Planning and Managing for Success

Evaluation Basics

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“My question is: Are we making an impact?”

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Introductions

- Who are you and why are you here today?
- What would you like to learn that you don't already know?

Imagine that……

You are rear-ended in traffic and now have to replace your car. How do you determine which car is the best replacement vehicle on your limited budget?

What is program evaluation?

Evaluation is the systematic process for an **organization** to obtain information on its activities, its impacts, and the effectiveness of its work, *so that it can improve is activities and describes its accomplishments*.

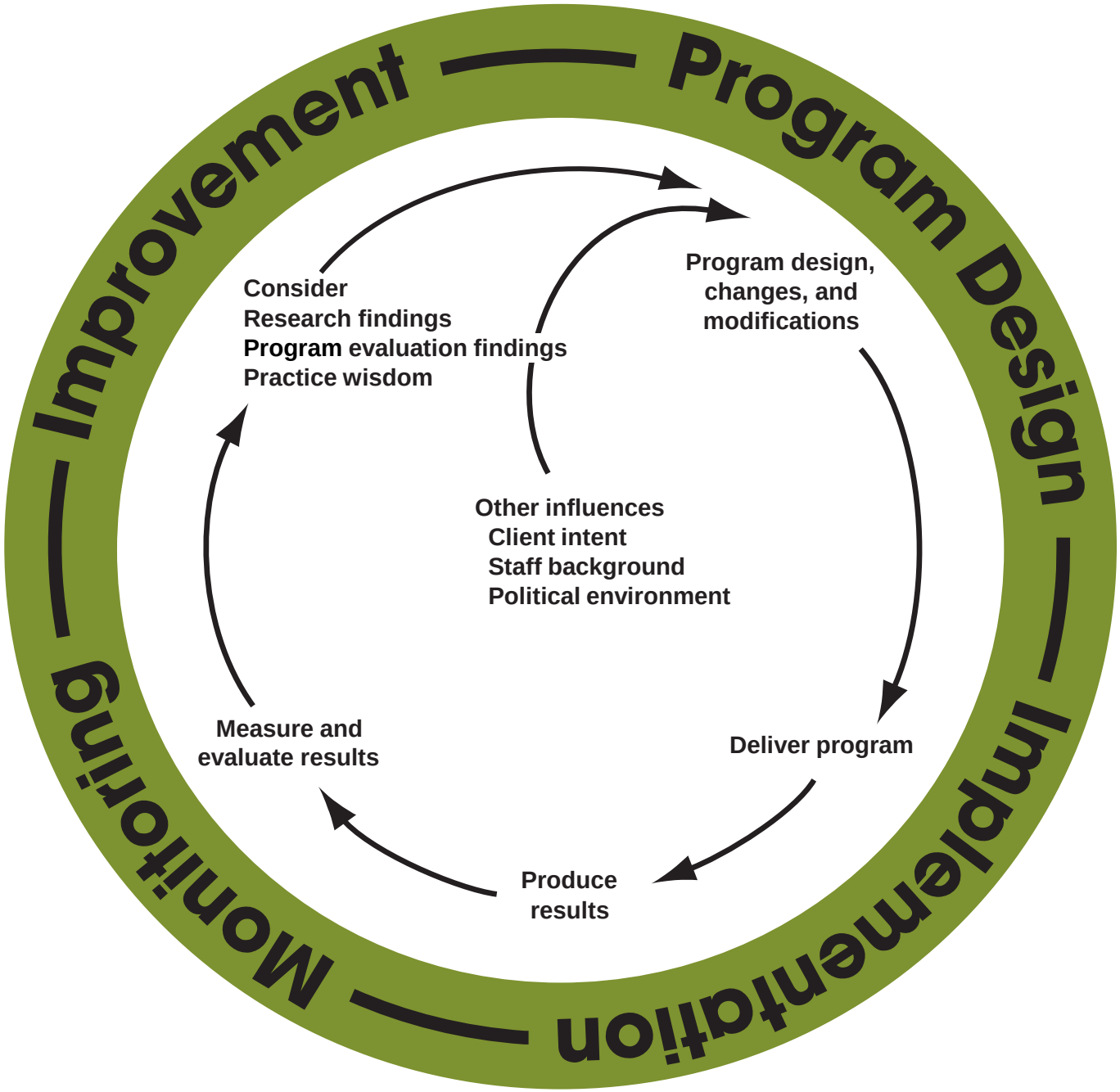
Wilder Research Center

Benefits of Evaluation

- Learn about your successes
- Share information with key audiences
- Improve your program, strategies or services
- Acquire success stories that can be used to market your program and engage key stakeholders

