Introduction to Program Evaluation *Using CDC's Evaluation Framework*

Betty Apt

2010 Evaluation Institute

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bettyapt@bellsouth.net

Training Objectives

- Gain evaluation skills
- Increase familiarity with CDC's *Framework for Program Evaluation in Public Health*
- Gain confidence in planning and conducting an evaluation.

Special Thanks to…

Tom Chapel, MA, MBA

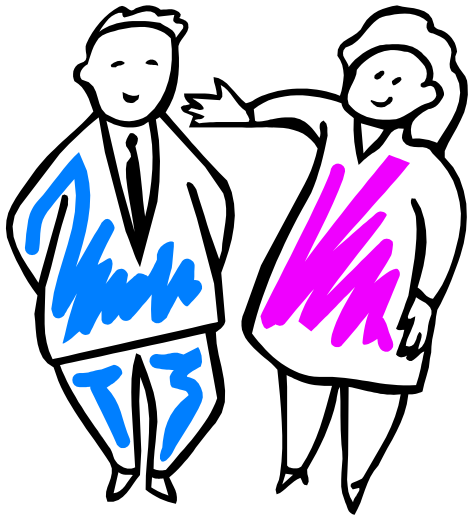
Chief Evaluation Officer

National Center for Chronic Disease Prevention and Health Promotion

Centers for Disease Control and Prevention

Participant Introductions

Share the following with those at your table



- Your name;
- Work location;
- Your role in your program;
- Something fun/personal about you.

Intro to Program Evaluation

Defining Terms

Defining Program Evaluation

- ***Program*** is any organized action/activity implemented to achieve some result

- ***Evaluation*** is the systematic investigation of the merit, worth, or significance of any *"object"*

  Michael Scriven

Evaluation Attributes

- *Intent:* Identify and control a problem or improve a program/service
- *Intended beneficiary*: Participants or the participants' community
- *Data use*: Improve the program, the participants, or the participants' community
- *Knowledge applicability*: Not generalizable beyond project

Defining Research

- ***Research*** is the systematic investigation, including research development, testing and evaluation, designed to develop or contribute to ***generalizable*** knowledge.

Evaluation and Research Comparison

Characteristics	Evaluation	Research
Purpose	■ Determines program achievement ■ Improves practice/services	■ Creates new knowledge ■ Tests hypothesis
Use of Results	■Decision making	■Generalization

"Research seeks to ***prove***, evaluation seeks to ***improve***…"

M.Q. Patton

What Can Program Evaluation Do?

- Increase Program Knowledge
- Direct Program Improvement
- Maximize Resources
- Provide Accountability

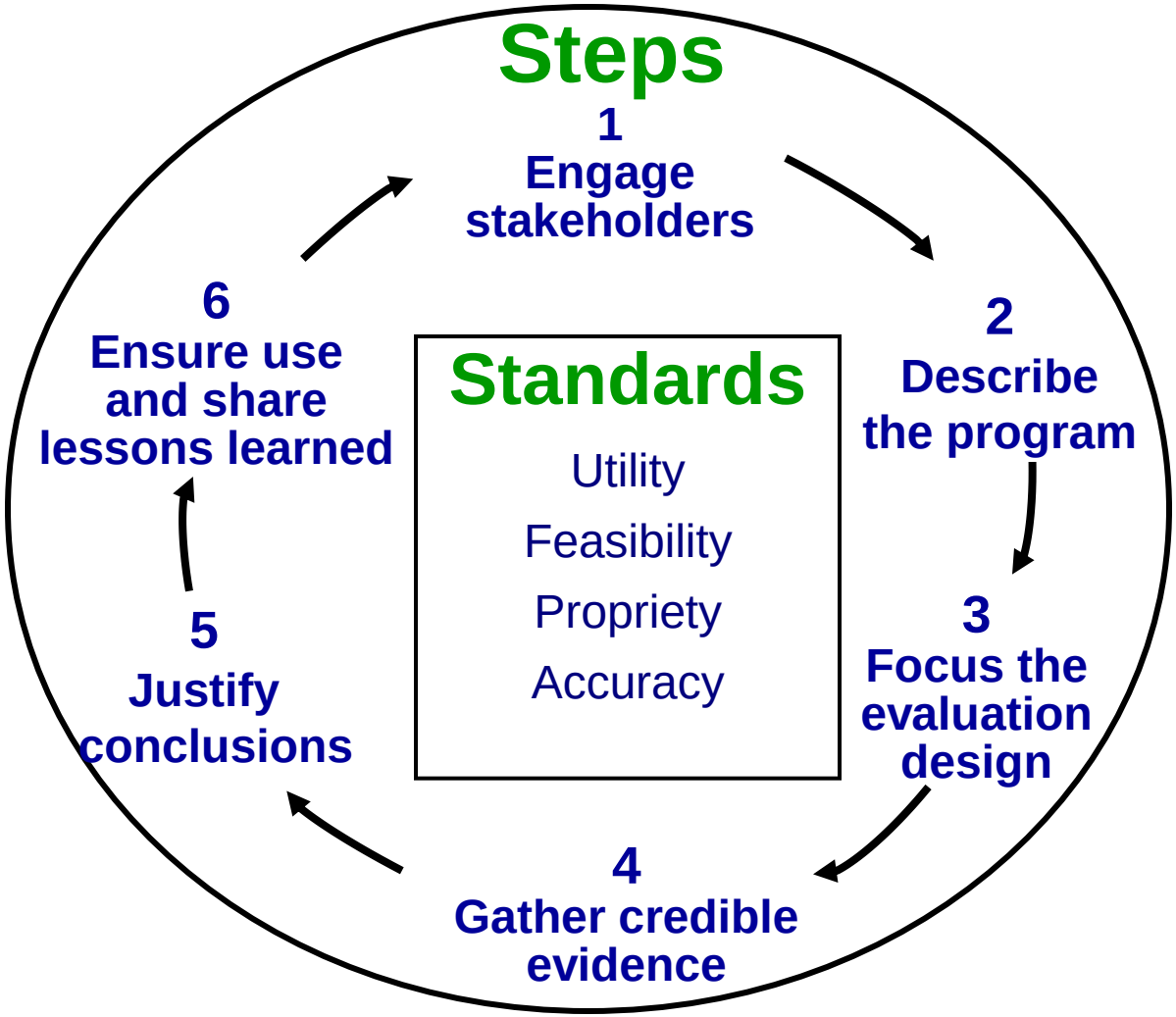
Intro to Program Evaluation

CDC's Evaluation Framework

MMWR – September 17, 1999

Framework for Program Evaluation in Public Health

CDC Evaluation Framework



Source: Centers for Disease Control and Prevention. Framework for Program Evaluation in Public Health. MMWR1999; 48 (No. RR-11).

Step-by-Step

1. ***Engage stakeholders***: Decide who needs to be part of the design and implementation of the evaluation for it to make a difference.
2. ***Describe the program***: Draw a "soup to nuts" picture of the program—activities and all intended outcomes.
3. ***Focus the evaluation***: Decide which evaluation questions are the key ones

Step-by-Step

4. ***Gather credible evidence***: Choose and implement data collection sources and methods to answer the evaluation questions
5. ***Justify conclusions***: Review and interpret data/evidence to determine success or improvement needs
6. ***Ensure use /lessons learned***: Use evaluation results in a meaningful way.

