IHS Evaluation Toolkit – Stage 1 Part 1

Slide 1: What Evaluation Can Do For Your Program

Welcome to the Evaluation Toolkit for Indian Health Service Program Initiatives.

Slide 2: Toolkit Navigation

This Toolkit has a combination of on-screen lessons, interactive exercises, and tools.
Use the arrows to move forward and backward in the program.
You can toggle the pause button to play and pause the program.
The speaker icon allows you to turn the audio on and off. The audio narration of the course is automatic. Please note that there is often more information in the narration than text on the slide. To read the full text, you must turn on the closed captioning by clicking on the CC button at the bottom of the page.
The TOC button, at the bottom of the page, opens and closes the Table of Contents. Using the Table of Contents, you can review sections of the course at your own pace. You do not need to complete the entire course at one time. When you log out, the system automatically stores your progress.

Slide 3: Purpose of the Toolkit

This toolkit is designed to help you carry out your local evaluation efficiently, using local resources.
The needs of each local evaluation will be determined by the type of program —therefore, this toolkit is flexible enough to be used with all types of programs.
The toolkit's five stages include:
Stage 1, Part 1: What Evaluation Can Do for your Program
Stage 1, Part 2: The Three Stages of Evaluation
Stage 2: Putting Evaluation into Practice
Stage 3: Describing the Program
Stage 4: Focusing Evaluation Design and Gathering Credible Evidence
Stage 5: Justifying Conclusions and Using and Sharing Lessons Learned

Slide 4: Overview

This stage is divided into two parts and covers the following topics:

Part 1:

- The purpose of the local evaluation
- The benefits of evaluation
- What is evaluation – including describing evaluation, evaluation in Indian Country, and using evaluation to tell the program's story

- Part 2:
- The three types of evaluation: formative evaluation, process evaluation, and outcome evaluation

Slide 5: Purpose of the Local Evaluation

Local evaluation is an assessment of the strengths, weaknesses, and outcomes of a program, developed and implemented by the program staff or “on the local level.” The local evaluation’s design depends on the people, programs, and situation in which it takes place.

Your local evaluation serves a number of purposes:

- Your evaluation can tell you what’s working and not working.
- Findings from your evaluation can help you decide whether to, or how to modify your program to get the best outcomes.
- Your findings can be used to report on the National Outcome Measures.

Most government agencies have established national outcome measures as data collection and reporting systems to ensure that the federally funded programs are achieving positive outcomes and reaching pre-determined targets.

Slide 6: Benefits of Evaluation

So what are some of the benefits of evaluation?

Evaluation can be a vital asset to an organization or program by:

- Helping to determine if the program goals or aims are realistic
- Helping program staff know if the program is moving in the right direction
- Providing knowledge that answers important questions for interested people – for example:
    - How does the program positively influence program participants, the community, and program staff?
    - And the opposite, how does the program negatively influence program participants, the community, and program staff?

Slide 7: Benefits of Evaluation: External Factors

Other benefits of evaluation include results that can help you understand how external factors support or challenge the program’s impact or implementation. This kind of knowledge can be used to:

- Make changes to program procedures, such as improving staff interaction with program participants
- Redefine program goals and objectives to reflect local needs
- Identify and build on program strengths, and
- Address areas in need of improvement

Results can also help you understand how external factors might facilitate and promote the program process and quality improvement, and identify and develop solutions to address barriers to implementation.

Slide 8: Evaluation Results

In addition, results can help:

- Increase funding opportunities for the program by providing evidence of its effectiveness, and
- Demonstrate or provide opportunities to discuss efforts that could be successfully implemented by other communities

In summary, evaluation can help you create and implement a better program that can have long-lasting impact in the community.

Slide 9: Quick Check 1

Multiple Choice
What is the purpose of the local evaluation? (Check all that apply)
A. To help you decide whether to or how to modify your program
B. To decide which programs should win awards
C. To help the program report on the National Outcome Measures
D. To identify what is working and not working

The correct answers are A, C, and D. Winning an award would be nice, but is not the point of conducting an evaluation.

Slide 10: Quick Check 2

There are many benefits to evaluation. Select all the items below that are considered benefits.
A. Helping you know if the program's aims are realistic
B. Answering important questions you and others want answered
C. Learning how external factors support or challenge your program
D. Results can provide evidence that can lead to additional funding opportunities

You should have selected all of the answers. They are all correct.

Slide 11: What is Evaluation?

So, what is evaluation? From the W. K. Kellogg foundation evaluation handbook, we have a definition and description.
Evaluation is the collection of information about program activities, traits, and outcomes for the purpose of:

- Helping to inform decisions about a program
- Understanding how a program impacts participants
- Understanding how a program impacts the community
- Understanding how external and internal factors influence a program

- Assessing if a program is meeting set goals and objectives
- Improving a program’s effectiveness

Slide 12: Information Learned

We also find that information learned through an evaluation
- Is systematically done on a consistent, regular basis
- Potentially covers a broad range of topics, and
- Has multiple possible uses

Your local evaluation team will determine what knowledge is sought, what the topics will be, and how the results should be used.

Slide 13: Standards for Evaluation

Here are four standards for a well-designed evaluation:
- Utility standards ensure that information collected through evaluation is of value to the people who will be using it. This, in turn, increases the likelihood that the information will be used to improve the program, procure additional funding, and identify areas for future intervention.
- Feasibility standards ensure that the evaluation is realistic, practical, non-disruptive, diplomatic, and cost-effective
- Propriety standards ensure that the evaluation is conducted ethically and legally and considers both those taking part in the evaluation as well as those affected by its results.
- Accuracy standards ensure that the evaluation conveys information that is clear, impartial, and correct.

Slide 14: Quick Check 3

Match the following standards with the objectives for a well-designed evaluation that they further.

Propriety
Utility
Feasibility
Accuracy

A. Evaluation is conducted for specific users and purposes to ensure that results are used after the evaluation is completed; these uses include informing and improving the program, procuring additional funding, and identifying areas for future intervention.
B. An evaluation must convey information that is clear, impartial, and true.
C. Evaluation must be realistic, practical, non-disruptive, diplomatic, and cost-effective.
D. Evaluation must be conducted ethically and legally and must consider both those taking part in the evaluation as well as those affected by its results.

Slide 15: Quick Check 3: Feedback

The correct answers are:

A. Utility
Evaluation is conducted for specific users and purposes to ensure that results are used after the evaluation is completed; these uses include informing and improving the program, procuring additional funding, and identifying areas for future intervention.
B. Accuracy
An evaluation must convey information that is clear, impartial, and true.
C. Feasibility
Evaluation must be realistic, practical, non-disruptive, diplomatic, and cost-effective.
D. Propriety
Evaluation must be conducted ethically and legally and must consider both those taking part in the evaluation as well as those affected by its results.

Slide 16: Evaluation in Indian Country

Evaluation in Indian Country requires a collaborative approach. Community participants and the evaluation team are equal partners in the evaluation process and all parties benefit from the findings.

Slide 17: Evaluation is a Community Activity

Evaluation asks and answers questions that:

- Hold meaning from the perspective of the community
- Create knowledge about issues that are important to the community

The community is the primary keeper of information that has been collected through the evaluation and decides how outcomes are used.

Slide 18: Cultural Components

- Evaluation in Indian Country must also:
- Recognize and honor the sovereignty of the tribe with whom the team works
- Follow tribal guidelines, including any established policies and protocols
- Provide tribal communities with direct involvement in the evaluation process from design to implementation
- Use methods and approaches that are relevant to the community and culturally-based

Slide 19: Cross-Cultural and Collaborative Evaluation

Evaluation that is cross-cultural and collaborative must address questions such as:

- Who defines the evaluation questions?
- For whom is the evaluation worthy and relevant? Who says so?
- What knowledge will the community gain from this program?
- What are some likely positive and negative outcomes from this program?
- How can negative outcomes be eliminated?
- To whom is the evaluation team accountable?
- What processes are in place to support everybody involved in the program's activities?

Slide 20: Quick Check 4

Which statements describe good practices for evaluation in Indian country? Select all that apply. Evaluation must:

A. Provide tribal communities with direct involvement in the evaluation process from design to implementation
B. Follow any tribal policies or protocols
C. Have professionals who create the evaluation answer the most important scientific questions, not necessarily what the community wants to know
D. Ask and answer questions that create knowledge about issues that are important to the community

The correct answers are A, B, and D. The evaluation is created by the evaluation team and stakeholders and must recognize and honor the culture of the participants.

Slide 21

You have reached the end of this section. Please continue to the next section.

IHS Evaluation Toolkit – Stage 1 Part 2

Screen 1: Welcome to Stage 1, Part 2

Screen 2: Three Stages of Evaluation

This section of Stage one of the toolkit focuses on the three stages of evaluation, designed to be used at different points in your program's timeline. Think of the three stages of evaluation as they compare to building a house. You start with a design or blueprint, build the house based on that design, and the result of planning and construction is the completed structure.

In the same way, your evaluation can tell the story of your program.

- Your program's conception, or blueprint, is evaluated using a formative evaluation.
- Your program's implementation, what you do to build your program, is evaluated using a process evaluation, and
- Your program's results and long-term impact is evaluated using an outcome evaluation

Screen 3: Formative Evaluation

A formative evaluation takes place during the early stages of a program's life and tells the story of how and why a program came into being.

Using a variety of evaluation tools, such as focus groups, monitoring logs, or fidelity checklists, the evaluation team assesses program goals, objectives, and activities for quality and adherence to the original program plan while providing real-time feedback. The program can then be modified and improved while it is being developed rather than waiting until the program has been rolled out to identify and address any issues.

