



Ontario Centre of Excellence  
for Child and Youth  
Mental Health

# Program evaluation toolkit

Learning

Collaboration

Leadership



**Tools for planning, doing  
and using evaluation** ▶▶



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# Introduction

## ➤ Managing key evaluation activities

Ensuring the best mental health outcomes for children, youth and their families requires implementing and continuously evaluating evidence-informed practices.

At the Ontario Centre of Excellence for Child and Youth Mental Health (the Centre), our focus is on building community-based agencies' capacity for evaluation within the context of evidence-informed practices.

The Centre provides funding, support and training to enhance agencies' evaluation skills and knowledge, and has developed a number of evaluation resources including this toolkit as additional learning tools. Through these resources and activities, the Centre aims to advance the implementation of evidence-informed practices for the optimum delivery of child and youth mental health services.

## HELPFUL INFORMATION

### About the Centre

As a leader for child and youth mental health in Ontario, we build connections, share knowledge and draw upon our expertise to enhance the skills of front line service providers. We passionately promote and share the benefits of both organizational learning and evidence-informed practices. Together, with our partners, we are working to strengthen Ontario's mental health programs and services for all children, youth, families and caregivers.

### ➤ [Other available resources](#)

"From overwhelmed to budding competence summarizes our experience of developing this framework. We learned quickly and repeatedly that evaluation is a time and labour intensive business, harder than it looks and that establishing priorities and scaling down are essential steps in the process."

— Evaluation Grant Recipient, 2008/09



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This toolkit contains resources for planning, doing and using program evaluation. These worksheets can assist your team in focusing on what is important and feasible as you begin to formulate and implement your evaluation project. However, this toolkit is not designed as a stand-alone resource. Other resources such as recorded webinars on specific evaluation topics (including supplementary materials) and 'Mini-Toolkits' that describe a number of evaluation methods are also available from the [Centre's resource hub](#).

### As you become involved in program evaluation, there are three main ideas to consider:

1. The process and approach can be very different for every community and every program. There is no single way of doing evaluation. Each program serves a different client group, uses different service delivery approaches, defines different outcomes, is at a different phase of development, and faces different contextual issues. Therefore, the evaluation process that you and your staff develop will depend on your program needs and circumstances.
2. There are certain critical elements that are common to every program in order to ensure that effective evaluation strategies leading to real improvements are developed and implemented.
3. Evaluation planning is continuous as each evaluation leads to changes in practice, which then raise further evaluation questions, which leads to further evaluation, and so on.

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### ➔ **Key activities associated with planning, doing and using evaluation**

The following is an overview of activities associated with the three main evaluation phases identified in this document:

## Planning evaluation

- Define evaluation project
- Define evaluation goals or objectives
- Gain support of senior management and board
- Ensure funder awareness and participation
- Consider readiness of program and program staff
- Assess areas of evaluation expertise amongst staff
- Identify evaluation team members
- Ensure staff buy-in for evaluation
- Identify all stakeholders and their interests in conducting an evaluation
- Involve client groups whenever feasible
- Review evaluation budget
- Conduct an initial scan of literature
- Determine any potential barriers and possible solutions
- Develop a program logic model (visual framework) of the project in consultation with the evaluation team
- Share program logic model with stakeholders for input/feedback
- Define evaluation questions
- Review the literature on previous evaluations of similar programs
- Identify data collection sources and techniques
- Identify indicators and measures
- Pilot any new measure

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### Doing evaluation

- Conduct an in-depth review of the literature on best and promising practices relating to the delivery of your program
- Conduct interviews, focus groups, and/or observations
- Administer measures
- Create a database
- Analyze information collected
- Summarize fieldwork findings
- Formulate lessons learned for each evaluation question
- Assess the evaluation process
- Write interim report
- Get feedback from stakeholders

### Using evaluation

- Develop an action plan for making use of evaluation findings and sharing results
- Evaluation with key program stakeholders
- Write final evaluation report
- Distribute report and discuss evaluation results with program stakeholders
- Discuss the implementation of change based on key findings with stakeholders

