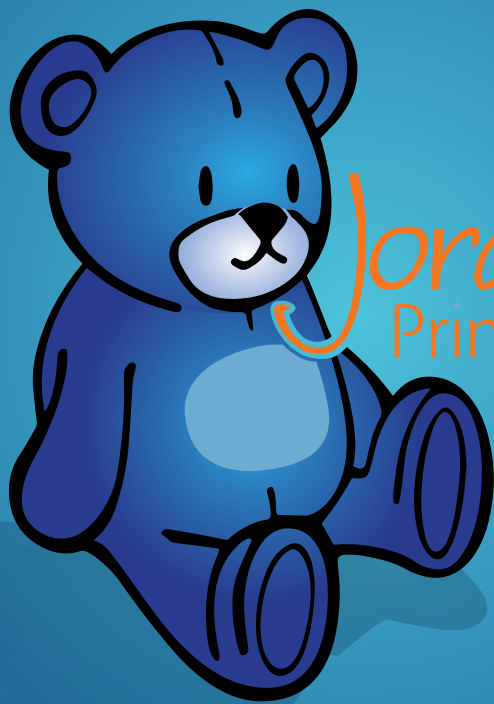


IMPLEMENTATION TOOLKIT

MODULE 4

*Program Evaluation
and Monitoring*



Jordan's
Principle

**CHILD
FIRST
INITIATIVE**

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Review of Module 3

By this time, you have identified how you will implement your JP-CFI Program, and you have identified shared team goals and performance indicators. Now, you have the basis for which to implement program monitoring and evaluation standards carrying out the step-by-step process outlined in this module.

Overview of Module 4

This module will enable you to:

- 🌀 Obtain feedback on whether your program strategies have been successful in meeting the needs of the child and their family.
- 🌀 Assess what impacts your strategies have had on the wholistic outcomes of the child and in maintaining a healthy supported family unit.
- 🌀 Design a monitoring and evaluation framework based on:
 - (i) Program Guiding Principles
 - (ii) Program Goals and Objectives
 - (iii) Processes (referrals, approvals, communications)
 - (iv) Expected Outcomes
 - (v) Expected Impacts
- 🌀 Obtain critical information as the evidence base for decision-making in provision of care, for resources required, and for addressing gaps and building upon successes and strengths.

What is it about?

Monitoring and evaluation are two different program management tools that are closely related and are mutually supportive. Both are an essential part of a program because they provide determine if the program is actually making a difference in the lives of beneficiaries or if it is achieving results. The following table describes each, and highlights their differences:

	MONITORING	EVALUATION
Frequency	Continuous through the program cycle	At the end of a program cycle (also can be at the middle of the program cycle)
Main Action	Keeping track of progress	Assessment of progress
Purpose	Improve efficiency, provide information for reprogramming to improve outcomes	Improve effectiveness, relevance, impact, value for money, future programming, strategy and policy-making
Focus	Inputs, activities, and assumptions	Outputs, outcomes, impacts, effectiveness, relevance, cost effectiveness, and sustainability

Methods	Routine review of reports, administrative databases, field observations	Scientific, rigorous research design, complex and intensive
Information Sources	Internal documents – monthly and quarterly reports, work plans	Both internal and external documents
Undertaken By	Program managers, frontline workers, supervisors, community (beneficiaries)	Program staff, external evaluator or are participatory
Relation to design	Answers what activities were implemented	Answers why and how results were achieved, and contributes to building theories and models for change
Cost	Consistent, recurrent costs spread across program implementation period	Episodic, often focused at the end of the program implementation period (also can be at the program cycle midpoint)

