



CENTRE FOR
COMMUNITY
BASED RESEARCH



EVALUATION
CAPACITY
NETWORK



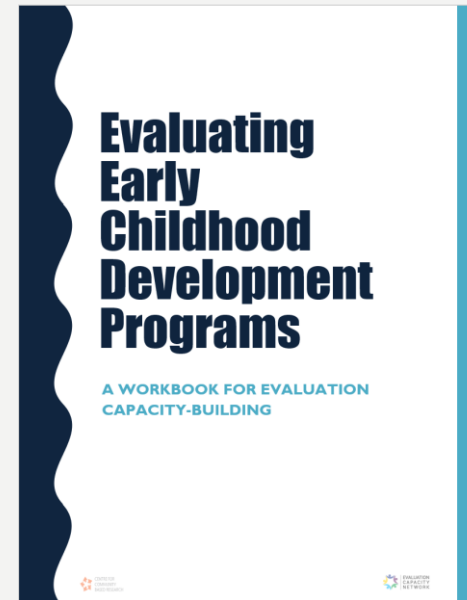
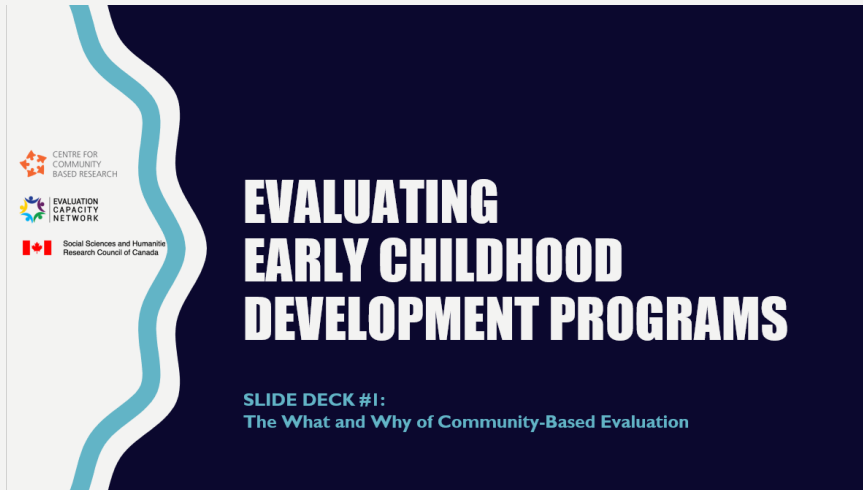
Social Sciences and Humanitie
Research Council of Canada

EVALUATING EARLY CHILDHOOD DEVELOPMENT PROGRAMS

Slide Deck # 5: Acting on Findings

How To Use These Slide Decks

Review the [slides](#) and practice on the [evaluation workbook](#).

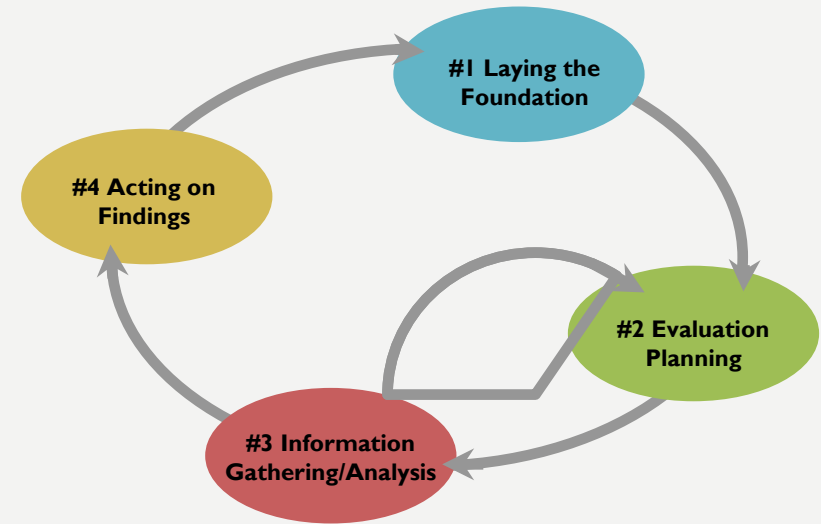


look for  to find the corresponding exercise page on the workbook!

