

Evaluation 101: Basics of Program Evaluation

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Welcome and Introduction

- What are some of your worse fears about evaluation?
- What advantages do you see to evaluation?
- What would you like to get out of today's training?

Learning Objectives

- To introduce the basic definition and components of program evaluation for public health programs;
- To provide an overview of the CDC framework for program evaluation;
- To provide you with a basic understanding of the development of process and outcome evaluation questions.
- If time.... A little bit about measurement and data collection...

But if you learn none of these things...**remember these key points**

- Involving your stakeholders is key. Evaluation does not happen in a vacuum. You want to be on the same page about why you do what you do...
- No point in doing evaluation unless you **USE IT**
- As long as it is well thought out – you will learn something from an evaluation – it does not have to be fancy or expensive!

What is Evaluation?

- ***Evaluation*** is the systematic investigation of the merit, worth, or significance of any “object”
- *Michael Scriven*
- ***Program*** is any organized public health action/activity implemented to achieve some result

Another definition....

Program Evaluation is:

- The systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future program development

(Michael Quinn Patton)

Terminology and Definitions

Types of Evaluation

- Evaluation of need: Assessment and identification of unmet needs within an organization or community.
 - Used for program planning
- Process Evaluation: is the program operating as planned or expected?
 - Do the needs of the community match what was believed during planning?
 - Learn how the program works
 - The extent of implementation
 - The nature of the people being served
- Outcome Evaluation: is the program having the *desired* effects on specifically defined outcomes?
- Impact Evaluation: what are the overall intended or unintended effects of the program?

Purpose of Evaluation Feedback

Formative: Used to help form or shape the program to perform better; used to improve delivery of the program

Summative: Examines the effects or outcomes of the program, a summary judgment on the program's performance

The nature of the evaluation

- Independent evaluation
- Participatory/collaborative
- Empowerment
- Action-research

Supplements and Other Types of Reflection/Data Collection

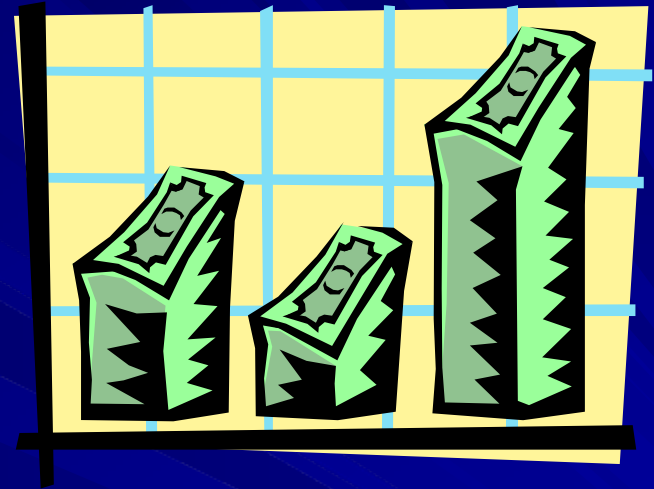
- **Planning:** What *are* we doing and what *should* we do?
 - **Budgeting:** Linking program performance to program budget
 - **Performance measurement:** *How* are we doing?
 - Uses statistical methods and other evaluation tools on an ongoing basis to assure accountability, improve performance (** for more on this attend....*)
- ➡ Can direct evaluation to answer: *Why* are we doing poorly or well?
- **Surveillance:** Continuous monitoring or **routine** data collection on indicator variables and outcomes over a regular period of time
 - Informs and supports evaluation
 - Evaluation is **occasional**, measures short-term and intermediate outcomes
 - **Research:** “Research seeks to prove; evaluation seeks to improve”
 - “pure” research focuses on testing hypotheses; evaluation focuses on improving practice

Why Do Evaluation?

- To determine achievement of objectives; progress on goals, outcomes
- To improve program implementation & delivery
- For accountability to funders, community, & other stakeholders
- To increase community support for initiatives through community awareness
- To contribute to the scientific base for community public health interventions
- To inform policy decisions
 - To ensure the effective programs are maintained and resources are not wasted on ineffective programs
- To permit comparisons among groups, (*populations with high risk factors)
- To justify the need for further funding and support
- To find opportunities for continuous quality improvement (CQI)

Four Important Reasons for Evaluation

1. Getting Money
2. Keeping money
3. Celebrating successes
4. Improving programs
 - Increasing clarity of program objectives and actions
 - Using feedback to make the program better



