



# Evaluation Framework for the Pan-Canadian Joint Consortium for School Health

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### Introduction

In 2005, Canada’s ministers responsible for health and education pioneered a new approach to improving health and learning for school-aged children and youth: the Pan-Canadian Joint Consortium for School Health (JCSH). They recognized that, statistically, young people were at risk for a range of physical, psychological, and behavioural problems – and that these kinds of issues have major implications not only for learning, but also for health care costs.

Today, the JCSH comprises the Ministries of Education and Ministries responsible for Health and / or Wellness in 12 of the 13 provinces and territories<sup>1</sup>. The federal government also supports the work of the Consortium, with the Public Health Agency of Canada (PHAC) serving in a funding and advisory capacity.

JCSH is uniquely positioned to facilitate and initiate collaboration across the health and education sectors. The Consortium provides leadership and support to its member governments, enabling the education and health sectors to work together more efficiently and effectively while building system capacity for the promotion and integration of health in the school setting. Among its provincial and territorial membership, it is considered a stable platform to which different jurisdictions and sectors can turn in the face of ever-changing priorities, agendas, and emerging trends.

The Consortium focuses on priority areas of FPT Ministers of Health, as well as the Council of Ministers of Education, Canada – all of which have key implications for the health and learning outcomes for students, such as healthy weights, mental health and academic achievement. The JCSH fulfills its mission and mandate through activities related to four key goals. These goals are:

1. **Leadership:** To advance the principles of comprehensive school health through policy, practice, and research.
2. **Knowledge Development and Exchange:** To build, share, and leverage knowledge to support the learning, health, and well-being of children and youth in Canada.
3. **Capacity Building:** To enable member jurisdictions to advance a comprehensive school health approach to support optimal learning, health, and well-being.
4. **Monitoring, Evaluation and Accountability:** To develop and implement a comprehensive evaluation framework for the goals, strategies, and action plans of the JCSH 2015-2020 Strategic Plan.

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<sup>1</sup> While Quebec is not a member, it intends to contribute to the work of the Consortium through sharing information and best practices.

This document contains the evaluation framework for the JCSH to outline the indicators and data collection tools that will be used to measure progress towards the organization's outcomes, which are described in the logic model also contained in this document.

### *Outcomes*

The JCSH has committed to three long-term outcomes. They are defined in the JCSH Strategic Plan 2015-2020 as follows:

- Increased System Capacity, Collaboration, and Efficiency
- Increased Research Coordination
- Increased Inter-Sectoral Action between Education and Health

The following page provides an overview of the JCSH in a Logic Model that shows at a high level how the activities of the organization contribute to outputs and Short-term outcomes that are intended to lead to accomplishment of the longer term outcomes.