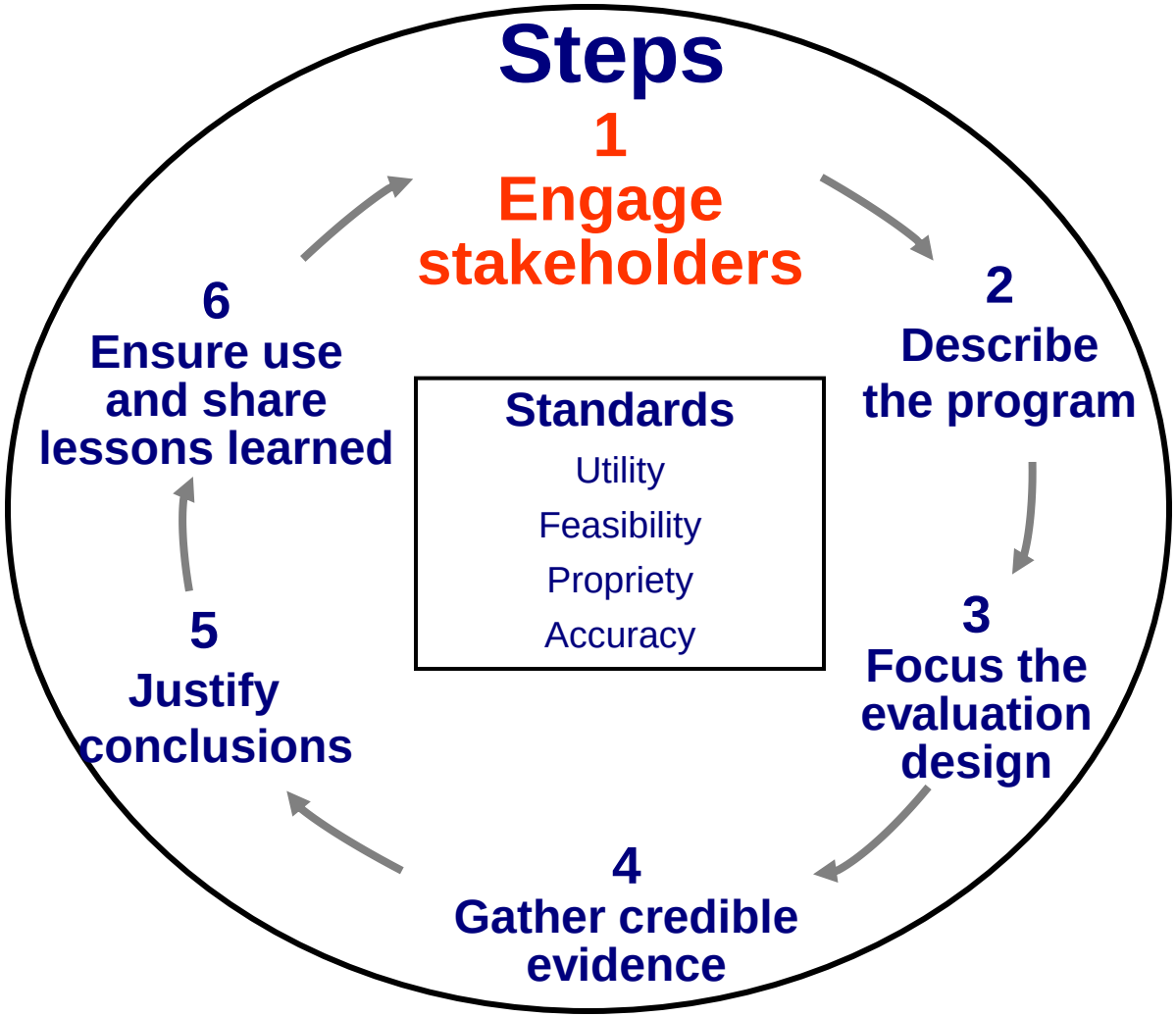
The Four Standards

- ***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:*** Who needs to be involved, and what needs to be done to ensure that the evaluation is ethical?
- ***Accuracy:*** What design will lead to accurate information?

Intro to Program Evaluation

Step 1. Engaging Stakeholders

Step 1: Engage Stakeholders



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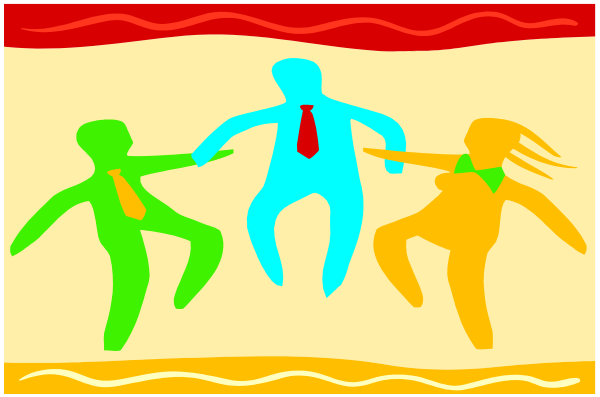
Who are Stakeholders?

Stakeholders are individuals or organizations who are interested in, or affected by, the program and, therefore, the evaluation.



Reasons to Involve Stakeholders

or

Why is this step important?

- Increase credibility of evaluation findings.
- Increase likelihood that evaluation results will be acted upon.
- Obtain input about what the purpose and design of the evaluation should be.
- Obtain “reality check” on utility and feasibility of evaluation plan and methods.

Types of Stakeholders

Types	Definitions	Examples
Decision makers	Decide and direct program operations, including how evaluation findings are used	Funders, program manager, HD director, health commissioner, legislators,
Implementers	Involved in program operations	Program manager, program staff
Participants	Served by the program	Clients/patients, CBOs, community members, health service providers
Partners	Support/invested in the program or target population	faith-based orgs., advocacy groups, school health programs

Choosing Stakeholders

<u>Give priority to the needs of stakeholders who:</u>

- Can increase *credibility* of your evaluation
- Are responsible for day-to-day *implementation* of the activities that are part of the program
- Can *authorize* changes to the program that the evaluation may recommend.
- Can *fund or authorize the continuation or expansion* of the program.

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Involving Stakeholders

There are several roles that stakeholders can have in the evaluation:

- Input on evaluation design
- Input on data collection methods
- Assistance with data collection
- Outreach to the target population for the evaluation
- Interpretation and use of results

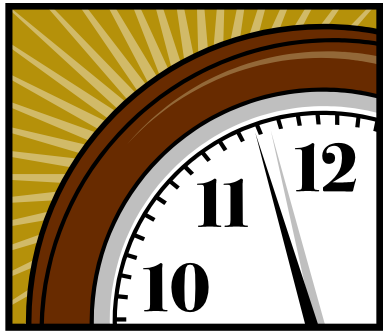
Sustaining Stakeholder Involvement

- Identify and communicate benefits of their involvement throughout the process.
- Clearly identify their roles and responsibilities.
- Explicitly incorporate their input, opinions, and insights or explain why not possible.
- Maintain open communication; address concerns.
- Maintain regular communications about progress.
- Promise only what you can deliver.

Stakeholders Activity

- Read explanation on Lead Poisoning
- Discuss and complete the Worksheet.