# Phase 1: Planning evaluation

## ➤ What you need to consider

Once your agency or someone within your agency has decided to plan an evaluation, there are many things to consider. The first consideration is what program is to be evaluated. Once that has been decided, in a series of meetings, you need to develop a clear description of the program. The following list describes the key elements of a program description:

- Need or problem addressed by the program
- Purpose and rationale of the program
- Origin and history of the program
- Program's organizational structure
- Program's stated objectives
- Major service activities and program components
- Clients receiving services through the program
- Service providers, staff and other people involved
- Funding source(s)
- Budget

## ➤ Stakeholder involvement

All evaluations should have multiple stakeholders. A stakeholder is any person or group who has an interest in the program being evaluated or in the results of the evaluation. Stakeholders may include funders, project staff, administrators, project participants or clients, community leaders, collaborating agencies, and others with a direct or even indirect interest in program effectiveness. For example, stakeholders of a school-based program created to encourage the development of social skills and conflict resolution skills of elementary students might include the program's developers, participating teachers, the school board, school administrators, parents, the participating youth and funders.

## HELPFUL TOOLS



Use the links provided to access and download examples and templates that could prove helpful throughout your process.



### Tools for planning and evaluation

Access a chart that identifies in more detail some of the issues to consider in the early stages of planning an evaluation, as well as a template of a chart that you can use for your own evaluation planning purposes.



[Worksheet](#)

**“Taking a strength-based appreciative inquiry approach facilitates shared dialogue, openness and collaboration. The intention is to use program evaluation as an opportunity for positive learning that builds upon strengths, competencies and interests. In this way, planning and implementation can become genuinely collaborative, meaningful and sustainable.”**

— Evaluation Grant Recipient,  
2008/09

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Stakeholder involvement is essential in conducting a program evaluation and needs to happen from the beginning stages and throughout the entire project. Plans for ensuring this involvement should be addressed in detail in an evaluation plan. This involvement is particularly useful from a knowledge exchange point of view and is important in terms of using the findings for program decision-making and improvement.

To ensure that you have gathered multiple perspectives about the salient issues, involve as many stakeholders as possible in initial evaluation discussions. Otherwise, the evaluation is likely to be designed based on the needs and interests of only a few stakeholders—usually the ones with the most power—and may miss other important questions and issues of stakeholders who are not included. While involving every stakeholder may not be realistic, try to consult with representatives from as many stakeholder groups as possible when designing or redesigning the evaluation plan.

### Role of evaluation lead

The person who assumes the role of project lead on an evaluation works closely with the evaluation team including program managers, program staff and other stakeholders. The project lead will clarify roles and responsibilities, identify why the evaluation is being done, identify who the end users will be, and develop an agreement on what is to be evaluated. He/she will coordinate the work as well as stakeholder communications. Ensuring good communication with stakeholders throughout an evaluation is important. The project lead may be a different person from the program lead or manager.

### Ensuring stakeholder involvement

#### Getting started:

1. Clarify why this evaluation needs to be done
2. Decide who the key stakeholders are and who should be involved
3. Determine information needs – what is to be examined and why
4. Determine what resources are available to complete the evaluation as intended
5. Form a steering committee or working group for the evaluation and involve others affected by results of the evaluation
6. Set up a common and systematic way of keeping track of all information

### HELPFUL TOOLS



Use the links provided to access and download examples and templates that could prove helpful throughout your process.



#### Tools for stakeholder involvement

Access worksheets for identifying relevant stakeholders and determining their roles, priorities, and motivations may assist you in this planning process.



[Worksheets 1 & 2](#)



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### ➤ Developing the program logic model

Constructing the program logic model is best done in collaboration with all key internal and external stakeholders. One of the reasons for this involvement is to develop a common understanding or description of all of the elements of the program to be evaluated. This is best achieved using a program logic model that defines the scope of the evaluation. Each of the components is linked in order to demonstrate logically how one contributes to another. This model is a crucial part of the evaluation process, providing a common understanding of a program's theory of change or how a program works, including what resources it uses, what it hopes to achieve and the timelines for achieving those goals.

