DEVELOPING A CULTURE OF EVALUATION

RESEARCH REPORT

COMMUNITY LITERACY OF ONTARIO

Literacy Link South Central

Research Report

Acknowledgements

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Developing a Culture of Evaluation Project

Project Background

Community Literacy of Ontario (CLO) www.communityliteracyofontario.ca and Literacy Link South Central (LLSC) http://llsc.on.ca/ are partners in the *Developing a Culture of Evaluation* project. This project, funded by the Ministry of Citizenship, Immigration and International Trade, began in March 2015 and will be completed in March 2017.

CLO and LLSC are support organizations for Ontario's Literacy and Basic Skills agencies. While our primary members are adult literacy organizations, we regularly link with the broader non-profit sector and are members of various non-profit networks such as the Ontario Nonprofit Network, Imagine Canada and Volunteer Canada.

The focus of this project is to support all small non-profits across Ontario to develop an evaluation culture and to be able to report on their successes in an evidence-based way.

Project basis

Small non-profits, in most cases, don't have access to "departments" for evaluation support. Our target audience, agencies that have a staff of 10 persons or less, are less likely to have staff members that specialize in program evaluation. Evaluation of programs and services is currently in greater demand by funders. Proving a program's value to community members is also increasing in importance.

Although many organizations have implemented various approaches to evaluating their performance, many smaller organizations struggle with measuring and articulating their impacts and successes. Staff of small non-profit organizations wear many hats and they rarely have time to schedule professional development for themselves. They need to have access to evaluation information when and where they need it. This project will bring the evaluation training and tools to their doorstep through a variety of online approaches.

Project goals

Our project will help small non-profit organizations in Ontario to learn about the value of creating and fostering a culture of evaluation at all levels within their own organizations.

The project goals are two-fold:

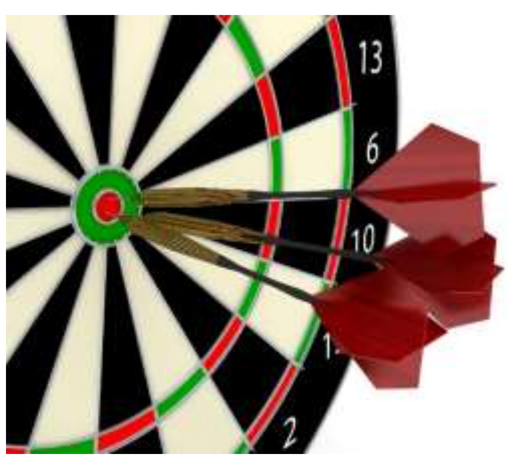
1) Increasing the capacity of small, non-profit organizations to use program evaluation as a tool in order to advance their organization's mandate;
2) Sharing learning, tools and products from this project across Ontario.

In the end, we hope the impact of this project will see many groups benefiting from a shift from "doing what is required" to "doing evaluation to make a difference."

The deliverables for this project include:

- 8 online training modules
- 6 webinars
- 10 community of practice online clinics
- An online discussion board on program evaluation
- A literature review
    - available at www.communityliteracyofontario.ca/evaluation-culture

The products from this project will be online, free of charge and highly accessible.



Project benefits

A small, non-profit organization will thrive at all levels when it builds its capacity and enthusiasm for evaluation. Here are just a few of the groups that will benefit from this activity:

- Boards of Directors that have an interest and a responsibility for overseeing the organization and its evaluation capabilities, but that perhaps don't have those particular skills themselves
- Funders who want to receive more relevant information/data from non-profit organizations
- Communities that want to have a better understanding of the value of their local non-profit organizations
- Clients who want to benefit from services that are regularly examined, adapted and improved upon in response to client needs

The Surveys

The first phase of the *Developing a Culture of Evaluation* project was dedicated to increasing our understanding of the current evaluation environment in Ontario's small non-profits. To this end we explored the practices of Ontario's small non-profits when it comes to measuring and reporting on programs, projects and overall activities. In an attempt to have diverse representation from across Ontario, we gathered feedback through pre-arranged key informant interviews (telephone conversations) and through an open online provincial survey. Participation in these interviews and in the provincial survey was voluntary. Participant responses will remain anonymous and will be shared through aggregate data.

Key informant interviews

Participants for these interviews were identified by "the Learning Networks of Ontario". These literacy networks coordinate community services in their regions and were able to identify non-profit organizations that would be good interview candidates. Thirty key informant interviews were conducted with non-profit organizations from all regions of Ontario. The target population was small non-profits with 10 staff members or less. The one-on-one conversations allowed us to have detailed and thorough discussions about evaluation practices, beliefs and challenges.

The questions were designed by the team members involved in this project. The responses will guide the development of project deliverables going forward. We were particularly interested in the evaluation knowledge and challenges of non-profits. This interview process was used to narrow the focus of potential evaluation topics, since the field of evaluation is so vast and complex.

Online survey

The online survey was designed to mirror the questions from the key informant (telephone) interviews. We knew that the online respondents would want a succinct way to answer survey questions and that the survey shouldn't be too time-consuming or too difficult to complete. Where applicable, the results from the initial set of key informant interviews helped to design potential responses to be used in a "drop down" format within the online survey. The survey was anonymous to encourage participants to freely share information about their organization's evaluation practices.

CLO received 55 responses to this survey. Approximately 44% of the responses were received from Literacy and Basic Skills agencies and 56% were from other non-profit organizations. Respondents held varying positions in their organizations: 35% of respondents were management, 20% were frontline staff, and 44% were both management and frontline staff.

- 38% of respondents had less than 5 staff members
- 25% had between 6 and 10 staff members
- 7% had between 11 and 25 staff members
- 29% had more than 25 staff members

The online survey also asked about funding sources. The 55 respondents were able to select multiple answers to identify how their non-profit organization is funded:

*One Government Funder	(44%)
*Multiple Government Funders	(53%)
Members	(13%)
Donations	(38%)
United Way/Community Foundations	(22%)
Earned income/social enterprise	(22%)
*Fundraising	(45%)
Other	(13%)

*Note: 22% of respondents had funding only from one government funder.

*Note: 18% of respondents had funding only from multiple government funders.

*Note: 2% of respondents had fundraising as their only source of income.

It is important to recognize that these funding sources are typically varied which ultimately plays a role in evaluation requirements and capabilities.

Research results

Although Ontario's small non-profits vary in their mandates, activities and required deliverables, there were strong consistencies in their responses. The information in this report showcases the combined findings from the key informant interviews (30 telephone surveys) and the online surveys (55 respondents).

Key informant survey questions will be highlighted with this symbol:

Online survey questions will be highlighted with this symbol:

When applicable, you will see where suggested responses were provided. Otherwise, respondent were open to offer any answers.

All individual information collected in this survey is completely confidential and any identifying information in the responses has been removed. All percentages have been rounded and, as a result, may not equal 100%.

Current Knowledge and Practices

How would you describe the culture of evaluation in your organization? (board/staff/client awareness, involvement, buy-in or support)

- *80% response rate*

Responses to this question varied, although organizations generally answered in three ways. Some felt that they had a good culture of evaluation, which was defined as having support and buy-in from various levels within the organization. Others felt they had much room for improvement and that they were "growing" in the process of improving their evaluation efforts. Still others noted that the culture of evaluation was weak or not a priority—often informal, with various levels of buy in—and, in some instances, evaluation was done only as a basic necessity required by their funders.

Project Implications: Non-profits could benefit from tips on how to strengthen their current evaluation practices. It would also be a good idea to define a "culture" of evaluation so that organizations can see the difference between having the *support* for evaluation at all levels versus having evaluation regularly *occur* at all levels.

"Evaluation is a part of our everyday work culture. What did we do right? What could we do better?"

"It's the only way to grow. We're always learning something. The good, the bad, the ugly—we want to hear it all."

"Recently reviewed this area and are working on getting more specific and more detailed in order to improve all of these."

"Informal, not a focus, except to maintain Ministry funding."

Do you consider evaluation an important part of how your organization functions?

Without hesitation, respondents in the key informant interviews told us that, regardless of funder expectations, evaluation is not only necessary but essential. They were sincerely interested in how to better their programs for the sake of the people they serve. Some government-funded agencies were overwhelmed by the information they had to collect at the direction of the funder. In many cases, they didn't know what happened to that information; so they didn't see the value of what they were doing. This deflated their authentic motivation to do evaluations. In other cases, they knew that they have data at their fingertips but they were unsure how to interpret it and apply it to better their services. Some organizations had dropped organization-driven evaluation (for example, impromptu sidewalk surveys to gauge public perception of their services) and replaced it with processes designed to collect the information that a funder wants. There wasn't time to do both. However, organizations often added a few of their own questions to the mandatory funder questions.

Project Implications: Busy non-profits could benefit from tips on how to get the most impact from evaluation activities. Ideas on how to stretch their current evaluation practices so that they meet multiple needs would be useful. Also, suggestions on how to work with other organizations to collect the same evaluation information (especially community data) could be beneficial.

"Evaluation is the one area that we don't spend a significant amount of time on, but it's the one thing that's most important."

On a scale of 1 to 10 (1 being not at all, and 10 being to a great extent), how important is evaluation to you?

On a scale of 1 to 10 (1 being not at all, and 10 being to a great extent), how important is evaluation to your organization?

98 % response rate

Importance to **you**:		Importance to your **organization**:	
Rating		Rating	
1:	0% of respondents	1:	0% of respondents
2:	0% of respondents	2:	0% of respondents
3:	0% of respondents	3:	2% of respondents
4:	2% of respondents	4:	4% of respondents
5:	0% of respondents	5	2% of respondents
6:	0% of respondents	6:	2% of respondents
7:	7% of respondents	7:	2% of respondents
8:	20% of respondents	8:	28% of respondents
9:	26% of respondents	9:	17% of respondents
10:	44% of respondents	10:	44% of respondents

*Note:

28% of respondents rated evaluation as being of higher importance to themselves than to their organization.