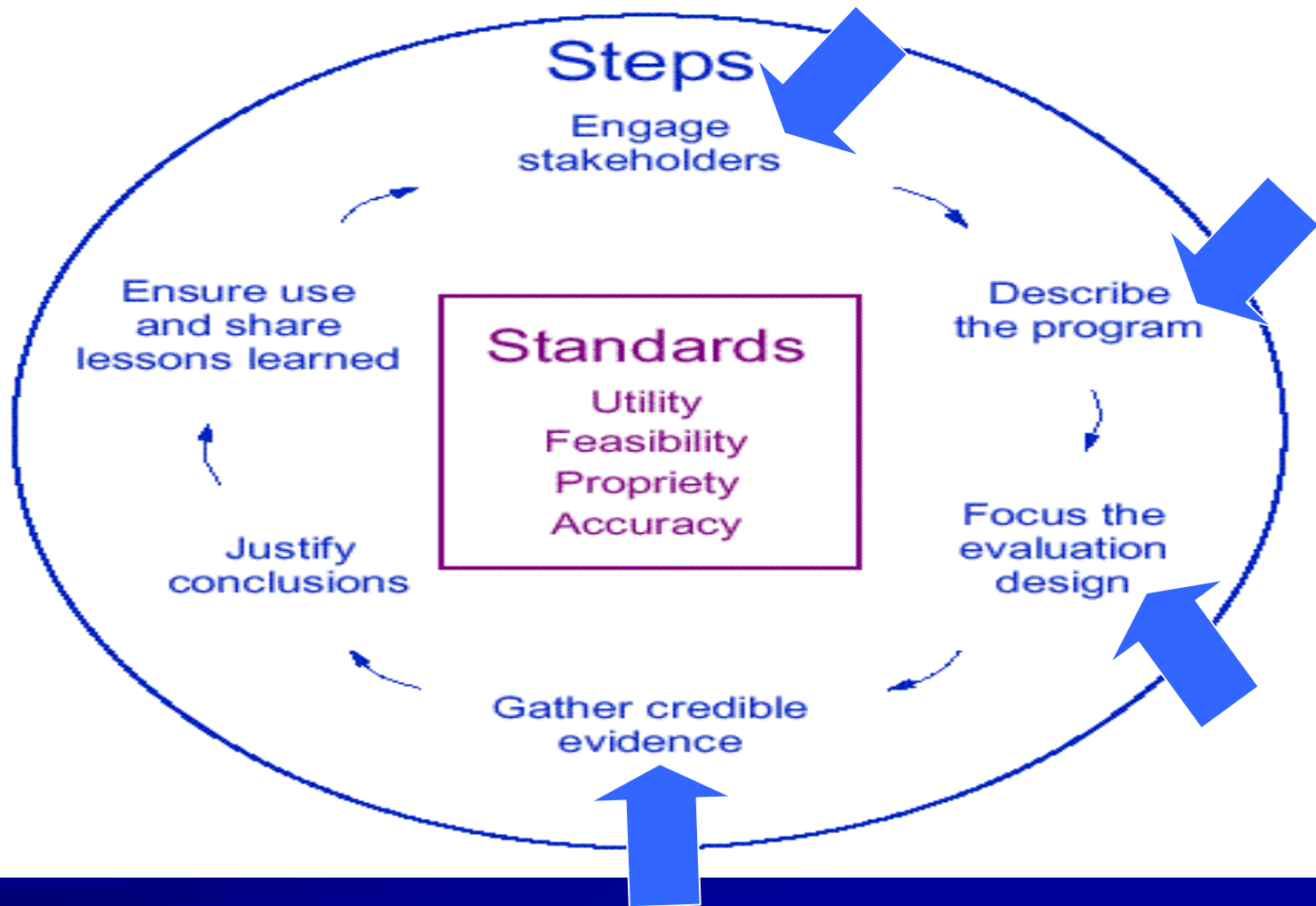
What are the steps in performing a “good evaluation?”

CDC's Framework for Program Evaluation in Public Health

- Program evaluation is 1 of 10 essential public health service and critical organizational practice in public health
- CDC defined **six steps** and **four set of standards** for conducting good evaluations of public health programs

CDC's Framework

FIGURE 1. Recommended framework for program evaluation



BREAK

10 minutes

The Four Standards

- No one “right” evaluation. Instead, best choice at each step is options that maximize:
- **Utility**: Who needs the info from this evaluation and what info do they need?
- **Feasibility**: How much money, time, and effort can we put into this?
- **Propriety**: Does the evaluation protect the rights of individuals? Does it engage those most affected by the program and its outcomes?
- **Accuracy**: Does the evaluation produce findings that are valid and reliable?

Before you even begin...

\$\$\$ BUDGET FOR EVALUATION!! Try to hold 10 - 15% of your budget for evaluation

Choose an Evaluation Team

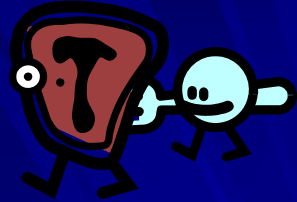
- Good evaluation requires a combination of skills
- Team could include
 - internal staff
 - external stakeholders
 - Consultants and/or contractors (evaluator, data contractor, epidemiologist)
- Decide on roles/responsibilities. Who will take the lead on designing and implementation?
 - At least one staff should be evaluation “point person”
 - Have the ability to manage evaluation activities, engage stakeholders, can look elsewhere for specific technical expertise
- Consultants should have high level of professional experience, expertise, objective point of view, understand evaluation guiding principles

... where an evaluation consultant comes in handy...



- FROM START TO FINISH
- But...think about your budget and where you need them the most (i.e., design, implementation, data collection, data analysis)
- While building your own evaluation capacity is crucial, having an outside “objective” evaluator on board is invaluable.
- Cost can range quite a bit so shop around! 😊
 - If possible, hold 10-15% of your budget for evaluation...

Step 1: Engaging Stakeholders



- What is a stakeholder? *People or organizations that are invested in the program, are interested in evaluation results, and/or have a stake in what will be done with the results*

- Key stakeholder groups for public health evaluations:
 - Those involved in *Program Operations*
 - Those *served or affected* by the program
 - Those who are *intended users of the evaluation findings*

Why involve stakeholders?

Enhance likelihood of use by engaging stakeholders who:

- Can increase credibility of your efforts or evaluation
- Are responsible for day-to-day program implementation
- Will *advocate or authorize* proposed changes based on results
- Will *fund or authorize continuation* of program

Step 2: Describe the Program

- Clarify all components and intended outcomes of the program
 - Providing focus for the evaluation
- Program description includes the following components:
 - Need
 - Targets
 - Outcomes
 - Activities
 - Outputs
 - Resources/inputs
 - Relationship of Activities and Outcomes (i.e., logic model)
- And a discussion of...
 - Stage of Development
 - Context
- Use Goals and Objectives as starting point
 - Program mission, strategic plan
 - Healthy People 2010
 - HMP Minimum Common Programs

A little bit about Goals and Objectives

The goal is where we want to be. The objectives are the steps needed to get there.

Goals

- A broad, general statement about outcomes; sometimes more long term
- *Example:* Prevent the initiation of tobacco among young people

Objectives (aka outcomes)

Very clear and specific statements pertaining to:

1. Who is it for?
2. What is it for (about)?
3. How many will be affected?
4. Over what period of time?
5. What is the magnitude of change?

** Select a limited set of objectives to focus on the most important results feasible to obtain

Strong Objectives are...



■ **S**pecific

event or action

■ **M**easurable

amount of change

■ **A**chievable

realistic

■ **R**elevant

relate to program goal

■ **T**ime-bound

when objective will be achieved

Examples: Increase the percentage of women aged XX in Aroostook County who are aware of the signs and symptoms for heart attack from X% in 2005 to X% by 2008.