Visit www.evaluationcapacitynetwork.com to access

- The complimentary evaluation workbook
- Complimentary live webinars' recordings

Welcome Back!



Slide deck #1: Introduction to community-based evaluation

Slide deck #2: Laying the foundation in community-based evaluation

Slide deck #3: Community-based evaluation planning

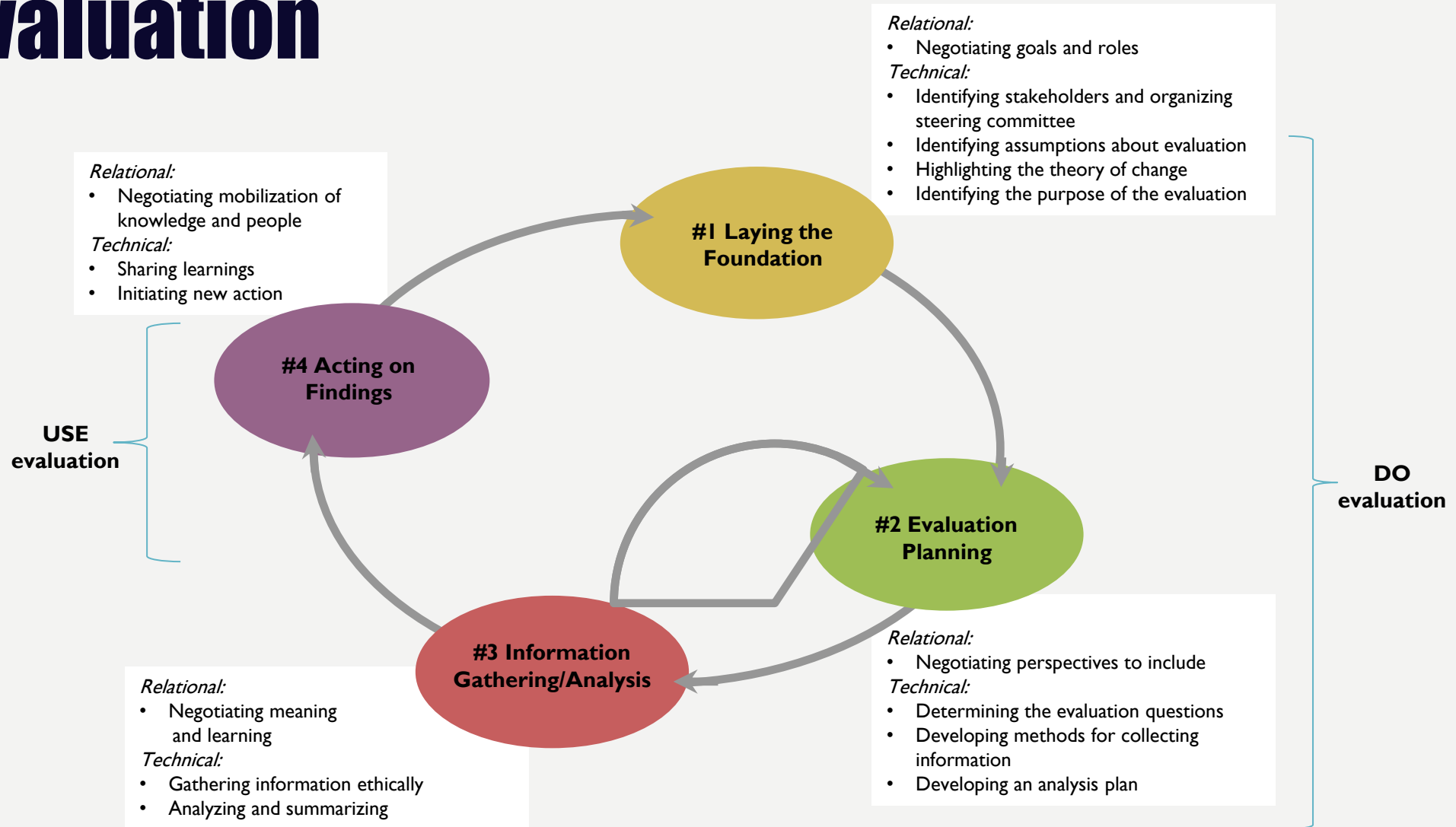
Slide deck #4: Information gathering and analysis