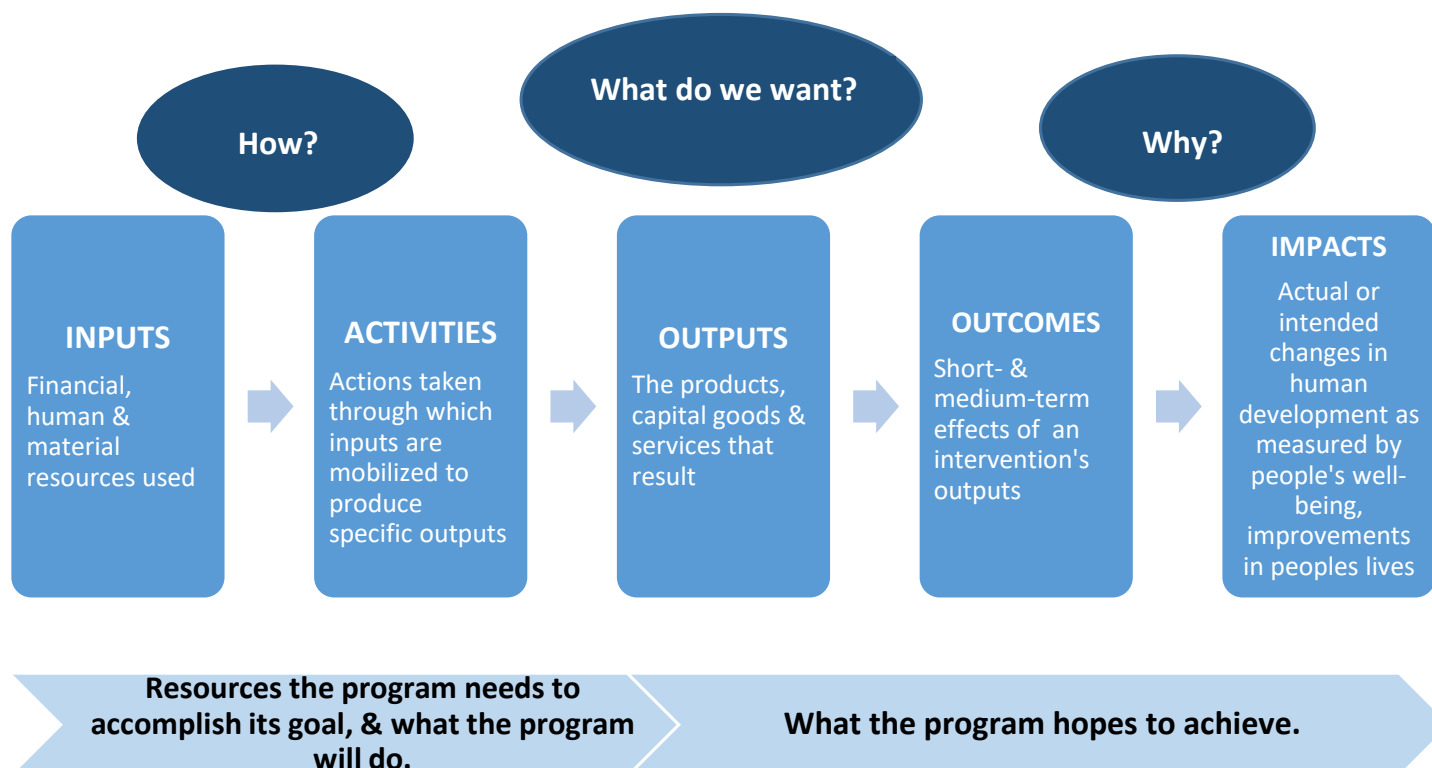
While it is important to understand what monitoring and evaluation is, it is also important to understand how to get there from Module 3 where you developed a work plan and performance indicators for the community program. The logic model is the bridge between these things. A logic model is used in this module to help communities get to the point where they can undertake monitoring and evaluation. A logic model is a diagram that identifies:

- ☞ What is the change we want to see?
- ☞ How are we going to achieve that change?
- ☞ Why are we doing it?

The “how” relates to factors or variables that influence a program – expressed as the “inputs” (resources) and “activities” (actions taken) within the logic model.

The “why” relates to the changes that we hope to see – expressed as the “outputs” (products or services resulting from activities), “outcomes” (short- & medium-term effects; immediate to 4 years), and the “impacts” (long-term actual or intended changes; 5+ years) within the logic model.

The “what do we want” refers to the theory of change (how we think change will happen) told through the overall logic model – expressed as the relevant factors that influence a program (inputs and activities), and how each of these might relate to and affect program outcomes (outputs, outcomes and impacts). The following logic model graph shows the underlying process or pathway through which change is thought to occur through the administering the program:



In identifying all of these logic model components or parts, you can reference the program work plan and performance indicators developed in Module 3 of this toolkit.

Once the logic model has been filled out, you now have the basis to develop a monitoring plan (focusing on inputs and activities) and evaluation plan (focusing on outputs, outcomes, and impacts).

