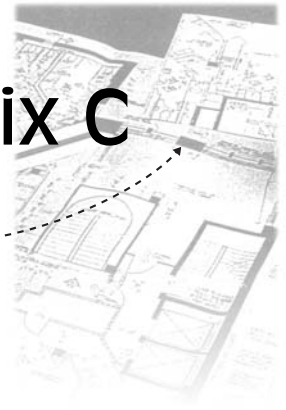


# appendix C

## Example Worksheets



Purpose Statement
<i>To decide if the program should continue to be offered.</i>

EXAMPLE



CAT Worksheet		
Components What are the main sets of activities?	Activities What things are done? What services are delivered?	Target Groups For whom are activities designed?
<i>Health education</i>	<ul style="list-style-type: none"> <li>• <i>organise series</i></li> <li>• <i>facilitate sessions</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>parents of children 2 to 4 years, especially parents with high school education or less</i></li> </ul>
<i>Recruitment</i>	<ul style="list-style-type: none"> <li>• <i>advertise in stores, libraries, churches, community resource centres and other public places</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>general public</i></li> <li>• <i>parents of children 2 to 4 years, especially parents with high school education or less</i></li> </ul>
	<ul style="list-style-type: none"> <li>• <i>write articles for community newspapers</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>general public</i></li> <li>• <i>parents of children 2 to 4 years</i></li> </ul>
	<ul style="list-style-type: none"> <li>• <i>send letters</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>physicians</i></li> <li>• <i>community resource centres</i></li> <li>• <i>other community organisations</i></li> </ul>
<i>Health education</i>	<ul style="list-style-type: none"> <li>• <i>distribute pamphlets on topics</i></li> <li>• <i>distribute pamphlets on other community resources</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>parents of children 2 to 4 years, especially parents with high school education or less</i></li> </ul>

SOLO Worksheet

What is the <i>direction</i> of change (↑ or ↓)?	What is the program intending to change?	Is it short-term or long-term?	Which components contribute to this outcome?
<i>increased</i>	<i>awareness of the program</i>	<i>S</i>	<i>recruitment</i>
<i>increased</i>	<i>knowledge about the program</i>	<i>S</i>	<i>recruitment</i>
<i>increased</i>	<i>referrals to the program</i>	<i>S</i>	<i>recruitment</i>
<i>increased</i>	<i>knowledge about caring for a young child</i>	<i>S</i>	<i>health education</i>
<i>increased</i>	<i>participation in the program</i>	<i>L</i>	<i>recruitment</i>
<i>increased</i>	<i>number of parents able to adopt healthy parenting behaviours</i>	<i>L</i>	<i>health education</i>
<i>increased</i>	<i>ongoing peer support</i>	<i>S</i>	<i>health education</i>
<i>increased</i>	<i>knowledge of resources</i>	<i>S</i>	<i>health education</i>
<i>improved</i>	<i>parenting skills</i>	<i>S</i>	<i>health education</i>
<i>increased</i>	<i>number of children able to attain their optimal level of physical, mental, emotional and social development</i>	<i>L</i>	<i>health education</i>



### Stakeholder Checklist

#### Internal

- program manager
- program staff
- planners
- Medical Officer of Health
- other senior managers in the health unit
- other

#### External

- partners in planning or delivering the program
- Board of Health
- Ministry of Health
- other funding agencies
- accreditation body
- program participants
- community members or groups
- program volunteers
- organisations offering similar programs
- other

## Evaluation Questions Checklist

## Who needs to know?

H = High Priority L = Low Priority

### Activities

Think about which activities contribute the most towards the program's outcomes. Are there any activities you are particularly concerned about?

	Manager of Program	Other Stakeholders	
		Internal	External
Were activities implemented as planned? (how often, when, where, duration)	H	H	H
How did the activities vary from one site to another?	L		
Were required resources in place and sufficient?			
Did staff think they were well prepared to implement the activities?	H	H	L
Did staff think they were able to implement the activities as planned? If not, what factors limited their implementation?			
Did staff and community partners think the partnership was positive?			
Did community partners think the activities were implemented as planned?			
What activities worked well? What activities did not work so well?			
What was the cost of delivering the activities?			

### Target Groups

Think about who the program is designed for. What do you need to know about who you are reaching and who you are not?