Increase the percentage of women aged 40-49 who have received a mammogram within the past two years to 80% by 2010

Describing the Program: Linking Activities and Outcomes

- Program Theory: you **Never** have to have a logic model but you always need program theory
- Logic model: *a graphic depiction of the **relationship** between a program's activities and its **intended** outcomes*
 - *Providing the link between program components and outcomes*

Some quick definitions

■ Strategies

- refers to *doing or accomplishing*
- the activities you are engaged in
- examples include meetings, public education campaign, training staff, hiring staff, providing education for community, providing clinical services
- both **planning** and implementation

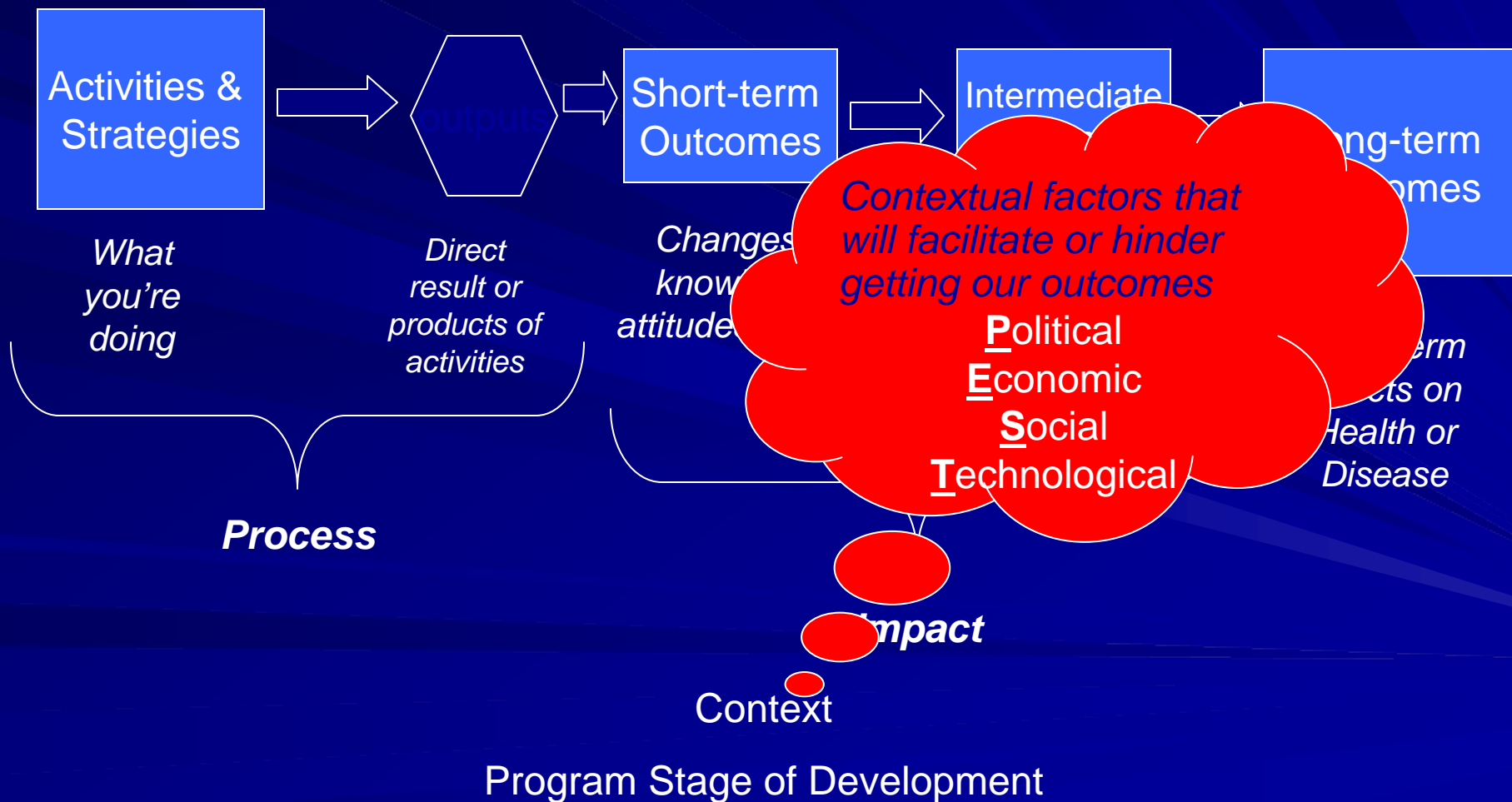
■ Outputs

- Accomplishments or products due directly to the activities and strategies engaged in

■ Outcomes

- Changes that occur ***because of services, etc*** you provide
- Changes in knowledge, attitudes, beliefs, behaviors or health/disease status among clients or the population(s) you serve

