

# CHAPTER VII

## Stage 7 Reviewing, Evaluating and Celebrating

Objective: Review and evaluate the Voices and Choices planning process as a whole, the School Health Plan and the Program Action Plans and celebrate successes.

*The School Health Committee needs to review the school health promotion initiatives regularly. This can be done by looking at the Program Action Plans, School Health Plan, and the Voices and Choices planning process as a whole and assessing whether it has made a difference in the school and if so how.*

### 7.1 Evaluation

This section has been developed to provide your committee and the sub-committee leading the evaluation with the information and tools that will be needed to monitor the progress of the Voices and Choices planning process. The chair of the sub-committee should be someone who can:

- ✓ keep orderly records;
- ✓ ensure that decisions are logical and rationalized;
- ✓ regularly review progress and process; and
- ✓ demonstrate where and why progress has been made.

One barrier to effective evaluation is the attitude that this is a huge task, and is typically imposed at the end of a program in order to give it a pass or fail grade. It is much more helpful to view evaluation as a series of activities that occur throughout the life of a program to improve its effectiveness and relevance. Evaluation of the **Voices and Choices** planning process is a step that needs to be considered as the process is started, as well as at every stage. Evaluation plans need to be determined as the School Health Plan and Program Action Plans are developed.

At the end of each chapter in this Guide, there is a short evaluation section consisting of process evaluation questions that apply specifically to that stage. Including evaluation at the end of each stage reinforces the importance of evaluation as an integral part of any program implementation. Each chapter also includes a checklist that can form the basis of the process evaluation. A master checklist is included at the end of this chapter (Appendix 7- B). The sub-committee responsible for the evaluation can collect these checklists along with other evaluation tools to be included in one 'evaluation binder'.

The tools included in this chapter and throughout the Guide can help you monitor how closely and how well your committee has followed the seven stages of the Voices and Choices planning process. This is critical to explaining why the expected outcomes have or have not been realized. A thorough evaluation will help your committee to:

- ✓ move forward strategically (change and improve things as you go);
- ✓ justify resources (demonstrate the effectiveness of your investment of time, energy, and money);
- ✓ demonstrate results:
  - ◆ report on the degree to which the intended results were achieved;
  - ◆ assess the changes in policies, social environment, physical environment; awareness, policies, behaviours; and
  - ◆ assess the degree to which the programs have been useful; and
- ✓ promote the development of a safer, more health-promoting school with healthier students.

### 7.1.1 Types of Program Evaluation

There are five main types of program evaluation which fit into the program planning cycle:

- ◆ Needs Assessment
- ◆ Process Evaluation
- ◆ Participant Satisfaction Evaluation
- ◆ Outcome Evaluation
- ◆ Economic Evaluation

#### **Formative Evaluation**

While Developing The Program Action Plans in Stage 6, you have considered the evaluation of individual activities. Each program activity needs to be evaluated for the 'process', the 'participant satisfaction' and the 'outcomes' in order to find out if the program activity is effective and achieving its expected results. Program adjustments can be made to ensure that it is serving the needs of the students. This is often called 'formative' evaluation. Generally, however, all evaluation is formative in that its purpose is to adapt programs or activities in order to improve them.

#### **Needs Assessment**

The Needs Assessment in Stage 3 of the Voices and Choices planning process is a well-defined step undertaken early enough in the process to identify needs, preferences, and guide the development of program objectives and activities.

#### **Process Evaluation**

Process evaluation is particularly important when developing and introducing new programs. This type of evaluation examines whether or not the program has been implemented as planned, and whether it serves the people for whom it was intended. The quality of the program implementation is also examined. This is an important evaluation step since it is possible for a well-designed program to be poorly implemented and therefore provide less-than-desired results.

#### **Evaluation of Participant Satisfaction**

The evaluation of participant satisfaction provides feedback on whether or not the program is meeting the needs of the people it was planned to serve. This enables your committee to assess the relevance of the program activities and the method of delivery.

