



Welcome!

**Evaluation Learning Lab:
Linking Program Design and
Evaluation**

Facilitated by: Charlotte Young, Ph.D.



envision SYNERGY ~ environmental vision together




Who is envision SYNERGY?

- What we do:
 - Build strong environmental organizations and
 - Catalyze collaboration of broadly-supported, creative environmental solutions.
- How we do it:
 - Facilitate meetings
 - Graphically record at events
 - Evaluate initiatives
 - Teach/Build capacity/coach
- Run by Charlotte Young, Ph.D – biologist and environmental psychologist




- Sustainability Network and all its great work!
- All the people who replied to the “preparation” questions



Outcomes for the day

- Translate your learning about evaluation into practice with an effort you’re currently working on
- At the end of the day, you will be able to:
 - Understand where to start with evaluation
 - Define key evaluation terms
 - Refine your outcomes so they more easily feed into evaluation
 - Describe a model that shows the linkage between the design of your programs/campaigns/initiatives and evaluation



A definition...

Program

- Activities provided on a continuing basis or single event
- Planned intervention to achieve some outcome
- Self-contained
 - Boundaries, goals, administration, staff, budgets
- Complex
 - Interrelated, multi-level/nested
- May also be called: initiative, effort, campaign, event



Program design: Topical areas

- Forestry
- Fisheries
- Air
- Water
- Health
- Recreation
- Land
- Biodiversity
- Etc. etc.




Program design: Audiences

- Generation X
- Generation Y
- Seniors
- First Nations
- Newcomers
- ESL
- Baby boomer
- Etc. etc.




Program design: Settings

- On-line
 - Audio and video conferencing
- Classrooms
- Outdoors
- Studios




Program design considerations

- Venues/space
- Room arrangement(s)
- Supports
- Notifying participants (marketing)




Design considerations: instructional methods

- Presentation
- Role plays
- Demonstrations
- Readings
- Field trips
- Simulations/ games
- Discussion
- Films, etc. etc.




Considerations for instructional methods

- Advantages and disadvantages
- Selecting appropriate methods
 - Participant involvement
 - Desired outcomes
 - Costs
 - Location
 - Facilitator experience
 - Amount of management involvement





What is evaluation?

- Applied social science
- “Good enough” to support decisions about the initiatives, current and future
- Documenting effects of initiatives on the social system
- Best when
 - Embedded in program planning, design and implementation
 - Designed collaboratively



More terms

- Evaluation
 - Developmental – as its developing
 - Formative -- improving
 - Summative – merit or worth
- Monitoring
- Feedback
- Needs assessment

- Evaluation approaches
 - Participatory
 - Utilization-focused



Merits and drawbacks of evaluation

Merits

- Provides feedback for continued improvement
- Use only programs that "work"
- Saves \$\$ in the long run

Drawbacks

- Viewed as non-essential
- Threatening to status quo
- Viewed as expensive



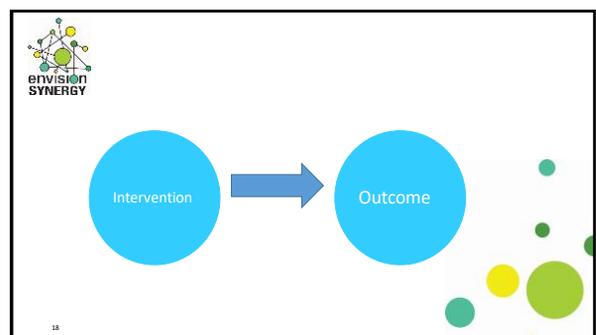
A couple of assumptions

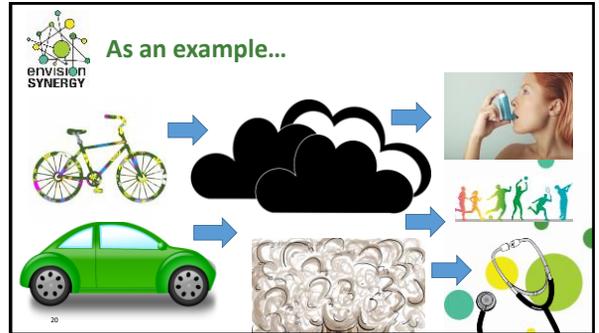
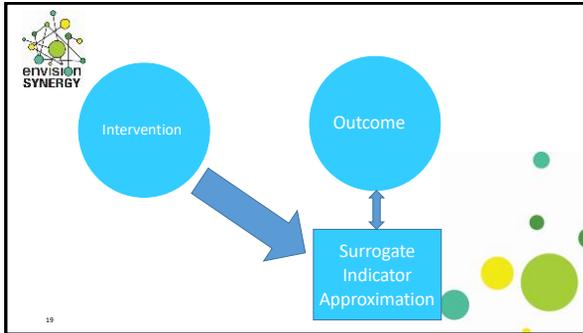
- We're talking about evaluating programs and initiatives that are aimed at **people** change of some sort
- Outcomes related to the physical environment require a different approach (e.g., improved water quality)
- Change in people and people-related aspects intertwined with environmental changes



It's all about....

Outcomes



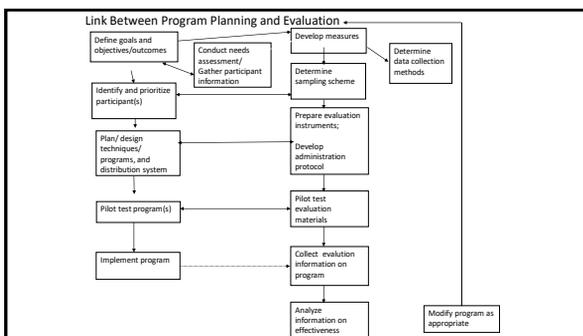


What to Evaluate

- Process
- Intended/ unintended consequences
- And, most importantly!...
OUTCOMES – that which you are trying to achieve; an indicator of success

Linking programs and evaluation

- Arrange the steps in a sequence that makes sense to you and you can explain your rationale



Break time!



