


Evaluation Fundamentals

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Welcome & Introductions


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Agenda

- Research vs. Evaluation
- Issues & Strategies
- Types of Measures
- Discussion


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Research vs. Evaluation

- **Research** – Tests a hypothesis; uses scientific rigor to understand facts and draw conclusions
- **Evaluation** – Measures and assesses effectiveness (changes and impact) of a given intervention or program

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Definition of Evaluation

“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** programs”

(U. S. Department of Health & Human Services, 2005).

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Evaluation - Elements

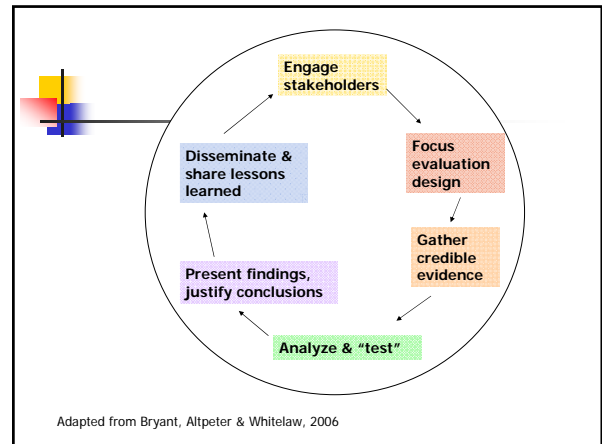
- Many have both *quantitative* and *qualitative* elements
- Often focuses on the *processes* of implementation as well as *outcomes*
- Rigor still involved; uses objective *measures* and *methods*

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Evaluation - Elements

- *Feedback loop* can be very helpful to program management
- Funders frequently want *recommendations* related to future efforts and sustainability

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Focus of the Approach

- *Process* – how does the program operate; what are the procedures?
- *Performance* – who is being served; what are the service units compared to goals?
- *Cost* – what is the true cost of the program?
- *Impact* – what effect does the program have on the underlying issue; to what end?

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Focus related to Stage of Development

- *Formative* – during development of program; emphasizes internal operational objectives and focuses on efficiency improvement
- *Summative* – after program fully implemented; focuses on effectiveness and whether goals have been met

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Evaluation Framework

- **Structure** → What components are in the program?
- **Process** → How do those components work?
- **Outcomes** → What are the results of this work?

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Logic Model: A Tool

- Abbreviated or condensed picture of:
 - Goals
 - Implementation activities
 - Program benefits
- Shows relationship between inputs and outputs
- Makes clear expectations and assumptions

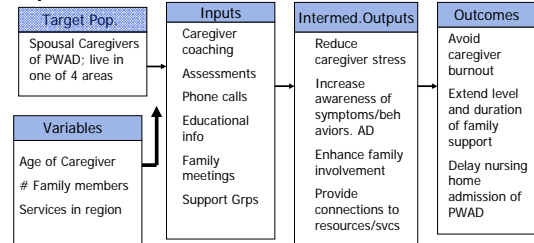
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Logic Model also

- Displays:
 - Non-program factors, such as environmental issues, characteristics of the organization or population, which might influence/impact the results
 - Program factors, such as education level or training of staff, which might influence/impact the results

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Simplified Logic Model

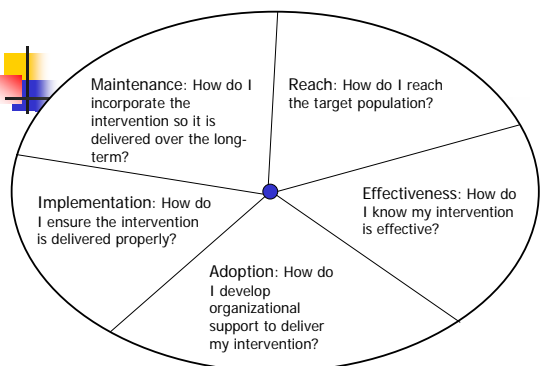


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Program Design & Evaluation Framework: RE-AIM

1. Reach
2. Effectiveness
3. Adoption
4. Implementation
5. Maintenance

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Translating RE-AIM to be used as a Evaluation Tool