About 10 minutes



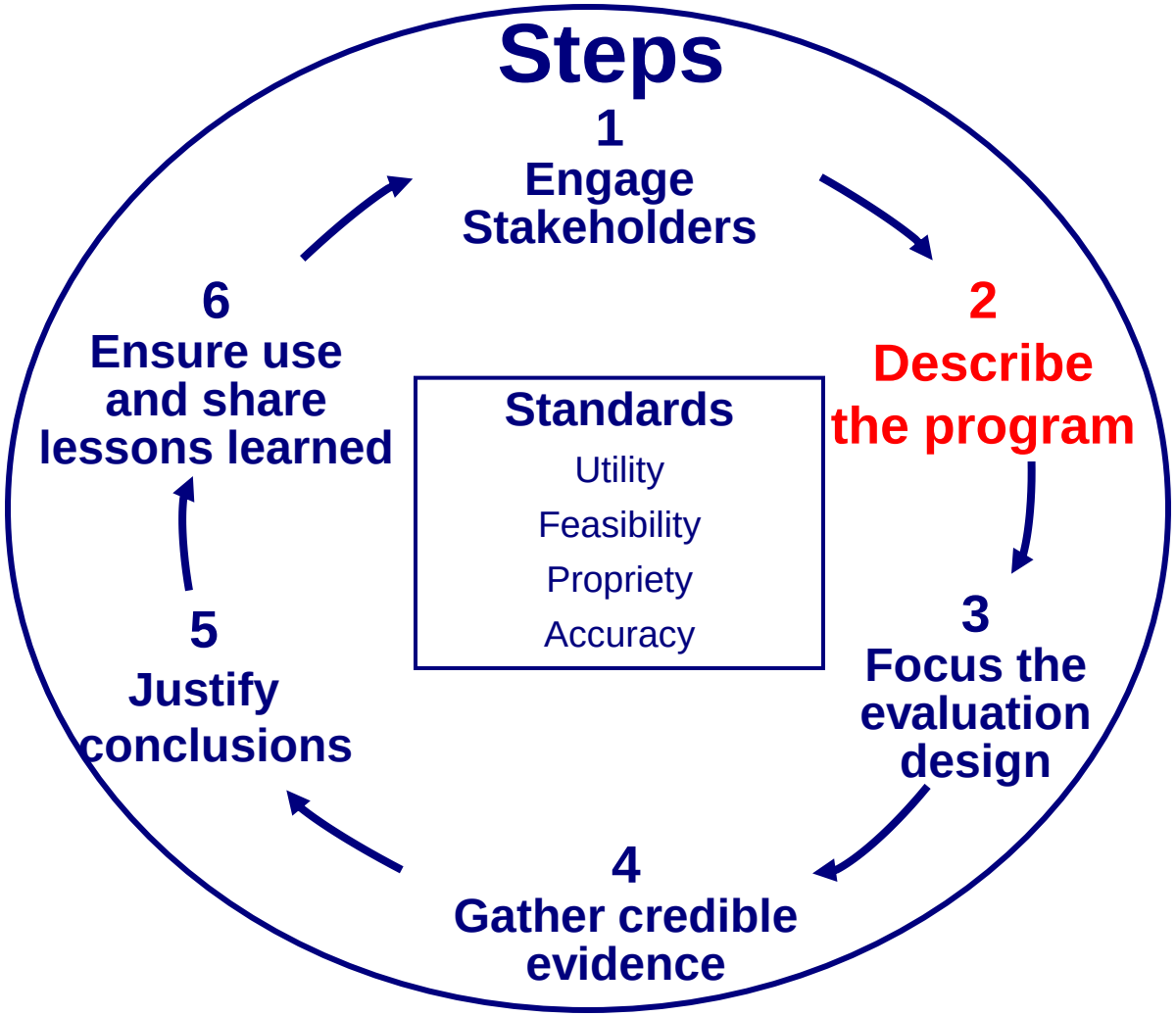
Stakeholders for Lead Example

Who are the key stakeholders we need to :			
Increase credibility of evaluation	**Implement the improvements**	**Advocate for changes**	**Fund/authorize continuation or expansion**
Physician associations Community associations	State and local health departments Housing authorities	Advocacy groups Maternal and child health groups Physician associations Community associations	Legislators and policymakers at Federal and state level CDC Private industry Court system

Intro to Program Evaluation

Step 2. Describing the Program

Step 2: Describe the Program



Source: Centers for Disease Control and Prevention. Framework for Program Evaluation in Public Health. MMWR1999; 48 (No. RR-11).

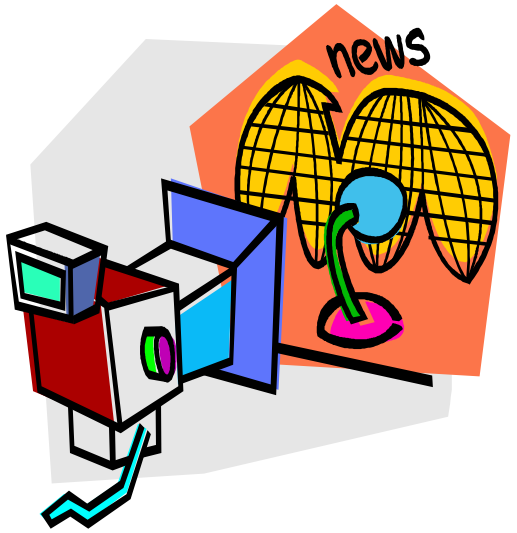
Why This Step is Important

- You need to know what the program is suppose to do and how it is suppose to do it, to be able to evaluate whether it is successful.

- Evaluation compares “what is” to “what is suppose to be.”

Describing the Program Through…

- SMART objectives
- Logic Models



What is an objective?

- Describes what an activity, or program, is suppose to achieve.
- Should be determined during program planning, but isn't always
- Serves as the basis for monitoring progress towards achieving program goals, and setting targets for accountability.

Characteristics of a Well-Written Objective

It is SMART

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime-Bound

Specific

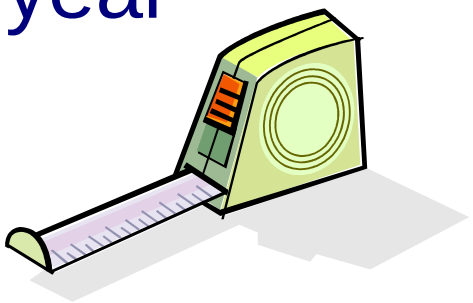
- "who" - target population
  - Youth XXX
  - Females ages 15-24 years old
- "what" – action
  - Provide training XXXXXX
  - Conduct 2 workshops on CT specimen collection for STD clinic staff

Measurable

"How much" change is expected

- Increase the number of 15-24 year-olds tested for CT…

XXXXXXX



- Increase the number of 15-24 year-olds tested for CT…**from 20% to 40%.**

Achievable

Should be realistic – personnel, money, etc.

- Increase the knowledge of private providers about the need for STD XXXXXX
- At least 50% of training participants will report changes in clinical practices at a six-month follow-up.

Relevant

Relates to the program goals.

- At least 50% of participants who complete follow-up evaluations of the training will report increases in knowledge about STDs and obesity.

XXXXX

Time-bound

"When" the objective will be measured/met

- During the Grant Year, …
- By October 23, 2010, …

XXXXX

Example 1

By August 2010, STD prevention staff will provide at least 2 professional development workshops for clinical staff in jails AB on the diagnosis, treatment, and case management of STD infected inmates.

SMART?

Specific: who, what, where

Measurable: how much change

Achievable: realistic

Relevant: relate to goals

Time-bound: when

Example 2

During 2010, provide STD-HIV education and counseling to adolescents and incarcerated persons.

SMART?

NO

Specific
Measurable
Achievable
Relevant
Time-bound

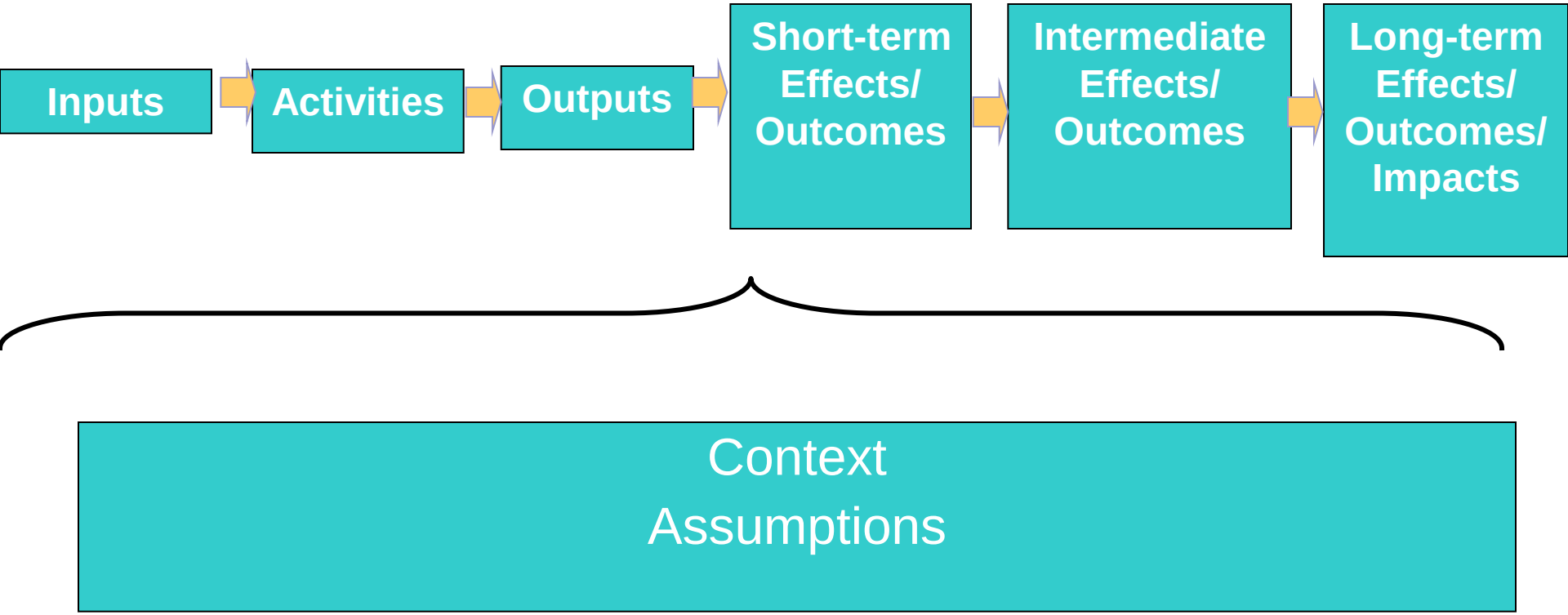
Logic Models as a Program Description

- ***Logic Model :*** Graphic depiction of the **relationship** between your program's activities and its **intended** effects

in other words…

A graphic representation, or a type of flow chart, that shows how a program is suppose to work; how the components of the program should produce desired outcomes, and how they relate to one another.