Measuring results through monitoring and evaluation empowers the community program because¹:

- ☞ If you measure results, you can speak with confidence and authority about success.
- ☞ If you see success, you can build upon it.
- ☞ If you see success, you and others can reward it.
- ☞ If you can't recognize where things aren't working, you can't correct it.
- ☞ If you demonstrate results, you can build and broaden family, community, leadership, government, funder, and partner support.

¹ Adapted from Kusek, J.Z. & Rist, R.C. 2004. Ten Steps to a Results-Based Monitoring and Evaluation System: A Handbook for Development Practitioners. Washington, D.C.: World Bank.

What can you expect to achieve?

Target Outcomes for Module 4 are:

1. A monitoring and evaluation framework is designed collaboratively with purposes to assess quality and safety of services and supports, and to determine standardization of care and outcomes for children and families.
2. Monitoring and evaluation processes and products are useful to stakeholders.
3. Monitoring and evaluation findings and recommendations are incorporated into decision-making to improve quality of services and supports, standardization of care and outcomes for children and families, including highlighting best practices (strengths and successes).
4. Appropriate funding and resources are available for ongoing evaluation.
5. Sustainable funding is available to every First Nation to provide safe, responsive, and culturally-appropriate services for children and their families based on their wholistic needs.

Program Values and Standards

Program Values

Two Manitoba First Nations have adopted key values that are fundamental to the implementation of existing Jordan's Principle – Child First Initiatives. The values include, but are not limited to the following:

1. **Collaboration and Communication** - Partnership and collaboration across all disciplines and agencies is essential.
2. **Needs-based Care** - Professional supports must be coordinated and responsive to the needs of the child.
3. **Family Connection** – First Nations children are best cared for at home and within families.
4. **Wholistic Approach** - The wholistic needs of children and families have to be met as well as their special needs.
5. **Engaged & Empowered Family Unit** - Parents are connected to their children better than anyone else and must be treated respectfully by professionals as equal partners given the expertise they have in the care of their child.
6. **Reflective of the community's culture, language, and way of life** - Care and support must meet the highest standard of safety and quality possible, for the child and family reflective of the language and cultural beliefs, values, traditions, and practices.

Culture is the foundation to providing services that will meet the needs of the child and their family. There is not "one" culture because culture is determined by the land and language of the people. Culture is the facilitator of spiritual expression. The child's spirit and their family want to live life to the fullest. A connection to spirit is essential and primary to wellbeing and health. Cultural interventions are therefore essential to wellness. Cultural interventions are thus defined by each community to address wellness.

These values have informed the Program Guidelines and Standards to ensure that program design, implementation, and evaluation supports the following key components:

- ☞ Effective coordination of quality services.
- ☞ Providing wholistic services that are safe, responsive to need, and culturally appropriate.
- ☞ Building a confident and competent community-based team.
- ☞ Quality improvement and achieving positive outcomes for children and families.
- ☞ Effective and efficient information management and data governance.

Program Standards

The Community Team designs a Monitoring and Evaluation Framework that tracks program progress and assesses program results and impact.	
4.0	A Logic Model or other tool is used as the monitoring and evaluation framework to determine program relevance, efficiency, effectiveness, impact and sustainability.
4.1	Mutual accountability and joint assessment by Community Team and Interagency Collaboration partners is provided for using Information Governance Data Management protocols (Module 5).
4.2	A complete schedule of monitoring and evaluation activities is developed and shared amongst the Community Team and Interagency Collaboration partners.
4.3	Monitoring and evaluation are costed and resourced.

Monitoring is designed and implemented to provide the basis for program learning, timely decision-making and to celebrate milestones.	
4.4	Assessment tools for monitoring are developed or adapted to capture program appropriateness and its responsiveness to the needs of children and their families.
4.5	Responsibility for monitoring activities is allocated to specific individuals. <ul style="list-style-type: none"> 4.5.1 Individuals responsible for monitoring activities have the capacity to do so (time, resources and skills). 4.5.2 Training is provided to individuals responsible for monitoring activities.
4.6	Baselines are constructed where appropriate.
4.7	Assessments are conducted at regularly-scheduled intervals, such as month 3, month 6 and month 9.
4.8	Progress reports meet stakeholder needs, have a credible basis for claims for program learnings and successes, and recommend actions to improve performance.
4.9	Progress reports are easily understood by all key stakeholders.