Basic Program Logic Model



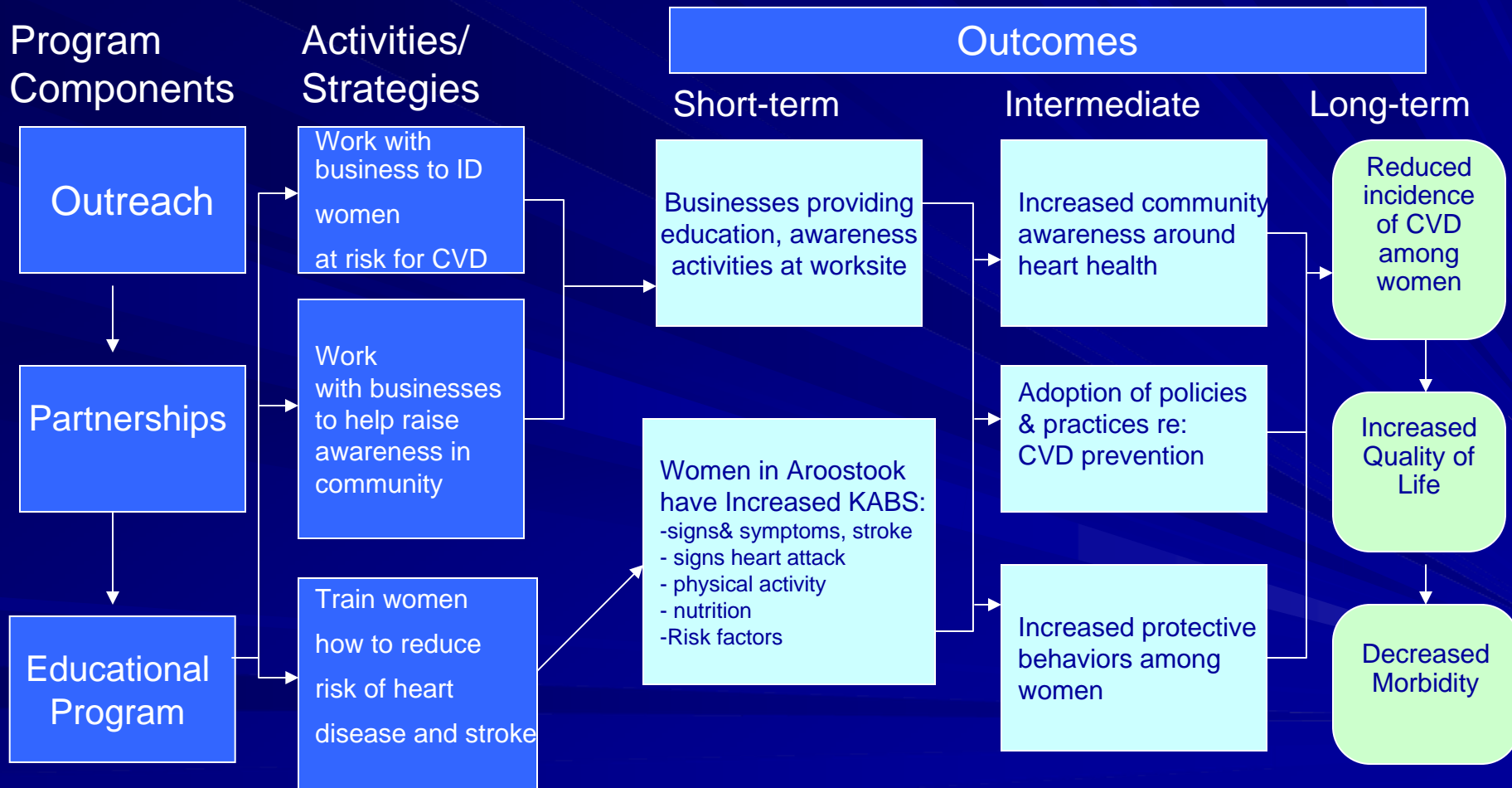
Ways to Get Started on a Logic Model

- Review any available information on your program and take out items that are “activities” or “outcomes.” OR
- Work backward from outcomes. Helpful if the long-term change is clear but little else.
 - Ask “how to” to identify the factors, variables, etc that will be involved in producing the long-term change OR....
- Work forward from activities if you have clarity about activities but not about why they are part of your program. Ask, “so then what happens?”
 - use a series of “*if....then*” statements to help you create your logic model

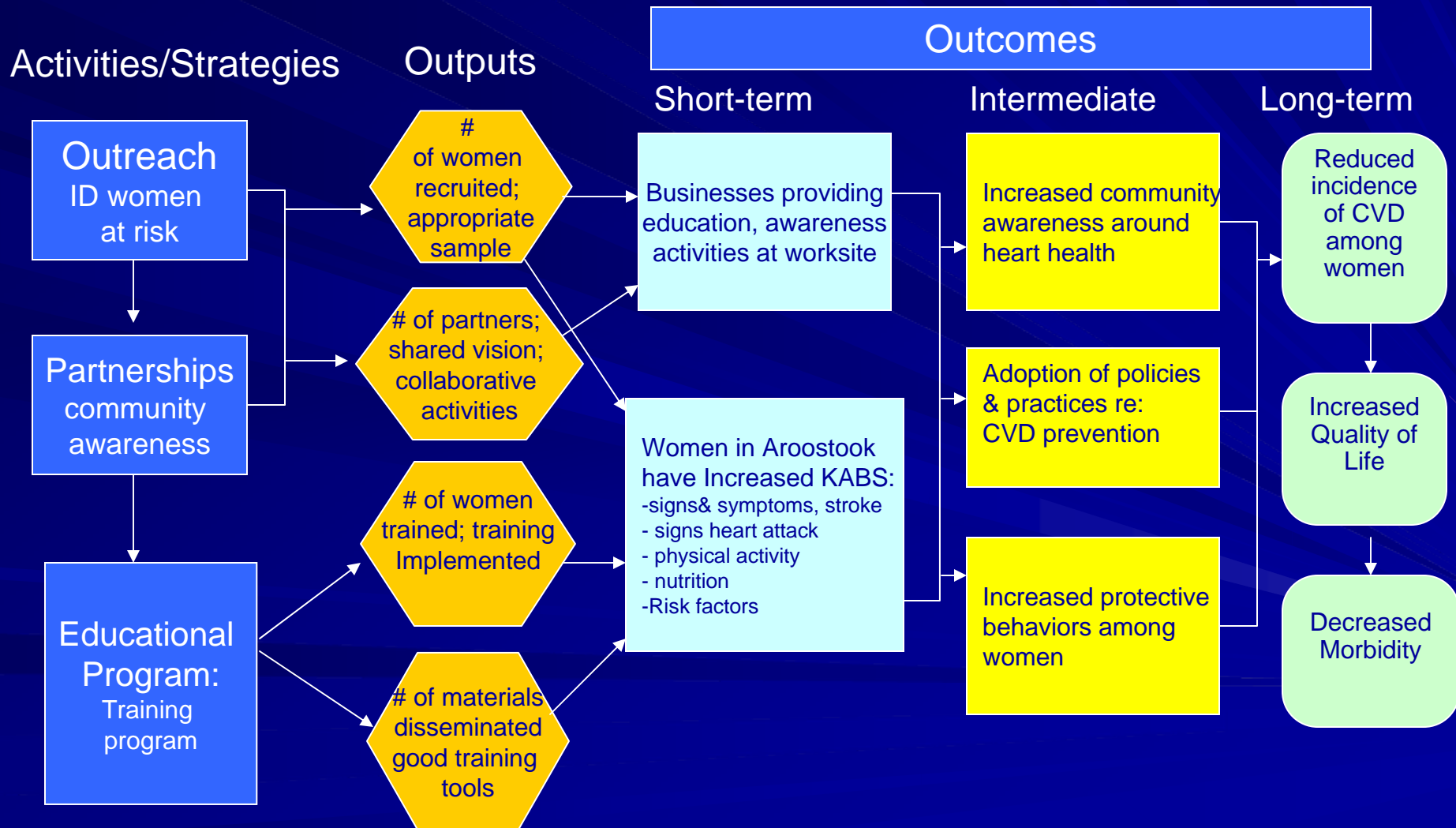
Identifying Outcomes

- Ask why, and then ask why again
- What is/will be different as a result of your initiative?
- Ask your stakeholders!
- Don't forget about your intermediate outcomes....Work backwards from your ultimate outcome
 - What needs to happen, who needs to change to achieve it?