22% of respondents rated evaluation as being of lesser in importance to themselves than to their organization.

50% of respondents rated evaluation as being of equal importance to themselves and to their organization.

Project Implications: It would be beneficial to showcase why evaluation is important in order to increase its value to non-profit staff and to non-profit organizations.

Do you incorporate any type of evaluation in your organization? What type of evaluation do you do?

For the most part, organizations did evaluation through surveys—mostly client satisfaction surveys and workshop feedback surveys. For many, this was the first evaluation activity that was reported on. However, with a little prompting, organizations also realized that they did other forms of evaluation, such as staff performance reviews and data collection.

On several occasions, non-profit organizations said they evaluated informally. This meant that, in passing, they engaged in conversations with clients and heard suggestions or complaints. The non-profits considered these statements and made adjustments to improve program services and increase client satisfaction. This process of evaluation was not recorded, nor was it part of an overall evaluation strategy.

Project Implications: Responses from some survey participants revealed that there may be uncertainty around what evaluation is. When discussing evaluation, these organizations said they track the number of participants and demographic information about each individual and then did nothing with that information. They never knew what happened with those numbers and didn't analyze the information and its corresponding implications. It seems that, under these circumstances, evaluation had not occurred yet, and this was the example they used to profile their evaluation practices. There may be confusion around the difference between *information gathering* and *evaluation*. This points to a need for low level, basic evaluation that is not outcome-based or strictly funder-driven.

In their own words…

What are non-profits evaluating?

- Staff performance
- Board performance
- Board satisfaction survey
- Volunteer performance
- Volunteer satisfaction
- Client services
- Community partner satisfaction
- Program objectives
- Membership
- Focus group participant satisfaction
- Online presence and effectiveness
- Student progress
- Workshops
- Networking events

In their own words…

How are non-profits evaluating?

- Suggestion boxes
- Surveys (pre and post service, beginning, middle and end of service, follow up)
- Focus groups
- Roundtable discussions
- Interviews
- Testimonials
- Online data collection
- Weekly check-in conversations with clients
- Concept mapping
- Google Analytics
- Informal conversations

Project Implications: It's worth explaining the cycle of evaluation from beginning to end. A definition of evaluation with some case scenarios would be beneficial. A checklist with examples of areas that an organization might evaluate could be used to consider what is already being done and what other areas of evaluation a non-profit might want to develop.

What type(s) of evaluation tools do you use?

98% response rate.

From the drop down menu of selections, 93% selected Surveys, 65% selected Interviews, 37% selected Focus Groups, 78% selected Performance Reviews and 87% selected Informal Conversations. When asked for "Other" tools, respondents also identified:

- Analysis of email lists
- Anecdotal information in consultation with other service providers
- Statistical analysis, cost savings, and longitudinal result tracking

DEVELOPING a CULTURE of EVALUATION

What does your organization evaluate?

100% response rate

The responses to this question, selected from a drop down menu, are as follows:

Number of clients	(80%)
Staff performance appraisals	(75%)
Service satisfaction	(71%)
Program quality	(67%)
Operational policies and procedures	(55%)
Impact of services on the community	(55%)
Number of successful referrals	(53%)
Operational processes	(53%)
Marketing efforts	(49%)
Funder/stakeholder satisfaction	(47%)
Community partner satisfaction	(44%)
Staff satisfaction	(40%)
Fundraising activities	(35%)
Public perception	(33%)
Board performance appraisals	(24%)
Other activities	(20%)

Other:
Training Sessions

It is interesting that, when offered a list of choices, the types of evaluation that was occurring in organizations seemed to increase over what was indicated during the key informant surveys.

Project Implications: These statistics clearly show the emphasis on evaluation that is mandated by the funder (for example, number of clients, number of successful referrals, service satisfaction). There could be value in giving examples of basic tools or resources for other areas, such as public perception, board appraisals, staff satisfaction, etc., that are evaluated less.

Do you conduct evaluation outside of what you're expected to do by the funder?

87% response rate

Seventy-three per cent of the respondents conduct evaluation outside of funder expectations. A full listing of all survey responses can be found at the end of this report. The following types of evaluation were noted most frequently:

- Staff performance reviews
- Informal feedback/conversations with clients, stakeholders, public (what went well, what could be improved, client needs, feedback on services)
- Program evaluations (financial, planning, services, governance, processes, wait times, policies)
- Training/workshops
- External stakeholders/community partners satisfaction/feedback
- Fundraising and community awareness events
- All referrals

Project implications: It is interesting to note that 27% of respondents do not conduct evaluation other than what is expected by funders. Time and resources were frequently mentioned as a challenge. It could be beneficial to offer easy to access/easy to use resources that might encourage more evaluation. It is also commendable that such a high percentage of respondents do more than what is required by funders. This would seem to imply that there is an openness to evaluation and that non-profits would be receptive to additional materials to support evaluation.

What factors influence your choice of evaluation tool?

85% response rate

Responses to this question fell into four main categories:

1) Ease of use and time commitment
2) Best fit for the evaluation goal
3) Funder requirements
4) Audience need (in most cases this refers to client comfort and capabilities)

Project implications: The number one consideration is ease of use/time commitment. Accordingly, a selection of tools/resources that respond to this criteria should be high on the list for inclusion in the modules, and to be shared in the online discussion groups, topical clinics and webinars. It is also interesting that the best fit for the evaluation goal and funder requirements are not necessarily mutually exclusive of each other. Regardless, at some point in the project, evaluation goals would be an interesting topic.

Who is responsible for evaluation?

How is the responsibility of evaluation allocated within your organization?

84% response rate

Executive Directors, management, board members, frontline staff, and volunteers play a role in evaluation. In many cases, we heard that evaluation is a shared responsibility. In fewer instances, it is strictly a management function.

In the key informant interviews, the agencies we surveyed were made up of small staffing units. It is therefore not surprising that evaluation efforts are shared in these organizations. The frontline staff often ensured that client and program evaluation were being carried out since they were directly in contact with clients. Executive Directors took the role of compiling various forms of data and reviewing survey results, often presenting the information at staff meetings. It is interesting to note the number of times that the Board of Directors was mentioned as playing a role in evaluation. In some cases, the organization's Board helped to collect the data, especially if that data was required to apply for funding. In other cases, Executive Directors presented evaluation evidence to their Boards to account for the organization's activities and corresponding successes.

> ***"As a group, we do really well together because everyone has a say."***

Project Implications: There is no one target population for the materials we develop. Management, front line staff, volunteers and Boards of Directors all have a hand in evaluation in non-profit organizations. Going forward, in material development and during online conversations, we need to remember that our audience will be looking at evaluation from varied perspectives.

How do you move forward with evaluation results?

Survey participants responded that evaluation results are used for three main reasons:

- To guide revisions to programs and services, after a staff meeting review of findings
- To support the organization’s request for funding—profiling an identified need or
- proving the organization’s capacity and historical success
- To report results to funders

It is also important to note that several non-profit organizations saw evaluation as a tool to show their value to a community at large, whether it be through community reports, newsletters or the media.

Project Implications: Non-profits might benefit from learning some creative ways to present their evaluation results. Infographics and videos, for example, might be useful tools for non-profits to engage funders and the public simultaneously.

There is also a need to teach non-profits how to implement the results once they have done evaluation.

“If you want to communicate to people why you are important, you need to be able to describe it with numbers and stories.”

How do you document and identify the impact your organization makes to your community and other stakeholders?

82% response rate

During the key informant interviews, most respondents stated that their evaluation results were compiled into a report and given to the funder. Evaluation was also used to inform or influence the community by using the results to promote the program. Testimonials were frequently mentioned as a method of showing impact. Some non-profits admitted to not knowing what happened to their evaluation results after they were compiled and stored.

> ***"It helps people to understand what we do and they are more apt, in turn, to use us in more appropriate ways."***

Similar to the key informant interview responses, the online surveys indicated that organizations gather information through surveys; program statistics (e.g., demographic data, number of job placements, etc.); informal conversations with clients, staff and stakeholder questionnaires; testimonials; anecdotal success stories; funder driven reports; databases; minutes of meetings; workshop and focus group evaluations; impact statements; and one creative respondent mentioned the use of photographs.

The information is then featured through reports (Annual Reports, Board Reports, Funder Reports); factsheets, graphs, statistics and quotes. Respondents share this information with their community and stakeholders through their program websites as well as at planning meetings, community stakeholder meetings and annual general meetings.

There were several respondents who were unsure of how impact was being documented and shared or who felt that it was not being done in their program.

Program Implications: Non-profits document and share their impact in a variety of ways. This is an extremely important element that ultimately ensures continued program funding. It would be valuable to focus teaching on this particular element.

How else do you use your evaluation results?

82% response rate

Respondents in the key informant interviews shared that they also use their evaluation results to:

- Guide changes to programming
- Market what the program does
- Promote program success through social media
- Profile the organization's activities in newsletters
- Demonstrate the need for professional development when planning future training events

Similarly, the most common responses in the online survey were to:

- Make improvements changes to programming/program development
- Meet community needs
- Write project/funding proposals
- Report to funders
- Promote, market (in newsletters, emails; at fundraising events, presentations)
- Share achievements with board, stakeholders (annual general meeting, board meetings)
- Determine the success of fundraisers/fundraising goals
- Plan professional development or other training

Program Implications: A key use of evaluation data is to improve programming and to meet community needs. An understanding of evaluation and evaluation results is critical for non-profits to be able to effectively collect and interpret the data that is most relevant for their needs.

What successes have you experienced?

There were no specific stories that came to mind for respondents. Generally they said that, in the end, evaluation improved programs and services. Client satisfaction is the gauge they used for success. A secondary response showed that organizations that received funding as a result of a proposal that included evaluative data deemed that evaluation to be a success.

