook is a user-friendly, award-winning guide to measuring and understanding program effectiveness.  Targeted for people working in the social sector and beyond.  Great blend of theory and practice.

- Office of Teaching & Digital Learning. Boston University School of Public Health. MPH Modules. Program Evaluation. https://sphweb.bumc.bu.edu/otlt/mph-modules/ProgramEvaluation/index.html

- **Ontario Center of Excellence for Child and Youth Mental Health.  Resource Hub. Evaluation Module 1: Planning Evaluation**

- Social Research Methods and Program Evaluation. What is program evaluation: A set of beginners guides to Program Evaluation and Social Research Methods   http://gsociology.icaap.org/methods/BasicguidesHandouts.html and Free resources for program evaluation and social research methods. https://gsociology.icaap.org/methods/index.html

- Resources and Tools for Community Based Research: Community Research Ethics Office.  http://www.communityresearchethics.com/

A logic model is a way of depicting the program intervention by specifying inputs, activities, outputs and outcomes in a sequential order.  A good logic model is one where the linkages logical and reasonable. (Patton, Evaluation Flashcards)
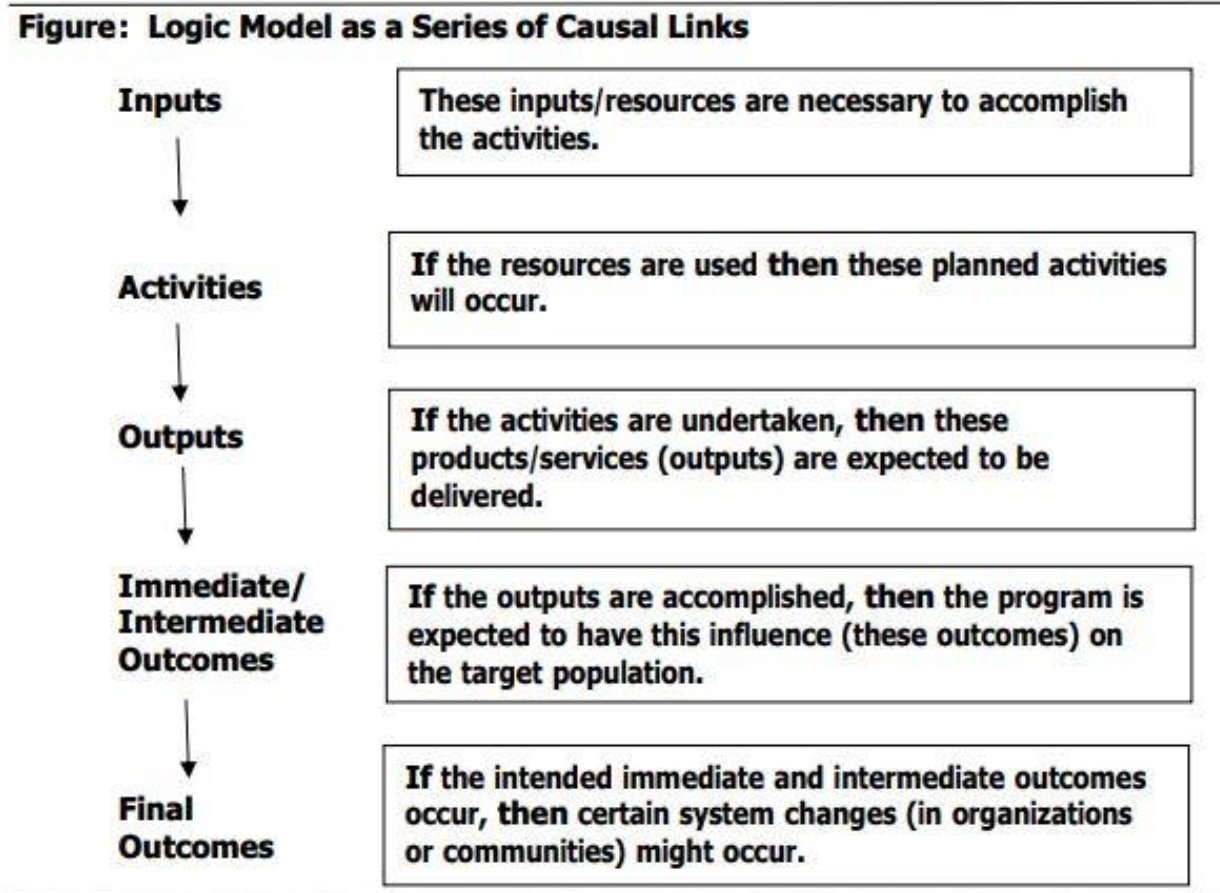
Source: Fraser Health. A Guide to Planning and Conducting Program Evaluation. Retrieved from www.fraserhealth.ca

Example:

For further exploration:        Evaluation for Leaders - Logic Models | Rise (ubc.ca)

# Thank you!

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