Not all logic models will look the same. Although all models represent a logical connection between activities, outputs, and intended outcomes, they are also representative of how a particular group understands and sees their program.

Once the draft logic model has been developed, it is important to test the accuracy of the information. This is best done as a team exercise with someone taking the lead as facilitator. Each member of the evaluation team may want to complete a separate checklist and share results together.

### HELPFUL TOOLS



Use the links provided to access and download examples and templates that could prove helpful throughout your process.



#### Tools for program logic model

To access an exercise and worksheets that can assist you in developing a program logic model, download



[Exercise](#)



[Glossary](#)



[Example](#)



[Worksheet](#)



#### Additional tools

In addition to the previous examples, there are multiple ways of constructing a program logic model, all designed to map a program's theory of change.



[Worksheet 1](#)



[Worksheet 2](#)



[Checklist](#)

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### ➤ Identifying evaluation questions

What do you want to learn about your program? A key activity during the evaluation planning stage is to develop questions that you would like to answer through your evaluation. This should be done as a team, preferably in a face-to-face meeting. Evaluation questions are broad; they are not the specific questions that might appear on a survey or interview guide, but rather they reflect the priorities of your evaluation team.

You may also wish to read, "[A practical guide for engaging stakeholders in developing evaluation questions](#)" (2009) by Hallie Preskill and Natalie Jones, Robert Wood Johnson Foundation.

### ➤ Conducting a literature review

"Another highlight about developing the [evaluation] framework was that it gave [the agency] the chance to research other more effective ways to do consultations which opened the door to a potential of an entirely new model to implement the [evidence-informed practice]."

— Evaluation Grant Recipient, 2008/09

Conducting a literature review is an important step in developing and implementing an evaluation framework. At the planning stages, it can help identify other evaluations of similar programs that have been conducted, their key evaluation questions, what outcomes were assessed, the measures that were used, and any barriers or challenges encountered. This important information can then be used to help inform development of your own evaluation framework. At the implementation stage, it is important to investigate evidence-informed practices as they relate to your program as this will help to inform optimum program delivery.

For further information on conducting a literature review, please [refer to the Centre's Literature review webinar](#).

## HELPFUL TOOLS



Use the links provided to access and download examples and templates that could prove helpful throughout your process.



### Tools for evaluation questions checklist



[Checklist](#)



### Tools for literature review

Access a summary table that can be used to assist with organizing key information from the literature review.



[Worksheet](#)

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### ➤ Identifying indicators

“From this learning experience, we collectively gained greater insight into our program objectives along with the importance of having a comprehensive program evaluation woven into the design of our program. Our staff’s confidence and competency in evaluation also increased.”

— Evaluation Grant Recipient, 2008/09

Indicators provide information that will tell you how successfully your program is achieving its intended activities and outcomes. While outcomes are often stated as the intended impacts of a program, indicators are what you need to see, hear or read in order to gather tangible, measurable and observable information about the program.

They answer the question:

“What information will tell us that change occurred, that the program has been delivered in the intended manner, or that the intended target population has been reached?”

Sometimes, more than one indicator is needed to more accurately respond to a particular evaluation question. Some examples of indicators are: participation rates, efficiency of referral process, wait times, number of referrals, improved scores on a standardized measure or feedback from program participants.

### ➤ Identifying outcome measures

Outcome evaluation focuses on measuring the intended effects of the program on the targeted population – short and/or intermediate outcomes such as changes in knowledge, skills, attitudes and behaviour. Although an important part of evaluating a program, measuring outcomes can be complex and time consuming. When planning an evaluation, it is important to focus on key outcomes that are important to stakeholders in order to ensure feasibility of the evaluation.