### Pan-Canadian Joint Consortium for School Health Logic Model

Components	Leadership	Knowledge Development and Exchange	Capacity Building	Monitoring, Evaluation & Accountability
<b>Activities</b>	<ol style="list-style-type: none"> <li>Align F/P/T work across Health and Education Ministries</li> <li>Develop communication materials on key school health issues</li> <li>Identify and develop new partnerships.</li> <li>Support the comprehensive school health needs of diverse populations</li> </ol>	<ol style="list-style-type: none"> <li>Develop comprehensive school health research strategy.</li> <li>Share emerging trends in research that relate to comprehensive school health</li> <li>Identify school health research needs</li> <li>Facilitate dialogue among school health research partners</li> <li>Advocate for increased research funding to support research into comprehensive school health</li> <li>Support evidence informed policy and practice related to comprehensive school health</li> <li>Develop and promote the use of JCSH resources to support knowledge uptake</li> </ol>	<ol style="list-style-type: none"> <li>Adapt JCSH resources and tools to broaden the application to a wider range of populations and settings</li> <li>Identify and share across jurisdictions best practices related to curricula renewal</li> <li>Support external partners in using a comprehensive school health approach.</li> <li>Identify and share success stories of use of a comprehensive school health framework</li> </ol>	<ol style="list-style-type: none"> <li>Develop and implement an evaluation framework and monitoring plan to evaluate progress on the strategic plan</li> <li>Write midterm and final evaluation reports summarizing the impact of the JCSH over the term of the strategic plan</li> </ol>
<b>Outputs</b>	<ol style="list-style-type: none"> <li>Common briefing notes</li> <li>Common key messages</li> <li>New partnerships exist with organizations:                             <ol style="list-style-type: none"> <li>in the health and wellness field</li> <li>in sectors other than health and education</li> <li>in northern and remote communities</li> <li>in the non-government sector</li> </ol> </li> <li>JCSH is the conduit for communications and engagement on national issues on school health</li> <li>Equity lens identified and applied to JCSH resources</li> </ol>	<ol style="list-style-type: none"> <li>Comprehensive school health research strategy</li> <li>School health research trends identified</li> <li>Reports/summaries of current research trends disseminated</li> <li>Meetings with school health research funders</li> <li>Coordinated approaches to school health research implemented</li> <li>JCSH tools created to support knowledge exchange within and among jurisdictions</li> </ol>	<ol style="list-style-type: none"> <li>Adapted JCSH resources and tools to support use with diverse populations and settings</li> <li>Best practices on curricula renewal identified and disseminated</li> <li>Resources created to support external partners in adopting a comprehensive school health approach</li> <li>Success stories identified and disseminated</li> </ol>	<ol style="list-style-type: none"> <li>Evaluation framework and monitoring plan</li> <li>Mid-term evaluation report</li> <li>Final evaluation report</li> </ol>
<b>Short-term Outcomes</b>	<ol style="list-style-type: none"> <li>Alignment in work on comprehensive school health across Health and Education Ministries within each jurisdiction and across jurisdictions</li> <li>JCSH resources reflect the needs of diverse populations</li> <li>Increased knowledge of ways in which comprehensive school health aligns with First Nations/Inuit/Metis approaches to wellness</li> <li>Increased range of partners who align with the work of JCSH</li> </ol>	<ol style="list-style-type: none"> <li>Increased school health research funding opportunities</li> <li>Increased knowledge among members about best evidence related to comprehensive school health</li> <li>Jurisdictions develop policy based on evidence related to comprehensive school health</li> <li>Increased utilization of JCSH resources by a broader range of organizations serving diverse populations/settings</li> <li>Increased number of external partners reflecting a comprehensive school health approach in their own resources and strategies</li> </ol>		<ol style="list-style-type: none"> <li>Adjustments to the operating plan are made mid-term based on results of the mid-term evaluation</li> <li>Final evaluation report supports future planning for the JCSH</li> </ol>
<b>Long-term Outcomes</b>	<ol style="list-style-type: none"> <li>Increased system capacity, collaboration and efficiency</li> <li>Increased research coordination</li> <li>Increased inter-sectoral action between health and education</li> </ol>			

## Purpose of the Evaluation

The main purpose of the evaluation framework is to assess progress towards the three long-term outcomes of the JCSH. The evaluation will also provide insight into lessons learned about the work of the JCSH and the future operation of the JCSH beyond 2020.

The main audiences for the information generated as a result of the evaluation include:

- Deputy Ministers of Health and Education of the member jurisdictions of the JCSH;
- Public Health Agency of Canada;
- Management Committee and School Health Coordinators' Committees of the JCSH, and
- JCSH Secretariat.

## Evaluation Questions and Indicators

The evaluation matrices on the following pages outlines the key evaluation questions, indicators, and data sources for acquiring the information related to the indicators. In many cases, an evaluation question relates to more than one because aspects of each outcome are intertwined.

Evaluating networks such as the JCSH is an emerging field in the public administration and evaluation literature. Current thought leaders emphasize the importance of measuring both processes and outcomes to effectively assess the progress of a network. In particular, the foundation of networks is the quality of the relationships that exist within the network, so an evaluation of network effectiveness must include some focus on network process and structure.<sup>2,3</sup> For this reason, there are questions included in the evaluation matrix that are aimed at gaining a better understanding of the network structure and process as well as outcomes.