#### **Summative Evaluation**

These next two types of evaluation (outcome and economic) are often called 'summative' evaluation. However, evaluation is never truly summative since the objective is to learn what the strengths and weaknesses are, and to identify the opportunities for changing the weaknesses into strengths. *Summative evaluation is an opportunity to ask: "What have we learned?"*

#### **Outcome Assessment**

An outcome assessment tries to answer questions about the impact of the program on the participants and the school in general. This way, your committee can try to determine what changes have occurred and the contribution of program activities in causing these changes.

#### **Economic Evaluation**

An economic evaluation assesses the costs in relation to the benefits obtained. This type of evaluation can be done at different times in the program development cycle. For the early stages, an economic evaluation can be useful to make adjustments for later in the process or once outcomes have been assessed. This will be helpful in measuring the benefits.

### 7.1.2 Information Collection and Evaluation

Your committee is responsible for collecting the information needed to be able to tell the story of the implementation of the Voices and Choices planning process in your school. Therefore, for each decision, ensure that your committee considers:

- What your committee and others need to know.
  - ✓ What is important to the decision makers and key partners, and to your Committee?
- Developing a list of questions that need to be answered (comprehensive and prioritized).
  - ✓ Carefully select the information that you need to collect.
  - ✓ Ensure that you measure both the activities and the results.
- How to obtain the required information in an effective manner.
  - ✓ Collect the information as you go.
  - ✓ Use focus groups, interviews and surveys.
  - ✓ Use pre-tests and post-tests for programs and follow-ups.
  - ✓ Use information from a variety of sources.
- Careful analysis of the information.
  - ✓ Maintain accurate records.
  - ✓ Look at the data from different viewpoints.
- Acting on the information.
  - ✓ Analyse the information before it gets too old.
  - ✓ Modify or adjust the programs based on the information collected.
  - ✓ Refine the information collection to ensure that you have the information you need.

As your committee develops the School Health Plan and gathers the information for evaluation, you need to collect information that is: measurable, quantifiable, and subjective.

**Measurable** using quantitative measures. You may need to use surveys or interviews or it may be possible to use the data available from the school administration. You may also need to arrange for experts to come and measure some items. Specific items to measure include:

- ✓ stress at school,
- ✓ air quality or noise levels,
- ✓ alcohol or drug-use by students, and
- ✓ bullying in the school.

**Quantifiable** also using quantitative measures. For this type of information, you need to access reliable sources. The information that you may want to monitor may include:

- ✓ absenteeism,
- ✓ skipping classes,
- ✓ discipline rate, and
- ✓ student turnover.

**Subjective** using qualitative measures. This type of information is usually collected using interviews, focus groups, or surveys. You can use these techniques to explore, challenge, or confirm your committee's thoughts on a given subject.

### **7.1.3 Reviewing the Voices and Choices Planning Process**

In reviewing the progress of the Voices and Choices planning process, your committee can determine what further action is required to ensure the programs are operating satisfactorily and that student needs and preferences are being met.

Many factors will affect changes in other areas. Additional student, parent, teacher and administrator input may be needed periodically to reflect changing demographics and changing needs. The School Health Profile may change as a result of updated student input. Updated information on student needs may mean the School Health Plan needs to be revised. Finally, the Program Action Plan and some program activities will need to be revised periodically to meet new or changing needs. Your committee should update the Program Action Plan at least annually. While some programs will be repeated annually, others may take years to achieve. Others will not be repeated because they have already accomplished their goal.

The student population of a school changes rapidly. Therefore, your committee may wish to periodically (at least every 4 years) conduct the Needs Assessment and compare the results with the previous results. This may be used both as part of an evaluation process to measure change and as part of updating the School Health Profile and Plan.