A new view of evaluation

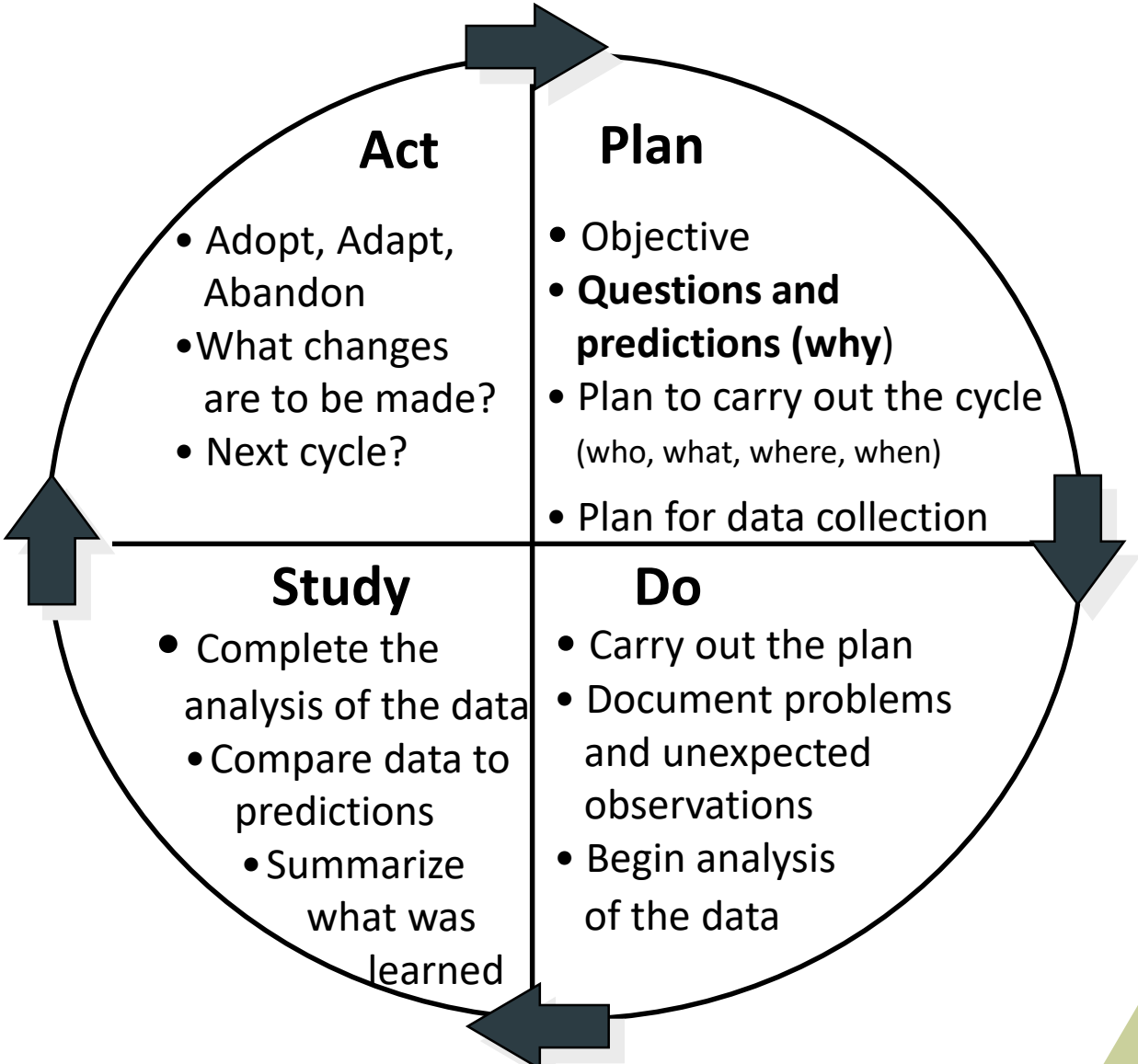
Program evaluation is a program management tool that can help you improve/inform the actions of your organization.