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<sup>2</sup> Popp J. et al. 2013. Inter-organizational Networks: A Critical Review of the Literature to Inform Practice.

<sup>3</sup> Herranz, J. 2009. Multilevel performance indicators for multisectoral networks and management. *American Society for Public Administration*; 40: 445.



### Short-term Outcome Evaluation Matrix

	Evaluation Question	Indicators	Data Collection Tools
<b>Short-term Outcome 1: Alignment in work on comprehensive school health across Health and Education Ministries within each jurisdiction and across jurisdictions</b>			
a.	What are examples of work or issues on which health and education ministries have been aligned <i>within</i> jurisdictions?	<ul style="list-style-type: none"> <li>• Examples of alignment on school health issues within jurisdictions</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group: Staff</li> <li>• Interviews: Members</li> </ul>
b.	What are examples of work or issues on which health and education ministries have been aligned <i>across</i> jurisdictions?	<ul style="list-style-type: none"> <li>• Examples of alignment on school health issues across jurisdictions</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group: Staff</li> <li>• Focus Group: School Health Coordinators</li> </ul>
c.	What is the role of the JCSH in enabling alignment within or across ministries?	<ul style="list-style-type: none"> <li>• Perception of the contribution of JCSH</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group: School Health Coordinators</li> <li>• Interviews: Members</li> <li>• Focus Group: Staff</li> </ul>
<b>Short-term Outcome 2: JCSH resources reflect the needs of diverse populations</b>			
a.	How does the JCSH assess needs of diverse populations to determine who best to address those needs?	<ul style="list-style-type: none"> <li>• Number, type and frequency of methods used to assess needs</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group: Staff</li> </ul>
b.	What are examples of resources that address the needs of diverse populations?	<ul style="list-style-type: none"> <li>• Number and type of resources designed to meet the needs of diverse populations</li> <li>• Methods used to assess the extent to which members of diverse populations believe their needs are addressed in JCSH resources</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group: Staff</li> <li>• Document review</li> </ul>
<b>Short-term Outcome 3: Increased knowledge of ways in which comprehensive school health aligns with First Nations/Inuit/Metis approaches to wellness</b>			
a.	Have School Health Coordinators, JCSH staff and members	<ul style="list-style-type: none"> <li>• Self-perceived knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group: School Health</li> </ul>

	<b>Evaluation Question</b>	<b>Indicators</b>	<b>Data Collection Tools</b>
	increased their knowledge of ways in which comprehensive school health aligns with First Nations/Inuit/Metis approaches to wellness?	change about ways in which comprehensive school health aligns with First Nations/Inuit/Metis approaches to wellness	Coordinators <ul style="list-style-type: none"> <li>• Focus Group: Staff</li> <li>• Interviews: Members</li> </ul>
b.	How has knowledge ways in which comprehensive school health aligns with First Nations/Inuit/Metis approaches to wellness impacted the work of School Health Coordinators, JCSH staff and members?	<ul style="list-style-type: none"> <li>• Examples of how ways in which comprehensive school health aligns with First Nations/Inuit/Metis approaches to wellness have impacted the work of the JCSH and member jurisdictions</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group: School Health Coordinators</li> <li>• Focus Group: Staff</li> <li>• Interviews: Members</li> </ul>
<b>Short-term Outcome 4: Increased range of partners who align with the work of JCSH</b>			
a.	How has the range of JCSH partners changed since 2014?	<ul style="list-style-type: none"> <li>• Examples of new partners within:                             <ul style="list-style-type: none"> <li>○ the health and education sectors</li> <li>○ in sectors other than health and education</li> <li>○ in northern and remote communities</li> <li>○ in the non-government sector</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group: School Health Coordinators</li> <li>• Focus Group: Staff</li> </ul>
b	Has the relationship with existing partners changed, and if so, how?	<ul style="list-style-type: none"> <li>• Ways in which partnerships that existed in 2014 have changed in 2017 and 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group: School Health Coordinators</li> <li>• Focus Group: Staff</li> </ul>
c	How have new partners impacted the work of the JCSH and jurisdictions?	<ul style="list-style-type: none"> <li>• Perceived benefits of working with new partners</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group: School Health Coordinators</li> <li>• Focus Group: Staff</li> </ul>