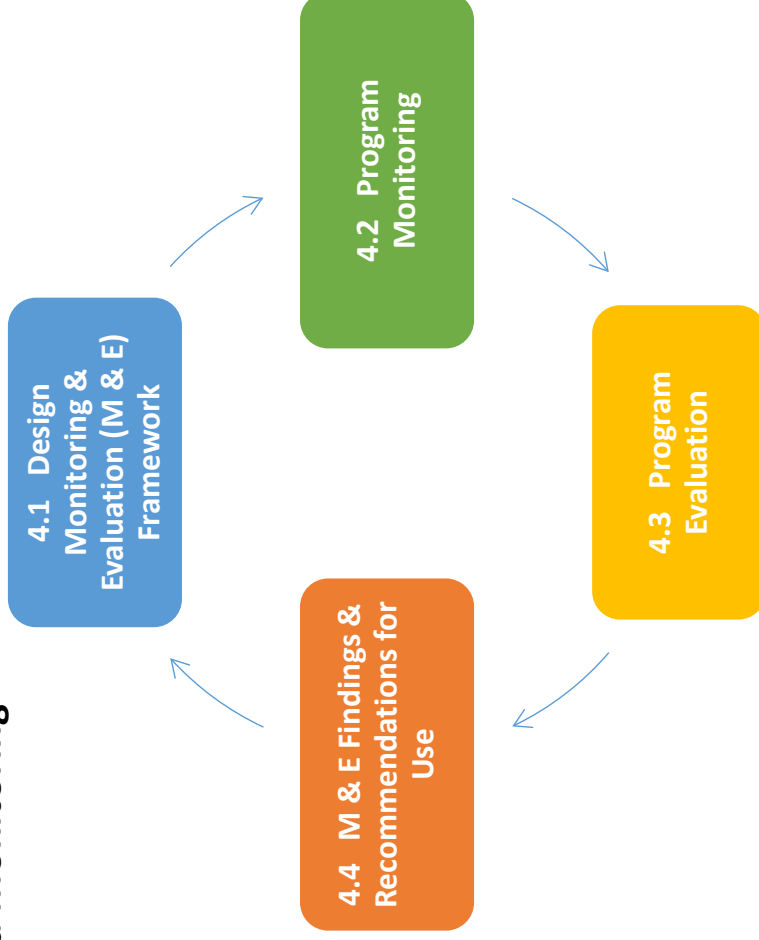
An Evaluation Plan is designed and implemented to determine the value of the program.	
4.10	The evaluation is conducted by a qualified and experienced evaluator.
4.11	The purpose of the evaluation is clearly identified and negotiated based on the needs of the stakeholders.
4.12	The evaluation clarifies and specifies the individual and cultural values, and policy, fiscal and community situations, underlying purposes, processes and judgements

	(decision-making).
4.13	The evaluation considers the full range of individuals, groups, organizations and communities (stakeholders) invested and affected.
4.14	Evaluation methodology is appropriate and meaningful. 4.14.1 The evaluation uses designs and methods that are appropriate for the evaluation purposes and for cultural and community contexts. 4.14.2 The evaluation uses systematic information collection, review, verification, and storage methods.
4.15	Evaluation documentation is appropriate and meaningful. 4.15.1 The evaluation documents implementation of program standards and the context within which this is done (i.e. community context, cultural context, fiscal context, etc.) 4.15.2 The evaluation documents successes to maintain focus on strengths and positive impacts for children and their families.
4.16	The evaluation provides easy-to-understand and provides complete descriptions of findings, limitations, and conclusions including recommendations.
4.17	Evaluation reporting is appropriate and timely.
4.18	Evaluations are conducted after the first year of implementation, and every two to four years thereafter.

Program Monitoring and Evaluation promotes responsible and adaptive use and identifies resources required to address gaps and achieve positive outcomes for children and families.

4.19	Program monitoring and evaluation are communicated to the First Nations and government decision-makers.
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Module 4 – Evaluation and Monitoring



4.1 Design M & E Framework
<ol style="list-style-type: none"> 1. Engage stakeholders 2. Develop a M & E Framework 3. Develop & distribute M & E schedule 4. Determine M & E costs.

4.2 Program Monitoring
<ol style="list-style-type: none"> 1. Determine & design a Monitoring Plan. 2. Determine & design/adapt monitoring assessment tool(s). 3. Collect baseline data. 4. Conduct assessments at months 3, 6, 9. 5. Develop & distribute monitoring progress reports.