Logic Model *Example... Women and Heart Health Awareness campaign, Aroostook County*



Logic Model *Example... Outputs and Process*



Small Group Exercise #1:

Using the worksheets on Logic Models, start putting together your program's logic model (if you already have one, use this time to think through it again or help your neighbor 😊)

1) What are the different components/activities/strategies of your program?

*** You can focus on just one Component/Activity*

2) What are the outcomes of your program (or this activity)?

- Remember go backward from outcomes or forward from activities
- Work alone or in groups and we'll come around to help
- Share with other group members

CDC Framework Step 3: Focus the Evaluation

- Determine the most important evaluation questions
 - And evaluation design
- Based on the assumption that the entire program need not be evaluated at the same time
 - And resources are limited!
 - Evaluation is an ongoing process so focus can change
- Use logic model to help determine the best evaluation focus
- CDC four evaluation standards help guide decisions on focus (stay tuned...)

Evaluation Plan vs. Evaluation Focus

- Evaluation ***Plan***: How I intend to measure ***all*** aspects of my program---all the boxes (and arrows) in my logic model
- ***Plan*** may never change
- Evaluation ***Focus***: The part of my program that needs to be measured in ***this evaluation, this time?***
- ***Focus*** is always changing

Types of Evaluations: Review

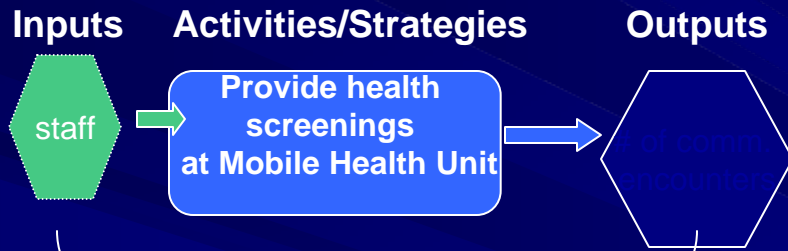
- Evaluation questions generally fall into the following categories:
 - **Formative:** *How should I design my program? How well designed are the components?*
 - **Process:** *Were program activities accomplished? Implemented as planned?*
 - **Outcome:** *Is the program having the intended impact? Is there progress toward larger program goals?*

What is Process Evaluation?

Process evaluation verifies what the program is, and whether or a program is being implemented as planned to the intended recipients

- Document program implementation.
 - Has it been implemented as planned? Why or Why not?
 - Program fidelity
 - When, where, how often, with what population, and for how long was the program implemented?
- Examination of the activities that have taken place
 - Who conducts them?
 - Who is reached through them?
 - How many take place?
- Examination of Resources
 - How much money the project costs
- Staff competency
 - Are program activities being implemented by trained staff? Are they appropriately matched with the intended audience

Process Evaluation



Process Evaluation
Focuses HERE

* Outcome results are ambiguous without knowledge of the program activities that produced those outcomes. Process evaluation helps us “diagnose” why outcomes were or were not achieved.

3 Important Process Questions:

- What is the extent to which we have implemented the program as it was intended?
 - the program has been followed with fidelity (e.g., as designed)
 - the number of sessions, activities matches our plans
- What is the nature of the people being served?
 - the intended population is being reached in regards to demographics, participant characteristics and risk factors
 - the number of participants meets or exceeds planned outreach
 - any problems with attrition/drop-out
- What is the degree to which the program operates as expected?
 - the program is having the kind of impact that was expected

Process Evaluation Exercise

10 minutes

Take a look at the “activities” section of your logic model. Then take 5 minutes to answer the following. Then, share your responses with the group

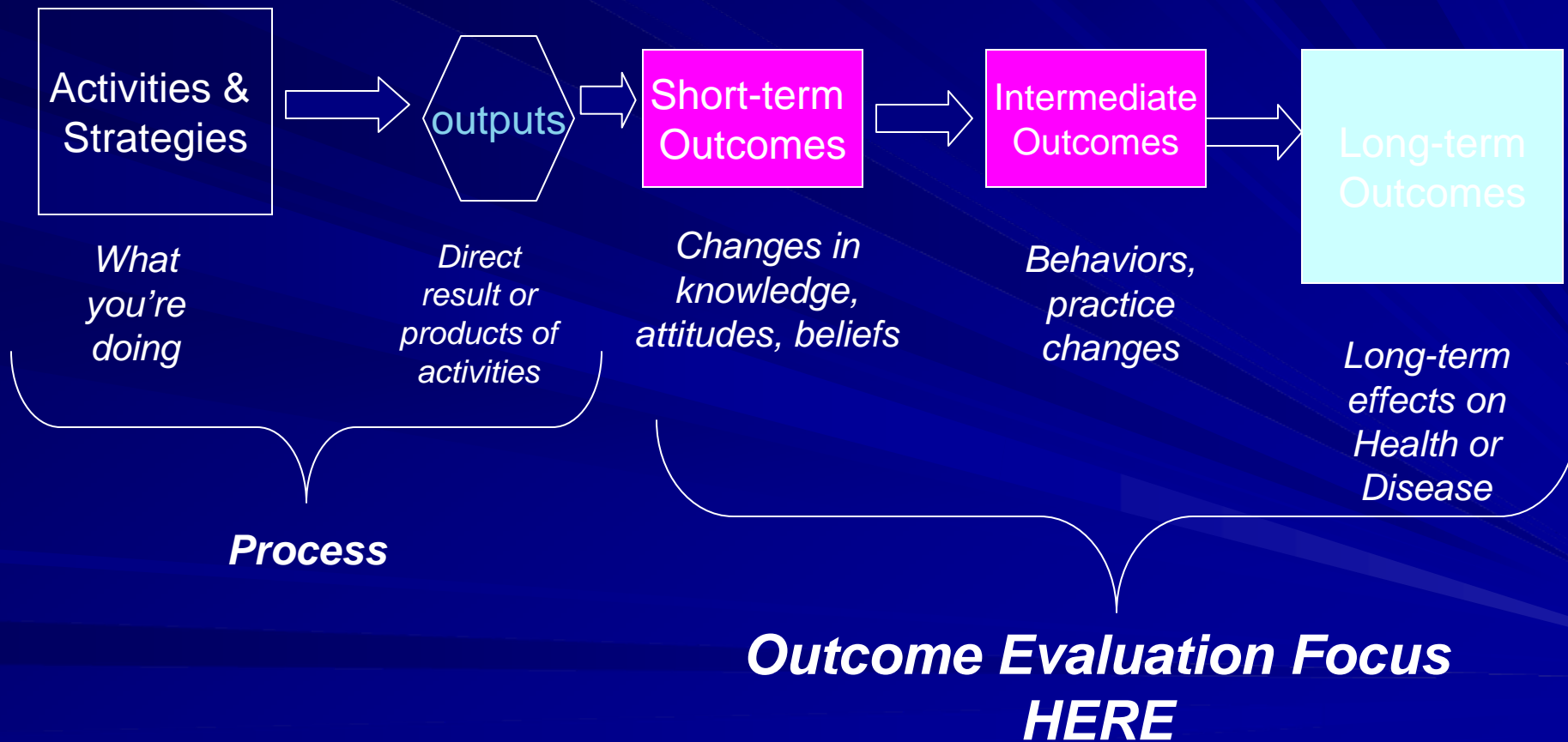
- What kind of information would you want to know about these activities or strategies?
- How might you collect this information?
 - What kind of info do you already collect about the people who you serve?
 - What kind of info do you already collect about your program?
- What are some barriers to process evaluation that you have encountered?
- What are some things that have worked for you?