	<b>Evaluation Question</b>	<b>Indicators</b>	<b>Data Collection Tools</b>
			<ul style="list-style-type: none"> <li>• Interviews: Members</li> <li>• Interviews: Partners</li> </ul>
d.	How has the work of the JCSH impacted the work of partners?	<ul style="list-style-type: none"> <li>• Examples of how JCSH has impacted the work of partners</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group: Staff</li> <li>• Interviews: Partners</li> </ul>
<b>Short-term Outcome 5: Increased school health research funding opportunities</b>			
a	Has the number of school health research funding opportunities increased since 2014?	<ul style="list-style-type: none"> <li>• Number and type of school health research funding opportunities</li> <li>• Perceived contribution of JCSH in achieving an increased number of school health research opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group: School Health Coordinators</li> <li>• Focus Group: Staff</li> <li>• Interviews: Members</li> <li>• Interviews: Research Partners</li> </ul>
<b>Short-term Outcome 6: Increased knowledge among members about best evidence related to comprehensive school health</b>			
a	Have School Health Coordinators, JCSH staff and members increased their knowledge about best evidence related to comprehensive school health?	<ul style="list-style-type: none"> <li>• Self-perceived knowledge change about best evidence related to comprehensive school health</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group: School Health Coordinators</li> <li>• Focus Group: Staff</li> <li>• Interviews: Members</li> </ul>
b	How has knowledge about best evidence related to comprehensive school health impacted the work of School Health Coordinators, JCSH staff and members?	<ul style="list-style-type: none"> <li>• Examples of how knowledge change about best evidence related to comprehensive school health have impacted the work of the JCSH and member jurisdictions</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group: School Health Coordinators</li> <li>• Focus Group: Staff</li> <li>• Interviews: Members</li> </ul>
<b>Short-term Outcome 7: Jurisdictions develop policy based on evidence related to comprehensive school health</b>			
a	What are examples of jurisdictional policies that were developed considering evidence related to comprehensive	<ul style="list-style-type: none"> <li>• Examples of policies developed based on evidence related to comprehensive</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group: School Health Coordinators</li> <li>• Focus Group: Staff</li> </ul>

	<b>Evaluation Question</b>	<b>Indicators</b>	<b>Data Collection Tools</b>
	school health?	school health	<ul style="list-style-type: none"> <li>• Document review</li> </ul>
b	What was the role of the JCSH in making evidence available for use by jurisdictions?	<ul style="list-style-type: none"> <li>• Role of JCSH in providing evidence to jurisdictions</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group: School Health Coordinators</li> <li>• Focus Group: Staff</li> </ul>
<b>Short-term Outcome 8: Increased utilization of JCSH resources by a broader range of organizations serving diverse populations/settings</b>			
a	What are examples of organizations that have used JCSH resources and how have they used them?	<ul style="list-style-type: none"> <li>• Examples of organizations that used JCSH resources and how they have used them (note: “organizations” includes JCSH members)</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group: School Health Coordinators</li> <li>• Focus Group: Staff</li> <li>• Interviews: Partners</li> </ul>
b	How many organizations service diverse populations use JCSH resources compared to 2015?	<ul style="list-style-type: none"> <li>• Number and type of organizations using JCSH resources in 2015, 2017 and 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Focus Group: Staff</li> </ul>
<b>Short-term Outcome 9: Increased number of external partners reflecting a comprehensive school health approach in their own resources and strategies</b>			
a	How many external partners use a comprehensive school health approach as a result of their interaction with the JCSH?	<ul style="list-style-type: none"> <li>• Number and type of external partners using a comprehensive school health approach</li> </ul>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Interviews: Partners</li> </ul>
<b>Short-term Outcome 10: Adjustments to the operating plan are made mid-term based on results of the mid-term evaluation</b>			
a	What adjustment were made to the operating plan mid-term if any and why?	<ul style="list-style-type: none"> <li>• Number and type of adjustments to operating plan</li> <li>• Rationale for adjustments to the operating plan</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group: Staff</li> <li>• Interviews: Members</li> <li>• Document review</li> </ul>