Project Implications: Organizations may not know the impact that evaluation can have on their programs and services. Successes may have occurred that they do not necessarily attribute to evaluation. To inspire non-profits to see the value of doing evaluation and enhance their efforts, it would be a good idea to show them successes of other organizations in similar circumstances. A simulated "before and after" case scenario might further underline the benefits of evaluation.

How, if at all, has your organization benefited from evaluation?

82% response rate

When asked about the general benefits of evaluation, key informant respondents and online survey respondents offered several examples. Evaluation provided the confidence to help organizations successfully evolve, using evidence to guide their decisions. Responses also indicated that evaluation was used to favourably profile the organization in the community.

Staff members saw evaluation working to their benefit throughout their organizations to:

- Identify successes
- Identify gaps and focus on areas for improvement
- Improve planning of training etc. for agencies and other service providers
- Ensure continued funding/support
- Use in marketing materials
- Make informed decisions
- Look at trends over time so they can anticipate where to go next
- Make the board more proactive instead of reactive
- Provide consistency and transparency
- Increase creditability with external stakeholders
- Prove to funders the value of new projects, and their ability and capacity to manage new projects and funding
- Meet the needs of their community
- Earn the respect of their community
- Identify what they should be focusing on; what their community partners and the Ministry expect from them
- Make predictions to set their targets for the year
- Create a culture of lifelong learning for staff
- Improve staff performance
- Show them what path to take
- Increase job satisfaction in their staff
- Allow them to be more informed and responsive in decision making
- Increase client numbers
- Gain insight as to how they are seen by others
- Inform about succession planning
- Make changes to processes and policies

"Things change all the time. If you aren't adapting, then what are you doing?"

Project Implications: This information shows that evaluation is useful. These successes could be shared in the deliverables to generate interest in the benefits of building an evaluation culture.

DEVELOPING a CULTURE of EVALUATION

Are there any evaluation tools or methods that you use that other small non-profits might benefit from?

The majority of respondents couldn't think of anything to share. This could be because they didn't have anything they were using that struck them as valuable to share. Some stated that their tools or methods were program specific and developed internally, and therefore they wouldn't apply to any other organizations.

Occasionally, tips were shared by respondents. Here's what they said:

- Do surveys with open-ended questions; you find out the unexpected.
- Participate in local data consortiums to benefit from a community approach to data collection and analysis.
- Get out of your office and people will really tell you what's going on.
- Abandon surveys and do focus groups instead.
- Be careful that you aren't leading the results when developing surveys.
- Use Community Literacy of Ontario's Risk Management tools and Capacity Plus resources on CLO's website at www.communityliteracyofontario.ca.
- Post a Customer Service Charter in a visible location to increase your accountability.
- Use almost anything on betterevaluation.org.
- Learn what other kinds of things you could be evaluating.
- Ask questions that, in the end, you are capable of following through on, regarding the suggestions.
- Consider a retreat day where you can focus on program goals and measurements.
- Find demographic information sources and include them in your evaluation; the National Household Survey has data that can be pulled by census area.
- Make a tool to show targets and post it so it's visible to staff and clients.
- Use Google Forms; they are free and fairly easy to use.
- Learn from "Project Evaluation Guide for Nonprofit Organizations".
- Use quality volunteers and/or university students; delegate evaluation responsibilities.

Project Implications: Throughout the project, it will be a good idea to incorporate opportunities for information sharing, whenever possible. An online platform, such as this project's discussion board, to share tips and resources seems appropriate and will hopefully be well-used.

Are there any evaluation tools or methods that you use, or have heard about from others, that other small non-profits might benefit from knowing about?

45% response rate

While a small number of suggestions were received, a more common response was that there was a lack of knowledge in this area.

- Most Significant Change Technique
- betterevaluation.org
- Survey Monkey
- SurveyGizmo
- Fluid Surveys
- http://sectorsource.ca/sites/default/files/resources/files/projectguide_final.pdf
- CLO's Capacity Plus resource
- Dalhousie University – non-profit annual board evaluation
- The SMART concept – Specific, measureable, achievable, results-focused, and time-bound
- Google Analytics
- Google Docs
- Sidewalk survey

Project Implications: The lack of response to this question indicates a strong need for the project to share more evaluation tools and methods to support non-profits that would like to move forward with evaluation.

Identification of Need

What are some challenges, if any, around incorporating evaluation into your organization?

Non-profit organizations were remarkably consistent in identifying their challenges. Four challenges were regularly mentioned:

1) <u>Resources:</u> A lack of financial resources, and therefore insufficient staff, was the number one reason why non-profits didn't engage in evaluation to the extent that they'd like to.

2) <u>Time:</u> Not surprisingly, with the lack of resources to take on evaluation activities, time was identified as a major challenge in carrying out evaluation. Some respondents clarified that implementing the evaluation itself (for example, a survey) wasn't the challenge. Instead, the time consuming process of creating the evaluation tool and then compiling the results to analyze was the challenge they faced.

3) <u>Inconsistency</u>: Small non-profits regularly experience a turnover in staff and use volunteers for some of the frontline activities. A varied approach to collecting answers from clients and other forms of data could skew evaluation results.

4) <u>Survey responses</u>: Gathering quality responses from clients and other target populations was identified as a challenge. This was attributed to the perception that individuals feel over-surveyed lately, and therefore are reluctant to fill out more surveys. Non-profits also said they were protective of their clients and occasionally ask them to complete several surveys, especially if they participate in several programs. They didn't want to ask them to do more.

Lack of evaluation knowledge or skills was never mentioned as a challenge during telephone interviews but almost 50% of the online respondents indicated that this was a challenge for them.

> ***"If it's something you see a use for, it's fine. But if you don't know how it's going to be used, it's hard being motivated."***

> ***"When you don't have the time and resources, it's the evaluation piece that gets cut."***

survey -91% response rate; suggested responses were provided

The result from the online survey are as follows:

- Limited staff resources (94%)
- Limited time (88%)
- Limited financial resources (76%)
- Lack of experience/knowledge (48%)
- Survey fatigue (46%)
- Government mandated evaluation doesn't fit community need (42%)
- Mandated funder evaluation doesn't meet the evaluation needs that will benefit the program (40%)
- Multiple funders with multiple expectations (40%)
- Staff's fear of change (30%)

In addition to the above challenges, online survey respondents self-identified the following challenges:

- Insufficient Data
- Too much time on funder requirements does not allow for additional evaluation
- Evaluation may, at times, be perceived as a lower priority than providing frontline service
- Lack of consistency in what is being tracked
- Need to establish a culture of evaluation in each organization

Project Implications: Evaluation materials that are developed need to be concise, easily understood and easy to implement. The non-profits we surveyed are motivated to do more evaluation. However they may have limited capacity to do anything beyond tweaking what they already do.

Organizations will benefit from new ideas around creative approaches and innovations in evaluation that go beyond conducting satisfaction surveys. This will be especially helpful for organizations that work with high risk clients, clients with disabilities and clients that may be frustrated by surveys.

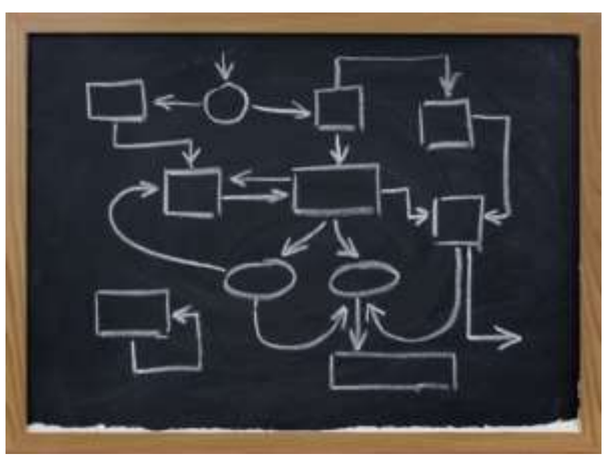
Would you like to incorporate more evaluation processes into your organization?

All but a small group of organizations enthusiastically stated that, given corresponding resources, they'd like to incorporate more evaluation. This is not surprising since evaluation was so strongly valued by all survey participants. The organizations that were the exception felt they were already doing all they could.

Evaluation Wish List

If non-profits had more time and resources for evaluation they'd like to:

- Explore how they can make evaluation more of a daily activity
- Track clients, post program, to ask them "where are you now?"
- Have a more strategic approach to evaluation
- Get expertise to develop questions
- Translate evaluation materials for use by multi-cultural clients
- Evaluate their evaluation processes and tools
- See the impact of their work over time (to see trends and long term impact)
- Compare their results to others in the province



What type of evaluation processes, if any, would you like to incorporate into your organization?

survey- 87% response rate; suggested responses were provided

This question is similar to the one asked in the key informant interviews; however, rather than asking if respondents want to incorporate more processes, a selection of options was offered. The results are as follows:

- Evaluation design 39 (81%)
- Training for staff 33 (69%)
- Use of results 33 (69%)

In addition to the options offered in the survey, respondents also offered the following evaluation options that they would like to see incorporated into their organization:

- Training for volunteers
- Locating a better tool that can add videos (with ASL translation) at no cost to the user
- Evaluation that will "pass" the test of funders and stakeholders
- Evaluation that ascribes a $ value to an organization's preventative work or the $ benefits that flow from the work
- Evaluation of community impact
- Some type of measurement scale that doesn't cause confusion

What information do you think your organization needs to do further evaluation of your programs and/or services?

The most common response to this question was regarding the sharing of current evaluation practices by non-profit organizations. Small programs often worked in isolation and didn't have opportunities to see what others were doing. They wanted to know if they were on track and consistent with others in their field of work. They wanted to have information on best practices, including evaluation do's and don'ts.

Survey respondents also expressed an interest in learning how to streamline their evaluation efforts, bringing together the various types of evaluation that they are doing to create an efficient and meaningful evaluation system.