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To narrow the list of outcomes that you plan to measure, it is helpful to ask the following questions:

1. Is this outcome important to our stakeholders? Different outcomes may have different levels of importance to different stakeholders. It will be important to arrive at some consensus.
2. Is this outcome within our sphere of influence? For example, a transitional housing program to improve health-related outcomes for homeless youth cannot be held accountable for outcomes related to a drug cessation program to which some of the youth are referred.
3. Will the program be at the right stage of delivery to produce the particular outcome? Ensure that the intended outcomes are achievable within the timelines of the evaluation.
4. Will we be able to measure this outcome? There are many standardized measures with strong validity and reliability that are designed to measure specific outcomes. The challenge will be to ensure that the selected measure is appropriate for and easy to administer to the target population (e.g., not a heavy time burden, not too complex).

When selecting measures, it is important to consider their validity and reliability as well as practicality. Where possible, it is useful to employ standardized tools and measures that can be adapted to your evaluation and have already been tested for validity and reliability.

## Validity

A measure is valid to the extent that it measures or captures what it was intended to measure both within the program and in the greater population.

This is necessary in order for the results to be accurately interpreted and applied.

### Questions to consider for ensuring validity:

- With what target populations has the measure been used?
- With what additional measures has this measure been correlated?
- What outcomes have been assessed using this measure?
- How accurate a prediction of significant outside criteria does the measure provide?
- How closely do the measures' reported objectives correspond to your objectives?
- What have reviewers and critics said about the measure?

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### Reliability

A measure is considered reliable in any given situation when it produces the same results repeatedly. Inconsistent data collection methods can affect the reliability of measures; for example, changing the wording of questions or asking interview questions in a different sequence to different respondents.

#### Questions to consider for ensuring reliability:

- Do the authors indicate the size and nature of groups for which data is reported?
- Do they indicate the type of reliability coefficient computed?
- Do they give the mean and standard deviation for the groups?
- Do they report reliability for each type of group that may be included in the evaluation?

#### Additional questions to consider when identifying potential measures:

- General Reference Information?
- What is the name of the measure?
- What is the date of publication?
- What is the cost?
- How long does it take to administer?

It may also be important to identify the author and publisher should you wish to contact them directly to obtain more specific information about the measure.

### Practical considerations

- Are the instructions and procedures suited to your population?
- Are the time requirements reasonable for your purposes?
- Is the measure sensitive to change?
- Is the format that is to be used legible, attractive and convenient?
- How much time is required in scoring the measure?
- Do you or your staff have the skills to administer and score the instrument? If not, are there funds available to hire someone?
- Were the norms for the measure developed on a similar population?
- How much does the measure cost when employed in your situation?

Reprinted with permission:  [Download Arch National Resource Centre factsheet](#)

### HELPFUL TOOLS



Use the links provided to access and download examples and templates that could prove helpful throughout your process.



#### Is the measure that you've selected appropriate to your evaluation needs?

Access a checklist that will assist you in identifying appropriate measures.



[Checklist](#)



#### Tools for developing your evaluation framework



[Example](#)



[Worksheet](#)



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### ➤ Identifying process measures

“The process of developing the evaluation framework forced us to look at our program content. As we identified outcome and process goals we had to consistently address whether the content was appropriate in helping clients attain the goal of improving their co-parenting relationships. This microscopic evaluation of our program gave us greater insight into tailoring our programs to meet the unique needs of our client population.”

— Evaluation Grant Recipient, 2008/09

Process evaluation focuses on the services that were delivered to the targeted population, and is based on a comparison of the intended program implementation or delivery and intended target population (reach) with the actual implementation, delivery and reach.

A process evaluation is useful for monitoring program implementation, for identifying changes to enhance program delivery, and improving access and participation of the program’s targeted population. In other words, a process evaluation tells us whether the program is being delivered as intended and what is working well.

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### ➤ Methods

“At the beginning stages, we were hoping to be evaluating the impact of the three service levels of the program. Following the development of the logic model and at first glance at the literature, we decided that the lack of applicable research design and the complexity of the service activities called for a narrower focus.”

– Evaluation Grant Recipient, 2008/09

Deciding on which method(s) you will use for your evaluation depends on what you are measuring, the purpose of the evaluation, available resources, and other factors unique to the agency’s situation and culture. Process or outcome methods may include interviews, focus groups, questionnaires, observation, surveys and analysis of case notes. Whenever possible, it is best to use standardized measurement tools as this will increase the reliability, validity and generalizability of the data.