How many people were reached?			
Did the program reach the intended target group?	H	H	H
To what extent did activities reach people outside the target group?	L		L
What proportion of people in need were reached?			H
Were potential participants (non-participants) aware of the program?	L		
Were participants satisfied with the program?	H		H
Does the program have a good reputation?			
How did participants find out about the program?	H		H
How many people participated in the program?	H	H	H

### Outcomes

Think about which outcomes are most crucial. Which outcomes are the most difficult to achieve?

Have the short-term outcomes been achieved? (List the short-term outcomes of the program from the logic model.)			
<i>Knowledge about parenting</i>	H	H	H
<i>Parenting skills (including communication)</i>	H	H	H
Have the long-term outcomes been achieved? (List the long-term outcomes of the program from the logic model.)			



<b>Expectations Worksheet</b>		
<b>Evaluation Question</b> <small>(Copy from Evaluation Questions Checklist)</small>	<b>"I expect to have . . . ."</b>	
	<b>How Many?</b>	<b>What?</b>
1. <i>How many people participated in the program?</i>	1a <i>At least 10 or more</i> 1b <i>Minimum of 250</i>	1a <i>People attend each session in both east and west,</i> 1b <i>Registrants in 25 series.</i>
2. <i>How did participants find out about the program?</i>	2a <i>At least 50%</i>	2a <i>Participants referred from community resource centres.</i>
3. <i>Did the program reach the intended target group?</i>	3a <i>At least 50%</i> 3b <i>At least 95%</i>	3a <i>Participants' education is high school or less,</i> 3b <i>Participants have children 2 to 4 years old.</i>
4. <i>Were participants satisfied with the series?</i>	4a <i>At least 70%</i> 4b <i>At least 70%</i> 4c <i>Some</i> 4d <i>At least 70%</i>	4a <i>Participants rate the series as excellent or good,</i> 4b <i>Parents with high school education or less rate the series as excellent or good,</i> 4c <i>Suggestions for improvements in length, location, topics or other areas,</i> 4d <i>Participants say they would recommend the series to a friend.</i>
5. <i>Did participants think that their parenting skills improved?</i>	5a <i>At least 70%</i>	5a <i>Participants think their parenting skills improved immediately after the series and one month later.</i>
6. <i>Did participants think that their knowledge about parenting increased?</i>	6a <i>At least 70%</i>	6a <i>Participants think their knowledge about parenting increased immediately after the series and one month later.</i>
7. <i>Did parents' communication skills improve?</i>	7a <i>At least 70%</i>	7a <i>Parents improved their communication skills.</i>
8. <i>Did staff think they were well prepared to implement the activities?</i>	8a <i>All</i>	8a <i>Staff think they were well prepared to implement activities.</i>
9. <i>What suggestions did staff have to improve the delivery of the program?</i>	9a <i>Some</i>	9a <i>Suggestions from staff relate to topics, location, participants and other areas?</i>
10. <i>Did staff implement activities as planned?</i>	10a <i>At least 75%</i> 10b <i>At least 30 min.</i> 10c <i>At least 75%</i> 10d <i>All</i>	10a <i>Topics discussed,</i> 10b <i>Discussion on each topic covered,</i> 10c <i>Planned activities take place,</i> 10d <i>Resources that should be are in fact distributed.</i>