Other ideas for information that would be useful include:

- Where to find free evaluation tools
- How to find, use and analyze data
- How to reach out to varying populations using technology
- How to incorporate more evaluation in a way that it feels integral to what they do, rather than being something extra that they must do

Project Implications: This project has several deliverables that could provide the platform for organizations to share what they're doing in the area of evaluation. It will be helpful to build in opportunities for sharing stories about evaluation practices and information into the online clinics, webinars and discussion board.

What tools or resources do you think your organization needs to do further evaluation of your programs and/or services?

Non-profit organizations weren't clear on specifics concerning resources they would like to see, but they were certainly clear on how they'd like resources presented. Resoundingly, non-profits declared they wanted resources that are simple and easy to use, such as checklists and templates. In order not to be overwhelmed, they prefer resources that are framed with a step-by-step process.

Other items on the resource wish list include:

- Tools to evaluate evaluation tools (for example, what makes a good survey?)
- Board governance evaluation tools
- Volunteer and client satisfaction templates
- Staff and volunteer evaluation templates
- Training on how to develop a culture of evaluation in their organization

Project Implications: The non-profits we spoke with were willing to learn but were unable to specify what they'd like to learn more about. This could be because they have varied needs for resources and information, or it could be a case of "they don't know what they don't know." Either way, with this time-limited project, it would be a good idea to provide introductory information and materials on variety of evaluation topics.

"I need usable tools that filter and digest the really big picture."

What information, tools and resources do you think your organization needs to do further evaluation of your programs and/or services?

- 67% response rate

The list below shows some of the common responses to this question:

- More resources (money, time, personnel)
- Outlines and templates
- A list of the right questions to ask to get the needed information
- A list of the types of tools available, how to use them and the results they generate
- A database
- More automated processes
- The use of an external evaluator to assist with outcome-based indicators
- Interesting, engaging and simple processes – something that gives good results without taxing anyone along the way
- Ways to share results with service providers without breaching confidentiality
- Ways to easily view/consolidate all results together to get a better overall picture
- Additional education with a focus on designing custom, user-friendly, appropriate evaluation systems
- Easy to use tools that can be adapted as necessary to client and program needs;
- Information on how to analyze data to determine what changes would be beneficial to implement
- Best practices, methods and approaches that could be replicated, scaled or re-used in different contexts
- Staff training and awareness of the importance and benefits of evaluation
- An outline of what the ministry expectations are regarding evaluations

"We don't always ask the right questions to get the in-depth information we need."

Project Implications: Non-profits are hungry for knowledge. They want to know what's available that is user-friendly, low-cost and time-efficient. They also want to know what to evaluate for maximum return on their investment of time and money.

What training would support you to develop a culture of evaluation in your organization?

67% response rate

The following is a list of the top responses that we received from respondents:

- How to do awesome evaluation by using tools in different ways
- Session on evaluation (why it is important to use for staff and board members, and how to relay the data)
- Where to start and what information to gather; how to sort data specifically into what you want to use in order to obtain understandable results
- Question building; how to use results more effectively
- What evaluation tools are available
- How to develop a culture of evaluation in an organization
- Training recognized by funders on specific tools or methods relevant to an organization's services
- Incorporating evaluation into procedures so that it feels integral to what an organization does, rather than being something extra that must be done
- Clear understanding of purpose, outcomes and relevance to service delivery model, and data that has a broader scope than that of funder evaluations
- More knowledge of what kind of results organizations want from evaluation analyzing and developing questions that get the required information
- What is important data and what is not; how to read data
- How do organizations evaluate soft skill development and impact (i.e., improved social and communication skills, increased connections to the community, less social isolation, improved mood/outlook)
- Training sessions, webinars, documentation
- Sharing what works and what doesn't; new ideas and methods

Project Implications: Again, the responses show that non-profits are keen on training. They want to know what needs to be evaluated and how to do that in the most efficient and effective way possible. We obtained some key topics that could be used for the online discussion board, the online clinics, the modules and the webinars.

Ongoing participation

This project will develop a variety of evaluation tools and learning opportunities for non-profit organizations. Would you like to:

survey-89% response rate; suggested responses were provided

The final question in the online survey invited respondents to stay involved with the project. Ninety-six percent of the respondents wanted to be involved in some way with the future activities of the project. The following is a summary of their responses:

- Be notified when the online modules are available? (90%)
- Be invited to the evaluation webinars next year? (82%)
- Be notified of how to join the online clinics to learn more about evaluation? (73%)
- Participate in a discussion group/board to talk about evaluation with your peers? (55%)
- Be considered to be part of a pilot group to test the online training modules? (49%)
- Don't want to be contacted about future project activities. (4%)

Project Implications: The interest in evaluation is extremely high. Those indicating interest will be contacted regarding the opportunities that they are interested in.

Summary:

Evaluation is a rapidly growing piece of the non-profit puzzle. The community and funders are requiring increased accountability from organizations, and want to know that organizations are credible, reliable and effective. To ensure program continuation and success, a non-profit organization needs to account for its activities and show the corresponding impact.

"It's important to show that we are useful and needed, otherwise we'll be gone."

Small non-profits may struggle with these new demands on their activities. This challenge becomes more complex when non-profits have multiple sources of funders, as is often the case. With limited staffing, the management is sometimes also a frontline staff person. In these cases, management has to decide between providing necessary services or turning their focus and efforts to implementing evaluation. Both activities are regarded as valuable so this not an easy decision for them. Not surprisingly, even though there is a willingness to take on more evaluation, there is a strong message that this can only be done bit by bit, step by step. The complex and often overwhelming work of evaluation needs to be broken down into meaningful and doable tasks.

"Small organizations only have the resources to do what they HAVE to do."

We also heard that small non-profits don't often have the ability to network within their field of work. Management especially questions if they are doing enough and wonders what others are doing. Non-profits would benefit from an opportunity to share evaluation ideas, challenges and solutions within the non-profit community.

"Am I on track? Am I doing what others are doing? I don't get a mark."

The *Developing a Culture of Evaluation* project team has heard clearly about some of the needs of Ontario's non-profit organizations. As we develop resources and training opportunities, we will have the voice of our target population guiding our outcomes. We will strive to build the capacity of small non-profits, talk about the inspiring work they do and tell that story in a powerful, evidence-based way.

"Small organizations are doing the same significant work that larger organizations are doing."

Developing a Culture of Evaluation
Provincial Survey Questions – Compilation of Raw Data
55 responses

Under 5 staff:	21 survey responses
6 to 10 staff:	14 survey responses
11 to 25 staff:	4 survey responses
More than 25 staff:	16 survey responses

Organization information

1. Name, Town/City, Email Address (for draw and ongoing project information)

2. What is your role in your organization? (54 responses)

Management	19 (35%)
Frontline	11 (20%)
Both Management and Frontline	24 (44%)

3. What are the source(s) of funding for your organization? (Please check all that apply):

(55 responses)

One Government Funder	24 (44%)

12 (22%) of 55 respondents had funding only from one government funder

Multiple Government Funders	29 (53%)

10 (18%) of 55 respondents had funding only from multiple government funders

Members	7 (13%)
Donations	21 (38%)
United Way/Community Foundations	12 (22%)
Earned income/social enterprise	12 (22%)
Fundraising	25 (45%)

1 (2%) of 55 respondents had fundraising as their only source of income

Other	7 (13%)

4. How many staff are in your organization? (55 responses)

Under 5 staff	21 (38%)
6 to 10 staff	14 (25%)
11 to 25	4 (7%)
Over 25 staff	16 (29%)

Current knowledge and practices

5. On a scale of 1 to 10 (1 being not at all, and 10 being to a great extent), how important is evaluation to you? (54 responses)

1: 0	6: 0
2: 0	7: 4 (7%)
3: 0	8: 11 (20%)
4: 1 (2%)	9: 14 (26%)
5: 0	10: 24 (44%)

6. On a scale of 1 to 10 (1 being not at all, and 10 being to a great extent), how important do you feel evaluation is to your organization? (54 responses)

1: 0	6: 1 (2%)
2: 0	7: 1 (2%)
3: 1 (2%)	8: 15(28%)
4: 2 (4%)	9: 9 (17%)
5: 1 (2%)	10: 24 (44%)

*Note:

15 respondents (28%) rated evaluation of higher importance to them personally than to their organization

12 respondents (22%) rated evaluation of lesser importance to them personally than to their organization

27 respondents (50%) rated evaluation as of equal importance to them personally and to their organization

7. **What does your organization evaluate? (Please check all that apply) (55 responses)**

Number of clients	44 (80%)
Number of successful referrals	29 (53%)
Service satisfaction	39 (71%)
Staff satisfaction	22 (40%)
Funder/stakeholder satisfaction	26 (47%)
Fundraising activities	19 (35%)
Staff performance appraisals	41 (75%)
Board performance appraisals	13 (24%)
Impact of services on the community	30 (55%)
Program quality	37 (67%)
Other activities	11 (20%)
Public perception	18 (33%)
Marketing efforts	27 (49%)
Community partner satisfaction	24 (44%)
Operational processes	29 (53%)
Operational policies and procedures	30 (55%)

Other:

- Training Sessions
- Struggling to evaluate most of the above. Very interested in evaluating impact of policy activity, as well as quality and impact of networks and relationship building
- PD training or workshops; or Deaf webinars
- We measure all activities and performance against ENDS policies (policy governance)
- We measure all of the above, except board performance, funder satisfaction (aside from the required reporting and evaluation that goes hand in hand with the funding), operation processes (not done formally) and impact of services in the community
- As a frontline worker, I'm not sure if this survey has been completed by management. The answers are therefore based on my perspective of our organization

*Note: 4 respondents (6% of respondents) evaluated only 1 of the items provided in the list

8. What type(s) of evaluation tools do you use? (Please check all that apply) (54 responses)

Surveys	50 (93%)
Interviews	35 (65%)
Focus Groups	20 (37%)
Performance Reviews	42 (78%)
Informal Conversations	47 (87%)