	Evaluation Question	Indicators	Data Collection Tools
<b>Short-term Outcome 11: Final evaluation report supports future planning for the JCSH</b>			
a	How will the final evaluation report be used?	<ul style="list-style-type: none"> <li>Ways in which the evaluation report will be shared and utilized</li> </ul>	<ul style="list-style-type: none"> <li>Focus Group: Staff</li> <li>Interviews: Members</li> </ul>

*Long-term Outcome Evaluation Matrix*

	Evaluation Question	Indicators	Data Collection Tools
<b>Long-term Outcome 1: Increased system capacity, collaboration and efficiency</b>			
a	Have cost efficiencies been realized because of the work of the JCSH, and if so can they be quantified?	<ul style="list-style-type: none"> <li>Examples of cost efficiencies (e.g. collaborative development of resources)</li> </ul>	<ul style="list-style-type: none"> <li>Document review (budgets, briefing notes, annual reports)</li> <li>Focus Group: School Health Coordinators</li> <li>Focus Group: Staff</li> <li>Interviews: Members</li> <li>Interviews: Partners</li> <li>Interviews: Research partners</li> </ul>
b	Does the JCSH enable members to achieve benefits that they could not achieve independently for the same cost and effort? If yes, how?	<ul style="list-style-type: none"> <li>Member perception of unique benefits provided by JCSH</li> </ul>	<ul style="list-style-type: none"> <li>Focus Group: School Health Coordinators</li> <li>Interviews: Members</li> <li>Electronic Survey (members, partners)</li> </ul>
c	What are the benefits of having a collective voice for school health in Canada?	<ul style="list-style-type: none"> <li>Perception of benefits of having a collective voice for school health</li> </ul>	<ul style="list-style-type: none"> <li>Focus Group: School Health Coordinators</li> <li>Interviews: Members</li> </ul>

	Evaluation Question	Indicators	Data Collection Tools
			<ul style="list-style-type: none"> <li>• Interviews: External Partners</li> <li>• Focus Group: Staff</li> <li>• Interviews: Research Partners</li> </ul>
d	To what extent does the JCSH fulfill the role of providing a collective voice for school health?	<ul style="list-style-type: none"> <li>• Extent to which JCSH is perceived as the collective voice for school health</li> </ul>	<ul style="list-style-type: none"> <li>• Electronic survey (members, partners)</li> </ul>
e	How effective are the collaborative processes of the JCSH? <i>(note: the indicators are selected factors from the Wilder Collaboration Inventory)<sup>4</sup></i>	<ul style="list-style-type: none"> <li>• Extent to which JCSH is perceived to have:                             <ul style="list-style-type: none"> <li>○ shared vision</li> <li>○ understandable attainable goals and objectives</li> <li>○ unique purpose</li> <li>○ skilled leadership</li> <li>○ open and frequent communication</li> <li>○ clear roles and policy guidelines</li> <li>○ adaptability</li> <li>○ flexibility</li> <li>○ legitimacy</li> <li>○ mutual respect and trust among members</li> <li>○ ability to compromise</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Electronic Survey (members, partners)</li> </ul>
f	Are there opportunities to improve collaboration within the JCSH?	<ul style="list-style-type: none"> <li>• Opportunities for improving collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group: School Health Coordinators</li> <li>• Interviews: Members</li> <li>• Focus Group: Staff</li> </ul>

<sup>4</sup> Mattessich P., Murray-Close M., & Monsey B. 2001. Wilder Collaboration Factors Inventory. St. Paul, MN: Wilder Research.