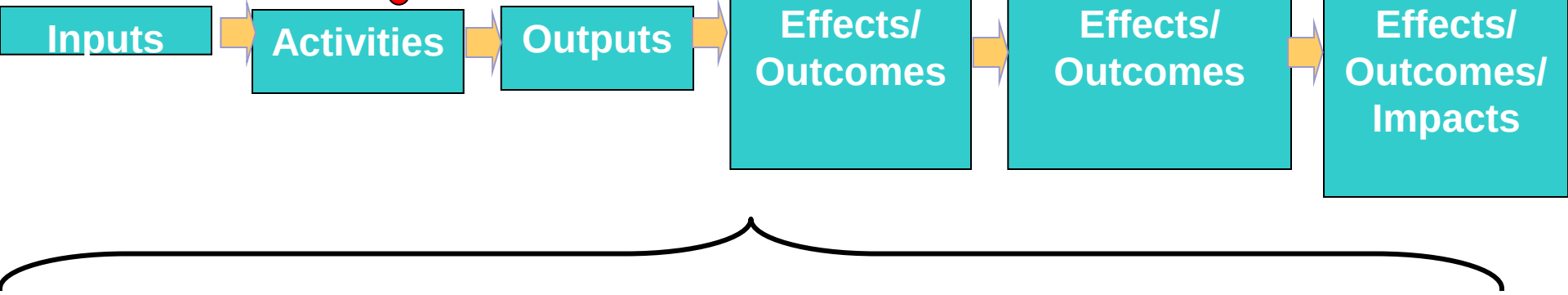
Step 2: Describing the Program: Complete Logic Model



Logic Model Components

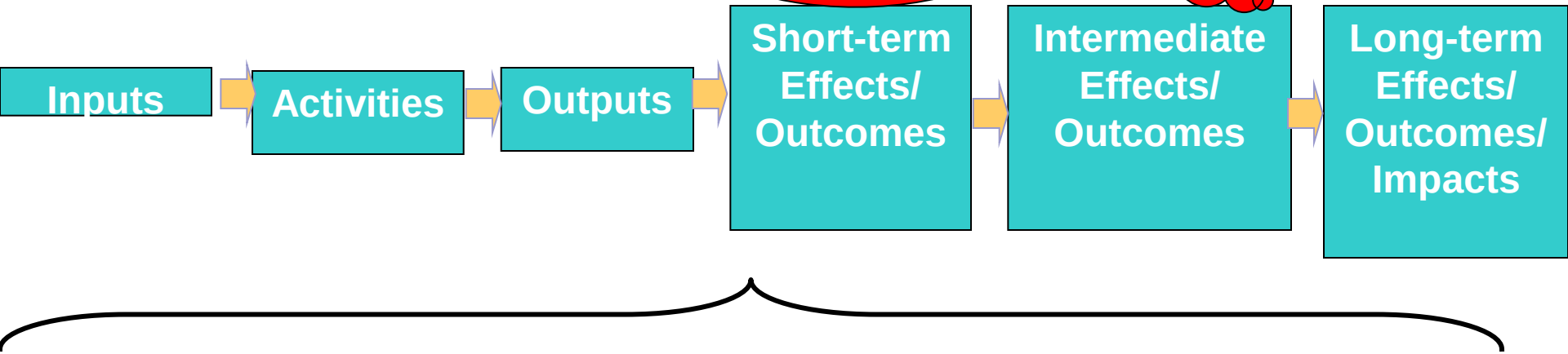
Process Components	Outcome Components
Inputs: program resources.	**Short-term**: immediate effects
Activities: actual program events.	**Intermediate**: effects that take longer to occur (e.g., behavior, policies), linked to short-term effects.
Outputs: direct products of activities.	**Long-term**: effects that may take several years to achieve (e.g., health outcomes).

What the program and its staff actually do



Context
Assumptions

Results of activities: Who/what will change?

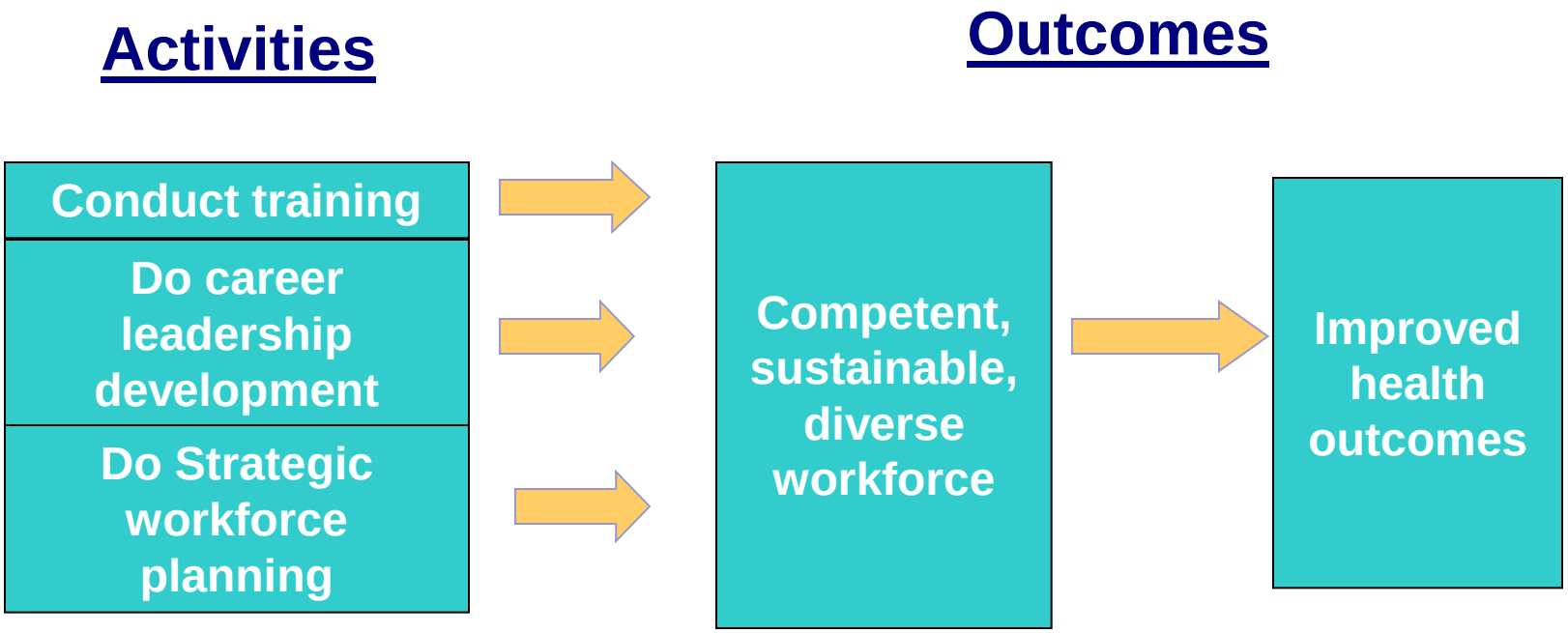


Context
Assumptions

Mission of the Office of Workforce and Career Development (OWCD)

- To improve health outcomes by developing a competent, sustainable and diverse public health workforce through evidence-based training, career and leadership development, and strategic workforce planning.

Global Logic Model for OWCD



Intro to Program Evaluation

Constructing Simple Logic Models

Constructing Logic Models: *Identify Activities & Outcomes by….*

1. Examining program descriptions, MISSIONS, VISIONS, PLANS, ETC and extracting these from the narrative, ***OR***

2. ***Reverse mapping***—Starting with outcomes, ask "how to" in order to generate the activities which produce them, ***OR***

3. ***Forward mapping***—Starting with activities, ask "so what" in order to generate the outcomes that are expected to result

Then…Do Some Sequencing…

- Can divide the ***activities*** into 2 or more columns based on their ***logical*** sequence. *Which activities have to occur before other activities can occur?*

- Do same with the ***outcomes***. *Which outcomes have to occur before other outcomes can occur?*

Listing Activities and Outcomes: Lead Poisoning

- Activities
  - Outreach
  - Screening
  - Case management
  - Referral for medical tx
  - Identification of kids with elevated lead (EBLL)
  - Environmental assessment
  - Referral for environmental clean-up
  - Family training
- Effects/Outcomes
  - Lead source identified
  - Families adopt in-home techniques
  - Providers treats EBLL kids
  - Housing Authority eliminates lead source
  - EBLL reduced
  - Developmental “slide” stopped
  - Q of L improved