Other:

- Analysis of email lists
- Anecdotal information consultation with other service providers
- Statistical analysis, cost savings, longitudinal result tracking
- Learner Progress
- Tutor Performance
- Most program evaluation happens as a result of MTCU compliance; on the LBS side, our core measures include Learners Served, Learner Progress, Referrals in and out, Learner Suitability and Customer Satisfaction

* 1 (2%) respondent used only one of the evaluation tools from the provided list; others used multiple tools

9. **What factors influence your choice of evaluation tool? (47 responses)**

- Cost at the program level
- Efficiency at the organizational level
- Funder requirements
- Efficacy
- Time requirements since we're all volunteers
- Need to see their input for any improvement for XXX to take up, or not to offer or continue with help to see what others see XXX doing. This will enable organization capacity to be better
- Tried and true tools and also now the digital type of tools are popular
- Type of feedback/evaluation I am looking for, timing, access, audience, ease of use, cost
- Ease of use and relevance
- When the evaluation will be used (i.e., professional development session; face-to-face vs. online meeting, report, board, etc.)
- What will give us the best return of responses
- What questions we are asking will also help determine what tool to use
- Operational policies is an informal evaluation. If it's not working, adjust accordingly
- Convenience, availability, reliability, time needed to implement, meeting evaluation needs/funder needs, funder requirements
- Staff skill level in developing/using tool; tool's capabilities; accessibility (easy to access an online survey)
- Time, effectiveness, audience
- What is appropriate for each situation (i.e., formal vs informal); organization expectations; funder expectations
- Need to have numbers as well as the qualitative testimonials
- Availability of tools that we are confident will collect info that is relevant and meaningful versus having to customize/develop everything "from scratch"

- Right tool for the right measurement
- Intended audience; clear writing; ease of implementation/delivery
- Ease of use; time manageable; useful
- Depth of information and knowledge required for improving performance
- Lack of knowledge in how to evaluate and how to use available tools
- Ministry compliance, lack of time to develop other tools (including lack of time to teach people to develop tools for us)
- Ease of administration; validity – is it measuring what we think it is measuring? Reliability – will this measure what we think it measures if we do it again with a different group or the same group? Results – do we get information that we can use in our program to inform decisions and help shape our future direction?
- Time – how much time will it take to develop the tool and administer and analyze, AND how much time are we asking others to commit to completing the evaluation; informal surveys at various meetings (i.e., asking the question of how the meeting went at the end) are valuable and probably the most cost and time effective for us
- The purpose of evaluation, the people involved and the process required
- We strive to determine the best tool that fits the evaluation information required. Trial and error is a part of that process, as well as historical successes
- It depends on what we are evaluating, who we are doing it for (funders) and outcomes we are looking for. For instance, if we are evaluating program effectiveness, we would use a number of different tools, from surveys to conversations, evaluation criteria, etc.
- Ease of use; ability to personalize
- We use what my employer needs, not what my clients need
- Funder requirements
- Depends on the activity. For example: Recruitment - could go through an interview process; changes in process – could use focus groups for feedback; training through webinars – could use Survey Monkey for feedback
- Tools that meet the needs and the purpose for the evaluation, accessibility, ease of administering, validity of results

- Effectiveness to measure what is required, ease of administration, time, collation, archiving
- Size of audience, scope of information
- Easy to use by people with varying literacy levels (i.e., length, language)
- What is easier for families to provide feedback? Their lives are very busy and they often have to tell their story multiple times to different people
- Ease of use; what does it measure? Does it provide valuable info?
- Ease of use for both staff and the person/group being evaluated; speed at which info can be obtained and compiled; government regulations
- Objective tools for evaluation
- Easy to use; not overly time-consuming; will measure what we're looking to evaluate
- Cost; time commitment
- The amount of people being evaluated and the content of the evaluation
- Ease of use, obtaining the information we are seeking, response rate
- Ease of use, officially "mandated", flexibility and adaptability of tool
- Ease of use, time factor, results
- Practicality, reliability
- Time it takes to fill out and effectiveness of tool
- Awareness of available tools; awareness of areas of future relevance and importance; time to administer and analyze and then to apply findings; relevance to goals; cost – for tool and for staffing time
- Ease of use for our consumer population
- Ease of use (both for the staff – i.e., distribution and then tabulating results, and for people participating in the evaluation); cost to create/distribute; time to complete

DEVELOPING a CULTURE of EVALUATION

10. **How do you document and identify the impact your organization makes to your community and other stakeholders? (45 responses)**

- Feedback from partners and participants
- Badly, but… reports, tables, quotes
- Survey Monkey results with data, informal conversation or interviews – documenting their input and other solutions or reach back to the participants for more clarification for improvement
- No real formal process but we are in the process of creating one that will include templates in Excel
- We are unsure how to respond to this question
- We don’t at the present time
- Funder reports, annual reports, board reports
- Collation of survey results; fact sheets of outcome; results of focus groups evaluation binder
- Through a Continuous Performance Management System put in place for us by the MTCU
- Evaluation summaries and reports
- Not applicable for program specific
- We will compile all of our stats and testimonials into an Annual Report, and we also have our OTF report that we submit
- Photos; anecdotes
- Stats generated through a reporting system which identify positive outcomes anecdotal success stories; written testimonials from volunteers and clients
- Program planning meeting document and then also leads programming. Surveys – review, respond, revise
- Through our annual ENDS/Annual Report and monthly monitoring against prescribed outcomes. Continuous Improvement Performance model ensures corrections and adjustments during progress of activities
- Mostly anecdotal testimonies

- Aside from Ministry reporting, we do monthly reports to summarize the human meaning of statistics; this also means monitoring progress in GED and Secondary School Credits, which is outside the umbrella of LBS
- Annual Report
- This is something we are working on – ideas will be greatly appreciated
- All information needed and collected is kept for reference, shared where needed, and used for grant writing, marketing. Actions timelines are set and information is reviewed for trends, etc. and corrective action is determined, if needed
- This information is typically gathered by conversation or questionnaire. We are in the process of formalizing that process with the further updating of a "feedback" questionnaire
- Collect and compile results, shared through LSPs, at our Annual General Meeting, on our website and through social media
- We use success stories and emails that practitioners, agencies and programs send to us
- Unsure
- We participate in some community stakeholder meetings. We meet quarterly with one particular stakeholder to review processes between offices
- Funders' requirements
- Anecdotal stories shared occasionally
- Keeping stats, and documenting compliments and complaints
- Survey participants and their families. Success (i.e., participant secures employment, meets a literacy goal, social skill improves, family respite)
- Through a database
- Documentation, data collection and analysis, annual report, regular and timed collection
- Through reports submitted to funders on a regular basis
- Currently nothing in place
- Testimonials; analysis of demographic data; number of jobs obtained by clients; employers comments; volunteer placements

- Using computer and various computer software to tally the information and demonstrate the information on graphs and as percentages
- Usually through shared meetings. Notes of responses are recorded and filed
- Reports, survey and evaluation results (spreadsheets, analysis of data)
- We track source of referrals with every contact, through calls, emails, face-to-face. Meet regularly with networking committee and share program information
- We use CaMS numbers to quantify impact
- Share with board; to be shared on website; highlighted with ETCs
- At this time, we do not have a way to formally measure our impact
- Keep surveys on file and complete a summary of the results. Presentation of the results to the Board. Formally included in minutes. Meet to discuss action(s). required according to the feedback received. Then create a plan for implementation.
- We gather impact statements from consumers and share them with the community and stakeholders

11. How else do you use your evaluation results? (45 responses)

- Realign plans with the needs of the community where feasible
- Promotion, marketing
- Using all evaluation results to report in QSAR report, sharing results in XXX newsletter, with the board and other possible funders for future projects or drafting proposals
- We use it for marketing, program selection, email and newsletters
- For continuous improvement; to share achievements and what we are doing well with stakeholders and board members; to market the program; to improve processes/performance
- We use our results to satisfy our funder, offer programs, determine the success of fundraisers
- To plan professional development or other training offered to the LBS and/or EO network

- Newsletters, public relations, presentations, AGM reports, business plans, papers, donor requests, fundraising requests
- To identify lessons learned and how we can improve the following year
- For project proposals and partnership development
- Results identify areas of needed improvement, areas of success; action is then taken to address the deficit or continue successful strategies
- We listen to the feedback we receive and make adjustments to our programming, operations and communications accordingly
- We use our results to show funders our value
- Program decision making
- To determine what improvements can be made to program delivery
- Evaluation results inform us on how we interact with partners, how we identify new programs and projects, and how we manage the operations of the organization
- Statistics of program use
- We compile internal reports, schedules and achievements to present them to a board of directors and our ETC, whom we value far beyond her Ministry capacity. We sometimes feel that data collected by the Ministry do not tell the whole story
- Changes to staffing/job descriptions; program changes; new initiatives; adjust existing programs; enhance existing services; let go of things that don't work
- We use them in strategic planning – areas to develop
- To support other programs and our members in creating and offering services that meet the current needs of the community
- We analyze the results gathered and then strive to improve the areas noted that require attention
- Beginning to post our success stories on social media; determine where funds can be best used as they are limited
- To inform program development and delivery
- We don't
- To promote the project

- We have customer service feedback forms in our reception area for our clients to fill out. These are reviewed by the manager and responded to by the manager. Provincial online customer surveys have been conducted with ODSP clients as well. Provincial statistics are filtered down to managers to review and to work towards meeting standards
- Program performance management; revise curriculum or overall program structure; respond to individual or group client needs
- Program and service improvement and relevance; changing processes to be more effective for clients; identifying trends over time; reporting to funders, Board of Directors, community, budget management, strategic planning and professional development
- Evaluation is important to budget forecasting and projections; reporting and future requests are based on output/project or program activities
- In writing proposals for funding; to make program improvements; to promote the organization
- To better serve families and people we support
- To improve our programming
- To provide a better service
- To improve programs
- Board does a self-evaluation annually to help set board agenda
- We use the evaluation to evolve or change business perspectives
- To provide information to the board, to direct programming
- To improve the quality of programming, report to funders
- Regional networks and provincial bodies that request information
- To plan future classes, programs, changes. To modify/adapt content, hours, etc.
- To improve our services, to improve marketing strategies
- Funder report results can affect results of performance reviews; performance reviews affect future hourly wage
- Quality improvements
- To help determine our fundraising goals; to help us build our business plan for each fiscal year