#### ***Five Paths and Eight Principles***

Revisiting Stages 3 to 6 from time to time will ensure that your committee's school health promotion initiatives include the five paths to school and student health and well-being (psycho-social environment, physical environment, health practices, personal resources and support services) and that they are following the eight guiding principles (Introductory Chapter) through:

1. designing programs that keep students healthy and learning at their optimal capacity;
2. designing programs based on democratic principles;
3. fostering your students abilities to take action and generate change;
4. designing programs that enable students to develop in an age-appropriate manner;
5. designing inclusive programs that meet all current student health needs;
6. recognizing that personal health practices and behaviours are interdependent among each other; the environments in which people live, learn, work and play; as well as the resources at their disposal;
7. considering the different environments in which programs operate; and
8. supporting a strong school health policy.

### 7.1.4 Evaluating the Voices and Choices Results

The Voices and Choices planning process and its impact on the school, as well as the program activities themselves, need to be evaluated regularly. One way to evaluate this is to go back to **Stage 1 - Gaining Commitment** and **Stage 3 - Conducting the Needs Assessment**, and examine the original reasons for introducing **Voices and Choices: Planning for School Health** to your school. Compare the School Overview then and now.

- ✓ Why was Voices and Choices introduced to the school?
- ✓ What was the perceived problem?
- ✓ What were the goals and objectives that were recorded in the School Health Plan?
- ✓ What was the vision and mission for the ideal safe, caring, health-promoting school? Is the school closer to this vision?
- ✓ Has student leadership been strengthened? Do students have more opportunities to play a meaningful role and have a meaningful say in how the school functions?
- ✓ Has the absentee rate changed?
- ✓ Are teachers more satisfied with the school?
- ✓ Are more students participating in the school activities?

## 7.2 Celebrating Your Successes

Celebrating success is an important motivational and marketing tool. Your committee has done a lot of quality work on this project. You may wish to incorporate validation and recognition as part of the implementation of the Voices and Choices planning process. Or, you may wish to wait until the review and evaluation has taken place. However you choose to apply it, it is important to examine what you have achieved and to celebrate these successes. It is a good idea to include your school community in the celebrations. This is also a wonderful opportunity to promote your successes and publicize the School Health Plan simultaneously. It can increase everyone's understanding of the process, and encourage the school community to be open and receptive to the upcoming changes in your school.

Your committee could find creative ways to validate everyone's part in the Voices and Choices initiative, such as: awards/ceremonies, pizza dinners for the committee, gift certificates, presentations, and announcements. Include students, parents, teachers, administration, and others who have contributed to this process.

## 7.3 Sharing Your Story With Others

Your committee has developed a great deal of wisdom with regard to fostering a healthier school climate. Perhaps you should consider sharing it with others. Choose a communication strategy that suits the committee. Several representatives from your committee could prepare presentations to inform the school board, municipal/city council, and/or other agencies. You could also consider sending an article to the local newspaper or including your story on the Voices and Choices web site at (<http://www.HealthCanada.ca/VoicesandChoices>). This would help share the process with other schools implementing the Voices and Choices planning process. You could share insights and learn from each other, while maintaining your anonymity.

Enjoy your successes and share them with everyone!

### **Appendix 7 - A Stage 7 Checklist: Reviewing, Evaluating and Celebrating**

The development and implementation of Voices and Choices is a process. Having moved through each of the stages in the process, the committee can now use the checklist below to track progress to date and determine what, if any, further action is required at this time. It is also a good time to celebrate successes.

- Have we been consistently committed to the five paths to school and student health and well-being?
- Have we been consistently committed to the eight guiding principles?
- How is our committee doing? Are all of our members attending meetings regularly? Are all of our members participating fully?
- Is our committee meeting as frequently as it needs to at this time?
- Does our committee need people with fresh, new ideas? Is it time to replace some of our members with new ones?
- Is it time to conduct another Needs Assessment?
- Have we recently reviewed the School Health Profile? Does it still apply to our current student population?
- Have there been any significant changes to the administration that would require a change to our School Health Plan?
- Are there any reasons to make changes to our School Health Plan?
- Is it time to revisit the Program Action Plans?
- Have we included everyone in the celebration of our successes?
- Is it time to plan another celebration of our good work?
- Have we informed others outside of our school community about our successes?