*Adapted from The Manager's Guide to Program Evaluation by Paul W. Mattessich, Ph.D.

Does this look familiar?

The PDSA Cycle for Learning and Improvement



Determine Use and Users

Before you begin evaluation planning determine both the use and user of the evaluation

- What do you hope to accomplish?
- Who cares?

Engage Your Stakeholders!

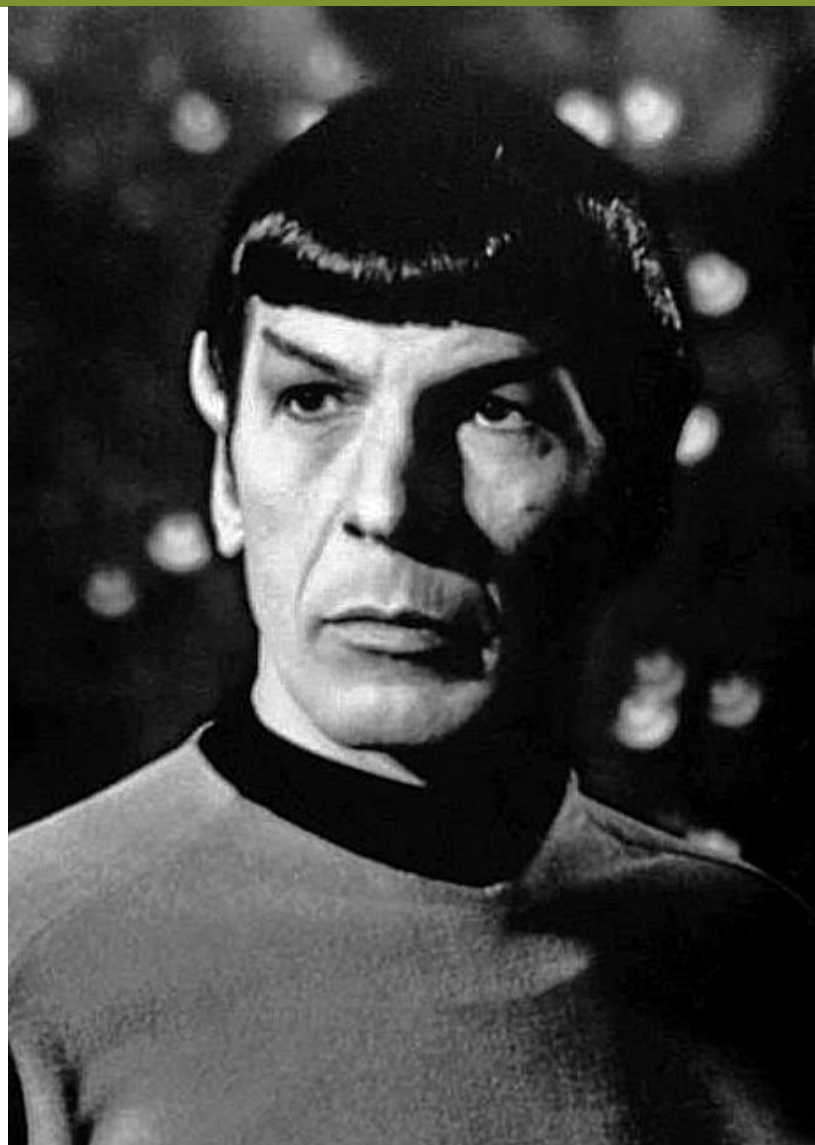
Putting Your Logic Model to Use in Program Planning