A formative evaluation can also be useful if a program is undergoing any structural changes or is being used in a different way. For example, when an existing program is used in a new community or to target a different issue.

Screen 4: Value of a Formative Evaluation

Information from a formative evaluation can help program staff identify areas in need of attention and ways to address the needs. It can also help identify areas of strength. It can help program staff pinpoint areas of concern in materials, recruitment strategies, and personnel needs. Users can determine if program activities are appropriate for the intended community and if they meet the unique needs of the service population, provide the type and amount of training to meet staff needs, and identify existing barriers that could impede a program's success.

Formative evaluation methods can help uncover such barriers. For example, it can help determine if staff members are receiving the appropriate amount and type of training. Finally, this type of evaluation can help shape how information should be collected as the program moves forward by identifying the most effective collection methods. All of these activities increase the likelihood of a program's success.

Screen 5: Common Formative Evaluation Questions

When starting a program, common formative evaluation questions include:

- What needs does the program address?
- How well does the program fit within the local setting?
- What are the needs and characteristics of the local population?

Screen 6: Formative Evaluation Scenario

During each stage of this Toolkit, we will use scenarios to tell stories about using the different types of evaluation.

This scenario describes a program that is in the formative stage of development:

A Tribal program has decided to implement a peer-to-peer mentoring program in a local high school. Students are being trained in appropriate communication techniques and are learning about when to refer friends in need to a professional counselor.

Here are some formative evaluation questions the team might want to ask:

- Is there a need for student mentoring?
- Were the appropriate students selected to be mentors?
- Is an appropriate mental health counselor available?
- Are there systems in place for the students to refer their peers to a professional counselor when necessary?
- Do the student mentors have a good relationship with the professional counselor?

Screen 7: Quick Check 5

Select all of the statements that are true about formative evaluation.

A. Takes place during the early stages of a program's life
B. Specifies the steps, strategies, and procedures used during the program's operation
C. Tells the story of how and why a program came into being
D. Improves transparency by providing evidence of and accountability for the quality of a program's implementation

The correct answers are A and C. Formative evaluations take place during the early stages of a program's life and tell the story of how and why a program came into being.

Screen 8: Process Evaluation

Process Evaluation tells the story of how a program is implemented—specifically, the steps, strategies, and procedures used during its operation.
A process evaluation serves two functions:

1. To verify the program in terms of its components and
2. To determine if the program has been carried out as originally planned

It tells the story of the program's journey in relation to its anticipated goals and outcomes. It is particularly important to check to see if a program is carried out as originally planned because a program operating outside of its original design will risk failing to reach its goals.

Screen 9: Information from Process Evaluations

Process evaluations produce information about:

- What, where, and when program activities and processes occurred
- What and how resources and events facilitate or challenge the process and
- How successfully the process is being implemented

It can also help the evaluation team determine if the program is working as planned by looking at various aspects:

- Are the right people being served?
- Are they being served appropriately?
- How many or what amount of the program's interventions or other components have people received?

In other words, a process evaluation can be used to highlight which particular aspects of the program worked rather than declaring the entire thing a success. It can also be used to establish how far a program can deviate from its original design while still working toward its original goals.

Screen 10: Process Evaluation Compared to Formative Evaluation

Much like formative evaluation, process evaluation helps identify both the successes of, and challenges to, a program's implementation. Unlike formative evaluation, however, process evaluation identifies these facilitators and obstacles while the program is being implemented.

Screen 11: Uses of Process Evaluations

If, for example, a process evaluation shows that a program has failed to reach as many people in the target population as expected, additional inquiries could then be conducted to determine the reasons why this has happened. Perhaps the outreach activities are inappropriate for the community, or the target population is too large, small, or varied for the kind of program being implemented. Once a problem and its source are identified, solutions can be put into action or adjustments can be made.

Finally, a process evaluation improves a program's transparency. It provides evidence of and accountability for the quality of a program's implementation. In addition to information about program activities, the evaluation can identify the individual(s) responsible for different specific activities or processes. Again, all of this information is meant to improve a program's success.

Screen 12: Common Process Evaluation Questions

When conducting an evaluation of the implementation of the program, common process evaluation questions include:

- What activities make up the program?
- Who participates in these activities? How often?
- What do they receive from these activities?
- How did any unexpected events affect the implementation of the program?
- How were obstacles or challenges addressed in the implementation process?

Screen 13: Process Evaluation Scenario

This scenario describes a program in the process stage of development:
An Urban program has focused on building resiliency in its youth population by engaging youth in a Gathering of Native Americans (GONA) training.
Here are some process evaluation questions the team might want to ask:

- How was the GONA advertised?
- How aware was the community of the opportunity to attend?
- How many youth participated in the GONA?
- How many of those attended every session?

Screen 14: Quick Check 6

Fill in the blank
Process evaluation takes place ”blank” program implementation.

A. Before
B. During
C. After

Screen 15: Quick Check 7

True or False?
Information gathered during a process evaluation helps to improve a program's success.
The statement is true.

Screen 16: Outcome Evaluation

An outcome evaluation determines how well a program succeeded in achieving its goals. It looks at any changes that have occurred, such as changes in the community or among program participants. And, it looks at how (and whether) those changes can be linked back to the program or its activities. While a process evaluation looks at what the program did, an outcome evaluation looks at what happened because of what was done.

Screen 17: Value of Outcome Evaluations

One of the greatest contributions of an outcome evaluation is the provision of evidence that demonstrates a program's effectiveness. Depending on the kind of program being evaluated or how long the program has been in existence, this type of evaluation can highlight short-term outcomes, intermediate outcomes, or long-term outcomes associated with a program.

Short-term outcomes are often seen as changes in knowledge, skills, or attitudes. Intermediate outcomes are indicated by changes in behavior. And, long-term outcomes are usually changes in condition or status that can be associated directly with a program.

For the purposes of this toolkit, your evaluation should focus on short- and intermediate-term outcomes.

An outcome evaluation can also be used to identify any unintended consequences or impacts. These consequences could be both positive and negative. Outcome evaluation findings can also be topics or issues that need to be addressed by either the program or another type of intervention, as well as lessons that have been learned from the program and its implementation.

Screen 18: Common Outcome Evaluation Questions

When looking at the results of the program, common outcome evaluation questions include:

- What do participants do differently because of the program?
- How has the community been affected by the program?
- How did any unintended outcomes result from implementing the program?
- Were program objectives met?

Screen 19: Outcome Evaluation Scenario

This scenario describes a program in the outcome stage of development:

A Tribal program focused on treating methamphetamine and other illegal drug use by having the patients of their treatment facility participate in group therapy sessions.

Here are some outcome evaluation questions the evaluation team might want to ask:

- How satisfied were the patients in the group therapy sessions?

- Did the patients' feelings toward substance use change after participating in the group therapy sessions?
- After the group therapy sessions, did patients feel more confident in their ability to not use methamphetamine?

How many of the patients who participated in group therapy later used methamphetamine or other illegal drugs?

Screen 20: Quick Check 8

Which of the following questions would NOT be answered by an outcome evaluation?

A. What do participants do differently because of the program?
B. How has the community been affected by the program?
C. What activities make up the program?
D. Were program objectives met?

The correct response is C. Asking about activities that make up the program would take place during a formative evaluation.

Screen 21: Evaluation Planning Tools: Methods Comparison

Click the icon to download this comparison chart of the three types of evaluations. Use the information in the chart to determine which type would be appropriate for the current stage of your program.

Screen 22: Summary

To summarize…

- We have looked at the purpose of the toolkit, which is to provide tools and resources to help you efficiently carry out local evaluation of your program.
- The purpose of the local evaluation is to strengthen your program, answer local questions, and to help you report on the National Outcome Measures.
- The benefits of evaluation include helping you know if the program's aims are realistic, answering important questions you and others want answered, and knowing how external factors support or challenge your program.

Screen 23: Summary

- Evaluation is knowledge created about program activities, traits, and outcomes for the purposes of program decisions, understanding, knowledge, and effectiveness.
- Evaluation in Indian Country requires a collaborative approach between community participants and the evaluation team.
- Three kinds of evaluation, formative, process, and outcome, can be used to tell the program's story.

Screen 24: Quiz

Now that you have completed this stage of the toolkit, you will need to answer the following questions.

Screen 25: Quiz Question 1

Select the statement that does NOT describe the purpose of a local evaluation.

A. Your evaluation can tell you what's working and not working.
B. Findings from your evaluation can help you determine if the program is moving in the right direction or not.
C. Your findings can be used to report on the National Outcome Measures.
D. Findings from your evaluation can be used to improve the economy of the community.

Feedback: The correct answer is D. The findings from your evaluation will be used to improve your program.

Screen 26: Quiz Question 2

Fill in the blank
Evaluation in Indian Country requires a/an   "blank" approach.
A. Organized
B. Collaborative
C. Economical
D. Institutional
The correct answer is B. Evaluation in Indian Country requires a collaborative approach.

Screen 27: Quiz Question 3

Evaluation in Indian Country must:
A. Exclude tribal communities from direct involvement in the evaluation process
B. Recognize and honor the sovereignty of the tribe with whom the team works
C. Be culture-neutral and not take into account anything specific about the culture of the community
Feedback: The correct response is C. It is extremely important to recognize and honor the sovereignty of the tribe.

Screen 28: Quiz Question 4

Select the statement that is NOT true about process evaluation.

A. Determines how well a program succeeded in achieving its goals
B. Provides evidence that demonstrates the program's effectiveness
C. Pinpoints areas of concern in materials, recruitment strategies, dosage, and personnel

needs

D. Specifies the steps, strategies, and procedures used for the program’s creation

Feedback: The correct response is D. Specifying the steps, strategies, and procedures for a program’s creation takes place in a formative evaluation, not a process evaluation.