4.3 Program Evaluation
<ol style="list-style-type: none"> 1. Determine the type of evaluation. 2. Identify an evaluator. 3. Design an Evaluation Plan. 4. Implement Evaluation Plan.

4.4 M & E Findings & Recommendations for Use
<ol style="list-style-type: none"> 1. Collaborative Team Briefing. 2. Provision of information.

Program Guidelines

This section provides a step-by-step process to implement program monitoring and evaluation standards.

4.1	Design a monitoring and evaluation framework to track progress and evaluate value of the community program.
Step 1	Engage Stakeholders The Community Team engages stakeholders for participation throughout the evaluation process, from design, implementation and use.
Step 2	Develop a Monitoring and Evaluation Framework <u>Using the Logic Model Template provided in Appendix A of this document or other preferred approach, the Community Team works with key stakeholders to describe the program and develop a monitoring and evaluation framework, considering work plan development and performance indicators developed in Module 3.</u> The monitoring component of the framework focuses on Inputs, Activities and Outputs sections of the logic model. The evaluation component of the framework focuses on Outcomes and Impacts sections of the logic model. The M & E Framework should also consider program relevance, efficiency, effectiveness, impact and sustainability. <i>See Appendix A for a Logic Model Example.</i>
Step 3	Develop and Distribute a Monitoring and Evaluation Schedule <u>Using the One-Year Monitoring and Evaluation Schedule Template provided in Appendix B of this document or other preferred template, the Community Team works with key stakeholders to develop a monitoring and evaluation schedule. This is shared with all key stakeholders, particularly those tasked with an activity.</u> (NOTE: This can be adapted for multi-year M & Evaluation Plans.)
Step 4	Determine monitoring and evaluation costs. <u>Using the Monitoring and Evaluation Estimated Costs Template provided in Appendix C of this document or other preferred template, the Community Team works with key stakeholders to determine budget required to carry out this work.</u>

4.2 Undertake program monitoring for learning, decision-making, and to celebrate milestones to maintain a focus on strengths.

Step 1	Determine and Design a Monitoring Plan Using the reporting structure and performance indicators developed in Module 3 and referring to the completed program logic model, fill out the Monitoring Plan Template provided in Appendix D of this document or other preferred template, to determine: <ul style="list-style-type: none">➤ What information will be collected➤ How this information will be collected➤ Who will collect this information (and to provide training)➤ When it will be collected➤ Who will receive the information collected➤ Who will analyze and interpret the data collected➤ Who will develop a draft progress report and when➤ Who will develop a final progress report and when➤ Who, how and when the final progress report will distributed <p><i>TIPS: Consider the time and skills of those who will be tasked with data collection.</i></p> <p><i>Discuss monitoring plan with a representative group from each level before it is put into effect to ensure the plan will work for all involved/engaged, and to help determine training needs and build buy-in.</i></p>
Step 2	Determine and Design/Adapt Monitoring Assessment Tool(s) Based the Monitoring Plan Template, determine and design/adapt assessment tool(s) to be used. Once decided, the Monitoring Plan can be updated if required. See Pinaymootang First Nation “My Child, My Heart” program tools for consideration: <ul style="list-style-type: none">- About My Child- Goal Attainment Scaling- Parenting Stress Index- Social Support Index- Measures of Process of Care- Family Quality of Life Survey <p><i>TIPS: Pretest new monitoring instruments to ensure they get to the information needed and are understood by those tasked with using them to collect data.</i></p> <p><i>Piggy-back on existing data collection systems.</i></p>
Step 3	Collect Baseline Data Assessment tool(s) are implemented to collect baseline data, which is recorded, shared with monitoring lead(s) and stored according to Information and Data Management (Module 5).