Slide deck #5: Acting on findings

You are here!

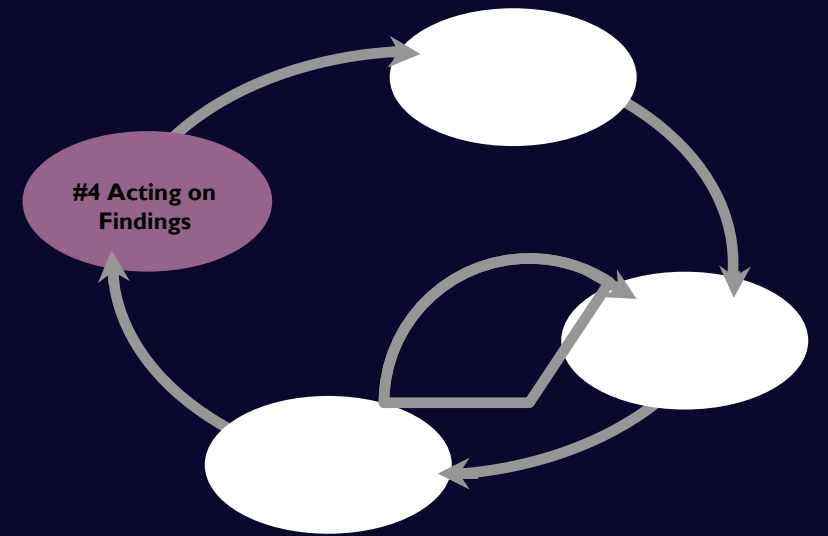
The Four Phases Of Community-based Evaluation



What This Slide Deck Covers

Phase #4 Acting on Findings

- I. Share learnings
- I. Initiate new action





1

Share Learnings

Share Learnings

Negotiate the mobilization of knowledge

- Evaluation findings should be communicated in ways that speak to various people (internal or external to the evaluation)
- Evaluation findings should be communicated in a way so that they can be used
- The steering committee agrees on the strategies used
- Be creative and engaging in sharing, understanding and prioritize...



A Menu Of Options For Sharing Results

Written	Visual	Oral
• Reports • Articles • Letters • Bulletin boards • Newsletters • News releases • Quizzes • Other?	• Infographics • Pictures • Videos • Photo voice • Posters • Comics • Other?	• Theatre • Open forums • Presentations • Conferences • Story telling • Other?

- Think about using more than one option when sharing what you have learned.
- In the next slides we give examples from each of the columns (written, visual, oral)