## Methods Worksheet

Evaluation Questions	2a Expectations of the Program (based on Expectations Worksheet)	2b Data Collection Plan						2c Logistics (based on Logistics Worksheet)	
	"I expect to have..."	Does Data Exist?	Type of Tool	Who Could Provide the Data? (Source)	Who Can Gather the Data? (Collector)	Design	How Many?	Timeframe	Is This Feasible?
1. How many people participated in the program?	1a At least 10 or more people attend each session in both east and west. 1b Minimum of 250 registrants in 25 series.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Attendance sheets Registration form	Program staff Participants	Program staff	Ongoing	All — 250 - 300	Sept. 1996 - May 1997	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2. How did participants find out about the program?	2a At least 50% referred from community resource centres.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Registration form	Participants	Program staff	Ongoing	All — 250 - 300	Sept. 1996 - May 1997	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3. Did the program reach the intended target group?	3a At least 50% of participants' education is high school or less. 3b At least 95% have children 2 to 4 years old.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Registration form	Participants	Program staff	Ongoing	All — 250 - 300	Sept. 1996 - May 1997	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4. Were participants satisfied with the series?	4a At least 70% of all participants rate the series as excellent or good. 4b At least 70% of parents with high school education or less rate the series as excellent or good. 4c Some suggestions were made for improvements in length, location, topics, and other areas. 4d At least 70% of all participants say they would recommend the series to a friend.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Self-completed questionnaire	Participants	Program staff	Specific time — complete questionnaire after series and by phone one month later	All	Sept. 1996 - May 1997	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5. Did participants think that their parenting skills improved?	5a At least 70% of participants think their parenting skills have improved immediately after the series and one month later.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Self-completed questionnaire	Participants	Program staff	Specific time — complete questionnaire after series and by phone one month later	Stratified random sample of 10 series (100 parents)	January 1997 - May 1997	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6. Did participants think that their knowledge about parenting increased?	6a At least 70% of participants think their knowledge about parenting increased immediately after the series and one month later.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Self-completed questionnaire	Participants	Program staff	Specific time — complete questionnaire after series and by phone one month later	Stratified random sample of 10 series (100 parents)	January 1997 - May 1997	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7. Did parents' communication skills improve?	7a At least 70% of parents improved their communication skills.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Observation	Participants	Trained observer	Two observations; at beginning and after completion	Stratified random sample of 6 series (60 parents)	January 1997 - May 1997	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. Did staff think they were well prepared to implement the activities?	8a All staff think they were well prepared to implement activities.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Focus group	Program staff	Program manager	Assess at mid-point and after all series completed	All staff (8) in one group	January and June 1997	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9. What suggestions did staff have to improve the delivery of the program?	9a Suggestions from staff relate to topics, location, participant and other areas.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Focus group	Program staff	Program manager	Assess at mid-point and after all series completed	All staff (8) in one group	January and June 1997	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10. Did staff implement activities as planned?	10a At least 75% of topics are discussed. 10b At least 30 min. of discussion on each topic covered. 10c At least 75% of all planned activities take place. 10d All resources that should be are distributed.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Activity logs	Program staff	Program staff	Ongoing	All 25 series	Sept. 1996 - May 1997	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Open

Methods Worksheet

Tool Worksheet			
Type of Tool: <i>Self-completed questionnaire</i>			
Expectations of the Program (copy from <i>Methods Worksheet</i> )	Individual Question on Tool	Type of Response (open or closed)	Pre-Set Response Categories (for closed-ended questions only)
<i>At least 70% of all participants rate the series as good or excellent</i>	<i>Overall, how would you rate the series?</i>	<i>Closed</i>	<i>Excellent Good Fair Poor</i>
<i>At least 70% of participants with high school education or less rate the series as good or excellent</i>	<i>What is the highest level of education you have completed?</i>	<i>Closed</i>	<i>Elementary school Some high school Completed high school Some college or university Completed college or university</i>
<i>Some suggestions for improvements in length, location, topics or other areas</i>	<i>What should be done to improve the series next time?</i>	<i>Open</i>	
<i>At least 70% of all participants say they would recommend the series to a friend</i>	<i>Would you recommend the series to a friend?</i>	<i>Closed</i>	<i>Yes No</i>
<i>At least 70% of participants think that their parenting skills improved</i>	<i>What impact has the series had on your ability to deal with your toddler?</i>	<i>Closed</i>	<i>Very positive Somewhat positive Somewhat negative Very negative No impact at all</i>
<i>At least 70% of participants think that their knowledge about parenting increased</i>	<i>What impact has the series had on your knowledge about parenting?</i>	<i>Closed</i>	<i>Very positive Somewhat positive Somewhat negative Very negative No impact at all</i>