Screen 29: Quiz Question 5

A common question you would ask during an outcome evaluation is:

A. What activities make up the program?
B. How has the community been affected by the program?
C. What needs does the program address?
D. How were obstacles or challenges addressed in the implementation process?

Feedback The correct answer is B. An outcome evaluation looks at the outputs of a program, such as how the community has been affected.

Screen 30: Quiz Question 6

Which of the following is NOT true about program evaluation? During program evaluation:

A. The team collects information about program activities, traits, and outcomes.
B. The team develops policies and procedures for ending programs that are found to be ineffective.
C. The team assesses if a program is meeting set goals and objectives.
D. The team identifies ways of improving a program’s effectiveness.

Feedback: The correct response is B. The evaluation team is interested in learning if a program is meeting its goals and how to make improvements. Answer B falls outside the scope of the responsibilities of the evaluation team.

Screen 31

You have reached the end of this section. Please continue to the next section.

IHS Evaluation Toolkit – Stage 2

Screen 1: Evaluation Toolkit: Stage 2: Putting Evaluation into Practice

Welcome to Stage 2 of the Evaluation Toolkit: Putting Evaluation into Practice
There are a number of resources cited throughout this toolkit. Information for full citations is located in the resource document that can be downloaded at the end of Stage 5.

Screen 2: Overview

In this stage of the evaluation toolkit you will be learning about the 6 steps of evaluation and determining what your resources and barriers are.
After identifying resources and barriers, you will start with step 1 in the process where you will identify your stakeholders and describe how you will engage them so they feel like they are an integral part of the evaluation process.

Screen 3: Putting Evaluation into Practice

Evaluation needs to be an integral part of every program. It is the key to being able to tell the program's story and should occur from the beginning through the end of the program's existence.
Don't worry though if you didn't plan for evaluation from the beginning. It's never too late to start! Evaluation still has value, even if it is implemented well after the program has already begun.
No matter when or at what point an evaluation is used, without effective planning, the basis for the evaluation will be weak, and can't be done well.
A local evaluation's design depends on the people, program, and situation in which it takes place. Because programs can vary in terms of size, budget, setting, and various other details, it is unlikely that any two evaluation plans will look the same. An appropriate model for one program may not be quite right for another. You also need to plan for change and be able to adapt your evaluation as program conditions change.

Screen 4: Six Evaluation Steps

The framework for an effective evaluation consists of six steps.
Each step establishes the foundation upon which the next step builds.
The steps can be modified and adapted to meet the particular needs of an organization or program.
The steps are:

1. Engage stakeholders.
2. Describe the program.
3. Focus the evaluation design, ensuring that the design and any methods used are culturally viable and appropriate.

4. Gather credible evidence.
5. Justify conclusions.
6. Ensure use and share lessons learned.

As you can see in the diagram, evaluation is a continuous process, with each step leading to the next until the “using and sharing lessons” step leads back to the engagement of stakeholders. We will be looking at each of these steps in more detail throughout this toolkit, but first, it’s important to lay some groundwork for developing your evaluation plan by assessing your resources and barriers.

Screen 5: Taking Stock

Resources and barriers can have a considerable impact on your evaluation plan.
Resources include things like time, money, and available expertise.
Barriers can stem from financial and economic constraints, a lack of onsite access to resources and expertise, or a failure to acknowledge tribal culture or history. This last issue is particularly important. All too often findings have been misinterpreted. Historically, culturally inappropriate evaluation methods and methodology have often led to flawed evaluations and distrust of the evaluation process in American Indian/Alaska Native communities.

Screen 6: Resource Questions

To take stock of your resources, ask yourself the following questions:
- How much time is available to complete the evaluation? Is there a deadline?
- Has the cost of the evaluation been included in the program budget?
- What budget does the evaluation team have at its disposal? This includes costs that may be incurred at the end of the evaluation, things like printing, postage, rewards for participants, or information or consultant fees.
- How will information be collected and analyzed? Is it necessary to hire an outside consultant to perform certain statistical analyses or to help with designing one or more instruments such as interview tools, surveys, or focus groups?

Screen 7: Barrier Considerations

Identifying resources helps to define your evaluation plan by giving your team members an understanding of what they have to work with.
Identifying barriers will provide an understanding of issues and problems that need to be resolved.

Knowing what the barriers are allows you and your team to work together to develop possible solutions so that problems don’t bring the evaluation to a complete stop.
When identifying potential barriers, consider items such as:
- Fear or assumptions about program evaluation
- A low level of community stakeholder interest or involvement in the evaluation process and analysis

- Time or budgetary constraints
- Insufficient training or evaluation skills, or lack of personnel with evaluation skills
- Changes in program leadership and staff
- Lack of awareness that the program and evaluation work toward the same goal—a better program

Making an honest, comprehensive assessment of resources and barriers before starting the evaluation will save time later as well as help to insure a successful evaluation.

Screen 8: Evaluation Planning Tools: Resources and Barriers Checklist

Click the icon to download the Resources and Barriers Checklist worksheet, then work with your team members to identify and record the resources you have available as well as the barriers and obstacles you will need to resolve.

Screen 9: Quick Check 1

True or false
If the evaluation plan isn't developed right at the start of the program, conducting an evaluation will just be a waste of time.
Answer: The statement is false. Evaluation still has value, even if it is implemented well after the program has already begun.

Screen 10: Quick Check 2

Match the evaluation step to the order in which it best serves to support your evaluation plan.

Step1
Step 2
Step 3
Step 4
Step 5
Step 6

Ensure use and share lessons learned.
Describe the program.

A. Gather credible evidence.
B. Focus the evaluation design.
C. Justify conclusions.
D. Engage stakeholders.

Screen 11: Quick Check 2

Feedback. The correct order is:

Step1 - Engage stakeholders.
Step 2 - Describe the program.
Step 3 - Focus the evaluation design.
Step 4 - Gather credible evidence.
Step 5 - Justify conclusions.
Step 6 - Ensure use and share lessons learned.

Screen 12: Step 1: Evaluation Planning

Now that you have identified the resources you have available and the barriers and obstacles you need to resolve, let’s move to Step 1 in the evaluation process and talk about your stakeholders: the people who will be using the information you gather from your evaluation. Stakeholders are the primary intended users of the evaluation findings—people who have an interest or stake in the evaluation and the program it describes. They are the ones who will determine how to use and apply the findings of the evaluation. Stakeholders can include program staff, community members, advocacy groups, program consumers or clients, funding agencies, or some combination of these groups.

Evaluators may find that a single stakeholder can belong to more than one group at a time. It is important to keep in mind that how stakeholders plan to use evaluation findings generally shapes the evaluation.

Screen 13: More about Stakeholders

A stakeholder is different from an audience. An audience is generally more passive and anonymous. Stakeholders often include those who intend to use the findings from the evaluation as well as those who evaluators want to have use the findings. Program funders are often stakeholders, but not the only ones.

In community-based program evaluations, stakeholders are often deeply invested in the design of questions that matter to a diverse group. You need to be careful not to confuse stakeholders with information collectors or people assisting in the evaluation.

As you and your team work to identify your stakeholders, avoid only targeting organizations. People need and use information—not organizations. To quote evaluation expert Michael Quinn Patton, “To target evaluations at organizations is to target them at nobody in particular,” all but guaranteeing a wasted evaluation effort.

Screen 14: Engage Stakeholders to Encourage Ownership

Identifying who your stakeholders are is only half the task. The other half is to identify ways to get your stakeholders engaged and involved in the evaluation process.

All stakeholders are more likely to use the evaluation findings if they understand and feel ownership of the process. Ownership is better felt and more readily understood when a prospective user has been actively involved in planning what to include in the evaluation. It is through this active involvement that stakeholders are prepared to put the findings from the evaluation into practice. The perceived value and intention for its use is continually reinforced throughout the evaluation process.

Inadequate stakeholder involvement is one of the most common reasons programs fail and evaluation results remain unused. Therefore, every effort should be made to encourage broad and active stakeholder engagement in planning and monitoring the evaluation processes. This is particularly relevant in situations where people's sense of security and vulnerability may be heightened and where tensions and factions may exist. In these situations, the evaluation planning process should involve as many stakeholders as possible and create opportunities for everyone to hear each other's perspectives in an open, respectful, and balanced manner.

Screen 15: Evaluation Planning Tools: Identify Key Stakeholders

Active involvement of key stakeholders through all 6 stages of evaluation planning is critical to an evaluation's success. It does no good to identify stakeholders and then ignore them until the evaluation report is written.

The linked worksheets are designed to help identify key stakeholders and their interests. Have your team members generate a list of individuals and groups affected by the program, involved in its operation, or dedicated to the use of the evaluation findings. Then narrow down the list to those individuals who are knowledgeable, credible, available, and open to implementing the evaluation. Your team can then sharpen the focus of your evaluation by narrowing down what information key stakeholders want from the evaluation and what program outcomes or activities most matter to them.

Screen 16: Quick Check 3

During step 1 of the evaluation process, members of the evaluation team should

A. Identify possible stakeholders and identify ways to engage them in developing the evaluation plan
B. Notify possible program participants and tell them about the program
C. Identify the goals for the evaluation
D. Write a description of the program

The correct answer is A. Identifying possible stakeholders is a key first step.

Slide 17: Telling the Program's Story

The following stories, continued from Stage 1, illustrate the importance of identifying resources and barriers, and then identifying and engaging stakeholders.