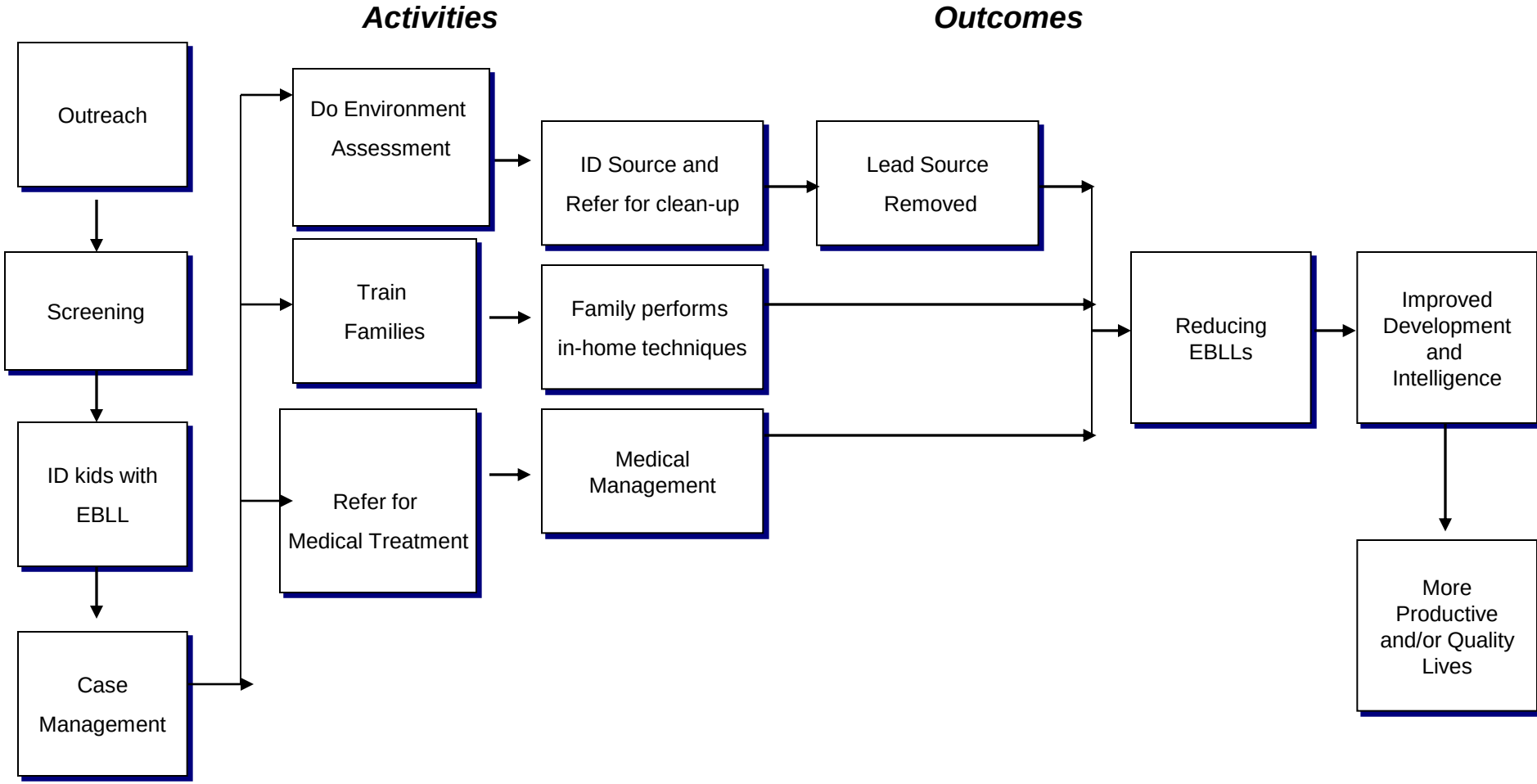
Global Logic Model: Childhood Lead Poisoning Program

Early Activities	Later Activities	Early Outcomes	Later Outcomes
If we do…	***And we do…***	***Then….***	***And then…***
Outreach	Case mgmt of EBLL kids	EBLL kids get medical treatment	EBLL reduced
Screening	Refer EBLL kids for medical treatment	Family performs in-home techniques	Developmental slide stopped
ID of elevated kids	Train family in in-home techniques	Lead source identified	Quality of life improves
	Assess environment of EBLL child	Environment gets cleaned up	
	Refer environment for clean-up	Lead source removed	

"Causal" Arrows Can Help

- Help to show relationships: if…then should result in...
- Arrows can go from:
  - ***Activities to other activities:*** ***Which*** activities feed ***which*** other activities?
  - ***Activities to outcomes***: ***Which*** activities produce ***which*** intended outcomes?
  - ***Early effects/outcomes to later ones***: ***Which*** early outcomes produce ***which*** later outcomes

Lead Poisoning: "Causal" Roadmap



Intro to Program Evaluation

Elaborating the Logic Model

Logic Model Components

Process Components	Outcome Components
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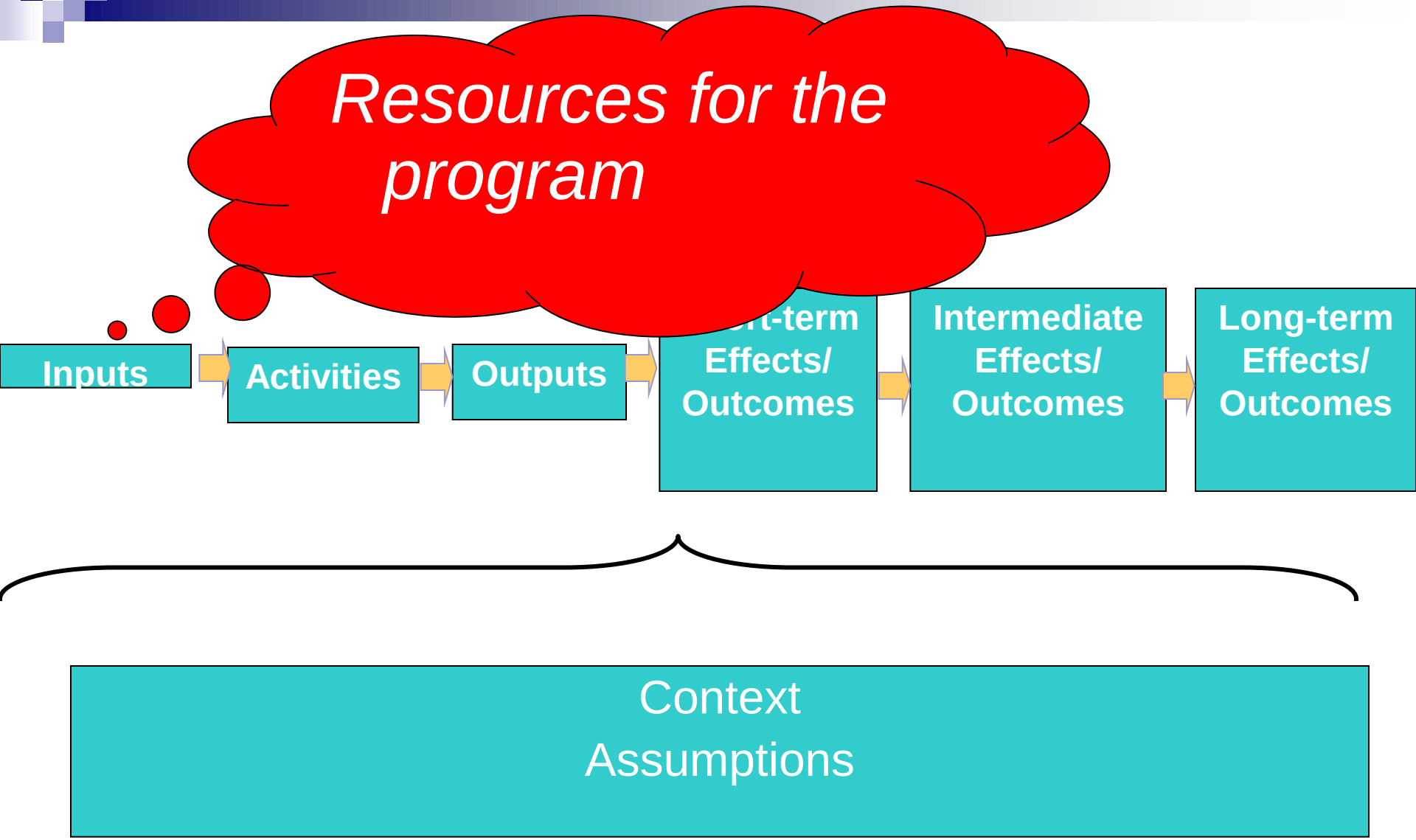
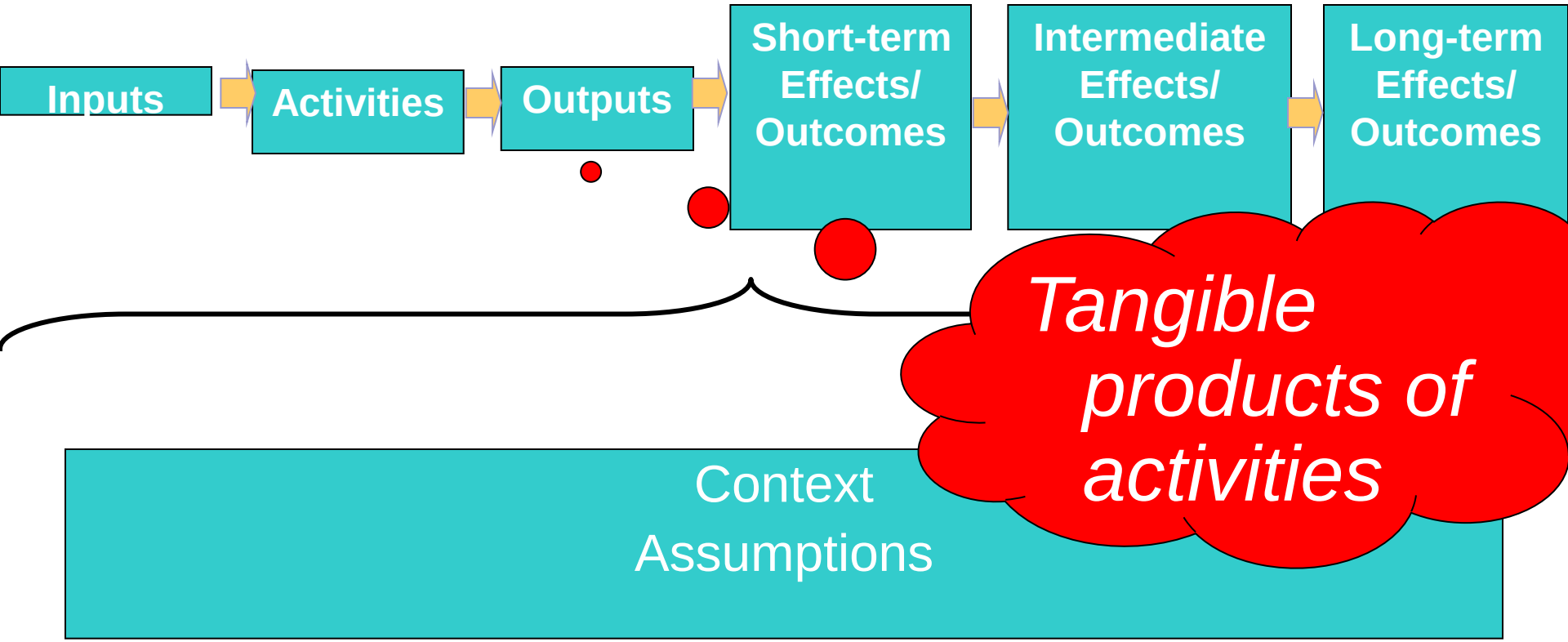