appendix C



**Logistics Worksheet for Self-Completed Questionnaire**

Tasks	Resources Required											Feasible?	
	Human Resources							Other Expenses			Time		
	In-House			External				Equipment, Supplies & Administration	How Much Will It Cost?	Are the Funds Available?	Date Required		Can It Be Done In Time?
Who Could Do It? Name(s)	How Long Would It Take?	Do They Have Time?	Who Could Do It?	How Long Will It Take?	How Much Will It Cost?	Are the Funds Available?							
• Check for existing measures or tools, then develop a new tool or modify an existing one	Laura Simpson	20 hrs.	Yes					• Tool Worksheet	NA		August 3, 1996	Yes	Yes
• Assess quality of tool	Laura Simpson	6 hrs.	Yes					• No additional supplies	NA	Yes	August 10, 1996	Yes	Yes
• Prepare instructions for people handing out the tool	Laura Simpson	4 hrs.	Yes					• No additional supplies	NA		August 17, 1996	Yes	Yes
• Train people handing out the tool and provide instructions	Laura Simpson and 3 Parenting Program PHNs	1 day	Yes					• Printing of the tool • Refreshments and lunch for 9 people	\$190	Yes	August 19, 1996	Yes	Yes
• Pre-test tool and revise if necessary	Laura Simpson and 1 Parenting Program PHN	1/2 hr. per series; 1 series	Yes					• Completed data collection tool • Printing of the tool	\$250	Yes	August 24, 1996	Yes	Yes
• Reproduce tool	April Colorado	1 day	Yes					• 300 tools x 2 pp x \$.05 x 2 times • 300 consent forms x 1 pp x \$.05 x 1 time	\$60 \$15		August 27, 1996	Yes	Yes
• Distribute tool	Parenting Program PHNs	10 min. per series	Yes					• No additional supplies	NA		August 31, 1996	Yes	Yes
• Gather completed tools	Parenting Program PHNs	"	"					• No additional supplies	NA		Ongoing — at the end of the last session for each series	Yes	Yes
• Analyse data				Fred Frzinsky	Data entry: 2.5 hrs.  Data analysis: 2 days	\$20/hr. x 17hrs. = \$340  \$300/day x 2 days = \$600  Total: \$940	Yes	• Quantitative Data Analysis Worksheet and/or Quantitative Data Organization Worksheet plus Qualitative Data Analysis Worksheet • Data Interpretation Worksheet • Copy of the tool	NA		May 19, 1997	Yes	Yes
• Interpret the data • Make decisions • Write and disseminate the report	Laura Simpson and Barb Labey	10 days	Yes					• Data Interpretation Worksheet • Action Plan Worksheet • Report Worksheet	NA		June 18, 1997	Yes	Yes

EXAMPLE

appendix C



EXAMPLE

Parent's Name		Session					
		1	2	3	4	5	6
1.	<i>Diana Ransom</i>	✓				✓	✓
2.	<i>Mary Stewart</i>	✓	✓	✓	✓	✓	✓
3.	<i>Brian MacLean</i>	✓	✓	✓	✓	✓	✓
4.	<i>Becky Markee</i>	✓		✓	✓		✓
5.	<i>Meeko Dover</i>	✓	✓		✓	✓	✓
6.	<i>Marilyn Slaughter</i>	✓	✓	✓	✓	✓	✓
7.	<i>Ruth Bouchard</i>	✓		✓	✓	✓	✓
8.	<i>Kay Wolf</i>	✓	✓		✓	✓	✓
9.	<i>Pauline Forster</i>	✓		✓	✓	✓	✓
10.	<i>Samantha Moroney</i>	✓	✓	✓	✓	✓	

Open

Logistics Worksheet for  
Self-Completed Questionnaire

appendix C

## What did you think? Parenting Program

Your feedback on the Health Unit's Parenting Program will be helpful in planning future programs.

For questions 1 to 5, place a ✓ in the box next to the answer that matches your opinion.

**1. Overall, how would you rate the series?**

- Excellent
- Good
- Fair
- Poor

**2. What impact has the series had on your knowledge about parenting?**

- Very positive
- Somewhat positive
- Somewhat negative
- Very negative
- No impact at all

**3. What impact has the series had on your ability to deal with your toddler?**

- Very positive
- Somewhat positive
- Somewhat negative
- Very negative
- No impact at all

**4. Would you recommend the series to a friend?**

- Yes
- No

**5. What is the highest level of education you have completed?**

- Elementary school
- Some high school
- Completed high school (grade 12 or 13)
- Some college or university
- Completed college or university

Write your answers to question 6 in the space provided. If you need more room, use the back of the sheet.