Slide 18: Scenario 1 (Tribal Substance Abuse Treatment Program)

A treatment facility lacks the resources to engage in long-term outpatient aftercare for their patients. The local behavioral health clinic has a strong set of 12 Step groups. The treatment facility works with the behavioral health clinic to increase the ease and frequency of referrals to the behavioral health clinic for longer term outpatient support.

Slide 19: Scenario 2 (Urban GONA)

An Urban program with a dedicated staff wants to hold a GONA for the youth in the community. While the Urban organization has good relationships with a nearby Tribal government, its resources for holding the GONA are limited. The Urban program leverages its relationship with the Tribal government to be able to hold the GONA on the reservation using Tribal facilities.

Slide 20: Scenario 3 (Tribal Summer Camp)

A program is interested in starting a youth summer camp. However, their resources are limited and they will need to find external funding. They are interested in having a strong cultural learning component and have met with some elders who are interested in contributing. The elders approach the Tribal government for additional funding.

Slide 21: Summary

In this stage of the toolkit you learned that there are 6 steps or phases for creating your evaluation plan.
You also worked with your team to identify resources available to you as well as barriers that you will need to overcome.
And, you worked with your team on step 1 of the evaluation process by identifying your stakeholders as well as identifying ways to engage and involve your stakeholders.
Next, in Stage 3 of the Toolkit, we will look at describing your program, and the things you will need to consider as you write your program description.

Slide 22: Quiz

Now that you have completed this stage of the toolkit, you will need to answer the following questions.

Slide 23: Quiz Question 1

True or false
Each evaluation plan is unique to the program that is being evaluated.
Answer: The statement is true. Rarely will any two programs be enough alike that they would be able to share the same evaluation plan.

Slide 24: Quiz Question 2

True or false
Stakeholders are more likely to use the evaluation findings if they have been involved in planning what to include in the evaluation.
Answer: The statement is true. Involving stakeholders in planning the evaluation does mean that they will be more likely to use the findings.

Slide 25: Quiz Question 3

Which of the following is NOT true about stakeholders?

A. Stakeholders are the primary intended users of the evaluation findings.
B. Stakeholders will determine how to use and apply the evaluation findings.
C. A single stakeholder can belong to more than one group.
D. Funding agencies should never be included as stakeholders.

The correct answer is D. Funding agencies should always be included as stakeholders.

Slide 26: Quiz Question 4

True or false
Time and budget are two of the primary resources you need to consider when planning your evaluation.
Answer: The statement is true.

Slide 27:

You have reached the end of this section. Please continue to the next section.

IHS Evaluation Toolkit – Stage 3

Slide 1: Evaluation Toolkit Stage 3: Describing the Program

Welcome to Stage 3 of the Evaluation Toolkit. In this stage we will be looking at Step 2 of the evaluation planning process: Describing the Program.
There are a number of resources cited throughout this toolkit. Information for full citations is located in the resource document that can be downloaded at the end of Stage 5.

Slide 2: Overview

To complete Step 2, you will be working on a description of your program which will include creating a logic model. A logic model is a visual representation that describes how your program functions and how you think your activities will affect the outcomes that you are interested in measuring.
To begin, you will need to separate out and describe the specific elements of your program, including:

- The situation
- The need addressed by the program
- The target group for whom the program is designed
- The goals and objectives
- The current stage of the program's development
- Inputs
- Activities
- Outputs
- Assumptions
- External factors
- Program outcomes

Worksheets and tools are provided later in this stage of the Toolkit to help you work through writing your program description and developing your logic model.

Slide 3: Why Write a Program Description?

Let's start by talking about why you should describe your program.
A clear description of the program, including its goals, objectives, and intended outcomes, helps to focus your evaluation and center attention on the most important evaluation questions.
Working through writing the description helps you, your team members, and your stakeholders understand your program better.

Slide 4: Describe the Program and its Elements

Your description needs to provide evaluators and stakeholders with an idea of

- How the program is meant to function
- If the program meets the needs of the target population

- How the program has actually been implemented
- Where it is in its development, and
- What, if any, outside factors may have influenced its performance

Keep in mind that, even though we are working on the evaluation plan, in this step the idea is to describe the program, not the evaluation.

Slide 5: Identify the Program Components

Start to develop your program description by thinking about:

- The need addressed by the program
- The target group for whom the program is designed
- Goals and objectives
- The inputs such as the resources needed to run the program and its activities effectively
- The activities the program uses to bring about the desired changes
- The outputs (or direct results or products) created by those activities
- External factors that may impact the programs implementation and/or the relationship between inputs and outcomes
- The program outcomes or changes that should result from the program's implementation
- The current stage of the program's development

Let's take a quick look at what you should include for each of these elements.

Slide 6: Need, Goals, Objectives, and Target Group

You should begin your program description by explaining the need that has been identified, the situation that created the need, and the goal of your program. A goal is the over-all outcome that the staff hope to achieve by implementing the program. For example, reducing methamphetamine use among youth.

Further define the goal by describing the objectives you want to meet and explain how they will demonstrate that you have reached your goal. Objectives are the stepping stones that must be reached in order to achieve the larger goal. Objectives should:

- Be stated in quantifiable terms
- Be stated in terms of outcomes; use terms like "to decrease" or "to increase"
- Identify a group that will be served
- Provide a realistic timeframe for completion
- Ensure that there is a way for your objectives to be measured

An example of an objective would be to increase the number of youth receiving substance use treatment by 5% over the next 12 months.

You also need to describe the target group that the program intends to serve. Be sure to include all relevant specifics like age, sex, economic status and any other characteristics related to the need your program is designed to meet.

Slide 7: Inputs, Activities, and Outputs

Next, think about the inputs, activities, and outputs for your program.

Inputs are the resources that are needed to run the program and activities effectively. They can include staff time, materials, money, equipment, facilities, or other items that assist with a program's operation.

The activities are the steps needed to carry out the program's plan in order to achieve the program's intended results. They are the actions taken or services provided to bring about change. To define the activities, make a list of what the program does with the available inputs. Activities may include processes, events, educational projects, or other actions. Some examples of activities might include planning to hold a workshop, scheduling a meeting, planning to write policies, or providing a training.

Your outputs are the immediate products or results that are produced by your program's activities. Outputs include both the products and services provided. For example, policies, bulletins, fact sheets, handbooks, trainings, decision aids, worksheets, workshops, and short courses are all types of outputs.

Slide 8: Program Outcomes

Program outcomes are the changes or benefits to the participants that result from a program's outputs. They answer the question, "What happened as a result of the program?"

Outcomes change over time, so it's a good idea to identify changes that occur in 3 stages: short-term, near-term, and long-term.

Short-term outcomes are immediate and include changes in awareness, skills, or knowledge.

Near-term outcomes are intermediate in nature and take place in the near-future. Examples include changes in behaviors, actions, or decision-making.

Long-term or future outcomes include things like changes in social, health, or environmental conditions.

Slide 9: External Factors

External factors are variables outside of the program that interact with and influence the program action.

Some examples of external factors would be the availability of transportation to activities, availability of space to hold activities, historical trauma, resistance to change, and reluctance to talk about mental health issues.

Slide 10: Current Stage of Development

In Stage 1 of this Toolkit you learned that there are three stages of evaluation. The type of evaluation you plan to create will depend on the current stage of development of your program. If necessary, review Stage 1 to refresh your memory about what each of these evaluation stages includes.

The current stage of your program describes where you are in the development/implementation process: conception, implementation, or operation.

Slide 11: Quick Check 1

Which of the following elements should you include in your program description? (Select all that apply.)

A. Goals
B. Inputs
C. Target group
D. Other similar programs

The correct answers are A, B, and C. Other similar programs is not an element of a program description.

Slide 12: Quick Check 2

True or false
Inputs are the activities you will do in order to achieve the program's intended results.
Answer: The statement is false. Inputs are the resources that are needed to run the program and activities effectively.

Slide 13: Evaluation Planning Tool: Description Worksheet

The goal of thinking about all of these different elements of your program is for you to be able to show how the program and its activities link to the desired or actual outcomes.
So, now it's time to start writing your program description! Download the attached tool and work through describing all of the elements with your team members.

Slide 14: Developing a Logic Model

Now that you have thought through the description of your program, let's look at how you will use that information to create your logic model.
As we said before, a logic model provides a visual representation of how a program uses specific inputs and activities to reach its goals and objectives. It highlights the relationships between resources, activities that use resources, and any resulting changes or benefits. In other words, it's another way of looking at the current situation and expected results.
A logic model also shows the assumptions about the nature of the problem being addressed and what steps are being taken in an attempt to solve that problem. And, it needs to reflect the external factors that will impact the program, -- for example, the stigma against talking about suicide, -- and how these external factors will be accounted for in the program's implementation. If the model demonstrates a poor connection between activities and outcomes, the program's process or expected outcomes can be appropriately addressed or amended. In this way a logic model provides a way to portray the reasoning or rationale behind a particular program.

Slide 15: Sections of a Logic Model

A typical logic model consists of the following sections:

- The Program and Situation
- Assumptions
- Program Outcomes
- Activities
- Outputs
- Inputs
- External Factors

If you compare the elements of a logic model to the elements you wrote about in your program description, you will see that there are only a couple of differences. To create your logic model, you will use all of the information from your program description, plus you will need to identify the assumptions you have made that justify the activities you have planned.

The next screen shows an example of a completed logic model.

Slide 16: Program Logic Model Example

Download and review this sample logic model of a suicide prevention program. Notice how it is possible to connect the inputs to the activities, which then connect to the outputs and short-, intermediate-, and long-term outcomes. You will be able to download a blank worksheet to use with your team members later in this stage.

Before you start writing your own logic model for your program, let's take a closer look at what you will need to include in the Program and Situation section and in the Assumptions section.

