

Developing a Performance Evaluation & Program Evaluation Framework for TLP



THE LEARNING PARTNERSHIP
Champions of Public Education Across Canada

POLICY & RESEARCH

Purpose:

- to seek comments from the *Policy and Research Advisory Council Sub-committee on Evaluation*, on final draft of the TLP outcome measurement framework and whether we have addressed comments raised at the fall 2008 sub-committee meeting, including...
 1. Consideration of challenges in completing evaluations in an educational setting
 2. Best practices for program evaluation that can be used to inform decisions and practices in an educational NFP setting?
 3. Key principles and elements be for a solid framework for TLP evaluation and measurement?

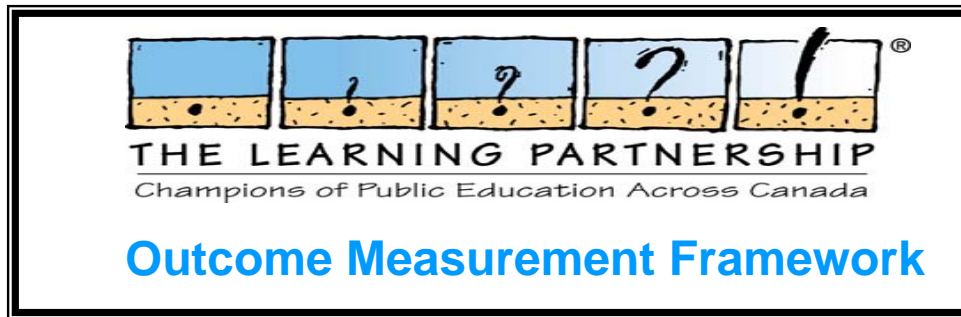
Consideration of challenges...

- “What challenges can be anticipated in completing evaluations in an educational setting?”
 - Obtaining longitudinal change data, and adequate participation in control groups is difficult
 - Competing demands in schools for principals and teachers may make that part of the evaluation too costly (takes too much effort for little result): program evaluation is not their first priority
 - often it is too costly to obtain data to “prove a hypothesis”; some concepts have been tested over time and can be accepted as true
 - As many organizations are involved in educational issues, need to very clear and focused on TLP role and objectives, matching evaluation to those focused objectives.

Examples of Best Practices....

- “What are some best practices for program evaluation that can be used to inform decisions and practices in an educational NFP setting?”
 - Not always feasible to evaluate all programs to the same level of detail necessary; look to overall impacts on a few key areas
 - Although it is always preferable to obtain quantitative evidence, not always able to obtain this data; find acceptable indicators that can be used as proxy for the outcomes, e.g. “attitudinal shift can demonstrate capacity building” with data obtained through a survey
 - Although proof is preferable, evidence is acceptable....“indirect indicators can....demonstrate progress even though they don’t provide absolute proof”¹
 - Keep it simple: Don’t use more than 6 parameters to answer question – *“What do we have to prove and to whom?”*

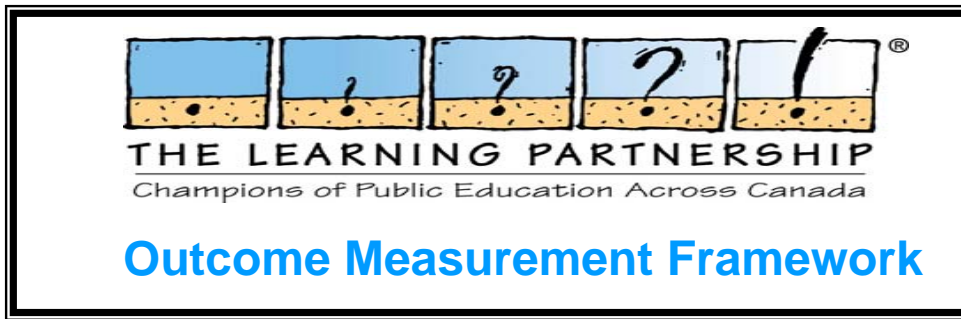
¹Indicators of Effectiveness; the Centre for Effective Philanthropy



The outcome measurement framework is a critical component of all TLP programs and projects and is used:

- to evaluate program effectiveness, strengths, weaknesses, towards continuous improvement and informed business decision making

The outcome measures can be used as part of the Return on Investment (ROI) report on achievement of TLP vision and as the basis of communication of key achievements to TLP sponsors, funders and supporters



Principles:

Useful:

- ...the evaluation will serve the information needs of intended users.

Feasible

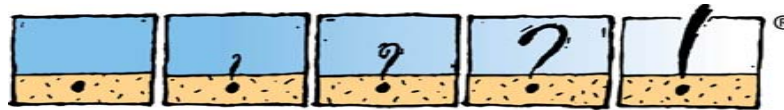
- ...the evaluation will be realistic, diplomatic, and frugal.