## Summary Checklist

STAGES	COMMENT HERE ON THE QUALITY OF THE PROCESS AND MAIN LESSONS LEARNED.
<p><b>Stage 1 - Building Commitment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identified opportunities and benefits</li> <li><input type="checkbox"/> Identified potential barriers</li> <li><input type="checkbox"/> Identified the decision-makers</li> <li><input type="checkbox"/> Secured support of school/community leaders</li> <li><input type="checkbox"/> Obtained commitment</li> </ul>	
<p><b>Stage 2 - Establishing the School Health Committee</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Confirmed vision, mission and goals</li> <li><input type="checkbox"/> Identified the key players</li> <li><input type="checkbox"/> Established terms of reference</li> <li><input type="checkbox"/> Established procedures</li> <li><input type="checkbox"/> Established a communications framework</li> <li><input type="checkbox"/> Selected a chairperson</li> <li><input type="checkbox"/> Reviewed decisions made so far</li> </ul>	
<p><b>Stage 3 - Conducting the Needs Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepared school overview</li> <li><input type="checkbox"/> Decided how to conduct needs assessment</li> <li><input type="checkbox"/> Promoted awareness</li> <li><input type="checkbox"/> Conducted the student needs assessment</li> <li><input type="checkbox"/> Entered and up-loaded the data</li> </ul>	
<p><b>Stage 4 - Analysing the School Health Profile</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Verified results are accurate and representative</li> <li><input type="checkbox"/> Communicated results to school groups</li> <li><input type="checkbox"/> Analysed the results to identify needs</li> <li><input type="checkbox"/> Prioritized the needs</li> <li><input type="checkbox"/> Developed recommendations</li> </ul>	

STAGES	COMMENT HERE ON THE QUALITY OF THE PROCESS AND MAIN LESSONS LEARNED.
<p><b>Stage 5 - Developing the School Health Plan</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Goals and recommendations are appropriate and achievable</li> <li><input type="checkbox"/> Identified evaluation indicators and measures</li> <li><input type="checkbox"/> Health Plan is comprehensive and balanced</li> <li><input type="checkbox"/> Implementation plan is realistic</li> <li><input type="checkbox"/> Key players support the plan</li> <li><input type="checkbox"/> Ways to communicate the plan are identified</li> </ul>	
<p><b>Stage 6 - Developing the Program Action Plans</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Programs or activities are designed</li> <li><input type="checkbox"/> Resources and services needed are identified</li> <li><input type="checkbox"/> Needs and preferences of target groups considered</li> <li><input type="checkbox"/> Implementation plan is in place for each activity</li> <li><input type="checkbox"/> Evaluation plan is in place for each activity</li> </ul>	
<p><b>Stage 7 - Reviewing, Evaluating, Celebrating</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Followed the <b>Voices and Choices</b> planning process</li> <li><input type="checkbox"/> Reviewed process of implementation of the planning process as a whole</li> <li><input type="checkbox"/> Developed evaluation framework and plan with the School Health Plan</li> <li><input type="checkbox"/> Collected, analysed and reported the information</li> <li><input type="checkbox"/> Revised and changed the process and programs as necessary</li> <li><input type="checkbox"/> Communicated the successes to the school community</li> </ul>	



## Evaluation Questions and Data Collection Strategies

PROGRAM OBJECTIVES	EVALUATION QUESTIONS	OUTPUT MEASURES INDICATORS	DATA COLLECTION STRATEGY
<b>Example</b> To reduce the number of students smoking.	How many students who followed the counselling activities have changed their smoking habits?	Number of students smoking.	Ask students at end of activity.