Slide 17: The Program and Situation

In the Program and Situation section of the logic model, begin by briefly defining the situation in which the program exists. Then spell out the issue or problem, why it exists, whom it affects, and, in terms of research and experience, what is known about both the problem or issue and the people involved.

Use the information you wrote about the need and the target group from your program description. Clearly identify who is being impacted and who needs to be involved in any attempted solutions.

Be sure to address the actual root of the problem or issue rather than only listing symptoms. Also, avoid defining the problem as simply the lack of a service or program.

For example, it would be incomplete to say only that the issue is a high rate of suicide among youth in the community. Instead you need to say something like,

"The issue we are experiencing is a high rate of suicide among youth in the community. The cause of this situation is a high incidence of depression due to historical or current traumatic experiences in the community. Consequences of this issue are affecting young adults as well as survivors left in the wake of a completed suicide. The solution we are envisioning will need to involve schools, community support programs, and health officials all working together."

Slide 18: Assumptions

Assumptions are made up of beliefs, principles, and ideas about the program. As you describe your assumptions, tell why the specific activities the program provides, and the way the program operates, will lead to the desired outcomes. Include descriptions of the people involved in implementing the program.

Slide 19: Quick Check 3

True or false
A logic model shows the connections between inputs, activities, and outcomes.

Answer: The statement is true.

Slide 20: Limitations of Logic Models

As you are writing your logic model, keep in mind that it doesn't need to be an exact, detailed representation of the entire program. It only needs to explain what will be meaningful and understandable to those who will be using the evaluation results.
Logic models also have limitations. For instance, the focus on intended outcomes may result in positive or negative unintended outcomes being overlooked. A logic model doesn't address whether the program is good for a community or participant group—it only describes how a particular program is designed to work. It's important to keep such limitations in mind to avoid these pitfalls while designing a model that best fits the program and the individual evaluation effort.

Slide 21: Telling the Program's Story

The following stories, continued from Stages 1 and 2, illustrate three different program descriptions and logic models.

Slide 22: Scenario 1 (Tribal Substance Abuse Treatment Program)

The administrator of the treatment facility worries about devoting staff time to help facilitate the aftercare groups at the behavioral health clinic. The treatment facility staff is able to refer to other similar programs to show the administrator the importance of continuity of care between inpatient treatment and aftercare. They utilize their program description to demonstrate how that continuity of care is built into their program model.

Slide 23: Scenario 2 (Urban GONA)

The board of directors at the urban organization are doubtful about the impact that the GONA will have on the youth. The program reaches out to other Urban organizations that have put on GONAs to provide information about the positive impacts of the gathering.

Slide 24: Scenario 3 (Tribal Summer Camp)

The Tribal government needs to be convinced that camp attendance will be tied to improved resilience in the youth. In the program description and logic model the program emphasizes the role of the elders and cultural teachings. They create a strong link in their presentations between youths increased knowledge of Tribal history and improved self-esteem.

Slide 25: Evaluation Planning Tools: Logic Model Worksheet

Now, use this blank logic model worksheet and work with your team to complete your own logic model.

Slide 26: Summary

To focus an evaluation, it helps to understand the program itself. A clear description of the program—including its goals, objectives, and intended outcomes—helps center attention on the most important evaluation questions.
A tool that is very useful in describing and understanding a program is a logic model. A logic model has 7 sections that describe specific things about the program.
A logic model doesn't need to be an exact, detailed representation of the entire program; the model only needs to explain what those using the evaluation find meaningful and understandable.
If the model demonstrates a poor connection between activities and outcomes, the program's process or expected outcomes can be appropriately addressed or amended. In this way a logic model provides a way to portray the reasoning or rationale behind a particular program.

Slide 27: Quiz

Now that you have completed this stage of the toolkit, you will need to answer the following questions.

Slide 28: Quiz Question 1

True or false
Writing a program description helps to focus evaluation questions.
Answer: The statement is true.

Slide 29: Quiz Question 2

Activities are

A. The resources that are needed to run the program
B. The steps needed to carry out the program's plan in order to achieve the intended results
C. The immediate products, services, or results of the program
D. The changes or benefits to the participants

The correct answer is B. The activities are the steps needed to carry out the program's plan in order to achieve the program's intended results.

Slide 30: Quiz Question 3

Which of the following are examples of program inputs? (Select all that apply.)

A. Workshops
B. Materials
C. Publications
D. Equipment
E. Facilities

The correct responses are B, D, and E. Publications and workshops are examples of program outputs.

Slide 31: Quiz Question 4

True or false

Program outcomes are changes or benefits that result from a program's outputs.

Answer: The statement is true. Program outcomes answer the question, "What happened as a result of the program?"

Slide 32: Quiz Question 5

Which of the following is an example of an external factor?

A. Changes in awareness, skills, or knowledge
B. Workshops, publications, and handbooks
C. Availability of transportation
D. Staff time and equipment

The correct answer is C. Answer A describes outcomes; answer B describes outputs; answer C describes inputs. Availability of transportation is an external factor that may affect the success of your program.

Slide 33: Quiz Question 6

Match the description with the type of outcome.

Long

Intermediate

Short

A. Changes in awareness, skills, knowledge
B. Changes in behaviors, actions, decision-making
C. Changes in social, health, or environment conditions

Slide 34: Quiz Question 6:

Feedback.
Changes in awareness, skills, knowledge: Short
Changes in behaviors, actions, decision-making: Intermediate
Changes in social, health, or environment conditions: Long

Slide 35: Quiz Question 7

Which if the following is NOT true about a logic model?

A. It highlights the relationships between resources, activities, and change.
B. It shows the steps that are being taken in an attempt to solve the identified problem.
C. It illustrates the relationship between your program and other similar programs.
D. It indicates places where activities are not resulting in the desired outcomes.

The correct answer is C. Neither your logic model nor your program description should include descriptions of other similar programs.

Slide 36: Quiz Question 8

True or false –
Assumptions help explain why the program activities will achieve the desired results.

Slide 37
You have reached the end of this section. Please continue to the next section.

IHS Evaluation Toolkit – Stage 4

Slide 1: Evaluation Toolkit: Stage 4

Focusing Evaluation Design and Gathering Credible Evidence

Welcome to Stage 4 of the Evaluation Toolkit.
There are a number of resources cited throughout this toolkit. Information for full citations is located in the resource document that can be downloaded at the end of Stage 5.

Slide 2: Overview

In Stage 4 of the Evaluation Toolkit, you will be working on steps 3 and 4 of the evaluation planning process: Focusing the Evaluation Design and Gathering Credible Evidence.
As you work through these 2 steps, you will be determining the purpose of your evaluation, writing the questions you would like to have answers for, developing the indicators you will use to evaluate the data you collect, identifying collection tools and methods, and learning how to manage information collection and storage.

Slide 3: Step 3: Focus the Evaluation Design

In the previous stage of the Toolkit, you and your team members completed a logic model describing your program and the intended outcomes. Now it's time to focus the evaluation design. To do this, you will need to determine the evaluation's purpose and identify the questions it will answer. Keep in mind that not all information that could potentially be uncovered during an evaluation is useful. And, the quality of the information uncovered by an evaluation is only as good as the quality of the evaluation questions asked.
Focusing the evaluation also allows you to make the best use of available resources like time and money.

Slide 4: Key Questions

According to information posted on the Centers for Disease Control and Prevention Web site, focusing the evaluation design means the team must be clear and specific about:

- The goals and purposes of the evaluation effort
- Who will use the findings from the evaluation
- How results and findings will be used
- What other stakeholders need from the evaluation

The evaluation team must set priorities and decide what information is worth knowing, which questions are worth asking, and which evaluation activities are worth doing. Answers to these issues about information needs and use—used in conjunction with your logic model—ultimately shape the questions the evaluation seeks to answer about a program's outcomes, implementation, context, or need.

Slide 5: Focusing the Evaluation Benefits Stakeholders

Spend some time with your team thinking about and discussing the information you want to collect for your evaluation. As you talk, make a list of the possible questions you will need to ask. Review your list of questions and identify the ones that are most important, that matter to stakeholders, and that can be answered given available time and resources.

No evaluation can meet all stakeholders' interests equally. Focusing the evaluation during the planning stage allows evaluation questions and methods to be adjusted so they produce the information that will be most useful to primary stakeholders. Carefully planning evaluation questions will also help the evaluation team be better prepared to design the rest of the evaluation, including how information will be collected, measured, analyzed, and ultimately used.

Slide 6: Quick Check 1

Focusing the evaluation design means the team must be clear and specific about

A. Who will use the findings from the evaluation
B. How you will engage and involve stakeholders
C. Who the audience is
D. Which indicators will be used to measure outcomes

The correct answer is A. Determining who will use the findings is an important part of focusing the evaluation design.

Slide 7: Evaluate Feasibility

As you are thinking about and listing the questions you would like to ask, you should also be taking a good, honest look at the feasibility of the evaluation plan you are creating. Keep the size and scope of your evaluation within your resources and capabilities.

Logistical factors should also be examined, as they may have a considerable influence on the evaluation design. Be very practical as you think about how you will distribute questions and collect information.

In addition, to be most effective, the evaluation plan needs to match the stage of the program's current development. For example, a program in the design stage will be best evaluated using a formative evaluation rather than a process evaluation. For more information about the three different evaluation types, refer back to Stage 1 of this Toolkit.

The size and scope of the program can also impact the evaluation plan. Be sure to take into consideration the range and reach of the program's outcomes. Range and reach are ways of describing the size of your program. The range of the program describes the total number of outcomes possible. The reach of the program describes the proportion of the range that is impacted by your program. So, if there are 100 people who would benefit from participating in your program, the range for your program is 100. If 50 of the possible 100 enroll, the reach of your program is 50/100 or 50%.