Appropriate

- ...the evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results (Appendix A)

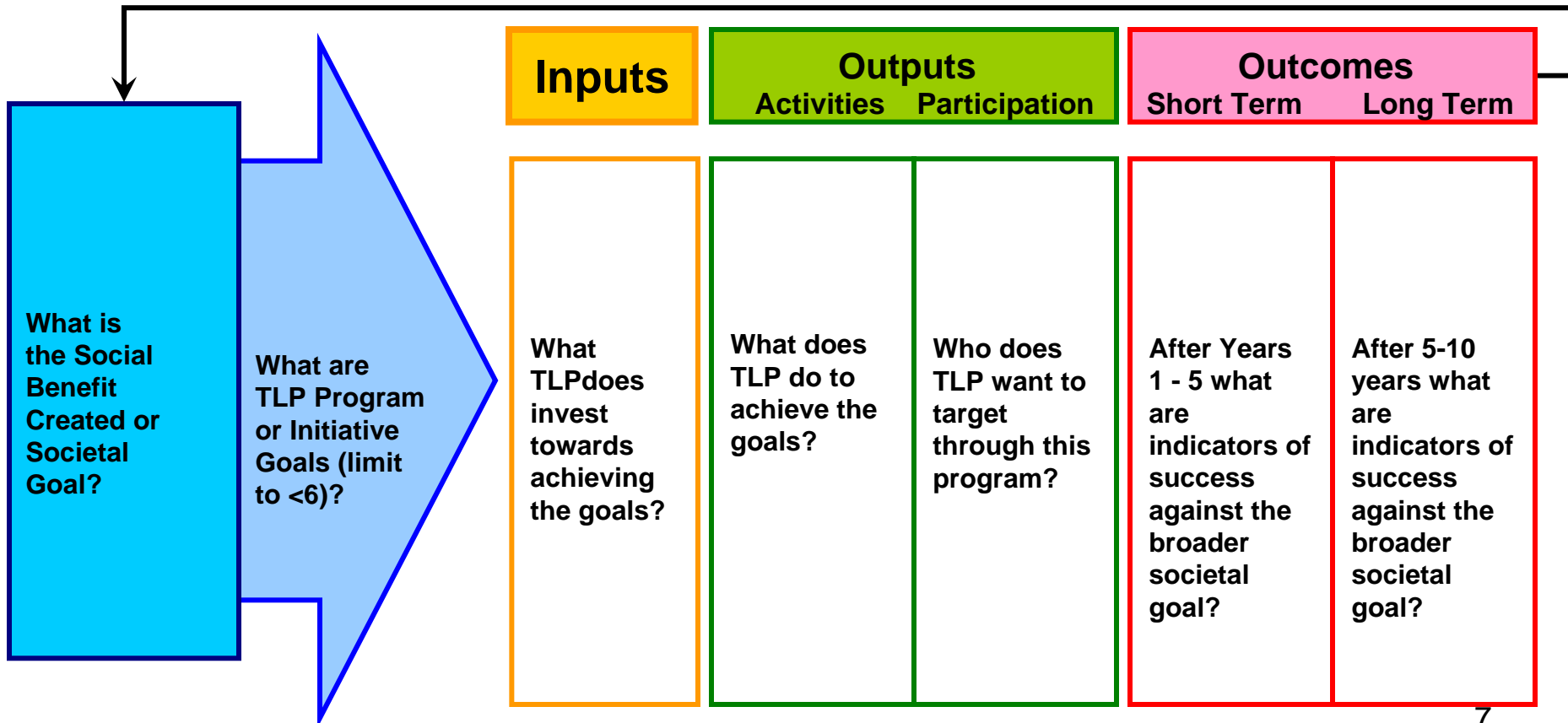
Accurate

- ...the evaluation will reveal and convey technically adequate information about the features that determine worth or merit of the program being evaluated.

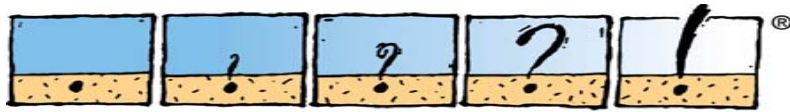


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Outcome Measurement Framework



EVALUATION: Focus – Collect Data – Analyse and Interpret - Report



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Outcome Measurement Framework

| Impact | Inputs | Activities | Outputs | Immediate outcomes | Outcomes | Impact |
|--------|--------|------------|---------|--------------------|----------|--------|
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Appendix A:

Established research guidelines incorporated into framework....

Tri-Council Guidelines developed by:

- Canadian Institutes of Health Research
- Natural Sciences and Engineering Council of Canada
- Social Sciences and Humanities Research Council of Canada

Incorporating into TLP evaluation framework:

- high standards for research and program evaluations within TLP
- a consistent protocol for reviewing internal and external research.



Appendix B: Definitions

- “A program/initiative is any organized or purposeful activity or set of activities delivered to a designated target group”. (Myers, 1999)
- “Evaluation is the systematic collection of information about activities, characteristics, and outcomes of initiatives/programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming”. (Patton, 1997)