- | | |
|------------------|--|
| ■ Reach | ■ # enrolled, diversity, outreach, methods for recruitment |
| ■ Effectiveness | ■ Prior data - Program data; outcomes, observed changes, impact |
| ■ Adoption | ■ Structural components; factors related to translating the intervention |
| ■ Implementation | ■ Processes & costs; issues faced |
| ■ Maintenance | ■ Acceptance; sustainability; lessons learned |

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Issues & Strategies

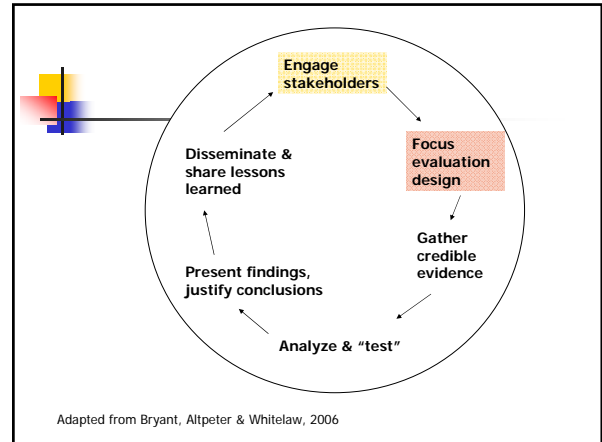
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Designing/Planning

Consider:

- Need(s)/ issue(s) trying to address
- Programs proven to impact need(s)
- Purpose of the project
- Goals, objectives, workplan, timeframe, budget
- Evaluation approach

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Considerations for Evaluation at time of Design

- Are the program goals realistic?
- Are the intervention strategies grounded in theory and, if possible, evidence-based practice?
- Are adequate resources available to implement the program?

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Considerations for Evaluation at time of Design

- What data are available? (maximize use of existing data)
- Is the timeframe for evaluation realistic?
- How will program findings be able to be generalized to other communities or organizations?

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Choosing Internal vs. External

Internal

- "Cheaper" (fewer dollars but more time)
- Can do if measures are defined, tested, easy-to-use and largely quantitative
- May not be accepted by funder

External

- More expensive
- Better if complex set of processes involved and/or if dependent on qualitative information
- Independent" (considered less biased)

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Internal – Identify:

- Evidence-based program - body of work documents effectiveness of a program given certain parameters—these are the parameters you must follow
- Standardized/objective instruments, measures, tools to use for data collection—the research will guide you on these instruments

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External – Identify:

- Funder requirements
- Budget, timeframe
- Expertise needed
- Level of involvement desired - “CQI” technical assistance vs. post-program results reporting

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Your Evaluator should be a Resource



Types of Measures

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Types of Measures

- Quantitative = numerical data, scores, percentages
- Qualitative = comments, stories, observation

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How To Measure (Methods)

- Count/tally
- Survey
 - At program site
 - Mail-in
 - Online
- Interview
 - In-person
 - Telephone
- Examine secondary data

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What to Measure – “Counts”

- Incr. in “units of service” provided
- Incr. in types of services provided
- Incr. # of unduplicated persons served, new persons served
- Growth in market penetration
- Incr. # Volunteers, Volunteer retention

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What to Measure – “Pre/Post Change”

- % change of behavior in targeted area(s) among program participants
- Observed reduction of adverse event(s) in program participants
- Observed improvement of targeted markers in program participants

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What to Measure - Impact

- Lasting effects in the program participant group
- Spillover effects on the target population or community at large
- Effects on the organization
- Effects on other “parts of the system” or on other programs

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Baseline “Snapshot”

Service	Current Characteristics	Current Measures & Performance	Perceived Impact

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Baseline “Snapshot” – Example Internal Evaluation

Service	Current Characteristics	Current Measures & Performance	Potential Impact
Volunteer Ride Program	12 volunteer drivers: ■ 1 new this year ■ 3 from 1-2 years ■ 6 over 2 years	■ Avg. # rides/week = 6 (one way) ■ Rides/yr = 312 ■ # unduplicated persons served per year = 48 ■ Persons served reporting high satisfaction (95% surveyed report “very satisfied”; 100% response rate)	■ Reduce # unmet ride needs in community (City ride program reports 1,100 rides turned away last year.) ■ Reduce family caregiver burden (Sample of family caregivers showed that rides during daytime caused most stress.)