Prior to administering the measures, it is also important to inform program participants in writing of the purpose of the evaluation. That letter should include their rights of confidentiality and anonymity should they decide to participate and the fact that refusing to participate in the evaluation does not affect their services in any way.

For more detailed information on evaluation methods, please refer to the Centre’s [‘Mini-toolkits’](#), accessible from the Centre’s website.

### HELPFUL TOOLS



Use the links provided to access and download examples and templates that could prove helpful throughout your process.



#### Tools for evaluation methods

Access a short summary of common evaluation methods.



[Download Example](#)

Access an example of an evaluation information letter and consent letter.



[Download Example](#)

## Table of Contents

The following sites provide a listing of some standardized measures or tools that may be useful to your evaluation:

[The Centre's measures database](#)

[Administration for Children & Families](#)

[Friends – Evaluation Toolkit](#)

[CEQM – Continuous Enhancement of Quality Measurement in Primary mental Health Care: Closing the Implementation Loop](#)

For additional information, please refer to the Centre's "[Selecting measures and indicators](#)" webinar and supplementary materials, accessible from the Centre's website [www.excellenceforchildandandyouth.ca](http://www.excellenceforchildandandyouth.ca)

### Budget

What expenditures do you need to consider in developing a budget for an evaluation? The following link will provide you with a table that outlines some of the potential cost items of doing evaluation and can assist in projecting overall expenses. As well, you can access examples of actual budgets for the Centre's evaluation grants. Please keep in mind that the budget calculations in these charts do not reflect additional in-kind contributions of the grant recipients, and do not reflect updates or changes in the Centre's policies for eligible costs for its evaluation grants.

## HELPFUL TOOLS



Use the links provided to access and download examples and templates that could prove helpful throughout your process.



### Tools for evaluation budget

Access a chart for planning your evaluation budget.



[Worksheet](#)



# Phase 2: Doing evaluation

Now it is time to implement the plan that you have developed. Managing tasks associated with the actual data collection is an important part of ensuring a successful evaluation.

The preceding sections have focused on conceptualizing and planning an evaluation. Now it is time to implement the plan that you have developed. Managing tasks associated with the actual data collection is an important part of ensuring a successful evaluation.

Depending on how your program is organized, clients may go through several stages before they complete treatment. In organizing the data collection, it may help to create a flowchart to identify each stage of the process as well as identify individuals to assist in the evaluation. You may need to assign multiple responsibilities to people, e.g., attaining consents or tracking information for the evaluation.

Developing a manual that specifies the procedures for data collection can be useful for building internal capacity for ongoing evaluation. The manual not only standardizes the evaluation process, it also provides a source of reference for anyone who has questions, and is a resource for staff involved in evaluation later in the process.

## HELPFUL TOOLS



DOWNLOAD

Use the links provided to access and download examples and templates that could prove helpful throughout your process.



### Tools for data collection

Access a worksheet and blank template of this worksheet for documenting and tracking responsibilities associated with data collection.



[Example](#)



[Worksheet](#)



### Program flow chart example

Access an example of a flow chart detailing evaluation steps and designated staff.



[Program Flowchart](#)

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The following list of items may be useful to include in a manual:

- An evaluation framework
- A detailed, step-by-step procedure
- A flowchart
- A copy of every measure being used in the evaluation
- Scoring manuals for each measure
- A copy of every consent form
- Participant tracking sheets
- Scripts that might be helpful for intake and administrative staff
- Location (electronic and hard copies) of all necessary materials
- A list of useful contacts
- Order forms for measures
- Instructions to complete the analysis (including syntax)
- Roles and responsibilities

It is also important to track recruitment of participants in an evaluation as this helps to ensure an adequate sample size. The following example of a tracking sheet can be used when recruiting participants to participate in a given evaluation activity (for example, a focus group).

### HELPFUL TOOLS



DOWNLOAD

Use the links provided to access and download examples and templates that could prove helpful throughout your process.



Access examples of flowcharts for conducting telephone interviews and administering measures.