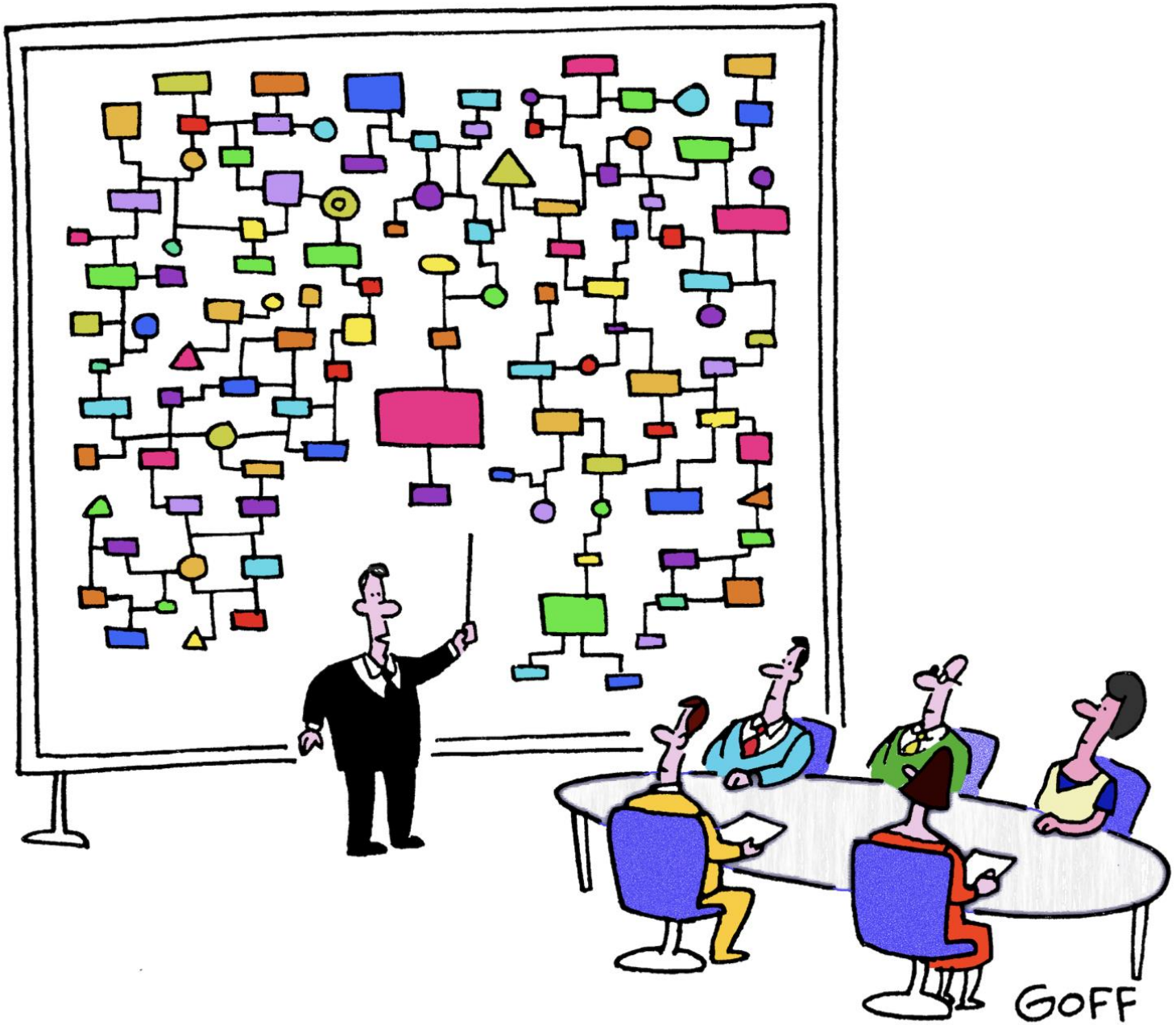
A Fully Described Program or Intervention…

- Addresses an identified need
- Has an identified target group(s)
- Has specific intended outcomes/objectives in mind for those groups
- Includes activities relevant to those outcomes/objectives
- Specifies the relationship between ***specific*** activities and outcomes/objectives

Logic Models

The graphic depiction of the **relationship** between a program's activities and its **intended** effects





"And this is our new logic model!"

ASPHN Capacity Building Assistance Logic Model

ASPHN
Advancing Health Through Leadership
formerly ASTPHND

Public Health Issue: Public health nutrition is poorly understood; public health nutritionist positions are being cut; public health nutritionists are perceived to have limited skills beyond nutrition expertise; public health nutritionists are not getting generalist positions; and few public health nutritionists are advancing professionally within government public health agencies.