12. **How is the responsibility of evaluation allocated within your organization? (46 responses)**

- Self-evaluation at all levels, followed by discussion with supervisor
- Informal and dispersed
- XXX is responsible for doing the evaluation; hope to enhance our organization. Sometimes we hire an external evaluator, or we use Survey Monkey or Doodle Poll; these activities will make us be more accountable and able to report results to the community
- Coordinator and the board
- Staff evaluation: Board/management; program evaluation: 360 (external, internal); Performance evaluation: management – staff – board
- Mostly, it is the Program Manager who does the evaluation
- One staff person is responsible for developing the survey and compiling the results, and other staff members review the questions prior to the survey and the results
- Program Coordinator with the support of staff
- Shared responsibility (developing, distributing, analyzing)
- Falls on the ED to ensure it is completed; evaluation steps may be undertaken by staff specific to their roles, (for example, Lifelong Learning Week evaluation must be sent out, compiled and reported by the coordinator – other staff will review the information to ensure it remains impartial)
- Frontline workers in the LBS program are responsible for conducting evaluations;
- Management does it all (one person)
- Executive director and program coordinator reports
- Shared
- Fairly informal and ad hoc, to be honest. Instructors do evaluation on a regular basis when interacting with clients – through conversation and observation – but occasionally it is formalized (staff members obtain client feedback through surveys during service and at client exit). Program coordinator evaluates performance monthly (as reports are analyzed), but there isn't a formal process, per se, to that evaluation

- Everyone has a role to play in ensuring that they have appropriate indicators in place to measure the impact (logic models) and outcomes. This information informs the ENDS evaluation and Continuous Improvement Measure model
- Administer report stats to board quarterly and at Annual Meeting
- There is little oversight of the program that we coordinate in-house; oversight is from the Ministry and, if those reports are positive, nothing else is really asked for. Although, as mentioned above, we compile internal reports to capture successes that are below the Ministry radar
- Shared with staff team – depending on work/evaluation being done
- Generally with our ED, some delegation to frontline staff
- Program manager evaluates programs; coordinators evaluate learners/tutors; ED evaluates staff; board evaluates ED; finances and organization effectiveness evaluated by board and ED – there's probably more that we are missing
- We approach the evaluation process as part of our staff/team meetings
- Project Leads take on the role of evaluators or managing/assigning others to do this
- It's the job of the ED; most others don't think about it; for family literacy, it's the job of the family literacy manager
- It doesn't seem to be clear how it is allocated. We focus on the LBS program and how effective we are for our clients, learners and community partners. XXX has taken this role on without direction from management
- This depends on the activity. This could be done at the Minister's level, Deputy Minster's level, Assistant Deputy Minister's level, Regional Director's level, Program Manager's level and/or the Manager level
- Each staff member, based on the funder for their project
- It comes from the manager or HR for employee evaluation
- Each department keeps stats and submits them monthly or quarterly
- Everyone's responsibility
- Responsibility of all staff, directed by Coordinators and Managers
- It is distributed

- Everyone has responsibility based on role (may be data collection, analysis, strategic planning, reporting); we have the expectation and understanding that data collection and analysis is part of day-to-day work
- At various levels. All staff are responsible to complete satisfaction surveys with their clients at the end of a service
- Managers are free to evaluate programs as they wish; staff is evaluated by manager;
- All coordinators and managers
- From management to the entire team; via team leaders or a group discussion, via WebEx or virtual meetings
- Program coordinator has main responsibility; staff and board members are also consulted for input from learners and the public
- Depends on the area – different people evaluate different things (i.e., management evaluates staff; staff and management evaluate programs; individual programs may evaluate aspects of their service, etc.) We also have an official "planning" department in the organization to oversee such things and to develop standards
- Evaluations are integrated into operating routines; all staff members are responsible to gather the info. The coordinators compile/monitor the evaluation results and discuss with staff and board when needed
- At class level, instructors are responsible; at course/program level, Manager of Operations; overall ED
- Mostly to administrative staff
- Learner progress – Milestones/notes by instructors/tutors; instructors/staff – Performance reviews by Program Coordinator; Program Coordinator – Performance reviews by Team Leader; Program effectiveness/efficiency – by MTCU reports and visits
- There are only two staff members so we often share the responsibility. The Executive Director initiates the process for evaluation
- It is everyone's ongoing responsibility to ensure that we are delivering quality service. Therefore, evaluation is ongoing, starting with the frontline workers and going all the way up to upper management

13. How would you describe the culture of evaluation in your organization? (board/staff/client awareness, involvement, buy-in or support?) (44 responses)

- At the organizational level, I would say status-quo. Emphasis is on delivering funder targets. At the program level – speaking of Literacy – it is a necessary evil that takes up too much of staff time but needs to be done in order to grow and be effective
- Much interest but ad hoc
- ED will do the evaluation with input from staff, or presenters. We often relay questions to the board as part of the evaluation process. Board is very supportive to ensure fair evaluation results and see it happening
- It is not a priority, but we are implementing a process to make it so, since it is very impactful when used properly
- Evaluation is a part of our everyday work culture (e.g., what did we do right, what could we do better, etc.); continuous reflection and gathering of feedback/comments from staff, learners, partners, referrals and community agencies
- All of our board, staff and learners are aware of the purpose for evaluations. There are various levels of buy-in
- There is buy-in for evaluation and the importance of it; however, based on current capacity, something would have to be dropped so that this could be delved into more. Also, lack of training in evaluation methods, questions, etc. impacts our organization's ability to more effectively implement additional strategies
- Acceptance and understanding
- Staff/board and Ministry see major value to the evaluation process
- Evaluation occurs at all levels of our services – it is a no brainer that it has to be built into everything we do
- Committed to evaluation in order to meet MTCU targets
- Because we are funded by OTF, we all recognize how important it is to keep records and tracking. The Steering Committee is not involved at all, so perhaps they don't place as much value on it

- Weak – could be so much better, but not without the human resources to carry it out and engage stakeholders
- As an organization overall (as opposed to our specific program), we nominally support evaluation and strive to be transparent, accountable and customer-service oriented. The culture of our organization, however, is not always conducive to honest, open-minded, solution-based evaluation
- Board and staff understand, support and implement evaluation effectively
- Quantitative statistics are everything since they give absolute numbers of clients using the services. Satisfaction or impact of services is not evaluated. Staff efficiency (or lack of) is not monitored other than avoiding complaints!
- Through the internal reports submitted to the board, we keep them aware of what is actually happening in the program; we also make an effort to keep them aware of Ministry monitoring. We try to be transparent about ministry feedback to our clients as well, but sometimes this makes them feel that the government is too intrusive
- Good buy-in; time is a factor – everyone's days are full and adding additional administrative duties is sometimes tough; the board is aware of this
- Staff members are the most aware. Board likes to see results but doesn't suggest we do more evaluation
- Everyone, at all levels of our organization, is aware of the importance of evaluation since it reflects the successes and gaps of our services
- We strive to continuously improve our holistic approach to all that we do. Our Board members attend learner functions and are an integral part of our staff development. We encourage some of our board members to be present for our MTCU site visit
- We have full support of evaluation from all. Informal discussions arise all the time about programs, etc., and what we can do to maximize delivery with limited resources
- Low – definitely needs improving
- We are actively reviewing policies and procedures to ensure continuity of service if staff members leave and to train students who are on placement. As we evaluate, we are documenting the processes so that there is a reference for future staff to refer to

- Informal; not a focus, except to maintain Ministry funding
- None
- It depends on the activity being evaluated as to who would be involved. At the office level, we try to involve staff so that they are able to provide their feedback and suggestions for change
- Inconsistent evaluation process; personally have not had a performance appraisal since I've been with the program (10 years); receive little to no direct feedback from the board, other than attending the AGM; the LBS team has come up with their own process of evaluating our program strengths and challenges but doesn't seem to be consistently administered due to time barriers; management tends to evaluate our effectiveness in LBS based on the EOIS CaMS monthly reports and feedback will be made if something seems amiss
- Progressing – moving from a data rich environment with little or no knowledge to data-focused environment, rich with information and knowledge, that can be used for evidence-based decision making combined with professional knowledge, experience and judgment
- In progress
- In some programs, it is an inherent part of the program and formalized. In other programs, it is informal, based on observed satisfaction and/or comments from participants' families
- Recently reviewed this area and we are working on getting more specific and more detailed in order to improve all of these
- The culture is very supportive, and feedback is taken seriously and followed up
- Difficult to obtain buy-in by staff and clients; board has no evaluation plan
- Overall, very good
- It is a constant theme within our organization and the information is shared immediately, then discussed to determine if other evaluations need to be performed and teams are then formed to proceed
- Everyone is aware of efforts as well as the importance
- Generally everyone is aware (to some extent); good buy-in at most levels
- Biggest issues are time and buy-in from those asked to participate, and dissemination of what the evaluation is telling us

- Board are only involved in the financial aspect, staff are involved in quality/service/client satisfaction/funder compliance
- I think there could be more done at the board level. To administer, evaluate and implement takes time that we don't always have. Client/learner evaluations take priority over program evaluations. If the tool is already in place, it makes it easier
- At all levels, from learners to staff, we have begun to be more aware of the increasing number of areas where evaluation is mandatory or recommended. Evaluation is not universally regarded as a priority. Training and time are two factors that are in short supply
- It is something we are working on. We have been fundraising for the past 3 years to make our name more well-known. We have been working hard to have a stronger presence in the community

