

## PROCESS EVALUATION FRAMEWORK -EXAMPLE

<b>Evaluation Questions</b> (What do we want to know about this program?)	<b>Link to activities or target population in logic model</b>	<b>Indicator(s)</b> (What is one possible measurable approximation of the outcome?)	<b>Data Collection Method(s)</b> (What data collection method will be used to measure the indicator? e.g., Survey, focus group, interview, document review, etc.)	<b>Data Collection Tool(s)</b> (What specific tool will be used? Specify the name and whether it is a standardized tool or internally-developed)	<b>Respondent(s)</b> (Who will provide the information needed? For example, parent, child, clinician, teacher, program staff, etc.)	<b>Person(s) Responsible for Data Collection</b> (Who is responsible for ensuring the data are collected?)	<b>Timing of Data Collection</b> (When will the data be collected?)
What were school personnel's experiences and impressions of the program?	Youth-led arts-based awareness activities	School personnel provide feedback on the program	Focus group	Focus group questions developed by the Steering Committee	Teachers and principal	The Resource Centre's Evaluation Coordinator	At the end of the program in April 2013
How did the youth feel about the activities?	Youth-led arts-based awareness activities	Youth report their thoughts and feelings about the program's activities	Focus group	Focus group questions developed by the Steering Committee	Youth	The Resource Centre's Evaluation Coordinator	At the end of the program in April 2013
What are the demographic characteristics of the youth served?	Youth in grades 7 to 12 in local high schools	Demographic info: -Age -Gender -Family composition -Etc.	Document review	School files	School administration	School secretary	At the beginning of the program in January 2013

## OUTCOME EVALUATION FRAMEWORK –EXAMPLE

<b>Evaluation Questions</b> (What do we want to know about this program?)	<b>Link to outcomes in logic model</b> (What outcome from the logic model does the evaluation question relate to?) E.g., Increased self-esteem	<b>Indicator(s)</b> (What is one possible measurable approximation of the outcome?) E.g., Increased score on the Rosenberg Self-Esteem Scale	<b>Data Collection Method(s)</b> (What data collection method will be used to measure the indicator? e.g., Survey, focus group, interview, document review, etc.)	<b>Data Collection Tool(s)</b> (What specific tool will be used? Specify the name and whether it is a standardized tool or internally-developed)	<b>Respondent(s)</b> (Who will provide the information needed? For example, parent, child, clinician, teacher, program staff, etc.)	<b>Person(s) Responsible for Data Collection</b> (Who is responsible for ensuring the data are collected?)	<b>Timing of Data Collection</b> (When will the data be collected?)
Are youth in the schools more aware of facts and issues surrounding youth suicide?	Increased awareness of youth suicide	Increased score on Suicide Awareness subscale	Survey	Suicide Questionnaire* (standardized)	Youth	Home room teachers	Before and after the program (January & April 2013)
Do parents and teachers know more about the facts and issues surrounding youth suicide?	Increased parents' and teachers' awareness of suicide risk factors	Increased score on Suicide Awareness subscale	Survey	Risk Factors Questionnaire* (standardized)	Parents and teachers	Community Educator	Before and at the end of the workshop (offered in January 2013) plus 3 months post workshop (i.e., April 2013)
Are community members more aware of facts and issues surrounding youth suicide?	Increased community awareness of youth suicide	Community members report knowing more about youth suicide as a result of media campaign	Survey (online – website)	Community Knowledge Tool (internally-developed by Steering Committee)	Community members	Webmaster	Located on website for duration of campaign (January to April 2013) plus 3 months post campaign

\*Fictitious tool