Program Strategy: ASPHN provides education and training focused on public health competencies and leadership skills in order build the capacity of public health nutritionists in governmental public health agencies.

Inputs

Consultants | Contractors | Partners | ASPHN Members | CDC/CSTLTS/DNPAO/DDDD/DHDSP | Evaluation Evidence | Research

	Strategy #1: Leadership and Workforce Development	Strategy #2: Partnerships	Strategy #3: Programs and Services
Strategies and Activities	1.Leadership Program and leadership opportunities 2.Membership recruitment and retention 3.Public Health Nutrition Online Certificate of Training 4.NWA-ASPHN public health nutrition webinars 5.Competency website www.publichealthnutrition.org 6.Health Equity Internship (HEI) Project	1.Partnership Training Program* 2.Joint projects with physical activity practitioners 3.Learn the Signs Act Early (LTSAE) Project 4.HEI Project 5.U.S. Breastfeeding Committee (USBC) 6.Early Childcare & Education (ECE) Project	1.Web based training programs 2.In-person training programs 3.DNPAO National Training 4.ECE Project 5.LTSAE Project 6.e-Publications
Outputs	# of members participating in Leadership Program # members in leadership positions (board, committees, etc.) # of new members recruited/total number of ASPHN members # and types of training programs offered/# of people trained # public health staff who register for webinars # practitioners who have received certificate web usage statistics # of students in HEI Project	# of members working with physical activity practitioners # of members participating in partnership program* Curriculum, marketing and evaluation plan developed #of organizations on LTSAE Advisory Committee # of preceptors in HEI Project, # of placement sites, # of schools # of state team members in ECE and LTSAE Projects # of organizations on ECE Project Advisory Committee	# and types of programs and services # of people trained/types of training # of DNPAO National Training participants # of state applications for ECE Project/# enrolled # of state WIC Program applications for LTSAE project/# enrolled # and types of communications web usage statistics

So that…

Short Term Outcomes 1-2 Years*	Improved leadership capacity to identify and prioritize public health needs	Strengthened core and discipline-specific public health competencies among the workforce to improve job performance	Improved capacity to establish and maintain partnerships within and across sectors to create a shared vision of health	Improved capacity to identify, prioritize, and customize relevant programs and services to address public health needs

So that…

Intermediate Outcomes 2-5 Years*	Increased leadership decision-making to address public health needs strategically and systematically	Strengthened capability of the public health workforce to deliver essential public health services	Strengthened capability to respond to public health priorities collaboratively and strategically	Increased capability to implement evidenced-based/informed public health programs, policies and services to address public health needs

So there is …

Long Term Outcomes 5 Years +	Greater recruitment and retention of public health nutritionists in governmental public health agencies	Improved competency of ASPHN members and other public health nutritionists	Improved delivery of essential public health services	Improved health outcomes related to national objectives

*Not measured in Year 1.

3.27.2019

The Evaluation Process

- Design
- Data Collection
- Analysis
- Reporting

The Design Phase

- State goals, questions, expectations
- Specify program mission/vision and program theory or LM
- Select appropriate methods
- Finalize costs if there are changes
- Designate roles and responsibilities
- Pretest methods
- Train staff

The Evaluation Plan

- General Overview
- Use and Users
- Logic Model
- Evaluation Questions
- Measurement Model
- Data Management Plan
- Roles and responsibilities
- Deliverables and timeline

Steps in Developing an Evaluation Plan

1. Develop Evaluation Questions (What do you want to know ?)
2. Determine Indicators (What will you measure? What type of data will you need to answer the evaluation question?)
3. Identify Data Sources (Where can you find data?)
4. Determine Data Collection Method (How will you gather the data?)

Steps in Developing an Evaluation Plan

5. Specify Timeframe for data collection (when will you collect the data?)
6. Plan Data Analysis (how will data be analyzed and interpreted?)
7. Communicate results (with whom and how will results be shared?)
8. Designate Staff Responsibility (who will oversee the completion of this evaluation)?