**6. What should be done to improve the series next time?**

*Thank you for your feedback!*



## Instructions for Administering Questionnaires After Parenting Series

### AT THE END OF THE LAST SESSION

- HAND OUT the questionnaire.
- INSTRUCT participants of each the following points.
  - *The purpose of the questionnaire is to learn about participants' experience. It will help the Health Unit plan its programs better.*
  - *Do not sign your name. We won't know which questionnaire came from which participant so please **be completely honest**. Your answers will in no way affect your participation in the Parenting Series. Although completion of the questionnaire is voluntary, we would greatly appreciate your co-operation. If there are questions which you would prefer not to answer, just leave them blank.*
  - *For the first set of questions, put a check mark in the box next to the answer that best describes what you think. The very last question asks for your suggestions for improvements. Write your answer on the sheet. If you run out of room, use the other side of the paper.*
- ASK if there are any questions about the purpose or the process.
- ALLOW about 5 minutes.
- WAIT until everyone is done.
- COLLECT the questionnaires from everyone in a big envelope so that no one, including yourself, can see people's responses. Keep the questionnaires from each series separate. Mark on the envelope the date and location of the series.
- THANK people for their co-operation.

Activity Log Parenting Program											
Session Date	Discussion topic			Other activities				Resources distributed		Number	
	Planned	Covered (Y/N)	If not covered, why	Approx. time	Planned	Completed (Y/N)	If not, why	Approx. time	Name		



**Registration Form**  
**You and Your Toddler Parenting Program (in English)**

October 2 - November 6, 1997, 7 - 9 pm  
Main Hall, Marshcourt Community Centre

**1. What is the first name and date of birth of the parent(s) who will be attending the series?**

Name: ..... Date of birth: ..... (mm/dd/yy)

Name: ..... Date of birth: ..... (mm/dd/yy)

**2. What is the name and date of birth of your child/children?**

Name: ..... Date of birth: ..... (mm/dd/yy)

Name: ..... Date of birth: ..... (mm/dd/yy)

Name: ..... Date of birth: ..... (mm/dd/yy)

**3. What is your telephone number? .....** (work)

..... (home)

**4. What is the highest level of education you have completed?**

- Elementary school
- Some high school
- Completed high school (grade 12 or 13)
- Some college or university
- Completed college or university

**5. How did you hear about the series?**

Personal information on this form is collected under the authority of section 5 of *Health Protection and Promotion Act*, R.S.O. > 1990, c.H.7, and will be used in planning and delivering services for clients and their families.

Questions concerning the collection and use of this information should be directed to Catherine Murdoch, (423) 734-9836.

## Focus Group with Staff Evaluation of the Parenting Program

Participants: Staff  
Moderator: Outside consultant  
Length: 1.5 hours  
Location: Health Unit meeting room

### Introduction

Hello, my name is Ashika Oleander. Thank you for participating in today's discussion about the You and Your Toddler Parenting Program. As you know, this focus group is one part of the evaluation of the program. Just before we get started, I want to set some ground rules for our discussion. Let's respect each other's opinions and points of view. There are no right or wrong answers. In fact I'm very interested in different points of view. Negative comments are just as interesting and valuable as positive ones. Say exactly what you think, not what you think others may want to hear. As a courtesy, speak one at a time and don't interrupt someone while they are speaking.

### Discussion

1. To get started, I'd like each of you to take a moment and jot down three things that worked really well in the Parenting Program. Just the first three things that come to mind. Then write down at least one area of the program that could be improved. *Pause and give people a chance to reflect and write down their answers. Ask each participant to share what they wrote down.*

2. Let's think about some of these areas in more detail.

a) First, what are your impressions of the **topic areas**?

#### Prompts

- Relevance to parents
- Degree to which they stimulated discussion

b) Let's move on to thinking about where the series were held. Were there any problems for you or the participants at any of the **locations** used for the Parenting Program? Should the same locations be used in the future?

#### Prompts

- Access for people with disabilities
- Availability of parking
- Convenience
- Interruptions or distractions
- Proximity to bus routes
- Safety of the neighborhood

c) Do you have any suggestions for improving **recruitment** to the series?

d) What other suggestions do you have for improving the program?

#### Prompts

- Length of each session
- Target group
- Number of sessions in the series
- Partnerships with community groups
- Timing of the series

*List suggestions for a-d on flip chart. Ask if anything has been missed.*

*Ask if people agree with summary.*

3. a) Imagine we had a new staff member in the Parenting Program. What would they require and how should they be prepared to do the job?

#### Prompts

- tools/resources
- skills (recruitment, organization, facilitation)
- training
- knowledge (content areas, community resources and referral agencies)
- support

b) In light of these requirements, did you feel well-prepared to implement the program activities?