Written: A Narrative Report

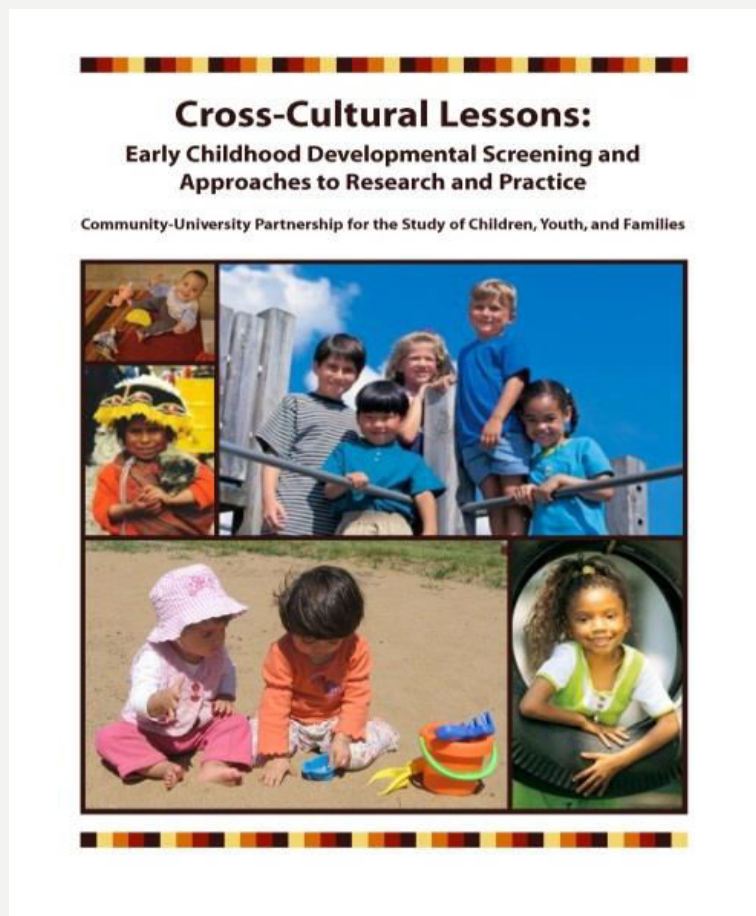
A narrative report is the most common way to share learnings

Introduction.....	4
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Overview of Evaluation.....	6
Evaluation Purpose and Research Questions	6
Evaluation Approach	6
Methods	6
Evaluation Findings.....	8
Program Implementation	8
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Intermediate Outcomes	20
Ultimate Outcome	21
Future Directions	21
Suggestions for Program Improvement.....	21
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Conclusion	25
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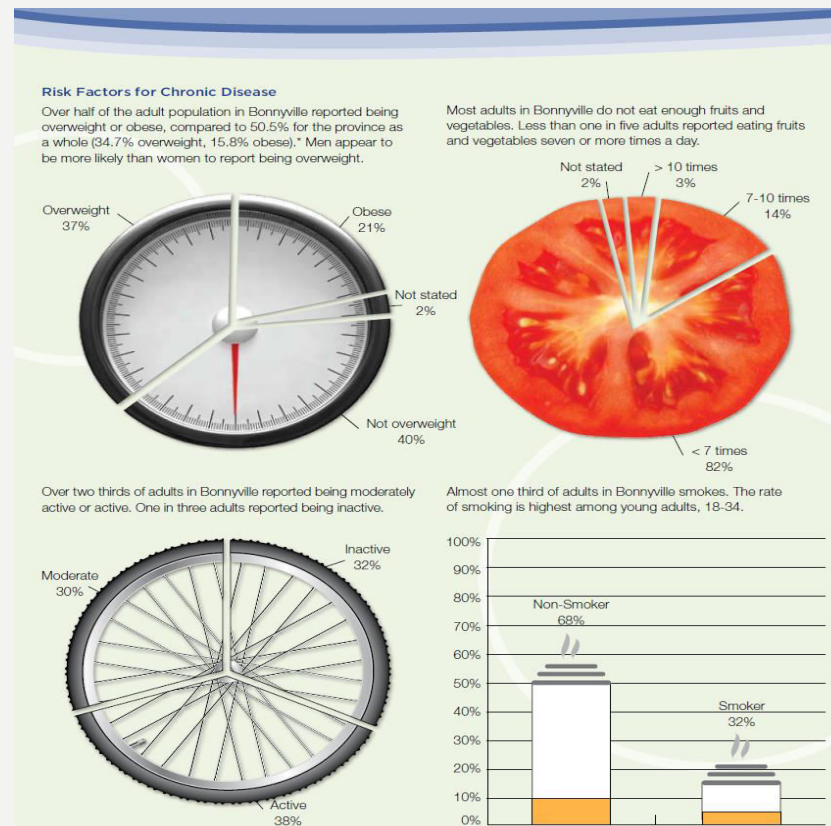
- Here is an example of a Table of Contents that can help when writing your evaluation report
- Tip: Organize your “findings” section by your main research questions