Slide 8: Evaluation Planning Tool: Description Worksheet

Click the download icon to download the Evaluation Needs and Use Worksheets, Part A and Part B. Use these worksheets with your team to focus your evaluation and determine your key evaluation questions.

Slide 9: Step 4: Gathering Credible Evidence

Now that you have a good idea of the questions you would like to ask, it's time to move on to step 4 in the process and think about how you will gather and evaluate your information.
In this step you will be establishing the indicators you will use to measure your outcomes, identifying the methods and tools you will use to collect information, and determining how you will collect and manage information.

Slide 10: Establishing Indicators for Evaluation

Gathering of credible evidence begins with deciding on the indicators that will be used. An indicator is evidence used to measure the level of accomplishment, change, or progress. It is the unit used to answer evaluation questions and measure a program's achievement. Economic indicators are some common indicators that we often hear about in the news. For example, the number of people who are unemployed, the rate of inflation, and changes in family incomes are all numbers the government uses to determine if our economy is growing or shrinking.
Indicators can be quantitative (numeric) or qualitative (descriptive/textual). Because an indicator is a unit of measure, it must be specific, observable, and measureable. In order to be observable, evaluators need to be able to see, hear, count, read, feel, touch, or smell the indicators.
It is not unusual to use more than one indicator to measure a particular outcome. In the example above, all three indicators are used to measure the current economic environment in the United States. However, if you find that more than three indicators are needed to measure an item you want to evaluate, there is a good chance the item is too complex and needs to be better defined.
It is common for participants to define indicators differently from program staff or others, and for different cultures to use different indicators to measure the same item. Therefore, it is important to consider other points of view when determining the indicators you will use. Your indicators need to make sense to everyone participating in your evaluation. Be sure to consider the participants, the community, and the culture when establishing your indicators.

Slide 11: Indicators

Indicators: Indicators can generally be divided into two categories: process and outcome. Process indicators measure activities, while outcome indicators measure the results of the activities: the outcomes and impacts. An example of a process indicator would be to determine how many people participated in a specific training program on how to get a better job. An example of an outcome indicator would be to determine, of the people who participated, how many were actually able to get better jobs. The evaluation team must develop indicators that are clear and focused and that represent progress toward implementing a particular activity or reaching a particular outcome.

Slide 12: Developing Evaluation Indicators

On the screen is an example of indicators that are designed to answer the specified evaluation questions. The more specific the indicator, the more specific the measures and results, which, in turn, improves how the information can be analyzed. Developing and refining indicators requires time, thought, and effort. To determine which indicators to use for your program evaluation, begin by listing each individual evaluation question for which information will be gathered. Next to each question, describe or list the evidence that will demonstrate that a particular process or outcome for that question has been implemented or achieved. The same exercise can be used to develop indicators for program inputs, activities, outputs, and outcomes. Everyone on the evaluation team needs to agree on the indicators you will use. Once the evaluation team has decided what to measure and how to measure it, the team can turn its attention to identifying the tools and methods that will be used to gather that information.

Slide 13: Information Collection Tools and Methods

The tools and methods used to collect information depend largely on the specific evaluation questions asked. A list of commonly used information collection tools and methods is displayed on your screen. Click on the download link for a copy of this list, along with a description of each method.

The methods you select must be affordable, feasible, easy for evaluators to administer, easy for respondents to use, and appropriate for the kinds of questions you seek to answer. Methods also need to be appropriate for both respondents and stakeholders. Culture, literacy level, age, gender, etc. all need to be taken into consideration. Weigh the advantages and disadvantages of each method before deciding which ones to use. It’s also possible to use more than one method to gather information by mixing and combining methods. An evaluator could conduct a focus group with several program participants and later conduct more structured one-on-one interviews. Or, the evaluation team might choose to survey all program participants and then conduct a few individual case studies to provide more detailed, in-depth information.

Slide 14: Quick Check 2

Select the statements that are true about indicators.

A. Indicators are evidence used to measure the level of accomplishment, change, or progress.
B. Indicators must be observable and measurable
C. There can be only one indicator for each item.
D. Different cultures can use different indicators to measure the same thing.

Feedback: The correct answers are A, B, and D. Answer C is not true. There can be multiple indicators for a single item.

Slide 15: Collecting the Information

The team must also decide when and where information will be collected, who will collect it, and how often it will be collected. Here are some questions for your team to consider:

- Will information be collected in one place or at multiple locations?
- When will information collection start and end?
- Will only one person collect the information or are more people needed?
- If so, how will those people be trained?
- Will information be collected just one time or will it be collected continuously throughout the program?

Slide 16: Check for Existing Information

Keep in mind that respondents aren't your only sources of information. Before rolling out large-scale information collection efforts, it is a good idea to first check to see what information already exists. Information for some of the questions you have identified may already be available from sources such as service statistics, program or community histories, local census information or health department reports, program documents (including newsletters, internal reports, or enrollment records), or consumer comments or ratings. These sources can provide valuable evidence of program processes and outcomes.

Finding existing information is an area where stakeholder involvement can also play a pivotal role in an evaluation's success. People often serve as an excellent source of information. Program participants and beneficiaries can provide insight into a program's impact in the community. Participants may provide an interpretation or definition of programmatic success or excellence that evaluators or program staff hadn't considered.

Additional people who might provide information include—but certainly are not limited to—key informants such as individuals who have knowledge about the program or how it benefits participants or the community, as well as community residents, subject experts, and volunteers.

Slide 17: Collection Method Requirements

No matter which type of information collection method is used, the evaluation team must always check to make sure that each method:

- Actually gathers the information sought by the evaluation questions
- Is understood by the person administering the tool as well as the person receiving or using it
- Is simple and easy to follow
- Takes into account the values and traditions of the person with whom it will be used

Slide 18: Evaluation Planning Tool: Collection Strategy Worksheet

Download this Evaluation Information Collection Strategy Worksheet and use it with your team to organize and track how you will collect information, how often, where information will come from, and who will be responsible for collecting and overseeing the collection of information. Click the download icon to download this tool.

Slide 19: Information Collection and Management

The collection, storage, and organization of information can become daunting as information gathering is underway. There are a few simple guidelines you can use to improve communication among staff and stakeholders and increase the likelihood of obtaining needed support from administrative officials.

Information management guidelines include:

- Transparency
- Security
- Confidentiality and anonymity
- Informed consent
- Quality
- Coordination
- Integration

Let’s take a quick look at each of these.

Slide 20: Transparency and Security

To be transparent is to openly share information about what you are doing with others. Always be open about the information you are collecting, how it is being stored, and how it is being used.

But, being transparent about what you’re doing doesn’t mean that you should allow open access to the actual information you are collecting. Respondents’ privacy needs to be protected and access to the master information files must be limited. All information gathered should be kept in a secure, restricted area like a locked office or password-protected files that are not connected to a network.

Slide 21: Confidentiality and Anonymity

The law often requires that you maintain the confidentiality and anonymity of your respondents. One method of maintaining anonymity is to create a respondent ID for each participant and cross-reference names or other identifying information with that ID. Then, keep identifiable information in a separate, locked file.

Be aware of HIPAA and other regulations on the confidentiality of personally identifiable information. HIPPA, The Health Insurance Portability and Accountability Act of 1996, protects certain health information of individuals living or deceased. Click the link on the screen to access information about HIPPA.

Slide 22: Informed Consent

Before collecting any information from an individual respondent, obtain his/her informed consent. Evaluators are required to ensure that the respondent understands what information will be collected, what it will be used for, and who will have access to it. Respondents must also understand that participation is voluntary and that they can stop participating in the evaluation or information collection at any time. If a respondent does not consent, then their information cannot be used in the evaluation.

Slide 23: Quality

The quality of the evaluation findings will only be as good as the quality of the information on which they are based. The independent entry of information by two different people, called double entry, is one way to ensure accuracy.
If the resources to perform double entry are not available, have a second person review a sample selection of random records to check for errors in information entry and the consistent, correct use of any evaluation instruments. If resources enable access to a statistician, run a set of simple frequencies to search for information errors.

Slide 24: Coordination and Integration

To improve efficiency and make the best use of available resources, coordinate your information collection efforts with other agencies, organizations, stakeholders, and participants. Make sure that the information being sought does not already exist or is not currently being collected in the same area or by affiliated agencies or organizations.
Another strategy for making the best use of resources is to integrate information collection into regular program activities whenever possible. This will reduce the burden of information collection on program staff and integrate the evaluation into the program's regular operations.

Slide 25: Quick Check 3

Match the information collection and management guideline on the left with the description on the right.
Descriptions…

A. Openly share information about what you are doing with others.
B. Protect respondents' privacy by limiting outside access to the information they provide.
C. Confirm that information collected for the evaluation has been entered accurately.
D. Use existing program activities to collect information from participants.

Slide 26: Quick Check 3

Feedback: The correct answer is…
Transparency -
Openly share information about what you are doing with others.
Security -
Protect respondents' privacy by limiting outside access to the information they provide.
Quality -
Confirm that information collected for the evaluation has been entered accurately.
Integration -
Use existing program activities to collect information from participants.

Slide 27: Summary

In this stage of the Toolkit, you worked on focusing the design of your evaluation by discussing goals and purposes, who will use the findings, how the results will be used, and what other stakeholders need to gain from the evaluation. As you and your team members discussed these topics, you produced a list of questions you want your respondents to answer.

After writing your questions, you worked on developing the indicators you will use to evaluate the information you collect. You also identified the tools and methods you will use to collect information, and determined how you will manage the information once it has been collected. The next step in developing your evaluation plan is to identify strategies for working with the data you collect and to determine how you will share your findings.

