

# **Dialogue With Funders: Deconstructing the Challenges of Grant Writing**

## **Introduction to Evaluation**

*Presented by:*

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# What is Evaluation?

- **Systematic** collection & analysis of information
- Activities, characteristics, results of programs to:
  - make judgments;
  - to improve program outcomes/program effectiveness,
  - to report outcomes to funders,
  - to identify strengths and weakness,
  - inform decisions about future programming; or
  - increase understanding

## Research

- Generalizable knowledge
- Controlled
- Data integrity is primary
- Purpose is to advance a body of knowledge

## Evaluation

- Aids decision making
- Changing resources/priorities/context
- Pragmatism is primary
- Stakeholder focused
- Multiple uses

# Basic Steps of Evaluation

Step 1: Identify and engage stakeholders

Step 2: Describe the program

Step 3: Design the evaluation

Step 4: Collect the data

Step 5: Analyze the data

Step 6: Report the results, develop plan for implementation of recommendations, and disseminate



“Focus” the  
evaluation

# Step 1: Who needs to be involved?

## Ask yourself these questions:

1. Who is affected by the program?
2. Who is involved in program operations?
3. Who will use evaluation results?
4. Who requested the evaluation?

## Stakeholders can be

- Evaluation or program-related
- Internal or external
- Direct relationship with the program or evaluation (e.g., staff and clients) or have an indirect relationship (e.g., advocacy groups)

# Step 1: Sample grantee evaluation: all stakeholders

## Who is affected by the program?

Community

Peer workers

Volunteers

Partnering agencies

- Other non-profit agencies
- Universities
- Government partners

## Who is involved in program operations?

Staff and management

Peer workers

Volunteers

## Who will use the evaluation results?

Staff and management

Other agencies

## Who “wants” the evaluation?

Funder

ED

# Step 1: Narrow your list to key stakeholders

## Those who

- Will authorize continuation/expansion/changes of the program
- Will advocate for the program
- Are responsible for the day-to-day implementation of the program
- Can increase the credibility of the evaluation

# Step 1: Potential roles for key stakeholders

Information

Hands-on support

Decision-making / approval

Advisory role

Being an advocate for the evaluation

## Step 1: Where in the evaluation process should we engage stakeholders?

- At all stages!
  - Program description
  - Defining evaluation purpose
  - Formulating evaluation questions
  - Defining quality and value
  - Gathering evidence
  - Making recommendations
  - Action planning

## Why describe the program?

- Make assumptions and expectations about the program clear
- Explore competing understandings and develop consensus
- Helps to ensure that your stakeholder list is complete
- Leads to an informed discussion about what aspects of the program should be evaluated

# How to describe the program: Questions to answer

1. What is the problem/opportunity your program aims to address?
2. Who is the target population?
3. What resources will your program rely on?
4. What will your program do? What are your activities, services, and products?
5. How will participants benefit?
6. What is the program's stage of development?
7. What are relevant contextual factors?

# Step 3: Designing the Evaluation

## Process Evaluation

Answers the questions:

- 1) How MUCH did we do?
  - Reach
  - Fidelity
  
- 2) How WELL did we do it?
  - Satisfaction
  - Use of developed resources/program