Report Examples

Interesting graphics make the report more engaging to the reader



“Building a Healthy Community” report



Visual: Infographics

Infographics are becoming more common especially where literacy is an issue

- Not everyone has time to read a narrative report! You can use infographics to communicate your findings easier and faster
- You can even use infographics when presenting your findings verbally to the steering committee or other audiences (e. g., in an open forum)
- [Piktochart.com](https://www.piktochart.com) is a great place to create infographics!

Infographics Examples

Report prepared by
 CENTRE FOR
COMMUNITY
BASED RESEARCH

Project funded by
 Ontario

Evaluation requested by
The Wellington-Dufferin
Developmental Services
Planning Table

July 2020

Review of Respite Services in Wellington-Dufferin

REPORT SUMMARY

OVERVIEW

The Wellington-Dufferin Developmental Services Planning Table contracted the Centre for Community-Based Research (CCBR) to perform a review, to investigate what, when and how respite is being offered, what are the strengths and challenges, and what are the future opportunities to improve the Wellington-Dufferin respite system.

PURPOSE

This review investigated:

- How is respite defined?
- What, when and how respite is being offered?
- What are the strengths of the respite system?
- What are the challenges of the respite system?
- What are the opportunities to strengthen the respite system?

APPROACH

A community-based research approach guided this evaluation. As such, this evaluation strived to be useful and relevant, participatory, and action-oriented. Centre for Community Based Research worked collaboratively with the Wellington-Dufferin Respite Steering Committee to design and implement this review.

METHODS

Two research methods were used: 1) document and literature review, and 2) qualitative interviews with respite and service providers both within and outside of Wellington-Dufferin. A total of 20 people participated in interviews and focus groups from eight different organizations.

LIMITATIONS

This review was conducted in the midst of the COVID-19 pandemic, starting in late February and ending in May 2020. Unfortunately, the plan to interview families did not work out due to the global health crisis and subsequent lack of respite services for families. It is very important to hear from families receiving respite in Wellington-Dufferin counties in the future.

REVIEW FINDINGS

Description of Respite in Wellington-Dufferin

FUNDING

- Fee for service or Ministry-funded subsidized respite placements
- Children's respite funding - Special Services at Home - \$2,500 to \$10,000/year
- Adult respite funding - Passport - \$5,000 to \$35,000/year



Guelph-Wellington Newcomer Youth Mental Health Study

Project Led by:


Report Prepared by:


Project Funded by:


RESEARCH OVERVIEW

The purpose of this study was to examine newcomer youth understandings of mental health and services in Guelph-Wellington as well as provide recommendations for how to foster positive mental health outcomes for newcomer youth.

Methods & Approach

Surveys

- 67 newcomer youth respondents

Interviews

- 12 newcomer youth participants

Focus Groups

- 8 service professional participants

Literature Review

- Reports and peer-reviewed articles

A community-based approach was taken throughout all phases of the research. A steering committee of service professionals and newcomer youth guided the study and a community forum shared research findings and prioritized recommendations.

Research Questions

1. What does it mean for newcomer youth to have good mental health or mental health problems? What factors are involved? How has the global pandemic impacted mental health? (**Understanding Mental Health**)
2. When newcomer youth are experiencing a mental health problem, which

Another Visual Example: Pictures

A Student's Inspiration

While working on a community-based project focused on raising healthy young First Nations children, a student was inspired by an elder who likened a child's development to the growth of a flower.

The student painted his vision of the metaphor which was used in the project report and copies were hung in local schools and the tribal college.