	Evaluation Question	Indicators	Data Collection Tools
<b>Long-term Outcome 2: Increased research coordination</b>			
a	Has a coordinated research agenda been developed for school health research?	<ul style="list-style-type: none"> <li>Number and type of partners engaged in developing and implementing a coordinated research agenda</li> </ul>	<ul style="list-style-type: none"> <li>Focus Group: School Health Coordinators</li> <li>Focus Group: Staff</li> <li>Interviews: Members</li> <li>Interviews: Research Partners</li> </ul>
b	What have been the benefits of having a coordinated research agenda?	<ul style="list-style-type: none"> <li>Examples of benefits</li> </ul>	<ul style="list-style-type: none"> <li>Focus Group: Staff</li> <li>Interviews: Research Partners</li> </ul>
<b>Long-term Outcome 3: Increased inter-sectoral action between health and education</b>			
a	To what extent has JCSH enabled inter-sectoral action <i>between</i> health and education within member jurisdictions?	<ul style="list-style-type: none"> <li>stakeholder perception of impact of JCSH on inter-sectoral action at the provincial/territorial level</li> </ul>	<ul style="list-style-type: none"> <li>Electronic survey (members, partners)</li> <li>Focus Group: Staff</li> <li>Interviews: Members</li> <li>Interviews: External Partners</li> </ul>
b	To what extent do stakeholders believe JCSH has enabled inter-sectoral action between health and education <i>across</i> provinces and territories?	<ul style="list-style-type: none"> <li>stakeholder perception of impact of JCSH on inter-sectoral action across provinces and territories</li> </ul>	<ul style="list-style-type: none"> <li>Electronic survey (members, partners)</li> <li>Focus Group: Staff</li> <li>Interviews: Members</li> <li>Interviews: External Partners</li> </ul>
c	How has the JCSH enabled inter-sectoral action between health and education across provinces and territories?	<ul style="list-style-type: none"> <li>examples of inter-sectoral action between education and health across provinces and territories</li> </ul>	<ul style="list-style-type: none"> <li>Focus Group: Staff</li> <li>Interviews: Members</li> <li>Interviews: External Partners</li> </ul>

### Other Evaluation Questions

	Evaluation Question	Indicators	Data Collection Tools
a	Is there a legitimate and necessary role for the JCSH beyond 2020? If so, what should that role be?	<ul style="list-style-type: none"> <li>perceptions about need for and role of JCSH in the future</li> </ul>	<ul style="list-style-type: none"> <li>Focus Group: School Health Coordinators</li> <li>Focus Group: Staff</li> <li>Interviews: Members</li> <li>Interviews: External Partners</li> <li>Interviews: Research Partners</li> <li>Electronic survey (members, partners)</li> </ul>
b	To what extent are the activities of the JCSH aligned with the priorities of F/P/T governments?	<ul style="list-style-type: none"> <li>Degree of alignment with member priorities</li> </ul>	<ul style="list-style-type: none"> <li>Interviews: Members</li> </ul>
c	If the mandate of the JCSH were to be expanded beyond 2020, what should the priorities for action be for the next five year mandate?	<ul style="list-style-type: none"> <li>Future priorities for JCSH</li> </ul>	<ul style="list-style-type: none"> <li>Focus Group: Staff</li> <li>Interviews: Members</li> <li>Interviews: Partners</li> <li>Interviews: Research Partners</li> <li>Focus Group: School Health Coordinators</li> </ul>
d	Is the current organizational and membership structure of the JCSH effective?	<ul style="list-style-type: none"> <li>Description of current organizational and membership structure</li> <li>Challenges with the current organizational and membership structure</li> <li>Opportunities to improve the current organizational and membership structure</li> </ul>	<ul style="list-style-type: none"> <li>Document review</li> <li>Focus Group: Staff</li> <li>Interviews: Members</li> <li>Interviews: Partners</li> <li>Focus Group: School Health Coordinators</li> <li>Interviews: Research Partners</li> </ul>
e	How effectively are the results of JCSH activities communicated to stakeholders?	<ul style="list-style-type: none"> <li>Effectiveness of communication mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>Document review</li> <li>Focus Group: Staff</li> </ul>