Develop Your Evaluation Questions

Objective: *By June 29, 2020 increase the number clinics implementing LTSAE from 1 to 9.*

1. How many clinics implemented LTSAE in FY 2019-2020?
2. How satisfied are staff (or partners) with the program?
3. Did the appropriate clinic staff attend training sessions?
4. Did training participants increase their knowledge of key learning objectives?
5. Did clinic staff implement LTSAE as planned?
6. How many checklists have been distributed? To whom were they distributed?

Check In

The Data Collection Phase

- Obtain necessary data
- Clean data
- Compile
- Store data

Essential Types of Information

- Participant/client information
- Service data
- Documentation of results or outcomes
- Perceptions about your services

Methods

- Records
- Surveys
- Focus groups
- Case-study
- Observation
- Assessments

A Good Measure Is…

- Relevant
- Valid
- Reliable
- Sensitive
- Timely

Choosing Data Collection Methods

When thinking about the method to use for collecting data, it is useful to consider:

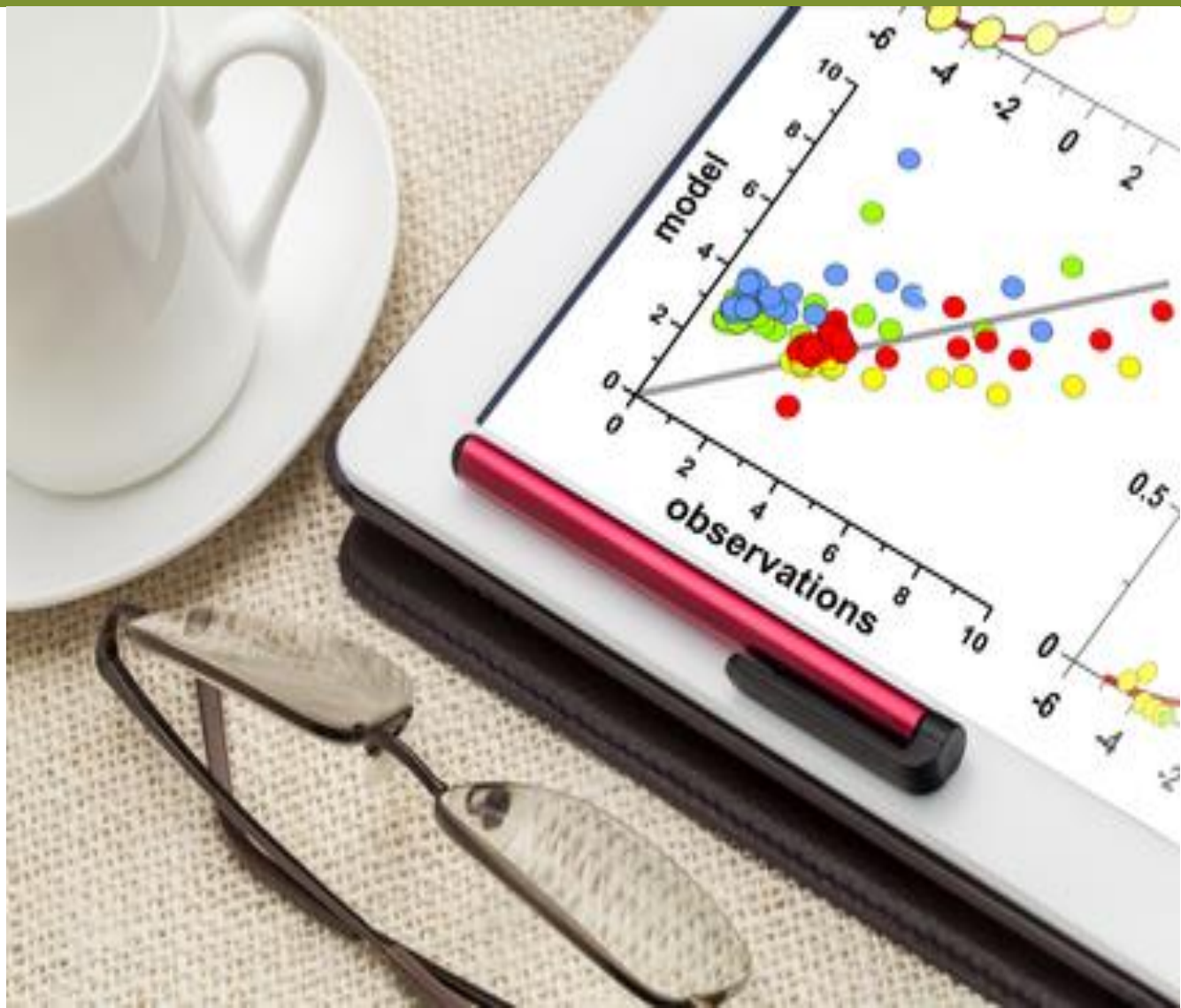
- Which method will get you the information needed?
- Which method is most appropriate given the values, understanding and capabilities of those who are being asked to provide the information?
- Which method is least disruptive to the program/target populations?
- Which method can be conducted with available resources (money, personnel, skill level, etc.)?