Step 4	<p>Conduct Assessments at Months 3, 6, and 9</p> <p>Assessment tool(s) are implemented at months 3, 6 and 9, and data is recorded, shared with monitoring lead(s) and stored according to Information and Data Management (Module 5).</p>
Step 5	<p>Develop and Distribute Monitoring Progress Reports</p> <p>Data analysis and interpretation is conducted in accordance with the reporting structure developed in Module 3 and as determined in Step 1 above, information is provided to the Monitoring Report lead(s) to develop the draft progress report.</p> <p>The draft report is developed, highlighting learning, decision-making, and to celebrate milestones to maintain a focus on strengths. It is reviewed by and receives final approval from Community Team.</p> <p>The final report is distributed in accordance with Monitoring Plan.</p>

<p>4.3 Undertake evaluation to provide an evidence base for program value and impact on children and their families.</p>	
Step 1	<p>Determine the Type of Evaluation</p> <p>The Community Team determines the type of evaluation to be conducted. Common types are formative (on-going process that allows for feedback to be implemented during a program cycle or while the program is occurring) or summative (occurs at the end of a program cycle and provides an overall description of program effectiveness). <i>(See Appendix F for additional descriptions of these overall types of evaluation).</i></p> <p>Once the group decides what the overall type of the evaluation is going to be conducted, it can choose the specific formative or summative evaluation approach to be taken. <i>(See also Appendix F for descriptions of types of formative and summative evaluations.)</i></p>
Step 2	<p>Identify an Evaluator</p> <p>The Community Team develops and issues a request for proposals for a qualified and experienced evaluator through a transparent, competitive process. The scope of work in this RFP should include adopted evaluation program standards.</p> <p>The successful applicant signs a contract for services with the community-based group which provides, among other things: scope of work; deliverables; timelines; and fee for services.</p> <p>The Community Team provides the monitoring and evaluation framework (i.e. logic model) to the successful applicant to review and engage the group to confirm. If the framework was not developed by the time the evaluator was hired, the successful applicant is to facilitate completing the logic model as the evaluation framework.</p>

Step 3 Design an Evaluation Plan

Using the Evaluation Framework developed by the Community Team, the monitoring and evaluation standards outlined in this Module and adopted by the community, and considering the scope of work outlined in the request for proposals, the evaluator designs an evaluation plan that is reviewed and approved by the Community Team, and that outlines:

- a. Program Goals and Objectives - *What are the main things the program is to accomplish, and how has the program set out to accomplish these things?*
- b. Evaluation Questions - There may be different categories of questions and will depend on the purpose and type of evaluation being implemented, as examples:
 - (i) Planning and Implementation: *How well was the program planned out, and how well was that plan put into practice?*
 - (ii) Assessing Attainment of Program Goals and Objectives: *How well has the program met its stated goals and objectives?*
 - (iii) Impact of Program on Participants: *How much and what kind of a difference has the program made for the child and family?*
 - (iv) Impact of Program on Community: *How much and what kind of a difference has the program made for the community?*
- c. Evaluation Methods – Once the questions to be asked are developed, the next step is to decide which methods will best address those questions. The following considerations are suggested in determining the appropriate evaluation methods:
 - A mixed-methods approach, including Indigenous and Western methods: A combination of quantitative (numbers) and qualitative (comments, stories, testimonies, etc.) methods can capture a fuller picture of the program than one method alone.
 - Representative sample of stakeholders: An appropriate number of all stakeholder groups or categories (e.g. program staff, parents in the program, community-based group members, leadership, etc.) should be engaged to represent the different perspectives and experiences. A commonly accepted minimum threshold is 20% of each key informant group or category.

- Encourage stakeholder participation: The methods should make it appealing and easy for key informants to participate. As examples, methods should involve: use words, phrases and questions that are easy to understand; scheduling that is at a convenient time and place for key stakeholders; not require much time to complete; not require unavailable technology (e.g. computer-based survey if equipment and/or connectivity is lacking); provide for confidentiality and a safe environment; etc.

(Please see Appendix G for examples of common evaluation methods.)

- d. Timeline of Activities – Specific dates should be identified for key activities of the evaluation plan, including as examples: data collection; data analysis; draft reporting; and final reporting.

Step 4 Implement the Evaluation Plan

The evaluation plan is implemented following review and approval of the community-based team. A member of the team is identified as a key contact for the evaluator in between formal reporting periods.

The draft report is developed, highlighting:

- Program value
- Impacts on children and their families
- Resources required to address gaps and achieve positive outcomes for children and families

This draft report is reviewed by, and receives final approval from, the Community Team.

The final report is distributed in accordance with the Evaluation Plan.