Resources for the program
Inputs
Activities
Outputs
Effects/ Outcomes
Intermediate Effects/ Outcomes
Long-term Effects/ Outcomes
Context
Assumptions

Lead Poisoning: Sample Inputs

- Funds
- Trained staff
- Relationships with orgs for med tx and env clean-up
- Legal authority to screen


Inputs
Activities
Outputs
Short-term Effects/ Outcomes
Intermediate Effects/ Outcomes
Long-term Effects/ Outcomes
Tangible products of activities
Context
Assumptions

Lead Poisoning: Sample Outputs

- Pool (#) of eligible kids
- Pool (#) of screened kids
- Referrals (#) to medical treatment
- Pool (#) of assessed homes
- Referrals (#) for clean-up

Note: Outputs often useful to evaluation in determining if activities produced enough results. For example, did you screen the number of kids you wanted to?

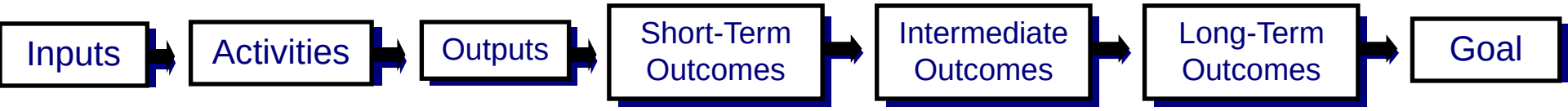
Global Logic Model: Childhood Lead Poisoning Program

Inputs	Early Activities	Later Activities	Outputs	Early Outcomes–	Later Outcomes
Funds	Outreach	Refer for medical treatment	**Pool (#) of eligible kids**	EBLL kids get medical treatment	EBLL reduced
Trained staff	Screening	Train family in in-home techniques	**Pool (#) of screened kids**	Family performs in-home techniques	Develop'l slide stopped
R'ships with orgs for med tx and clean up	ID of elevated kids	Assess environ't	**Referrals (#) to medical treatment**	Lead source identified	Quality of life improves
Legal authority		Refer house for clean-up	**Pool (#) of "leaded" homes**	Environ cleaned up	
		Do case mgmt	**Referrals (#) for clean-up**	Lead source removed	