14. How, if at all, has your organization benefited from evaluation? (45 responses)

- Shows us strengths and weakness and indicates path to take. With evaluation of staff, this has had an overall negative impact. Each time the staff evaluation is good, salaries rise and funding does not. This means less $$$ to do other important things. This has resulted in layoffs and "technical demotions" which has demoralized staff
- Evaluations and data from similar initiatives across the county have been most useful. Data convinces funders and leads to more funding
- At some point, yes, we are always open to hearing input and moving forward to do better. But we're having a hard time to get 100% of participants to do the survey, and we find only 50% - 60% will do the evaluation
- We have brought in more learners and we were able to open a second site as well; our staff evaluations have really made a difference – these are done monthly
- Helps to focus on areas for improvement/moving forward; evidence-based data supports and increases credibility to external stakeholders; provides a foundation for a work culture of excellence in all we do
- So far, we have benefitted by continuing to receive funding. It has also helped us to identify some gaps and fix some programs that weren't working

- It has allowed us to better plan training, etc., for our agencies and other service providers. It has allowed the board to become more proactive instead of reactive; has allowed some of our operational procedures to be revised
- Evaluating our work allows us to identify an improvement plan and what we should be focusing on in the coming years, as well as what our community partners and Ministry expect from us
- Has supported proposals for funding; has changed how we do things, resulting in better outcomes; and has created a culture of lifelong learning for staff
- Results identify areas needing improvement and areas of success; action is then taken to address the deficit or continue successful strategies
- We're still pretty young, but the feedback we've received has allowed us to make adjustments to our programming as we go. We also want to keep measuring our progress over time, to see if our member organizations (clients) are experiencing growth because of our services
- Funding and feedback
- Confidence to talk about successful initiatives
- Helped increase our targets
- Leads programming future planning; consistency and transparency
- Effective evaluation allows us to prove to funders the value of new projects as well as our ability and capacity to manage new projects and funding. Earns us the respect of our community
- Statistics and testimonies have been used to apply for funding from local municipalities and service organizations
- We have used Ministry results and internal reports to map our traffic and make predictions in order to ensure that we meet Ministry targets for the year
- It has allowed us to create an environment in which our staff team has higher job satisfaction; it has allowed us to grow some of our programs while tapering off others, to better meet the needs of the community; it has allowed us to be more informed and responsive in decision making
- Gives insight into how we are seen by others; still need to work on our main messages

- We believe it has helped us determine potential succession plan candidates for all positions, including the board. Sound business decisions are being made to ensure needs are being met and funders recognize the value of our programs. Without evaluation in this era of cuts, etc., we would remain status quo and that would eventually lead to our demise
- We tend to be a very "goal-oriented" group, committed to continuous improvement. Evaluation of all types is very helpful
- We think everyone, at all levels of our organization, is aware of the importance of evaluation since it reflects the successes and gaps of our services
- It lets us know the areas we need to focus on… otherwise, it can feel like a bit of a narcissistic process because we know people like what we do, and our stakeholders have no problem saying what they think we should or should not do. It feels sometimes like a bit of a waste of time to do formal evaluation since we're never surprised by the results
- Unsure. Don't believe that evaluation has been consistent and therefore question the validity of results. I am responding as a frontline staff who has slowly evolved into a position of taking on most aspects of the LBS program in our organization, with the help of another team practitioner
- We have made positive changes to certain processes, policies, service delivery, programs and technology
- Supported us in getting additional funding
- Ministry evaluation gives insight into the areas where we measure up to the standard practice and gives feedback as to what the funder believes is important. Not sure it helps deliver the program to the clients
- Review of areas that needed some extra attention and improvement in programming
- Highlights agency strengths and areas we need to develop
- It provides information for us to use in our marketing materials and in writing proposals to various funders. We look at the satisfaction of participants and adapt programming schedules based on feedback
- Evaluation helps to move away from unproductive outputs to productive outputs

- Evaluation has informed our decision-making – not making decisions based on hunches, but based on actual data and the ability to look at trends over time, so we can anticipate where to go next
- Yes, we have
- Program improvement; staff evaluation was utilized to assist staff in improvement and professional development
- Adjustments to improve programs, operations, performance goals
- It has helped us evolve, build our business and promote our services to the community and across Canada
- Directed our delivery model. Also assists in targeting client groups
- Improvement of service, extension of service, cancellation of service or programs
- With learners, we were able to implement different ways of delivering programs, due to ongoing evaluations
- The greatest benefit is to correct/adapt programs and services to clients' expectations and make sure we are in compliance with the funders
- Provides us with information that we sometimes overlooked or didn't factor in. Allows for board members to get a clearer picture of programming and piques their involvement
- At this time, although the number of our targets is relatively narrow, having and meeting measurable targets adds focus to our program. Clarity regarding the relevance of these areas could help our organization benefit from additional evaluation
- Best practices are helpful
- Quality improvements

15. **Are there any evaluation tools or methods that you use, or have heard about from others, that other small non-profits might benefit from knowing about? (25 responses)**

- Most significant change
- Almost anything on betterevaluation.org
- Same as others, Survey Monkey, have not yet used Fluid Survey (not consumer friendly). Heard about Gizmo, that we did use in a Federal-funded project that allowed us to embed ASL translated questions beside the English. That is a good tool to use. I would like to know more, attractive or creative evaluation would be useful
- http://sectorsource.ca/sites/default/files/resources/files/projectguide_final.pdf Found this when we first started and it is a wealth of information. It may seem overwhelming at first, but it has pretty much everything you would ever need;
- Not that we can think of, but we have used Community Literacy of Ontario's Capacity Plus resources a lot for ideas
- We use the tools that are recommend by our ministry and other programs;
- Dalhousie University – non-profit annual board evaluation
- People need to select tools and methods suited to their needs, organization and time
- Most of those we know use the same types of tools that we do, but what we hear more and more is that people are tired of being surveyed and asked about outcomes of service
- Every small non-profit needs to keep (better) track of what it does so they know they're having an impact! I think software that tracks this and good databases are a necessity but, sadly, the cost prohibits most from using effective ones
- All projects and evaluations are built on the SMART concept – Specific, measureable, achievable, results-focused, and time-bound. Indicators are then built for each goal to measure impact
- We would LOVE more information on this!
- No
- No

- Nooo
- We're excited to learn more in the upcoming months from others
- Most of ours are home grown, specific to our needs and clients
- Google Analytics is quite easy to use for social media and web-based evaluation
- Not in particular
- I believe that our quality assurance team is always looking for, and experimenting with, new methods to help this organization with evaluations
- No
- Survey Monkey, Google Docs
- The Sidewalk Survey we did in the community a few years ago was extremely helpful for us. We just talked to people on the street and asked if they knew that literacy and upgrading services were available in the community, and how we should "get the word out" if they didn't know
- Learners fill out monthly program evaluations
- Not at this time
- Not really, sorry

16. Do you conduct evaluation outside of what you're expected to do by the funder? (48 responses)

Yes: 35 responses (73%)

If yes, what kind(s) of evaluation do you do?

- Staff performance, management, volunteer satisfaction surveys, learner satisfaction surveys
- Informal, utilization-focused feedback, (e.g., what went well and what did not, how to change for the next event or activity, input from stakeholders)
- Informal conversations, one-to-one interviews with questions in ASL (harder to document and we use it for reporting to funders)
- We do the MTCU evaluation, as necessary, but the other evaluations are for in-house

- We continue to use the Learner Satisfaction Survey; we have a short program evaluation that accompanies the exit interview for learners; bi-annual external stakeholder surveys; workshop evaluations
- We evaluate all of our fundraising and community awareness events
- Board of Directors conducts a meeting evaluation as well as an annual evaluation; would like to incorporate more evaluation into our work, but lack of resources and capacity only allows us to do the bare minimum
- Referral sources; tutor referral sources; evaluation of workshops; health team assessments; learner progress (e.g., milestone completion); efficiency
- Evaluations for add-on projects, such as the Professional Development Day
- We evaluate every aspect of our program from financial process, planning processes, services, board, governance policies to staff
- Organization evaluation (not program specific) is conducted upon client exiting all services
- Metrics on the e-newsletter lets us know what content people are interested in. We keep demographics of our member organizations so we can see, from year to year, if they are growing
- Collect anecdotal info
- Community partners
- The performance measures required by the funder are out of date and do not adequately collect data that is useful or substantial enough for planning and impact measurement. Methodology includes the use of external evaluators, stakeholder interviews and customer-satisfaction surveys
- These are the internal reports mentioned above; from the funders' perspective, their greatest impact is measuring customer satisfaction; stats alone rarely tell you why customers are happy or why they are not
- Surveys; anecdotal information collected informally; developmental tracking
- Every 3 to 5 years, we do a stakeholder evaluation from other community agencies just to see if we're meeting more needs outside of the literacy programs; family literacy programming is evaluated more in-depth to make sure the parents are happy with what they're getting (this is much more than a funder asks us to do); we also evaluate our centralized assessment services with programs to make sure we're meeting their needs (also not the expectation of the funder)

- Performance reviews, logic model reviews, strategic plan reviews/updates, financial evaluations to determine what funds are used for and what can be adjusted; partnership relationships through surveys, conversations
- We are working on this. It seems funders want data up front and we are trying to determine what and how to capture it
- Informal evaluation about client goals and wishes for the classroom, through discussion and journaling
- Stats for numbers; as well as progress and outcomes
- Always asking families and individuals we support for their feedback on services that they are choosing to use
- User surveys, program evaluations, budget forecasting and projections
- We have reviewed what funders request and what data we need as an organization most align, but in some cases there are internal data collected to analyze processes, wait times, etc.
- Program/course evaluation (other than required performance management tools); marketing efforts evaluation
- Informal and formal meetings with learners, stakeholders and the public
- Informal surveys; statistical collection of data for reporting purposes
- Financial
- Annual review of who is referred to us, and who we refer to others; also those we provide assessments to that do not enter our program since it is not accounted for in CaMS
- Performance reviews

No: 13 (27%) If no, why not?