4.4	Communicate monitoring and evaluation findings and recommendations for use by decision-makers to address gaps, identify resources, and to make necessary adjustments to program.
Step 1	<p>Collaborative Team Briefing</p> <p>The collaborative team prepares a standard briefing that outlines the resources required within each of the sectors to effectively meet the needs of the children and families in the community.</p>
Step 2	<p>Provision of Information</p> <p>Information and statistics are made available to the community leadership (e.g. Chief & Council, Health Advisory Boards, and/or Health Directors) to engage in further negotiations with federal and provincial government representatives to ensure adequate resources are secured to maintain an equitable level of service for the First Nations' families.</p> <p>Information is provided by the team members to accurately determine the cost of the services, supplies, and needs of the child and their family.</p>

Appendix B - One-Year Monitoring and Evaluation Schedule Template

Month	1	2	3	4	5	6	7	8	9	10	11	12
PROGRAM M & E (Framework)												
Activity 1: Engage Stakeholders												
Activity 2: Developing a M & E Framework & Budget												
Activity 3: Develop & distribute M & E schedule.												
PROGRAM MONITORING												
Activity 1: Determine & design/adapt Monitoring Assessment Tool(s)												
Activity 2: Determine and Design a Monitoring Plan												
Activity 3: Collect Baseline Data												
Activity 4: Conduct Assessments – baseline, and months 3, 6, 9												
Activity 5: Develop and distribute Monitoring Progress Reports												
PROGRAM EVALUATION												
Activity 1: Determine type of evaluation												
Activity 2: Identify Evaluator												
Activity 3: Review and approval of Evaluation Plan												
Activity 4: Implementation of Evaluation Plan												

Appendix C - Monitoring and Evaluation Estimated Costs

	FY1	FY2	FY3	FY4	FY5	Total
PROGRAM M & E (Framework)						
Activity 1: Engage Stakeholders						
Activity 2: Developing a M & E Framework & Budget						
Activity 3: Develop & distribute M & E schedule.						
M & E Subtotal:						
PROGRAM MONITORING						
Activity 1: Determine & design/adapt Monitoring Assessment Tool(s)						
Activity 2: Determine and Design a Monitoring Plan						
Activity 3: Collect Baseline Data						
Activity 4: Conduct Assessments – baseline, and months 3, 6, 9						
Activity 5: Develop and distribute Monitoring Progress Reports						
Monitoring Subtotal:						
PROGRAM EVALUATION						
Activity 1: Determine type of evaluation						
Activity 2: Identify Evaluator						
Activity 3: Review and approval of Evaluation Plan						
Activity 4: Implementation of Evaluation Plan						
Evaluation Subtotal:						
GRAND TOTAL:						

Appendix D - Monitoring Plan Template

KEY MONITORING ACTIVITIES			
Key Activity	Responsibility	Timeline	Status
1. Monitoring and Evaluation Framework	Community Team		
2. Monitoring Planning	- Community Team - Monitoring Lead		
3. Monitoring Reporting	- Draft: - Final:	- Draft: - Final:	- Draft: - Final:

Monitoring Indicators	Indicator 1:	Indicator 2:	Indicator 3:	Indicator 4:
Purpose <i>What information will be collected?</i>				
Purpose <i>What is the reason for this indicator for program monitoring?</i>				
Baseline <i>What is the measure of this indicator at the beginning of the program?</i>				
Target <i>What is the short- to medium – ((outcome) and long-term (impact) targets?</i>				
Data Collection <i>How will the info be collected?</i>				
Frequency <i>When will info be collected?</i>				
Responsible <i>Who will collect the info?</i>				
Analysis and Interpretation <i>Who will analyze and interpret the data?</i>				
Reporting <i>To whom and when will the info be reported?</i>	- Monitoring Lead: - Due date:	- Monitoring Lead: - Due date:	- Monitoring Lead: - Due date:	- Monitoring Lead: - Due date:
Quality Control <i>How will</i>	-	-	-	-

Appendix E – Logic Model Example

<p>INPUTS (human, financial, organizational, & community resources available to direct toward doing the work)</p>	<p>ACTIVITIES (processes, tools, events, technology, & actions that are an intentional part of implementation, used to bring about intended changes or results)</p>	<p>OUTPUTS (direct products of activities & may include types, levels & targets of services to be delivered by the organization)</p>	<p>OUTCOMES (the specific changes in behavior, knowledge, skills, status and level of functioning, and these are the <u>earlier effects</u> of the program)</p>	<p>IMPACTS (the specific changes in behavior, knowledge, skills, status and level of functioning, and these are the <u>long-term effects</u> of the program)</p>
<i>Monitoring Component</i>	<i>Monitoring Component</i>	<i>Evaluation Component</i>	<i>Evaluation Component</i>	<i>Evaluation Component</i>
<p>Program Goal Program Objectives Program Standards Stakeholders</p> <ul style="list-style-type: none"> - Children and their Parents - Program Staff - Leadership - Funders - Partners <p>Funding Infrastructure Equipment Supplies</p>				
<p>CONTEXTUAL FACTORS (i.e. community context, cultural context, fiscal context, etc. in which the program exists):</p>				