[Examples](#)

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### ➤ **Data analysis**

#### **Quantitative analysis**

With respect to quantitative data analysis, there are some very sophisticated data analysis software programs that you can purchase such as IBM SPSS Statistics (formerly SPSS Statistics), SAS and others. While these programs are effective and well known (useful when hiring graduate students as they may already know how to use the programs), they are also complex and costly. [Another option to consider is R-Project](#); although not free, it is reasonable in price.

There are also many free statistical packages available for quantitative analysis. Some that you may want to consider include: WinDAMS, a free statistical package from UNESCO; BMDP or NCSS by Statistical Software, and there is a free version of [MYSTAT](#). If you are already using or have access to Microsoft Excel, you may want to consider using that program to do your quantitative analysis.

#### **Qualitative analysis**

A common qualitative analysis software programs is NVivo (QSR International). Again, this program is complex, costly, and may be better suited to very large data sets for research purposes. Additional programs, many of which are free, that you may want to consider are accessible from:

<http://gsociology.icaap.org/methods/qual.htm>

(See the section on qualitative data analysis.)

You can read a [review of the software packages](#) here.

Also, see:

<http://gsociology.icaap.org/methods/books.htm>



# Phase 3: Using evaluation

Effective strategies for using evaluation findings should be considered early in the planning stages and refined over the term of the evaluation. Evaluation use takes many forms from the transfer and exchange of knowledge to moving knowledge into practice through uptake of new evidence and findings.

**Evaluation use takes many forms from the transfer and exchange of knowledge to moving knowledge into practice through uptake of new evidence and findings.**

With respect to developing an action plan for making use of evaluation findings and sharing results, you may want to consider the following questions with your key program stakeholders:

- What are our goals in sharing evaluation findings?
- Who are the stakeholders?
- What are the key messages of the evaluation?
- Who needs to know what?
- How can each audience best be reached?
- What are their information needs?
- How can I best present this information to enhance understanding and use?
- How will you share sensitive or negative results?

## HELPFUL TOOLS



Use the links provided to access and download examples and templates that could prove helpful throughout your process.



Access a copy of these questions in a worksheet format.



[Worksheet](#)

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Understanding your stakeholders and their information needs is critical to developing the reports required for different stakeholders. To help you develop your strategy, you may want to answer the following questions:

### ➤ Using evaluation : Understanding the needs of your stakeholders

Who	Information they may require
Funding agency	Are the goals of the organization/program being met?
Board of directors	What are the strategic objectives for the future?
Staff	What changes will there be in my day-to-day work environment? How will my role change?
Volunteers	What role will we play in the future?
General public	What role will we play in the future?
Families, children, and youth	What benefits will the organization have for me in the future?
Partners	What new projects can we launch together?
Municipal government	How can we work together for the benefit of our communities?

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Sharing and implementing changes based on evaluation findings and a review of best and promising practices will have important impacts on the quality and effectiveness of your program. Here are some suggestions:

1. Prepare a summary of your findings and lessons learned to share for discussion. (Over the evaluation, it is valuable to keep notes about what you have learned with an aim to formalizing that learning at completion.)
2. Seek stakeholder feedback on what you've learned about the program.
  - Organize a consultation with your stakeholders, including members of your target group
  - Your stakeholders/clients can support you in problem-solving and will provide you with invaluable feedback on new ideas and approaches
3. Organize a semi-annual staff and/or board meeting to discuss the outputs and outcomes of your program. Your original questions will help set priorities and guide your discussion.
4. Review your logic model (objectives and projected outcomes) and your results assessment questions. Consider the following questions:
  - Are the outcomes positive?
  - Are they what was expected?
  - How can the program achieve more?
  - What are the challenges you face in improving your outcomes?
5. Take time to explore the program design, systems and structures and discuss what is working and what is not working. Think about any modifications to the design of the program that would improve results.
6. Compare the costs and benefits of your program.
7. Strategize about how to publicize your accomplishments and learning.
  - How you communicate your results will depend on the purpose of your evaluation
  - Quality documentation, research and analysis can create powerful and compelling documents that may influence the continuation of your funding, the policy environment in which you work, the approach you take with your program, and the thinking of other practitioners in the field.
8. Being in a constant mode of action-reflection-action is good practice. Sometimes when projects or organizations feel that they 'have got it right', they settle back and do things the same way without questioning whether they are still getting it right. They forget that situations change, the needs of the target population evolve, strategies need to be reconsidered and revised, and new evidence from the research literature emerges. Organizations and projects that don't engage in a continuous learning process are limited in providing effective services. The process of rigorous monitoring and evaluation helps organizations and projects to keep learning, growing and contributing to evidence.