What is Outcome Evaluation?

Assesses progress on the outcomes the program is designed to address....

- The results of activities, services provided
- Changes in individuals (attitudes, beliefs)
- Changes in behaviors
- Changes in the environment (policies, enforcement, social norms)
- Changes in disease trend (mortality, morbidity)

Outcome Evaluation and the Logic Model



Outcome Evaluation Exercise

10 minutes

Take a look at the “outcomes” section of your logic model. Then take 5 minutes to answer the following. Then, share your responses with the group

- Looking at some or all of the outcomes you identified in your logic model, what do you really want to know?
 - Are these really the intended effects of your program activities?
- What if any information do you have available about these outcomes?
- How might you get this information?
- What barriers have you encountered with outcome evaluation?
- What has worked well?

Next Step: Determine Focus

Based on CDC's "utility" standard:

- **Purpose:** What is the purpose or intent of the evaluation?
- **User:** Who wants the info and what are they interested in?
- **Use:** How will they use the info?

(Some) Potential Purposes

- Show accountability to stakeholders
- Test program implementation
- “Continuous” program improvement
- Increase the knowledge base
- Other...
- Other...

Deciding on the “Right Focus”

- Remember:
 - The needs of your Stakeholders in Step 1. What are they *most* interested in? Do you need to address them now or can they wait?
- “Reality check” your Focus. Based on CDC’s “feasibility” standard:
 - **Stage of Development:** How long has the program been in existence?
 - **Program Intensity:** How intense is the program? How much impact is reasonable to expect?
 - **Resources:** How much time, money, expertise are available?

Several “Foci” Scenarios

- Year 1: YOU want to see if the model and approach is ready to launch...
- Year 3: ANOTHER ORG/COMMUNITY wants to adopt your approach but wants to know “what are they in for?” ...
- Year 5: YOU need to show the LEGISLATURE that your program is worth the money...

Additional Guidance for “Focus”

Using CDC’s Evaluation Standards

- **Utility:** What is the purpose or intent of the evaluation? Who will use it? How will they use it?
- **Feasibility:** What is the stage of development of the program (planning, implementation)? “Reality check” re: resources
- **Propriety:** Will the focus and design adequately detect unintended consequences? Will it include an examination of the experiences of the participants?
- **Accuracy:** Is the focus broad enough to detect success or failure of the program? Is the design the right one to respond to the questions that are being asked by stakeholders?

Please take a look at the handout on this ... this will help you later on!

BREAK

5 minutes

Where You've Been:

- What our program is about
- Who cares about it besides us?
- What we want to measure now and in the long-run (FOCUS)

What Next:

- *Identify evaluation questions*
- *Identify indicators and data sources for our questions*
- Analyze Data
- Draw conclusions
- Turn results into action (i.e., program improvement)
- Share lessons learned