Slide 28: Telling the Program's Story

The following stories, continued from Stages 1, 2, and 3, illustrate the importance of focusing your evaluation.

Slide 29: Scenario 1 (Tribal Substance Abuse Treatment Program)

A treatment facility wanted to start using electronic health records for their patients, but they weren't sure how to best evaluate the success of EHRs in their facility. The facility established a Memorandum of Understanding with another project that implemented electronic health records in their treatment facility. Through this collaboration, the other project provides training and assistance for implementing and evaluating electronic health records, based on their experiences.

Slide 30: Scenario 2 (Urban GONA)

Parents are concerned about their kids being asked directly about suicidal thoughts. To allay concerns, the program staff members show parents the evaluation form so that they can see that the questions are focused on positive strength-based concepts.

Slide 31: Scenario 3 (Tribal Summer Camp)

The program staff finds that it’s difficult to get campers to fill out evaluations and that the Elders participating in the camp are uncomfortable with limiting the knowledge creation of the evaluation to be strictly about numbers. To increase the Elders’ role and provide more context for the evaluations, the program includes in its evaluation plan opportunities for the Elders to share the stories of what they learned about the kids over the course of the camp.

Slide 32: Quiz

Now that you have completed this stage of the toolkit, you will need to answer the following questions.

Slide 33: Quiz Question 1

True or false
Determining the evaluation’s purpose also helps you to focus on key questions you will want to ask.

Answer: The statement is correct. Determining the purpose does help you focus on the key questions you want to ask.

Slide 34: Quiz Question 2

True or false
A program in the design stage will be best evaluated using an outcome evaluation.

Answer: The statement is false. A program in the design stage will be best evaluated by a formative evaluation.

Answer: The statement is false. A program in the design stage will be best evaluated by a formative evaluation.

Slide 35: Quiz Question 3

Which of the following is an example of a quantitative indicator?

A. The stories about how participants’ lives have improved as a result of attending your program
B. The number of people who attended your program

C. Responses collected from a focus group about improvements that need to be made to your program
D. A list of the community members who have volunteered to support your program

The correct answer is B. Quantitative indicators are numbers.

Slide 36: Quiz Question 4

True or false?

Indicators can be culture-specific and mean different things in different cultures.

Answer: the statement is true. Indicators do need to apply to the culture of the respondents.

Slide 37: Quiz Question 5

Match the collection method on the left with the description on the right.

Collection methods…

Descriptions…

A. Similar to interviews, with the exception that guided dialogue or discussion takes place among a group of individuals.
B. A detailed, in-depth examination of a single case.
C. Analysis and summary of existing print material or records.
D. Using art forms to represent an individual's perceptions, experiences, or feelings.

Slide 38: Quiz Question 5

Feedback:

Focus Group -

Similar to interviews, with the exception that guided dialogue or discussion takes place among a group of individuals.

Case Study -

A detailed, in-depth examination of a single case.

Document Review -

Analysis and summary of existing print material or records.

Creative Expression -

Using art forms to represent an individual's perceptions, experiences, or feelings.

Slide 39: Quiz Question 6

The two kinds of indicators are

A. Formative and summative
B. Process and outcome
C. Size and scope
D. Focused and unfocused

The correct answer is B. Process and outcome are the two kinds of indicators.

Slide 40: Quiz Question 7

Which of the following is NOT a guideline to follow when collecting information?

A. Transparency
B. Quality
C. Informed consent
D. Method of collection

The correct answer is D. Methods of collection are determined when you are planning your evaluation.

Slide 41

You have reached the end of this section. Please continue to the next section.

IHS Evaluation Toolkit – Stage 5

Slide 1

Welcome to Stage 5 of the Evaluation Toolkit: Justifying Conclusions and Using and Sharing Lessons Learned.
There are a number of resources cited throughout this toolkit. Information for full citations is located in the resource document that can be downloaded at the end of Stage 5.

Slide 2: Overview

In Steps 3 and 4 of the evaluation process you learned about gathering evidence, wrote your evaluation questions, and determined methods for collecting the evaluation information.
Now, in Step 5, you will work on your plan for analyzing and interpreting the information you will collect, drawing conclusions about what your findings indicate, and justifying your conclusions.
In this Stage, you will also learn about Step 6 in the process: Using and Sharing Lessons Learned.

Slide 3: Step 5: Justifying Conclusions

Now that you have a plan for collecting information, you will need to plan how you will analyze and interpret your data, draw conclusions, and justify your conclusions.
Analysis, interpretation, and justification take time—often more time than teams expect. It is important to plan enough time for everyone involved to conduct a thorough analysis and draw meaningful, justified conclusions.
It's also important to continue to involve stakeholders in this step of the evaluation. In previous steps, the evaluation team worked to identify and engage stakeholders. At this point in the evaluation process, stakeholder values and perspectives should already be included in the program description and evaluation focus. Now you need to plan to include stakeholders in discussions of preliminary evaluation findings and allow them to help guide how the information is interpreted.

Slide 4: Justifying Conclusions

Users and stakeholders are generally more inclined to use evaluation findings when conclusions are justified. As you analyze and interpret your evaluation information, you also need to justify your conclusions by linking them back to the evidence you collected. Another important part of justifying your conclusions is linking them to your stakeholders' values and perspectives.

Slide 5: Analyzing Evaluation Information

We will talk more about justification in a minute, but first, let's look at how you will analyze and interpret your evaluation information.

Information is analyzed by taking the raw numbers and text, synthesizing it, and making sense of it. While the prospect of information analysis can seem daunting, evaluation teams can lessen their anxiety by understanding that many analysis techniques are simple and easy to use. Identifying which techniques you will use for information analysis before information collection begins will also help to clarify the analysis and interpretation process.

Slide 6: Analysis Strategy

How information is analyzed varies. Some evaluation teams have the budget and resources to employ a statistician to complete the analysis, while others may take on the analysis themselves. In either case, it is important that the analysis follow the same general strategy:

- First, enter the information into an information base and check for errors.
- Next, compile the information.
- After the information is compiled, you will be able to do some analyses by looking at various categories of interest, such as age or gender.
- By comparing the results as you look at the different categories, you should start to see patterns and findings that will interest you.
- Finally, present your findings in a clear and understandable form.

A good tool to use when analyzing evaluation information is an analysis plan.

Slide 7: Quick Check 1

True or false
Evaluation conclusions are justified by linking them back to the original information collected from evaluation respondents.
Answer: The statement is true.

Slide 8: Quick Check 2

True or false: Stakeholders should be included in discussions about how to interpret findings.
Answer: The statement is true.

Slide 9: Evaluation Planning Tools: Information Analysis Plan

An information analysis plan like the one displayed on your screen is used to link each evaluation question to the techniques used to analyze your information. To create an information analysis plan, decide which questions you are going to ask, determine what you want to learn from the information you collect, and identify the collection methods you expect to use to gather the information. Then, identify the analysis techniques that could be used to evaluate the information.
Click the download icon to download an Information Analysis Plan Worksheet that you and your team can use to prepare for information analysis. Additional information about analysis techniques is provided on the next screen.

Slide 10: Common Information Analysis Techniques

Analyzing the information you collected doesn't have to be complicated. Often the simplest techniques are also the ones that provide the most valuable information. Many of these techniques, like the ones listed on your screen, only require a basic understanding of numbers. The specific techniques you decide to use to analyze your information, however, will depend largely on the type of information you collected—quantitative or qualitative.

Slide 11: Quantitative Information

Quantitative information can be counted or expressed using numbers. Results and analyses are generally expressed as percentages, proportions, means, etc. When analyzing quantitative information, keep the following tips in mind:

- Provide both the numbers and percentage to show a comprehensive picture of the proportion being described.
- Use the correct base or denominator. For example, when counting or describing response rates the base should reflect the number of people who received the survey.
- Avoid averaging percentages. Add individual totals from the original number and calculate the percentage of the total instead.
- Do not substitute averages for more complete information. Averages are designed to help supplement or summarize information, not to substitute for actual information figures.
- Always be willing to discuss limitations. Being honest about the limitations of the evaluation or its findings improves the strength and integrity of the analysis.

Slide 12: Qualitative Information

Qualitative information consists of words, video, photographs, and observations. In other words, information that is not expressed in numbers. This kind of information tends to be expressed as themes, categories, histories, etc. During qualitative information analysis, consider the following suggestions:

- Organize all your narrative information from different interviews, focus groups, etc. in one place.
- Read through, think about, and become familiar with the information collected.
- Make the analysis meet the needs of the people who will be using the findings.
- Interpret the findings by attaching meaning and significance to the information gathered.
- Allow enough time to conduct a thorough, thoughtful, and complete analysis of the information.

Slide 13: Quick Check 3

When analyzing information, the "mean" is

A. The middle value in a range of values or scores
B. The range in scores

C. The number of times respondents answered a, b, or c
D. The average number or score

The correct answer is D. The mean is the average number or score.

Slide 14: Quick Check 4

When analyzing information, a “frequency” is

A. The middle value in a range of values or scores
B. The range in scores
C. The number of times respondents answered a, b, or c
D. The average number or score

The correct answer is C. The frequency refers to the number of times participants answer with each response.

Slide 15: Interpret Evaluation Information

As you analyze your information, you will find yourself interpreting your findings by attaching meaning to analysis results. Information on its own says little, if anything, about its implications or why it matters. Results must be put into context so that conclusions and recommendations can be drawn.

As you examine your findings, take time to listen to how different team members or stakeholders interpret the same information. Disagreement about how to interpret findings can prompt stakeholders and team members to clarify values and reach consensus about which standards to use when drawing conclusions or making judgments about a program.