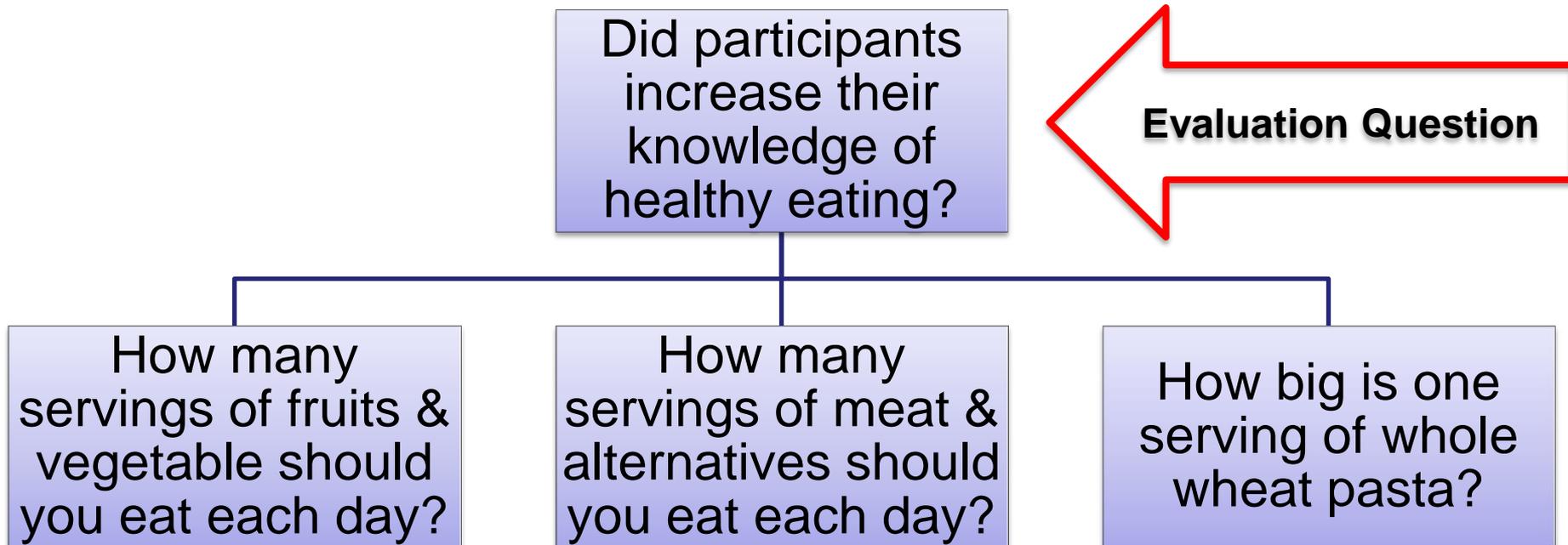
## Outcome Evaluation

Answers the question:

- 1) Is anyone BETTER OFF?
  - Knowledge
  - Skills
  - Behavior
  - Intent to change
  - Clinical change

## Step 3: Evaluation Questions

- Help provide a well defined, meaningful evaluation
- Not the questions you ask participants



# Step 3: Evaluation Questions

- ‘Big-picture’ questions

## **PROCESS Evaluation Questions**

- 1) How many people did we reach?
- 2) Did we implement the program as planned?
- 3) Are participants satisfied with the workshops?

## **OUTCOME Evaluation Questions**

- 1) Did participants increase their knowledge of HIV?
- 2) Did participants increase their self confidence to be physically active?
- 3) How did participants change drug use behaviours?

# ***Activity: Develop 2 process and 2 outcome evaluation questions!***

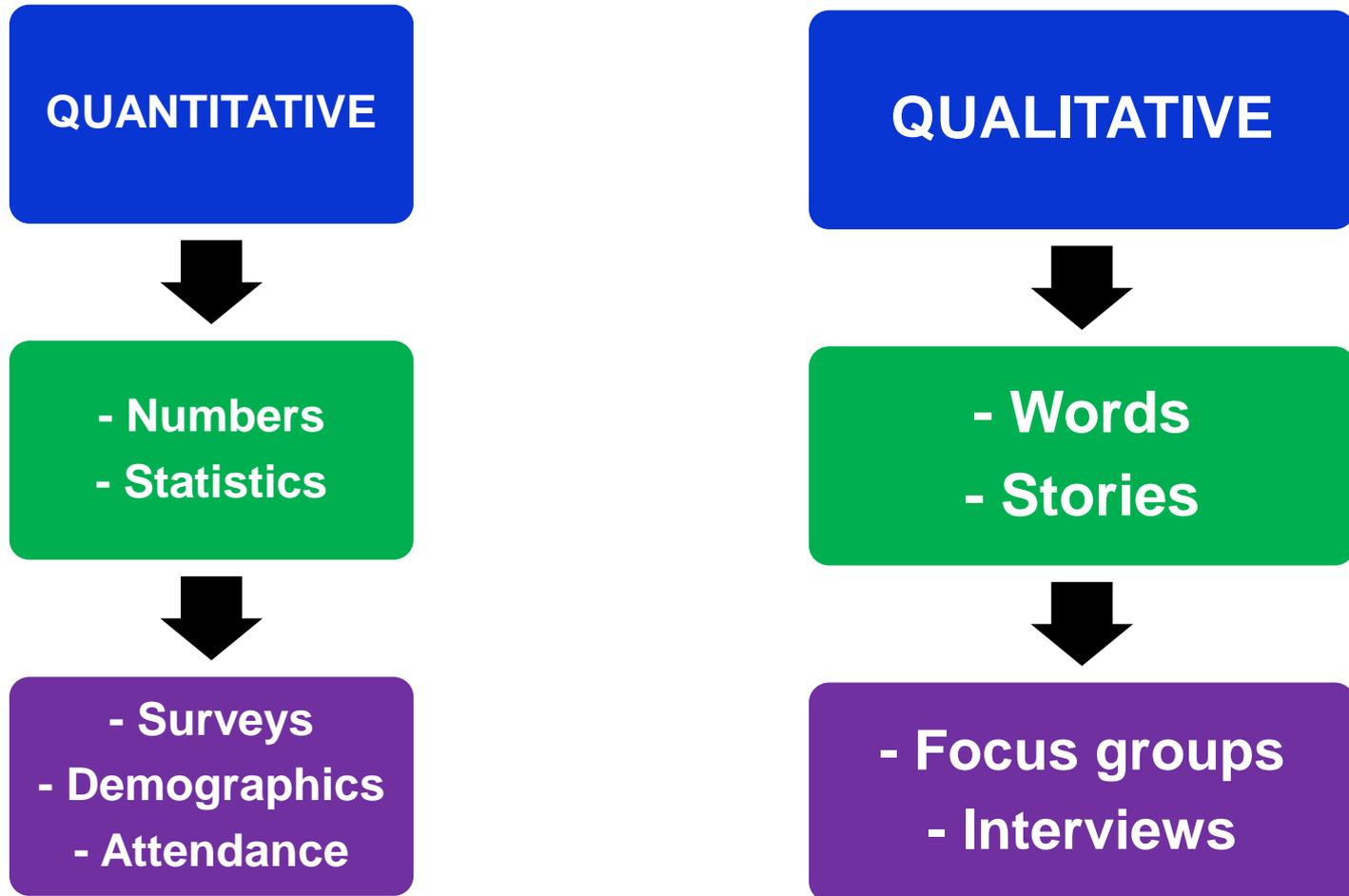
The Toronto AIDS Coalition is seeking funding for a project to provide safer sex workshops for gay/bi/MSM. The objectives of their project are:

- To increase knowledge of HIV in 300 gay/bi/MSM from July 2015-June 2016 in neighbourhood xyz.
- To increase confidence to negotiate safer sex in 300 gay/bi/MSM from July 2015-June 2016 in neighbourhood xyz.

*They plan to provide a survey and feedback form at the end of the workshops.*

Please see “evaluation methods” resource in your package.

# Step 3/4: Types of Methods



# Step 3/4: Survey and Tracking Tools

- Fluid Surveys 
- Survey Monkey
- Google Forms
- Interceptum 
- Lime Survey 
- Simple Survey 
- Poll Daddy

# Step 3/4: Selecting your evaluation type and methods

When choosing your methods consider:

1. Reliability
2. Validity
3. Accessibility
4. Feasibility
  - Time
  - Resources
5. Stakeholder perspectives
6. Evaluation 'burnout'
7. Ethical issues

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*To measure this objective, they plan to do a FOCUS GROUP in June 2016 with 8 participants.*

The Toronto AIDS Coalition is seeking funding for a project to provide safer sex workshops for gay/bi/MSM. The objective of their project is:

- To increase confidence to negotiate safer sex in 300 gay/bi/MSM from July 2015-June 2016 in neighbourhood xyz.

*To measure this objective, they plan to do a pre and post survey about confidence to negotiate safer sex (before and after the workshop)*

# Step 3/4: Making your evaluation plan

Evaluation Question	Indicators	Methods	Timelines
How many people did we reach?	# of youth attending workshops # of youth reached at outreach events	- Attendance tracking - Outreach tracking sheet	At the beginning of each workshop (monthly)  At the end of each outreach (weekly)
Are participants satisfied with our workshops?	% of participants who liked the workshop	- Workshop satisfaction survey	End of each workshop
Did participants increase their knowledge of diabetes prevention?	% of participants who increased their knowledge of preventing diabetes through healthy eating  % of participants who increased their knowledge of preventing diabetes through physical activity	-Workshop knowledge survey	End of each workshop

# Step 5: Data analysis

## Quantitative

- ⇒ Simple: Data entry into Excel
  - ⇒ Use formulas for averages, percentages, etc.
- ⇒ Simpler: Online survey tools automatically provide summaries

## Qualitative

- ⇒ Simple: Content Analysis (see resource in your package)

Talk to your funder about the level of analysis needed for the application and reporting.

# Step 6: Dissemination

- Consult with stakeholders
- Ensure usability
- Consider the reader
- Follow funding guides to ensure reporting is done in the manner the funder requires

# Step 6: Reporting

1. What did you do (survey, focus group, etc.)?
2. When did you do it (after workshop, before & after workshop)?
3. What was the purpose (to determine community need, to determine knowledge gained, etc.)?
4. # people involved?
5. Which people (youth, staff, people who inject drugs, parents, etc.)?
6. What were the results?
  - Quantitative (# or %)
  - Qualitative (themes with quotes or paraphrased quotes)

## Step 6: Reporting/Applying example

We conducted oral surveys with 50 sex workers, during outreach sessions from March-June, 2014 to determine whether sex workers felt confident to negotiate safer sex with their clients. We found that 90% said that they did not feel confident to ask their clients to use a condom and 80% did not know how to use a female condom. In addition, 100% wanted to learn more skills to negotiate safer sex, and 85% stated that one on one education sessions would be the best way to gain those skills.

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## Questions/Comments?

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