4. Finally, to wrap-up, are there any other comments about the program you would like to make?

*Thank participants for their feedback.*



Qualitative Data Analysis Worksheet

Evaluation Question: *Were participants satisfied with the series? (Question number 4 from Methods Worksheet)*

Colour, code or symbol: *Yellow*

Points (ideas, opinions, feelings, etc.)

Expectation 4c Some suggestions for improvements:

Length and timing of sessions

*avoid having sessions run over supper time I  
would prefer sessions to start earlier II  
could go longer than 2 hours III*

Location

*bathrooms were filthy I  
it was always hard to find parking II  
too far from bus routes I*

Topics of discussion

*parents decide on topics III III III III III III III III  
cover a couple of topics per session I  
not enough time spent on each topic III III III III III III III III*

Other

*cancel the session when it falls on Halloween night II  
encourage more fathers to attend III  
provide list of participant names and numbers I*

Unexpected findings:

Quotes which illustrate points

Topics of discussion

*There was a strong feeling that  
parents should be involved more in  
the choice of topics.*

*Many participants thought there  
should be more time for discussion.*

*I think the process of deciding on the top-  
ics as a group would be very  
valuable.*

*Sometimes we'd just get into a really  
interesting discussion and boom it was  
time to leave or move onto something else.  
I think there should be more time for dis-  
cussion.*





**Quantitative Data Organisation Worksheet**

Type of Tool: *Self-completed questionnaire*

		Questions on the Tool													
Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	good	yes, a lot	yes, a little	yes	completed high school										
2	excellent	yes, a lot	no	yes	some college or university										
3	good	yes, a little	yes, a lot	yes	completed high school										
4	fair	no	yes, a lot	yes	completed high school										
5	good	yes, a lot	yes, a lot	yes	completed high school										
6	good	yes, a lot	yes, a little	yes	completed high school										
7	excellent	yes, a lot	yes, a little	yes	completed high school										
8	poor	yes, a little	yes, a lot	yes	elementary school										
9	excellent	yes, a little	yes, a lot	no	completed high school										
10	excellent	yes, a lot	yes, a lot	yes	some college or university										
11	good	yes, a lot	yes, a little	yes	completed high school										
12	excellent	yes, a lot	no	no	some college or university										
13	good	yes, a little	yes, a little	yes	completed high school										
14	good	yes, a lot	yes, a lot	yes	completed college or university										
15	good	yes, a lot	yes, a lot	no	some high school										

Quantitative Data Analysis Worksheet

Type of Tool: <i>Self-completed questionnaire</i>									
Expectations					Findings				
% or number (copy from Methods Worksheet)	Of whom / what (copy from Methods Worksheet)	Response Category on Tool (copy from Tool Worksheet, if applicable)	Question Number on Tool (if applicable)	Count	Number Missing	Total	Final Percentage or Number		
4a — 70%	<i>all participants</i>	<i>good or excellent</i>	<i>1 (rating)</i>	77	4	96	80%		
4b — 70%	<i>parents with high school education or less</i>	<i>good or excellent</i>	<i>1 (rating) 5 (education)</i>	34	3	40	85%		
4d — 70%	<i>all participants</i>	<i>yes</i>	<i>4 (recommend to a friend)</i>	83	2	98	85%		
5a — 70%	<i>all participants</i>	<i>very or somewhat positive</i>	<i>2 (knowledge)</i>	77	7	93	83%		
6a — 70%	<i>all participants</i>	<i>very or somewhat positive</i>	<i>3 (skills)</i>	69	8	92	75%		
Unexpected findings:									

### Interpretation of Findings Worksheet

**Purpose of Evaluation:** *Should we continue to offer the parenting series on health topics for families with less formal education?*  
(Copy from Purpose Statement)