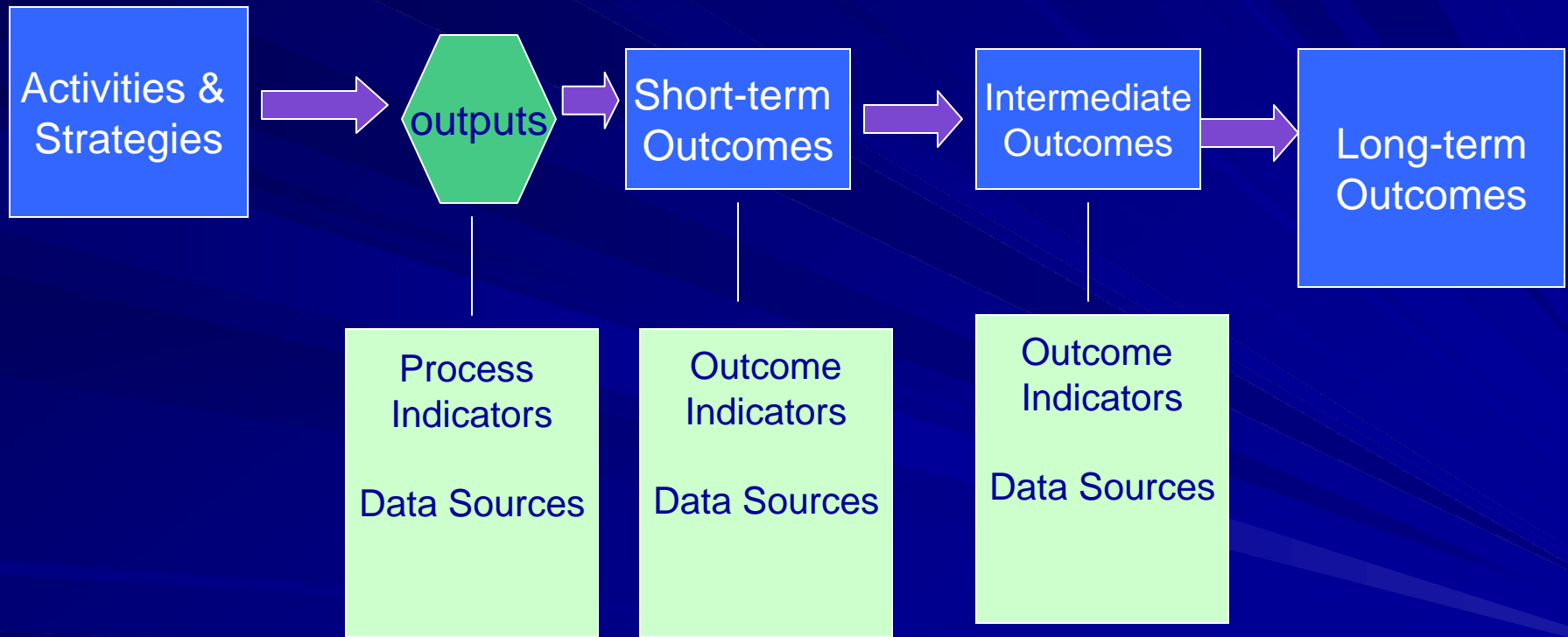
Choosing Evaluation Questions

- Being clear about what questions you want your evaluation to answer is ***the key*** to getting an evaluation that meets your needs.
- Engage stakeholders here – focus and questions go hand in hand
- Determine your focus— which components of your logic model will be included in the evaluation (i.e., these activities, but not these)
- Using the same criteria, your evaluation questions will develop from this focus. For example:
 - Implementation: Were these activities implemented as planned? What barriers existed?
 - Impact: Did my activities have the expected impact on participants? What changes can be observed?
- Your evaluation questions will become more and more refined as evaluation design and data collection begin

Step 4 : Gather Credible Evidence

- Use your logic model to design your evaluation and determine how you will gather “evidence”
- You will need to:
 - 1 ***Choose measures/indicators***
 - 2 ***Choose data sources/ data collection methods***
 - 3 ***Choose the timing, logistics***

Using Logic Model as a Data Guide



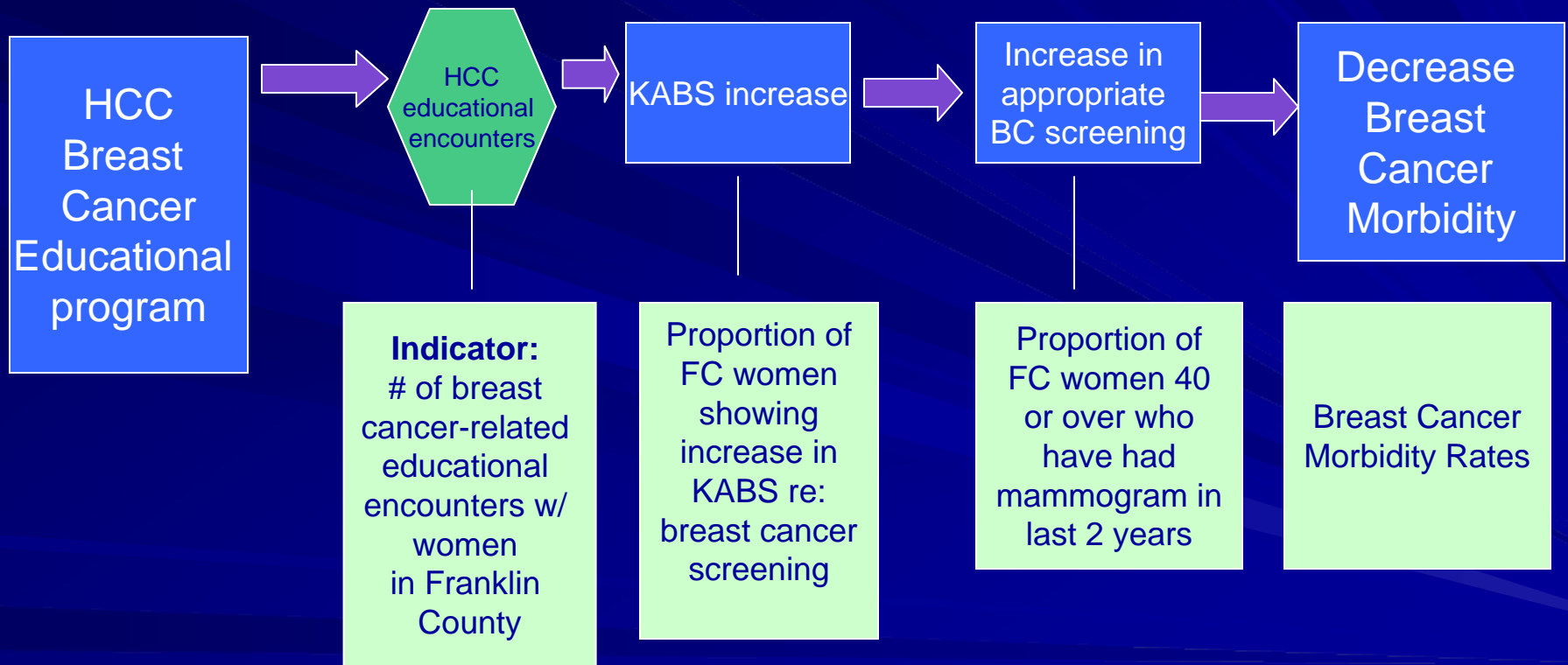
What is an Indicator?

- Specific, observable, and measurable statements that show progress towards a specified output or outcome:
 - Clearly stated in objectives
 - Linked to activity/output(s) or outcome(s)
- Can be developed for activities (process indicators)
- AND outcomes (outcome indicators)
 - Can have more than one for each activity or outcome
- Must be focused, clear and specific
- Should represent progress toward implementing activity or achieving outcome...