What are you trying to do/accomplish?



Introduction to "Outcomes"

25



More terms...

- Goals – broadest level of aspirations; future oriented
- Objectives – somewhat less broad aspirations; future oriented
- Outcomes – what you are trying to achieve
- Measures – an indicator that informs whether you have achieved what you hoped to...
- Program activity – something you will carry out to help you reach your outcome

26



Unit of analysis

- Individual change
- Organizational change
- Community change

27



For example....

- Help people stop smoking.
- Carry out a program on the benefits of quitting smoking.
- Reduce the numbers of high school students skipping classes.

28



For example...

- They can identify waterfowl.
- After the intervention, 70 % of participants will be able to correctly identify five common waterfowl found within the City of Toronto.
- Teach waterfowl identification.

29



Some examples

- Policies reinforce sustainable life choices.
- Communities members make sustainable life choices.
- Fifty percent of residents in Ward 25 can list three reasons to protect nature and carry out at least one of them regularly.
- People know more about the benefits of protecting nature.
- Ninety-five percent of current tobacco smokers are **no** longer smoking in one year from the start of the program.

30



Observable? Not observable?

- Understand
- Remember
- Appreciate
- Calculate
- Value
- Re-arrange
- See
- Accept



31



What makes a great outcome?



32



Excellent outcomes are...

- **S**pecific
- **M**easurable
- **A**chievable within a given time frame
- **R**esults *focused* – what will “person” be able to do, know, feel at the end of the program
- **T**ime bound
- **T**ransparent – easily understood by participants




Outcomes

- Start w/ a verb?
- Stated in terms of
 - Participant performance?
 - Outcome or change (not process, or task you'll complete)
- Singular?
- Specify performance?
 - How well
 - How fast
 - How often
 - How accurate




Try it out

- In organizational teams, revise up to three outcomes to meet the criteria of best practices we've just discussed



35



Lunch time!




36



Feedback: Outcomes

- SMARTT?
- Start w/ an observable verb?
- Stated in terms of
 - Participant performance?
 - Learning outcome (not process, or task)
- Single per outcome?
- Specific performance level?



At the wall: Feedback exercise



- For each outcome, using a post-it, indicate whether the outcomes:
 - **SMARTT?**
 - Start w/ an observable verb?
 - Stated in terms of
 - Participant performance?
 - Learning outcome (not process, or task)
 - Single per outcome?
 - Specific performance level?
- If the comment is already listed, put a ★ on that post-it
- Use one post-it, per idea



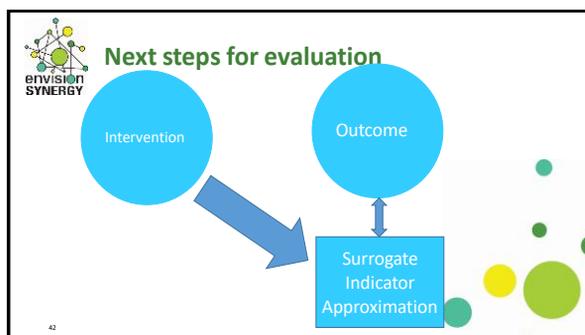
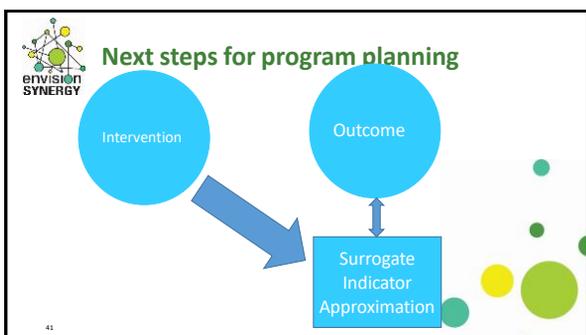
Feedback: Outcomes

- What do you notice overall?
- What can you learn from others?
- What do you notice about the comments on “your” outcomes?



Next steps for evaluation...

- Refine your outcomes

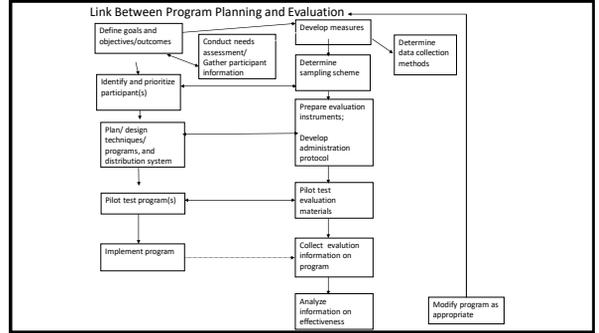




Next steps for evaluation

- Refine your outcomes
- Craft some measures
- Consider ways to collect data
 - Advantages and disadvantages
 - Four families of tools: surveys, interviews, documents, observation
- Determine who will participate in your evaluation

43




Getting evaluation expertise

- Internal evaluation capacity
- External expertise
- Plusses and minuses
- See handout

45




- Please complete the Sustainability Network's feedback form!
- For more information:
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46



Selected resources

- <https://innoweave.ca/blog/shifting-from-prove-to-improve/>; accessed, November 28, 2018
- See also State of Evaluation Report, from Ontario Non-Profit Network, Fall 2018
- Free on-line evaluation training with Ontario Trillium Foundation
 - <https://otf.ca/news/ontario-trillium-foundation-launches-new-evaluation-e-learning-course?redirected=1>

47