<https://www.ualberta.ca/community-university-partnership/research/early-childhood-development/fncd.html>



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Oral: Open Forum

Open forums fit well with a community-based approach that tries to engage stakeholders

- An open forum is a place to share evaluation findings, receive feedback, prioritize actions, and celebrate successes
- All research participants and interested others can attend and contribute their voice
- Open forums can take different forms depending on the purpose and target audience

Online Open Forum Example

Newcomer Youth Well-being

A Conversation & Celebration
Zoom Event

FEBRUARY 10, 2021

4:30-6:00 PM



Join us to hear learnings from a local study on newcomer youth mental health, listen to guest speakers, and engage in group discussions and interactive art activities that celebrate local newcomer youth contributions to the community. Youth attendees will receive a thank-you gift.

Another Oral Example: Theatre

Youth Experiencing First Episode Psychosis



“Hearing Voices”

https://www.youtube.com/watch?v=C5UIso_wm2E



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Exercise 1

13

Create A Sharing Plan

- How will your group share learnings?
- What type of formats would best communicate your evaluation findings (e.g., reports, presentations, video, theatre, etc.)? Who is the intended audience(s) for each product?
- Are there any natural decision-making events where you can share findings?

Target Audience	Communication Format



2

Initiate New Action

From Research To Action



- Community-based evaluation wants things to change as a result of the research
- Initiating new action involves more than sharing your learnings
- It involves engaging people and facilitating them to act on what they have learned.
- In this baton-passing phase, stakeholders take leadership in implementing changes in response to the process and findings of the evaluation

Initiate New Action

Negotiate the mobilization of people

- Steering Committee provides recommendations
- Agreement among the committee ensures usefulness and increases the potential for success
- Making sure learnings are used in making program changes
- Check-in with the committee to ensure that people follow-up with their commitments
- **Build a culture of evaluation!**



Exercise 2

15

1
5

Create An Action Plan

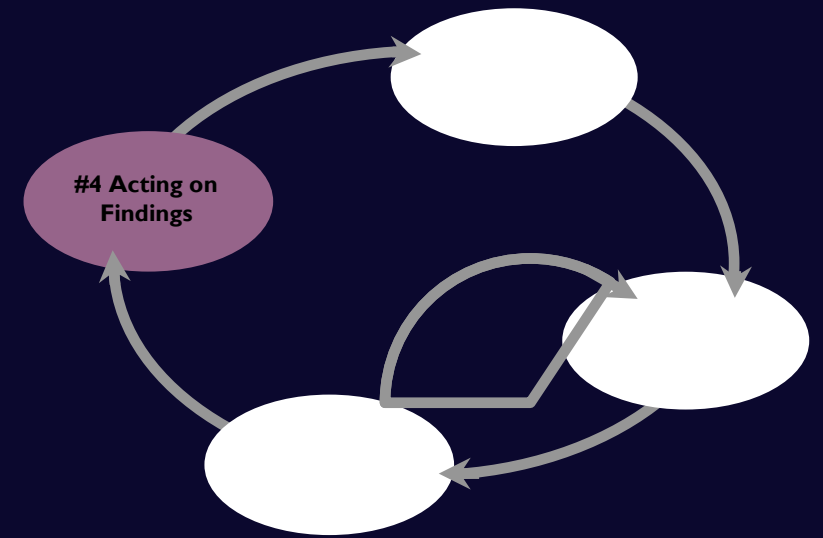
- What are the potential steps that would be needed to start implementing the evaluation recommendations?
- How well are your steering committee and original partners positioned to do this?
- What new partners might you need to engage to help implement action?
- What further information might be needed to provide more detailed implementation steps?



Recap

#4 Acting on findings

- Share learnings
- Initiate new action



Final Checklist

10-12

Evaluation Component	Key Plan Information	Actions	Considerations	Who is Responsible?	Timeline
Map the Stakeholders					
Identify Assumptions About Evaluation					
Create a Logic Model					
Create a Purpose Statement					
Develop the Main Evaluation Questions					
Choose Data Collection Methods					
Develop a Data Analysis Plan					
Gather Information Ethically					
Analyze and Summarize the Data					
Create a Sharing Plan					
Create an Action Plan					

Congratulations! You are well on the way to doing an evaluation in your organization.



Comments Or Questions?