Instruments, Tools

- Database reports - tallies of rides provided, by unduplicated person, by city or zip code area & referral source
- Satisfaction surveys of riders
- Family caregiver burden surveys of family of riders (pre/post)
- Volunteer records

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Instruments, Tools

- Interview of Volunteer Coordinator (internal)
- Secondary data from city ride program
- Interview of City transportation coordinator (external)

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Post-Intervention Results - Example

Service	Characteristics	Current Measures & Performance	Perceived Impact
Volunteer Ride Program	30 volunteer drivers: • 20 new this year • 4 from 1-2 years • 6 over 2 years Added 18 volunteers; retained all	• Avg. # rides/week = 11.5 (one way) • Rides/yr = 578 • # unduplicated persons served per year = 105 • Persons served reporting high satisfaction (90% surveyed report "very satisfied"; 95% response rate) Added 266 rides, 57 new persons	• Reduce # unmet rides (City ride program calls increased, but it made 85 referrals to this program for unmet ride needs and these rides were given) • Reduce family caregiver burden (Sample of family caregivers surveyed at initial and at end. Reported stress from transportation reduced. Burden scores were slightly lower too.)

Revisiting Evaluation Questions & Framework

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When you are assessing progress – revisit:

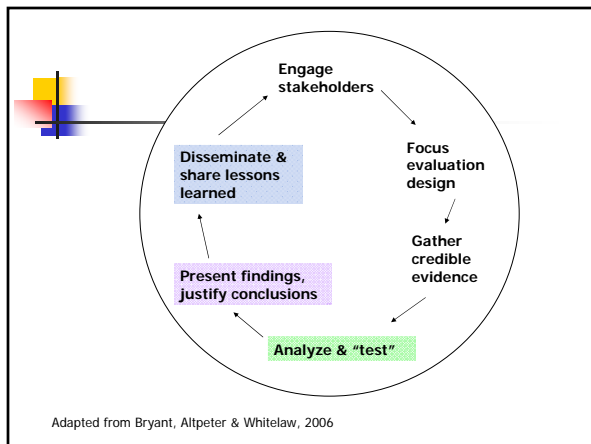
- Evaluation questions
- Framework
- Assumptions, logic model
- Implementation experience
- Environmental factors

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Evaluating Progress – Ask yourself:

- What was the starting point?
- What structure/process/methods were used?
- What were the goals? Did they (we) do what they (we) said they (we) would?
- What were the environmental factors and other influences during this time period?

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Success?

- Results
- Impact
- Costs
- Sustainability
- Replicability
- Implication for policy or population

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Discussion

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Strategies - Review

- Clarify goals & assumptions
- Imbed data collection/measurement tools into processes
- Measure (pull data & analyze) at key interim points within the project timeframe
- Feed back findings to program managers/colleagues

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Reading/Resources

Bryant, L., Altpeter, M., Whitelaw, N. (2006). Evaluation of Health Promotion Programs for Older Adults: An Introduction. *The Journal of Applied Gerontology*, 25(3) June. Found 2/2009 at: www.healthagingprograms.org/resources/EvaluatingEBPrograms_Intro.pdf

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Harrell, A. et. al. *Evaluation Strategies for Human Services Programs: A Guide for Policymakers and Providers*. Washington, DC: The Urban Institute. Found 2/2009 at: http://www.ojp.usdoj.gov/BJA/evaluation/guide/documents/evaluation_strategies.html

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Reading/Resources

U. S. Department of Health and Human Services, Centers for Disease Control and Prevention (2005). *Introduction to program evaluation for public health programs: A self-study guide*. Atlanta, GA: Centers for Disease Control and Prevention. Found 2/2009 at: www.cdc.gov/eval/evalguide.pdf.

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