	Evaluation Question	Indicators	Data Collection Tools
		used to share information about JCSH activities	<ul style="list-style-type: none"> <li>• Interviews: Members</li> <li>• Interviews: Partners</li> <li>• Interviews: Research Partners</li> <li>• Focus Group: School Health Coordinators</li> </ul>
f	What are the key lessons learned about the work of the JCSH in the past five years?	<ul style="list-style-type: none"> <li>• Lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group: Staff</li> <li>• Interviews: Members</li> <li>• Focus Group: School Health Coordinators</li> </ul>

## Data Collection Sources

The evaluation matrix describes in details the key evaluation questions, and the data sources that will be used to collect the data for each indicator. This section describes each of the data sources in greater detail.

- **Document Review:** The evaluators will use a document review template to guide the collection of data during the review of key documents (including but not limited to budgets, briefing notes, annual reports, minutes, evaluation reports).
- **Electronic Survey:** An electronic survey will be created and the link distributed broadly to all of the members and external partners of the JCSH to ensure there is a broad opportunity for input into the evaluation.
- **Focus Group - School Health Coordinators:** A focus group will be conducted by the evaluators at a meeting of the School Health Coordinators. A semi-structured focus group guide will be used by the moderator. Verbal informed consent will be obtained prior to data collection.
- **Focus Group – Staff:** A focus group will be conducted by the evaluators via teleconference or in person. A semi-structured focus group guide will be used by the moderator. Verbal informed consent will be obtained prior to data collection.
- **Interviews – Members:** Telephone interviews will be conducted with representatives of members of the JCSH (members of the Management Committee and/or School Health Coordinators). Members to be interviewed will be identified collaboratively with JCSH staff, and will be contacted via e-mail and invited to schedule an interview. A semi-structured interview guide will be used by the moderator. Ideally the interviews will happen after the focus groups to enable interview questions to be adjusted to provide for greater depth of information based on information gathered during the focus groups. Copies of the interview questions will be pre-circulated to interviewees. Verbal informed consent will be obtained prior to data collection. Interviews will be recorded and transcribed to assist in data analysis.
- **Interviews – Partners:** Telephone interviews will be conducted with key partners of the JCSH. Partners will be identified by staff. Partners will be contacted via e-mail and invited to schedule an interview. A semi-structured interview guide will be used by the moderator. Copies of the interview questions will be pre-circulated to interviewees. Verbal informed consent will be obtained prior to data collection. Interviews will be recorded and transcribed to assist in data analysis.

- **Interviews – Research Partners:** Telephone interviews will be conducted with key research partners of the JCSH. Research partners will be identified by staff. Partners will be contacted via e-mail and invited to schedule an interview. A semi-structured interview guide will be used by the moderator. Copies of the interview questions will be pre-circulated to interviewees. Verbal informed consent will be obtained prior to data collection. Interviews will be recorded and transcribed to assist in data analysis.
- **Interviews – External Partners:** Telephone interviews will be conducted with key external partners of the JCSH, with an emphasis on partnerships established after 2014 and partnerships established that have broadened the scope of the JCSH's reach. Partners will be contacted via e-mail and invited to schedule an interview. A semi-structured interview guide will be used by the moderator. Copies of the interview questions will be pre-circulated to interviewees. Verbal informed consent will be obtained prior to data collection. Interviews will be recorded and transcribed to assist in data analysis.

### Data Analysis and Reporting

All qualitative data will be thematically coded using a coding structure based on the five outcomes. Quantitative data from the electronic survey will be ordinal data, and descriptive statistics will be used for analysis.

Before the evaluation report is finalized, the findings of the evaluation will be summarized and presented to the Evaluation Committee via teleconference for discussion and feedback, and to enable mutual development of recommendations based on the findings.