Please send us a message at one of the following addresses:

Centre for Community Based Research

E-mail: general@communitybasedresearch.ca

Website: www.communitybasedresearch.ca

Evaluation Capacity Network

Email: ecninfo@ualberta.ca

Website: www.evaluationcapacitynetwork.com

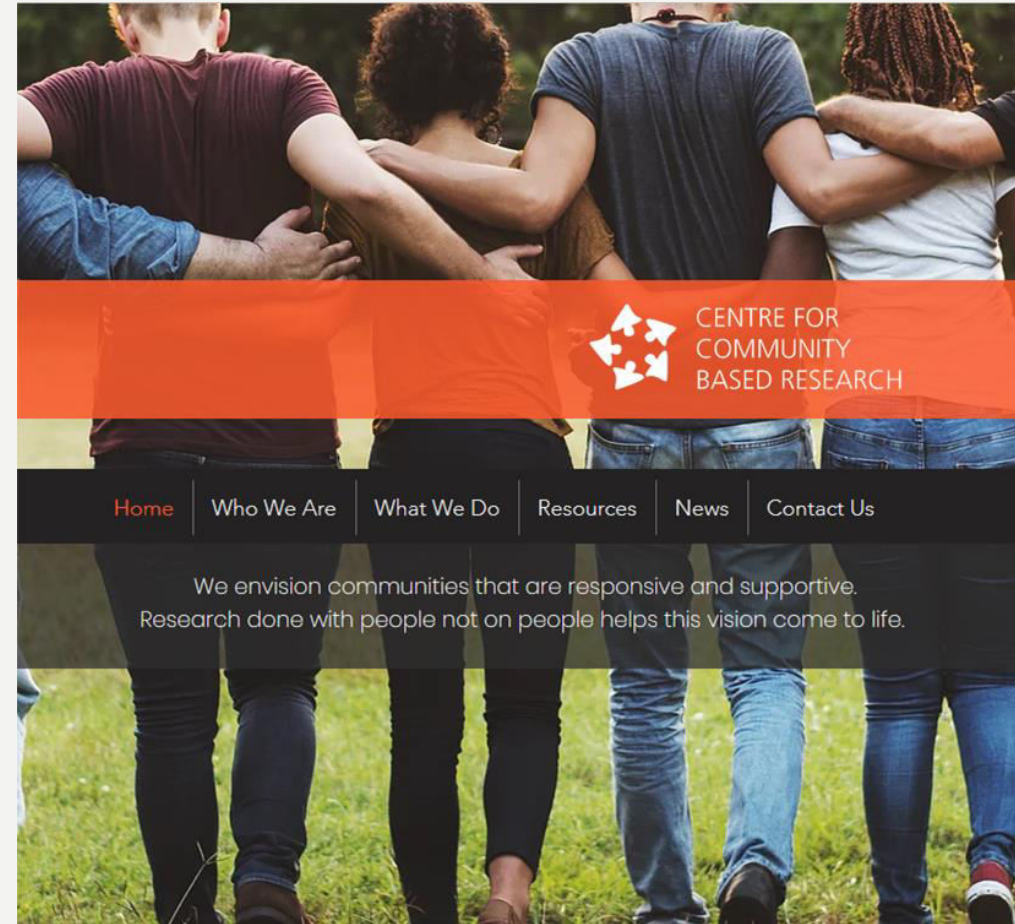
Thank you for your interest in
community-based evaluation for
improving programs that support
early childhood development

Need Additional Support?



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- Coaching and mentoring
- Partnering on an evaluation
- Proposal development
- Evaluation support, training and webinars using the [*Community Based Research Excellence Tool \(CBRET\)*](#)
- Customized training in community-based research and evaluation
- For even more support, visit: www.communitybasedresearch.ca



And More Support...



- Coaching and mentoring
- Enroll in [UEval](#), a one-week evaluation institute
- Participate in the [Eval Lab](#)
- Access online resources (lectures, modules, tip sheets)
- Join the [ECN Network](#)!