Commonly Used Indicators

- Participation rates
- Communities reached
- KABS (knowledge, attitudes, beliefs and skills)
- Individual behavior (prevalence)
- Community norms
- Policies
- Health status (incidence)

Using Logic Model as a Data Guide



Types of Data Sources

■ Existing (Secondary)

Sources:

- US Census
- BRFSS
- YRBS
- Adult Tobacco Survey
- Youth Tobacco Survey
- PRAMS
- Cancer registries
- Vital Statistics
- Other surveillance databases

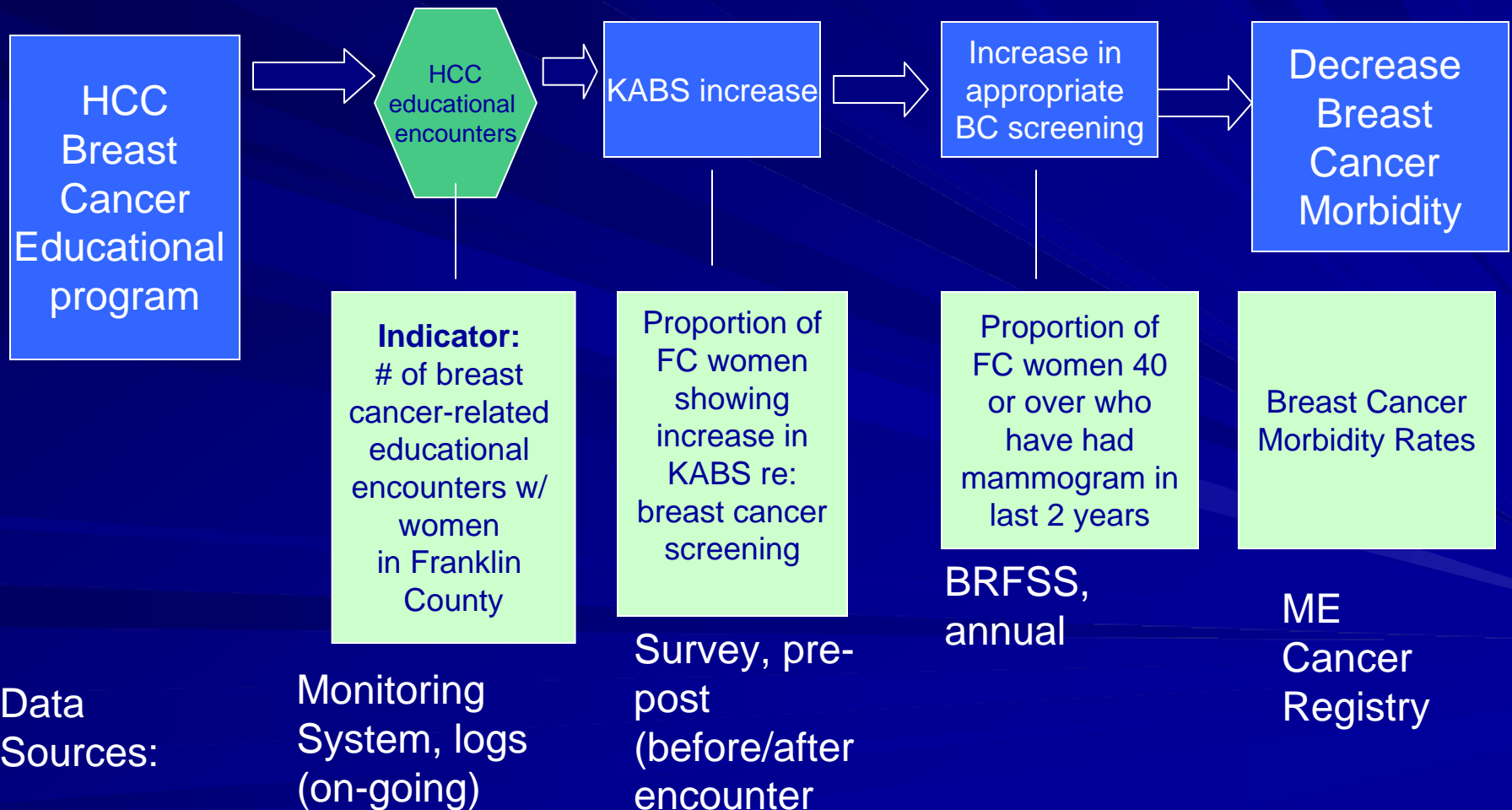
■ Primary Data Collection:

- Surveys
- Focus Groups
- Observation
- Document review, Archival data:
 - Minutes
 - Chart reviews
 - Logs

How do I get the Data?

<u>Process</u>	<u>Initial and Intermediate</u>	<u>Long-Term</u>
logs, satisfaction surveys, Attendance sheets, actual planning documents or products	Surveys or Inventories -Session evaluations -Pre/post Observations- skills demonstrations, etc. Interviews one-on- one group	Secondary sources

Using Logic Model as a Data Guide



Tips on Data Collection

- Multiple, mixed methods (quant/qual) often very helpful
- Think about the **context** in which the method is used... How much money do you need? When will you need/get the results?
- Think about the **content**. Is it a sensitive issue? Is the behavior observable? Is it abstract? If so do we need multiple methods to measure it?
- ***This is when your stakeholders may have some additional insight...***

Data Collection Group Exercise

More to come on Measurement & Data analysis...

Future trainings:

- *Performance measurement* -- April 25th
- *AND... Statistics 101, What makes a Good Measure?* June 6th

Making Evaluation Work: 11 Steps to Success

- Create an evaluation team
- Describe the program logic (linking program components to short-term & long-term outcomes)
- Identify measurable process objectives
- Identify measurable outcome objectives
- Select measures
- Develop a plan for collecting data (including timing & personnel)
- Implement data collection (and refine the system for data collection)
- Store and record the data
- Analyze the data
- Report the findings and recommend useful future actions
- Use the report to inform your program logic & objectives (evaluation utilization & learning)

Your Next Steps/ Group Discussion

- **Take a few minutes to think about your next steps for your evaluation...and then we can discuss them as a group**
 - Where are you in your program?
 - Where are you in your evaluation? What are your next steps?
 - Are you having particular challenges you need to address?

- **Please make sure to fill out your post questionnaire and evaluation form! 😊**

Questions??

Helpful Resources: Web Based

- **CDC Framework: *Intro to Program Evaluation for PH Programs—A Self-Study Guide*:**
<http://www.cdc.gov/eval/whatsnew.htm>
- **W.K. Kellogg Foundation Evaluation Resources:**
<http://www.wkkf.org/default.aspx?tabid=75&CID=281&NID=61&LanguageID=0>
- **University of Wisconsin-Extension (logic models):**
<http://www.uwex.edu/ces/lmcourse/>
- **Community Tool Box**
<http://ctb.ku.edu>