# Additional resources

## Disclaimer

The Centre's website may contain website and email links to other sites. These other sites are independently developed by parties other than the Centre. The Centre assumes no responsibility or liability for material on linked sites, nor does it endorse their content. Furthermore, these linked websites may or may not be available in both official languages. If you decide to access linked third party web sites, you do so at your own risk.

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## ➤ Centre evaluation resources

➤ [Measures database](#)

## ➤ Child/youth and family engagement in evaluation

➤ [Global Family Research Project](#)

## ➤ Evaluation overviews, toolkits

➤ [Canadian Evaluation Society](#)

➤ [Government of Canada's Centre of Excellence for Evaluation](#)

➤ [What is program evaluation: a beginners guide](#)

➤ [Center for Nonprofit Excellence, resources on evaluation](#)

➤ [Northern Center for Public Health Practice – data collection for program evaluation](#)

➤ [Northwest Center for Public Health Practice Evaluation toolkit](#)

➤ [Western Michigan University – The Evaluation Center](#)

➤ [Program evaluation guide by Tamarack Institute](#)



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- [A guide to evaluation in health research](#)
- [Strategic learning and evaluation resources from FSG](#)
- [Wellesley Institute](#)

### ➤ Literature review – Databases

- [U.S. National Library of Medicine – PubMed](#)
- [Education Resources Information Centre](#)

### ➤ Methods

- [Understanding the world – methods - Sampling](#)
- [What is a survey?](#)

### ➤ Qualitative analysis

- [Understanding the world – methods - qualitative](#)
- [Understanding the world – methods - online books, manuals, guides to research methods and evaluation](#)
- [Coding Analysis Toolkit \(CAT\)](#)
- [QSR International – analysis tools](#)

### ➤ Self-assessment tools

- [Reflect & Learn – organizational assessment](#)



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### ➤ **Statistical software**

- [Choosing the correct statistical test – University of Alabama](#)
- [The decision tree for statistics – Microsirir](#)
- [www.statistics.com](http://www.statistics.com)
- [Understanding the world – statistics software](#)
- [Review of free statistical software](#)
- [SYSTAT product downloads](#)
- [The R Project for statistical computing](#)
- [Citizendium free statistical software](#)
- [Minitab 16 statistical software](#)

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This toolkit has been developed with the support and expertise of many people. The contributions of staff from the Centre as well as the valuable perspectives of the many reviewers from our networks are greatly appreciated.

### HELPFUL INFORMATION

#### About the Centre

As a leader for child and youth mental health in Ontario, we build connections, share knowledge and draw upon our expertise to enhance the skills of front line service providers. We passionately promote and share the benefits of both organizational learning and evidence-informed practices. Together, with our partners, we are working to strengthen Ontario's mental health programs and services for all children, youth, families and caregivers.

#### ➔ [Other available resources](#)

**Disclaimer.** The Centre's website may contain website and email links to other sites. These other sites are independently developed by parties other than the Centre. The Centre assumes no responsibility or liability for material on linked sites, nor does it endorse their content. Furthermore, these linked websites may or may not be available in both official languages. If you decide to access linked third party web sites, you do so at your own risk.

#### Ontario Centre of Excellence for Child and Youth Mental Health

2013 Program Evaluation Toolkit. Ottawa, Ontario.

[www.excellenceforchildandyouth.ca](http://www.excellenceforchildandyouth.ca)

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for Child and Youth  
Mental Health