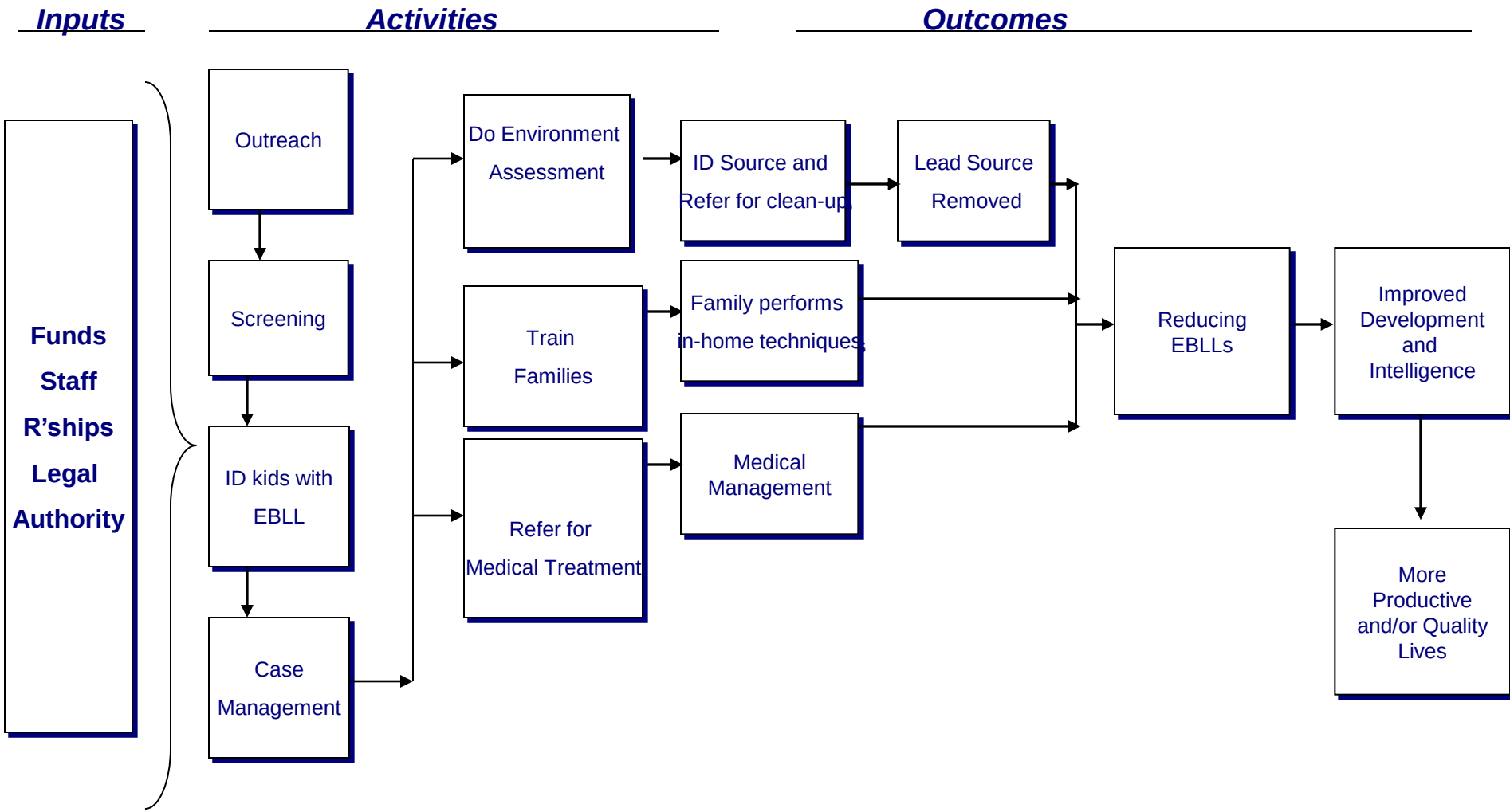
Logic Model Components

Process **Outcomes**

IF.....THEN; IF....THEN; IF....THEN; IF.....THEN; IF.....THEN; IF.....THEN



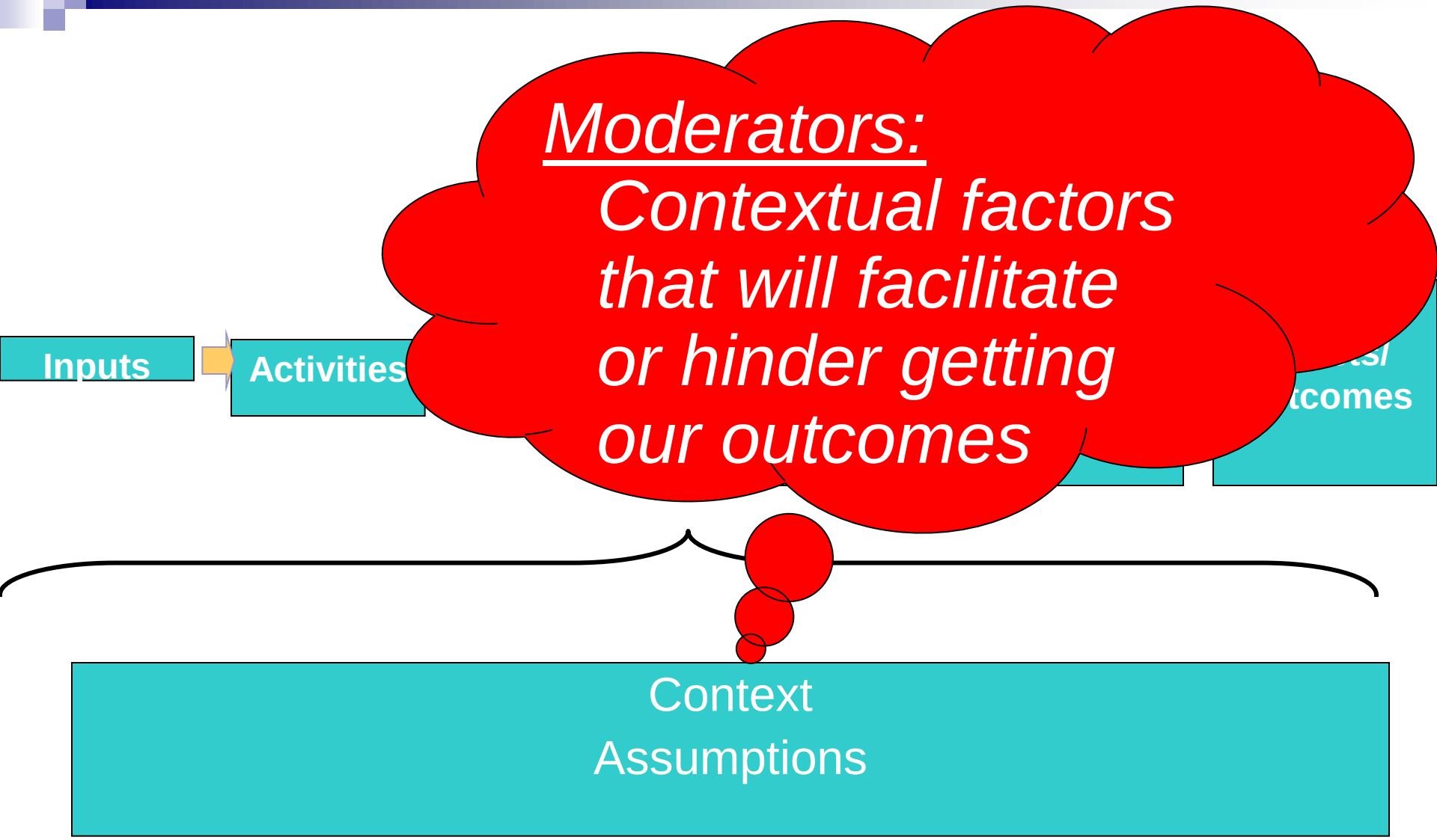
Lead Poisoning: "Causal" Roadmap



Moderators

- Is the relationship between activities and outcomes always the same, ***OR***

- Are there characteristics of the situation or participant that influence the amount or intensity of the intended outcome produced?


Moderators:
Contextual factors that will facilitate or hinder getting our outcomes
Inputs
Activities
tcomes
Context
Assumptions