Planning for Data Collection

- When will the data be collected?
- Will a sample be used? Or will data be collected from all participants or all participating sites?
- Who will collect the data?
- What is the schedule for data collection?

The Data Analysis Phase

- Do the math (or stats)
- Present and discuss preliminary analysis



Data Analysis Phase

- Data analysis depends on the type of data collected
- Interpretation is the process of attaching meaning to analyzed data
  - Too often we analyze data but fail to take the next step - to put the results in context and draw conclusions.

Check In

The Reporting Phase

- Present findings to intended users
  - Written reports
  - Success stories
- Make other presentations as needed
  - Oral presentations
  - Program planning sessions

Communicate Results

With Whom Do You Need to Communicate?

- Who did you identify as a key user?
- Target key decision makers with appropriate and hard-hitting information.
- Who else might, or should, be interested in the evaluation results?
- Since program improvement is important, staff and managers need the results.

Communicate Results

How Should You Communicate Results?

- Depends upon your audience
- Method? Could include a written report, short summary statement, slide presentation, media releases and internet postings
- Invite your audiences to suggest ways they would like to receive the information

Communicate Results

What Should You Communicate?

- Some stakeholder groups may be interested only in select results
- Know what type and amount of information is desired by your stakeholders

Staffing the Evaluation

Who will do the work?

- Do it all ourselves?
- Hire someone to do it all?
- Some of both?

Ensuring Use, Sharing Lessons Learned

- Make a plan for using evaluation results
- Choose 2 or 3 things to focus on in the coming year
  - Update your logic model
  - Update your tools/measures if needed
  - Celebrate and communicate success

Check In

easy
STAPLES

Helpful Resources

Logic Model Sites

- Harvard Family Research Project: http://www.gse.harvard.edu/hfrp/
- Kellogg Foundation Logic Model Development Guide: www.wkkf.org
- University of Wisconsin-Extension: http://www1.uwex.edu/ces/lmcourse

Helpful Resources

Evaluation Planning

- Basic Guide to Program Evaluation
http://www.managementhelp.org/evaluatn/fnl_eval.htm

- CDC (2008) Introduction to process evaluation in tobacco use prevention and control.
http://www.cdc.gov/tobacco/publications/index.htm.

- McDonald, G., Starr, G., Schooley, M., Yee, S.S., Klimowski, K., Turner, K. CDC (2001). Introduction to program evaluation for comprehensive tobacco control programs.

- Getting to Outcomes
http://www.rand.org/pubs/technical_reports/TR101/

Helpful Resources

Evaluation Planning

- The Evaluation Checklist Project http://www.wmich.edu/evalctr/checklists/
- Michigan Toolkit for SDFS Programs http://www.michigan.gov/mdch/0,1607,7-132-2941_4871-15022--,00.html

Helpful Resources

Books and Texts

- NEW! Introduction to CDC's Evaluation Framework: A Self-Study Manual.
- Patton, M. Q. (1997). *Utilization-focused evaluation: The new century text* (3rd Edition), Thousand Oaks, CA: Sage.
- Poister, T. H. (2003). Measuring performance in public and nonprofit organizations. John Wiley & Sons, Inc. San Francisco, CA.