Appendix F – Descriptions of Common Types of Evaluations²

FORMATIVE EVALUATION	
Description	An on-going process that allows for feedback to be implemented during the program cycle, or during the time that program is scheduled to last.
Use	<ul style="list-style-type: none"> ✓ Concentrate on looking at and changing processes as they occur. ✓ Provide timely feedback about program services. ✓ Allow you to make program adjustments as needed, when they're needed, to help achieve program goals. <p>This type of evaluation is typically used internally and provided in an update form to stakeholders if as decided.</p>
Examples of Common Types	<ul style="list-style-type: none"> • <u>Needs Assessment</u>: Determines who needs the program, how great the need is, and what might work to meet the need. • <u>Process Evaluation</u>: Looks at the process of delivering the program, including alternative delivery procedures. • <u>Developmental Evaluation</u>: Supports development of innovative and adaptation in in dynamic environments by allowing for flexible methodology, staying in touch with what's unfolding, and provides rapid, real-time and user-friendly feedback.³

SUMMATIVE EVALUATION	
Description	Occurs at the end of a program cycle, or when the program is scheduled to end. In the case of annual reporting requirements, this may be at the end of the fiscal year.
Use	<p>Takes a look at if the program outcomes to determine overall program effectiveness. This type of evaluation may be used to answer some of the following questions, as examples:</p> <ul style="list-style-type: none"> ✓ Were your program goals and objective met? ✓ Will you need to improve and modify the overall program structure? ✓ What is the overall impact of the program? ✓ What resources will you need to address program challenges? <p>A summative evaluation will enable you to make decisions regarding specific program services and the future of the program that cannot be made during the program cycle or while the program is happening. These type of programs are typically provided to funders and stakeholders with an interest in the program.</p>
Examples of Common Types	<ul style="list-style-type: none"> • <u>Outcome Evaluation</u>: Takes a look into whether the program caused effects that can be seen or demonstrated, specifically defined or targeted outcomes. A key question would be: <i>What effects does program participation have on the child and their family?</i> • <u>Impact Evaluation</u>: This is broader than an outcome evaluation because it assesses the overall or net effects (intended or unintended) of the program. A key question would be: <i>What impact does this program have on the larger community or system?</i>

² Adapted from: The Pell Institute, "Evaluation Toolkit", available at <http://toolkit.pellinstitute.org/evaluation-101/evaluation-approaches-types/>.

³ Adapted from: BetterEvaluation, "Developmental Evaluation", available at http://www.betterevaluation.org/en/plan/approach/developmental_evaluation.

Appendix G – Examples of Common Evaluation Methods

Monitoring and Feedback: This method has three main elements –

- (a) Process measures: tell you about what you did to implement your program.
- (b) Outcome measures: tell you about what the results were; and
- (c) Observational system: this is whatever you do to keep track of the program while it's happening.

Key Informant Interviews: This involves interviewing key informants such program staff, beneficiaries, community leaders, and the community-based team, whose views and perspectives can help learn more about the quality of the program, identify factors that affect success or challenges, provide a history of the program, and give insight which can be used in monitoring and renewal efforts.

Indicators of Impact: These are markers that help assess the ultimate outcome of the program. These provide evidence of the effectiveness of your program and determine how successful key components have been. This can be where indicators developed in Module 3 can be utilized.

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Manitoba Education & Training

Manitoba Employment & Income Assistance

Manitoba Families – Children's Disability Services

Manitoba First Nations Education Resource Centre

Manto Sipi Cree Nation

Nanaandawewigamig

Office of the First Nations Family Advocate

Rehabilitation Centre for Children

Rural & Northern Telehealth

Society for Manitobans with Disabilities

Southeast Resource Development Council

Southern Chiefs Organization

Southern First Nations Network of Care

Developed by



Pinaymootang First Nation