- It is tricky to know what to evaluate and how to do it objectively. Our participants often feel they need to please us and offer a good evaluation
- Time and resources do not permit it

DEVELOPING a CULTURE of EVALUATION

Identification of need

17. What are some challenges, if any, around incorporating evaluation into your organization? (Please check all that apply) (50 responses)

• Limited time	44 (88%)
• Limited staff resources	47 (94%)
• Limited financial resources	38 (76%)
• Government mandated evaluation doesn't fit community need	21(42%)
• Mandated funder evaluation doesn't meet the evaluation needs that will benefit the program	20 (40%)
• Multiple funders, multiple expectations	20 (40%)
• Survey fatigue	23 (46%)
• Staff fear of change	15 (30%)
• Lack of experience/knowledge	24 (48%)

Other:

- Insufficient Data
- The job has changed completely over the last 3 years. We find so much time is spent on ministry reports, ministry requirements, ministry training; the constant changes and the unknown does not allow for a small program such as ours to do much more than we are already doing
- All staff members wish to invest in front-line work – to meet student needs. Evaluation may, at times, be perceived as a lower priority
- To truly measure our effectiveness as a capacity-building network, we need all our small, non-profit, member organizations to be tracking things too; this requires getting buy-in from each of their boards, etc., and establishing a culture of evaluation in each organization
- Time is a very big factor. We wish we could hire even another half staff. But then we would have to figure out how to train them, so in the beginning, it would actually take more time rather than save time

18. What type of evaluation processes, if any, would you like to incorporate into your organization? (48 responses)

• Training for staff	33 (69%)
• Evaluation design	39 (81%)
• Use of results	33 (69%)

Other

- Nothing new; we are over-evaluated at this moment; just noted comment – no other response
- Training for volunteers, not staff in our case
- Need a better tool that can add videos (with ASL translation) and with no cost to the user (with Gizmo, we have to pay $$)
- Evaluation we know will “pass” the test of funders and stakeholders. Evaluation that ascribes a $$ value to the preventative work we do, or the $$ benefits that flow from the work we do [e.g., the research paper (based on American research) that says for every $1 spent in the local agricultural economy, 1.86 in value is created.]
- Community impact
- We can always learn more
- The Likert scale is used so commonly and often people will go fast and not pay attention, and give it all low scores when the comments show they meant the high scores; some type of measurement scale that doesn’t cause this confusion would be excellent (and not going to the qualitative side)
- Evaluation is Ministry driven

19. What information, tools and resources do you think your organization needs to do further evaluation of your programs and/or services? (37 responses)

- More financial resources that will lead to more staff and physical resources, enabling program to do more outreach and information sessions (which we can hardly afford at this point)

- If there is a list of evaluation tools that is deaf-friendly or targeted to the literacy community, that would be helpful

- Outlines and templates are nice, so you don’t have to figure out what you need

- Not sure, but perhaps asking the right questions to get the information we are looking for; Knowing what are the best questions to ask
- Types of tools available, how to use them, and the results they generate
- How to know what information is important to ask about in order to better support what we do. We don't always ask the right questions to get the in-depth information we need
- We would like to see what other options are in the field; what works and what doesn't; tools that do not require a lot of time
- More time allocated for developing, distributing, collecting and analyzing evaluations
- Not sure
- A database; time to do evaluations; more time to assess the results; more automated processes
- Dedicated human resources; incentives
- The use of an external evaluator to assist with outcome-based indicators is useful, but funding often restricts the organization's ability to pay
- Information on availability of evaluation tools and training to use tools
- Not sure
- Interesting, engaging and simple processes – something that gives us good results without taxing anyone along the way
- Ways to share results with service providers without breaching confidentiality; ways to easily view/consolidate all results together to get a better overall picture across Ontario/Canada; ways to remove redundancy within an organization
- Additional education with a focus on designing custom, user-friendly, appropriate evaluation systems
- A tool that is relevant strictly to the services that community-based, Literacy and Basic Skills programs provide to meet the needs of those we serve. A tool that also encompasses the relevance and total impact of community-based literacy programs
- We are stretched to the limit; need more time and staff to do evaluation
- Pro-rated access to professional services, either through community or government funding

- Not sure
- What is the importance of evaluations; training for all staff; how we can incorporate evaluations into our everyday work
- This is Ministry driven
- A clear and streamlined approach that all staff members are proficient in
- Sharing results of surveys and where we can improve or celebrate accomplishments
- We need easy to use tools that we can adapt, as necessary, to client and program needs. The results need to be analyzed so we can determine what changes would be beneficial to implement
- Best practices, methods and approaches that could be replicated, scaled or re-used in different contexts
- Need to help staff understand the importance of evaluation and data collection and that, if we don't collect evaluation data and are not mindful of accurate data collection, then we will never be able to report accurately to funders on our results/outcomes and that is detrimental to the organization
- Provide more tools to evaluate services
- Staff training and awareness of the importance and benefits of evaluation
- Not sure; information sessions would be helpful
- Not sure
- Unsure at this time
- Best practices from other organizations
- Personnel dedicated to that specific cause
- Help in identifying the most "important" program areas on which to focus our time and resources (i.e., the benefits of evaluation versus knowledge of new teaching programs)
- An outline of what the ministry expectations are regarding evaluations

20. **What training would support you to develop a culture of evaluation in your organization? (37 responses)**

- Free workshop on how to do awesome evaluations by using tools in different ways; perhaps hands-on training would be ideal; maybe a short session on evaluation and why it is important to use; helping the participants to understand the need for evaluation
- Where to start, what information to gather and how to sort data specifically into what we want to use in order to obtain results that we understand
- Outline the benefits for all involved (staff, board members) and explain how to relay the data; efficiency is our main priority
- Board training so they understand the importance
- Question building; how to better use results
- Open
- Not sure
- We have a great culture already, just not aware of all the tools out there
- The training we need is "how to develop a culture of evaluation in your organization" so that we can teach our member organizations to do this (which would help us see our impact better)
- Training recognized by funders on specific tools or methods that are relevant to our services
- Training is difficult to do given that no one model of evaluation works for all programs and projects (e.g., financial evaluation is very different from a time-specific project)
- Training on availability of tools and how to use them for increasing funding
- Incorporating evaluation into procedures so that it feels integral to what we do, rather than being something extra we must do
- Not sure
- Any resources would be good. Training is great but we struggle to cover our classrooms and have staff attend. Online would probably be best for us
- Clear understanding of purpose, outcomes, relevance to service delivery model and data that has a broader scope than that of funder evaluations (i.e., MTCU)

- Additional process improvement from a management perspective
- We feel that many people don't know their computers and programs very well. File managing/sorting/filtering/sharing/search are key examples of ways that people can improve their efficiency. Why write a new evaluation survey if one already exists? We see this all the time because people simply can't find what they've already done or what a team member has already done. Why not work smarter, not harder?
- Not sure training is needed – everyone knows the importance of evaluation; perhaps more knowledge of what kind of results you want from evaluation. Sometimes staff just evaluates using the same-old, same-old (methods) and they don't get the point of evaluation or what you can do with the results; so that's probably the training they need; analyzing and developing questions that get you the information you want
- This is ministry driven
- What is the importance of evaluation; training for all staff on how we can incorporate evaluations into our everyday work
- Not sure
- Perhaps some analysis; what is important data and what is not; how to read data; how to use data for useful purposes
- Training on what tools to use; how to measure success and use results
- Staff members need to realize why it's important and do pre- and post- tests or ongoing testing/evaluations. How do we evaluate soft skill development (i.e., improved social and communication skills, increased connections to the community, less social isolation, improved mood/outlook)
- We are evaluating services quite frequently
- Training on determined processes and procedures for all staff, to avoid confusion and errors
- Provide more training on how to conduct different evaluations
- Staff training and awareness of the importance and benefits of evaluation
- Staff training about the practical value of evaluation; appropriate approaches available that are not time consuming
- Workshops providing guidance to staff, as well as roundtables to share what works
- Training sessions, webinars and documentation would be amazing

- Collecting and understanding results to be able to use them to improve services
- Sharing what works and what doesn’t; new ideas and methods
- Training that would help read evaluation reports; reading statistics
- We would appreciate meeting with/hearing from others who have more evaluation experience in the literacy area; how to do more with the available time; goal-setting clarity; when evaluation would be useful and when it would hinder
- A summary of the things that should be considered when developing an evaluation tool; a list of resources/tools that could be used for evaluating. Is there anything new and innovative tool/method out there that would make the evaluation process more appealing? A list of all the ways we should be evaluating our organization; how to work around survey fatigue

Ongoing participation

21. This project will develop a variety of evaluation tools and learning opportunities for non-profit organizations. Would you like to: (Please check all that apply) (49 responses)

- Participate in a discussion group/board to talk about evaluation with your peers?
  27 (55%)
- Be notified of how to join the online clinics to learn more about evaluation?
  36 (73%)
- Be notified when the online modules are available?
  44 (90%)
- Be invited to the evaluation webinars next year?
  40 (82%)
- Be considered to be part of a pilot group to test the online training modules?
  24 (49%)
- We don’t want to be contacted about future project activities.
  2 (4%)

Glossary of Acronyms Used by Survey Respondents

AGM – Annual General Meeting

ASL – American Sign Language

CaMS – Employment Ontario's Case Management System

ED – Executive Director

EO – Employment Ontario

ETCs – Employment and Training Consultants

GED – General Educational Development

LBS – Literacy and Basic Skills

LSPs – Literacy Service Plans

MTCU – Ministry of Training, Colleges and Universities

ODSP – Ontario Disability Support Program

OTF – The Ontario Trillium Foundation

QSAR – Quarterly Status and Adjustment Report