Evaluation Questions (Copy from Evaluation Questions Checklist)	Expectations of the Program (Copy from Expectations Worksheet)	Findings (Copy from Data Analysis Worksheet)	Expectations Met?	Why? "Most plausible explanation is..."	Conclusion(s) "In summary..."
1. How many people participated in the program?	1a At least 10 or more people attend each session in both east and west, 1b Minimum of 250 registrants in 25 series.	1a All of the sessions in the east end had at least 10 people. In the west, only half the series had 10 people. 1b 310 participants in 25 series.	No Yes	The sessions in the east end are offered in conjunction with community resource centres. The support of an existing organisation is critical to validate the program and for advertising.	The Parenting Program is worthwhile, but there are some problems. 1. Recruitment to series in west is low and not getting the right mix of people.
2. How did participants find out about the program?	2a At least 50% were referred from community resource centres.	2a 60% of east end participants were referred by community resource centres compared to only 10% of other participants.	No	Broad advertising drew a variety of people. More selective advertising in east was more effective in recruiting target group.	2. Parents want more involvement in selecting topics and more time to discuss among themselves.
3. Did the program reach the intended target group?	3a At least 50% of participants' education is high school or less, 3b At least 95% have children 2 to 4 years old.	3a 50% of participants in the east had high school education or less; 20% in other areas. 3b 100% of parents had children 2 to 4 years old.	No Yes		
4. Were participants satisfied with the series?	4a At least 70% of all participants rate the series as excellent or good. 4b At least 70% of parents with high school education or less rate the series as excellent or good. 4c Some suggestions for improvements in length, location, topics and other areas. 4d At least 70% of all participants say they would recommend the series to a friend.	4a 80% of participants rated the series as excellent or good. 4b 85% of parents with high school education or less rated the sessions as good or excellent. 4c Suggestions for change included involving parents more in the choice of topics and more time for discussion. 4d 85% of participants said they would recommend it to a friend.	Yes Yes Yes Yes	Topics were relevant and facilitators were effective. Staff were well-trained and built on their experience for successive sessions. Needs of parents vary and people feel more involved if they can select specific topics.	3. Some staff need support to develop facilitation skills.
5. Did participants think that their parenting skills improved?	5a At least 70% of participants think their parenting skills improved immediately after series and one month later.	5a 75% of parents thought that their parenting skills improved immediately after and one month later.	Yes		
6. Did participants think that their knowledge about parenting increased?	6a At least 70% of participants think their knowledge about parenting increased immediately after series and one month later.	6a 83% of participants thought that their knowledge about parenting increased immediately after and one month later.	Yes		
7. Did parents' communication skills improve?	7a At least 70% of parents improved their communication skills.	Method was not feasible (refer to Step 2d), therefore there are no findings.	-		
8. Did staff think they were well prepared to implement the activities?	8a All staff think they were well prepared to implement activities.	8a 7 of 8 staff thought they were well prepared.	No	Staff member had had little experience facilitating groups.	
9. What suggestions did staff have to improve the delivery of the program?	9a Suggestions from staff relate to topic, location, participants and other areas.	9a Suggestions: New staff - pair with experienced one Parents want more choice More time for discussion	Yes	See above	
10. Did staff implement activities as planned?	10a At least 75% of topics are discussed. 10b At least 30 min. of discussion on each topic covered. 10c At least 75% of all planned activities take place. 10d All resources that should be in fact distributed.	10a 80% of topics were discussed. 10b 100% of topics covered had at least 30 min. discussion. 10c 90% of planned activities took place. 10d All resources were distributed.	Yes	Program was well designed.	
Unexpected findings:					

Open

Interpretation of Findings Worksheet

appendix C

Decisions and Action Plan Worksheet

Decisions about Program	Priority / Timeframe	Tasks	Responsibility	Resources Required	Assessing Change (Evaluation Questions)
1) Continue to offer program but only offer series with other community organisations	High — next 2 months	<ul style="list-style-type: none"> <li>Meet with CRC's in other parts of region and discuss joint presentation of sessions</li> <li>Arrange to do two sessions with interested partners</li> </ul>	Program manager	15 hours	<p>Should we continue to offer parenting sessions on health topics for low-income families?</p> <ul style="list-style-type: none"> <li>How many people participated in the program?</li> <li>How did people find out about the program?</li> <li>Was the target group reached?</li> <li>Were participants satisfied with the sessions?</li> </ul>
2) Modify first session and offer choice of modules	High — next month	<ul style="list-style-type: none"> <li>Change facilitator's manual to include options for discussion at first session.</li> </ul>	Program manager	1 hour staff time	
3) Expand discussion time	High — next month	<ul style="list-style-type: none"> <li>Change facilitator's manual to decrease organised time to allow more time for discussion.</li> </ul>	Staff delivering program	20 hours	
4)					
5)					