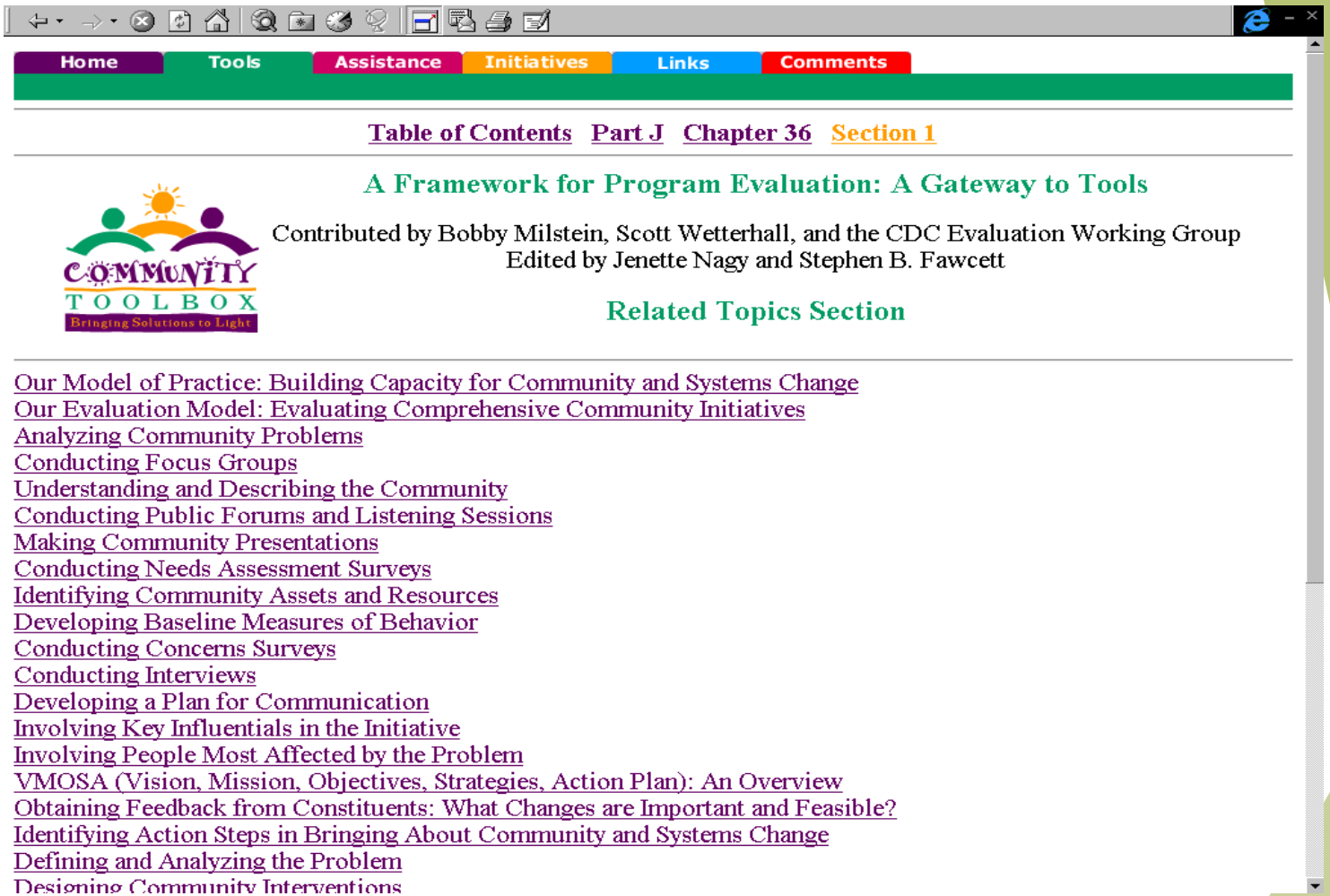
Helpful Resources

Books and Texts

- Festen, F. & Philbin, M. (2007). Level best: how small and grassroots nonprofits can tackle evaluation and talk results. John Wiley & Sons, Inc. San Francisco, CA.
- Mattessich, P. W. (2003). *A program manager's guide to evaluation.* Amherst Wilder Foundation, Saint Paul, MN.

Community Tool Box

http://ctb.ku.edu



Helpful Resources

The American Evaluation Association

http://www.eval.org/