Slide 16: Quick Check 5

Match each of the following terms to the correct description.

- Interpret
- Analyze
- Justify

A. Attach meaning and significance to findings
B. Take raw numbers and text, synthesize them, and make sense of them
C. Link conclusions to original information collected from respondents

Slide 17: Quick Check 5

Feedback
Interpret -
Attach meaning and significance to findings
Analyze -
Take raw numbers and text, synthesize them, and make sense of them.

Justify -
Link conclusions to original information collected from respondents

Slide 18: Consider Limitations

As interpretation takes place, be sure to consider any limitations that may affect the evaluation. These limitations could include possible biases or issues with the validity or reliability of analysis results. Validity is the truthfulness and legitimacy of the analysis results while reliability is the consistency and trustworthiness. Take into account any alternative explanations for your results. Compare your findings to the evaluation findings of similar programs. Finally, compare actual findings to what you expected to find and provide an explanation for any differences that may exist between the two.

Slide 19: Summarize Findings

After analyzing and interpreting your information, summarize your findings. Identify the three to five main points that your audiences should take away from the evaluation—the points people need to remember. This will help the team clearly share the lessons they have learned from the evaluations and what recommendations should follow from these findings and conclusions.
As you identify the important points, be sure to include your justification for your conclusions. Tie each of your points back to the information you collected, and explain the analysis techniques you used and your interpretation of the results.

Slide 20: Step 6: Sharing and Using Lessons Learned

The final—and one of the most vital—steps in conducting an evaluation is sharing and using the lessons learned from your evaluation findings. This goes beyond simply publishing findings, which is why it is essential to structure the evaluation itself around its eventual use. The defined purpose of the evaluation and the interests of identified key stakeholders should guide how results are used.
Maintaining stakeholder involvement throughout the evaluation process and approaching the evaluation with a collaborative, participatory mindset increases the value of the evaluation. It also increases the likelihood that lessons and findings will be used to improve the program and to guide other decision-making activities.
Sharing and using lessons drawn from evaluation findings can help improve understanding between program managers and staff. Lessons learned can be used when negotiating with or between parties with different perspectives, and when facilitating more continuous, more comprehensive dialogues between groups. They can also be used to provide a voice to marginalized or disenfranchised populations.

Slide 21: Evaluation Team Responsibilities

The evaluation team is responsible for ensuring that findings and conclusions are presented in a clear, easily understood manner that avoids misinterpretation by different audiences. The team is also responsible for anticipating and integrating any feedback from stakeholders during the evaluation process, and for providing user support after lessons have been shared. This support includes reminding users of how findings were intended to be used, preventing misuse of results, and preventing lessons and conclusions from becoming lost or ignored.

Slide 22: Threats to Use of Findings

One of the best methods for preventing evaluation lessons from being ignored or misused is to look for and work against some of the common threats to the use of findings. These threats include:

- Not using the findings as they were meant to be used
- Not using the target stakeholders and audience in the development and implementation of the evaluation
- Focusing on low priority or unimportant issues
- Using inappropriate methods and measures given stakeholder needs and interests
- Stakeholders not understanding the evaluation or specific evaluation findings
- Users not trusting the evaluation process or its findings

Slide 23: Threats to Use of Findings – continued

- Not developing the evaluation based on the community and the program
- Not reporting on all of the data that was collected.
- Low evaluator credibility and perceptions that the evaluation is unfair, biased, or less than impartial
- Political naïveté, including not understanding or being aware of the political aspects surrounding the program or evaluation.
- Failure to keep stakeholders informed and involved as design alterations become necessary.

Slide 24: Communication Planning

Communicating and sharing evaluation findings with more than one audience requires strategy and planning. Different audiences have different needs in terms of what information to share and when, and how to share it. It is important to first identify potential audiences and then determine which communication type fits that audience's needs. Communication can then be tailored to meet the unique needs and interests of each group.

When planning for potential audiences and information users, and how to best share findings with them, consider the following:

- Which audiences are most important to reach?
- What does the audience already know about the program?
- What information is most important to share with the audience?
- Where does the audience prefer to receive information?
- Does the audience already have a preferred format for receiving information?

- What language should be used to share information with the audience?

Answering these questions will help guide how the evaluation team and stakeholders plan their communications. A communication plan can also encourage team members to be more proactive in encouraging others to use and further share evaluation findings and lessons.

Slide 25: Types of Communication

Planning what to share is only half of your task. The other half is planning how you will share your findings.

There are a number of ways for you to distribute your program evaluation information so that it's available to everyone in your target audiences. A list of common communication types is displayed on your screen. The choices are incredibly expansive, ranging from print materials like reports and newsletters, to oral presentations like workshops and community presentations, to electronic media like Webcasts and podcasts.

When selecting technology solutions, keep your target audience and their technology capabilities in mind. For example, before deciding to create a podcast, make sure your audience has easy access to computers and the Internet.

Slide 26: Communication Planning

No matter which communication type the evaluation team or stakeholders choose, it is essential to follow certain basic principles of good communication regarding content, structure, style, and language:

- Content should be interesting, relevant, insightful, and memorable.
- Structure should be smooth with progressively building points. Ideas should be expressed in a clear and coherent manner.
- The Style should be consistent and use a language, tone, and vocabulary appropriate for the particular audience.
- Language should be proper, including correct spelling, correctly used punctuation, and the inclusion of accurate references or citations. Words and phrases should be neither overused nor accidently omitted.

Slide 27: Evaluation Planning Tools: Communication Planning Worksheet

This Communication Plan Worksheet is designed to help you and your team identify specific audiences and tailor communication strategies to meet individual audience information needs and preferences. Click the icon to download the worksheet and use it to work with your team as you develop your communication strategy.

Slide 28: Telling the Program's Story

The following stories, continued from Stages 1,2,3, and 4, illustrate the importance of justifying conclusions and using and sharing lessons learned.

Slide 29: Scenario 1 (Tribal Substance Abuse Treatment Program)

Those patients who successfully graduate from the 12 Step groups show a lower recurrence of substance use issues than the patients who do not take part in the aftercare program. They are also less likely to be involved in any crime. The treatment facility shows this evidence to the Tribal police in order to gain support for continuing the program.

Slide 30: Scenario 2 (Urban GONA)

The youth involved in the GONA show an increase in hope between the pre and post-tests. They also report a higher level of connection with their cultural traditions. This helps provide evidence to the board of directors that they should continue providing GONA to more youth.

Slide 31: Scenario 3 (Tribal Summer Camp)

Although the camp was a great success, it became apparent that there were some youth with underlying traumas that caused them distress. The main lesson learned for the next year was to make sure that all camp counseling staff were appropriately trained to be aware of the potential for trauma in the youth and how best to address it.

Slide 32: Summary

Step 5 in the evaluation process is all about analyzing your information, drawing conclusions, and justifying your conclusions. There are a number of techniques you can use to analyze your information. When selecting a technique, keep in mind the scope of your program, what your stakeholders need to know, and your available resources.

After analyzing your information, you will need to interpret your findings and draw conclusions. As you are drawing conclusions, you also need to provide justification by linking your conclusions back to the original information. Again, stakeholders need to be included in this process. Their perspective on the interpretation of the analysis of the information is a key part of justifying your conclusions.
Finally, you need to report, share, and support your findings. There are a number of options for distributing your findings. You need to consider who your audience is, the kinds of technologies and resources they have access to, and what their needs are when selecting methods for sharing your evaluation reports.

Slide 33: Additional Evaluation Planning Tools

Here are some additional tools that you and your team might find helpful as you develop your evaluation plan. Click each link to download each document. The last document on the list specifies each of the sources used to create this toolkit.

Slide 34: Quiz

Now that you have completed this stage of the toolkit, you will need to answer the following questions.

Slide 35: Quiz Question 1

True or false
An analysis plan links stakeholder interests to specific evaluation questions.
Answer: The statement is true.

Slide 36: Quiz Question 2

When analyzing information, comparing one group to another is called

A. Content comparison
B. Cross tab
C. Calculating the median
D. Comparison analysis

The correct answer is B. In a cross tab analysis, you compare one group to another.

Slide 37: Quiz Question 3

Which of the following is not a best practice when interpreting findings?

A. Consider alternative explanations behind analysis results.
B. Ensure that findings and conclusions are presented clearly.
C. Compare actual findings to expected findings.
D. Compare findings to the evaluation findings of similar programs.

The correct answer is B. You need to ensure that your findings and conclusions are presented clearly when you design your plan for sharing your results, not when interpreting your findings.

Slide 38: Quiz Question 4

True or false
When designing a communication plan, you need to tailor communication strategies to each identified audience.
Answer: The statement is true.

Slide 39: Quiz Question 5

Which of the following is NOT a common threat to the use of findings?

A. Stakeholders not understanding the evaluation findings
B. Not involving primary intended users in decisions about analysis methods
C. Users not trusting the evaluation process

D. Keeping stakeholders informed and involved in design alterations

The correct response is D. Keeping stakeholders informed is not a threat to the use of findings.

Slide 40: Quiz Question 6

Select all that apply. Evaluation team responsibilities include

A. Ensuring that findings and conclusions are presented clearly
B. Anticipating and integrating feedback from stakeholders
C. Helping respondents select an appropriate analysis method
D. Making sure findings are kept in a secure location and are only available to members of the evaluation team
E. Reminding users of how findings are intended to be used

The correct answers are A, B, and E. Respondents don’t participate in analyzing the information, and an important part of doing the evaluation is to share your findings, not restrict access to them.

Slide 41: End of this Toolkit

You have reached the end of the Evaluation Toolkit. Thank you for your participation.