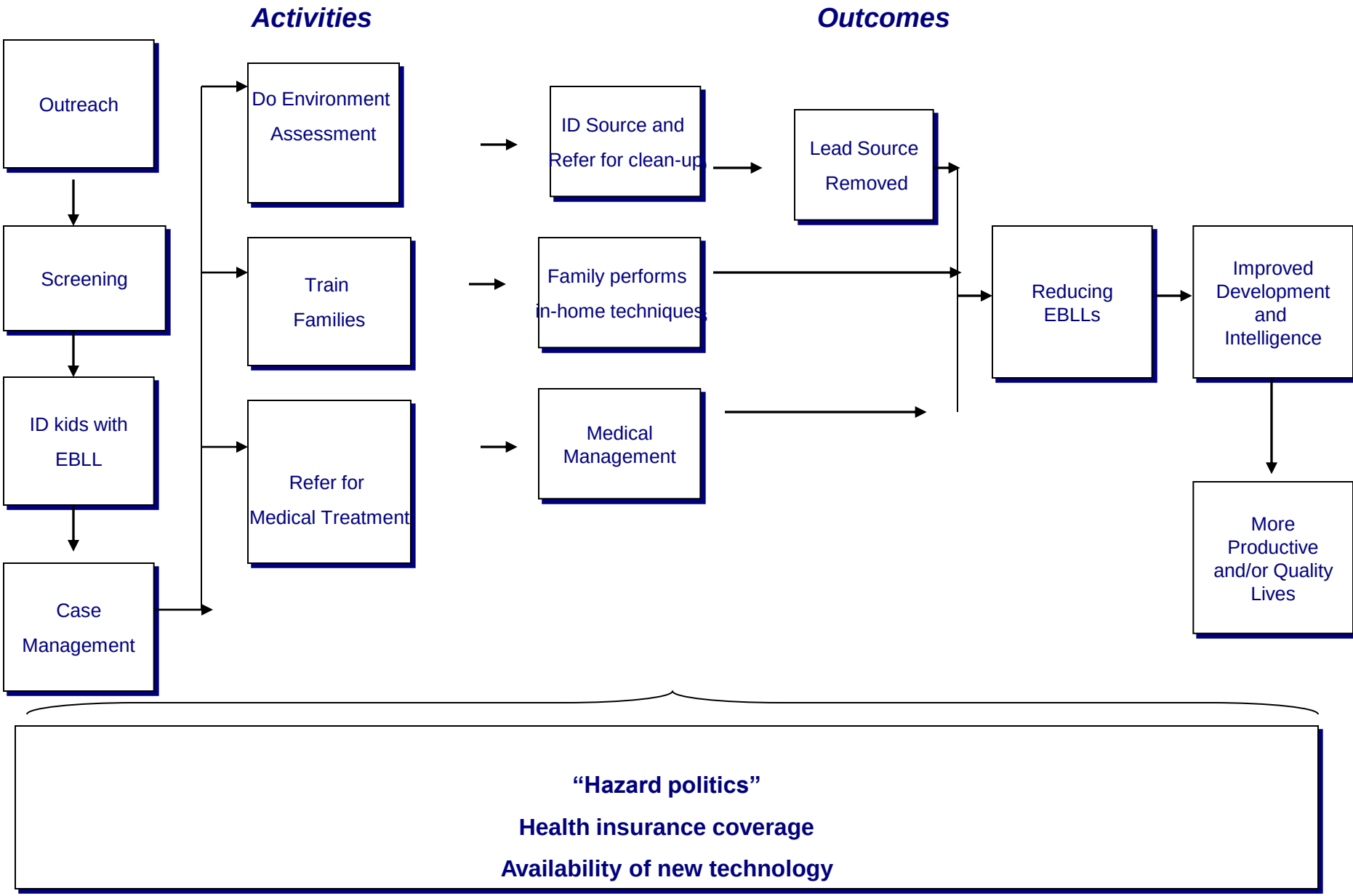
Contextual Factors

- ***P***olitical
- ***E***conomic
- ***S***ocial
- ***T***echnological

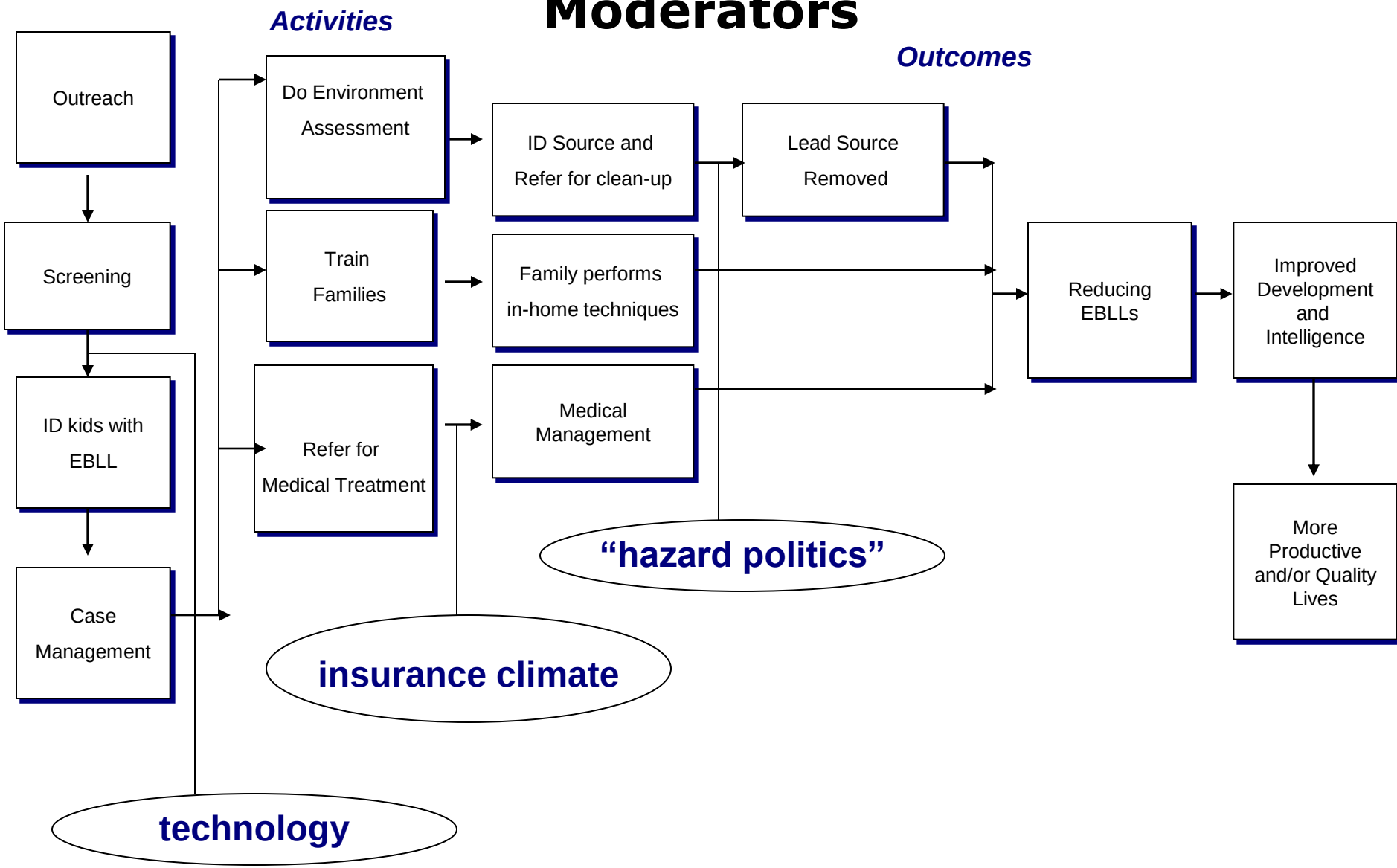
Moderators—Lead Poisoning

- ***P***olitical—*"Hazard" politics*
- ***E***conomic— *Health insurance*
- ***T***echnological— *Availability of hand-held technology*

Lead Poisoning: "Causal" Roadmap



Lead Poisoning: "Causal" Roadmap and Moderators



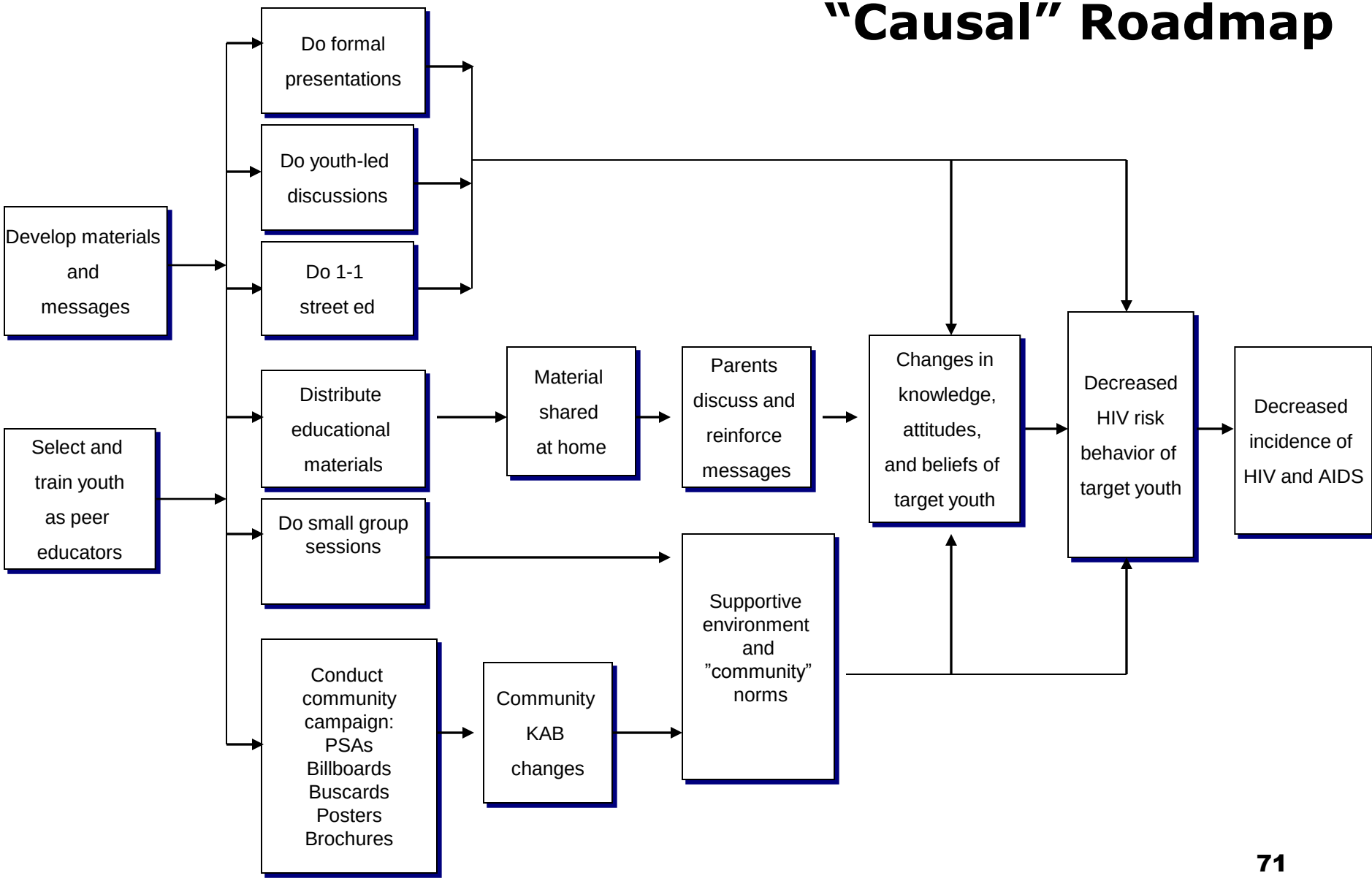
Group Exercise: *Constructing Simple Program Logic Model*

- Review list of activities and outcomes for Eastside HIV/AIDS Prevention Program
- Put each activity and outcome on a Post-It note.
- Place Post-it notes on flip chart paper
- Arrange, as needed, to depict logical sequencing
- Draw lines to show causal connections

Global Logic Model: Eastside HIV/AIDS Prevention

Early Activities	Later Activities	Early Outcomes	Later Outcomes
If we …	***And we…***	***Then….***	***And then…***
Develop materials and messages	Do formal presentations	Educational materials are brought home and shared	Reduced HIV risk behavior
Select and train youth as peer educators	Do small group discussions	Changes in knowledge, attitudes and beliefs	Reduced incidence of HIV
	Distribute educational material		
	Do youth-led community ed		
	Do 1-1 street ed		
	Conduct community campaign:		
	Buscards/billboards		
	Posters/brochures		

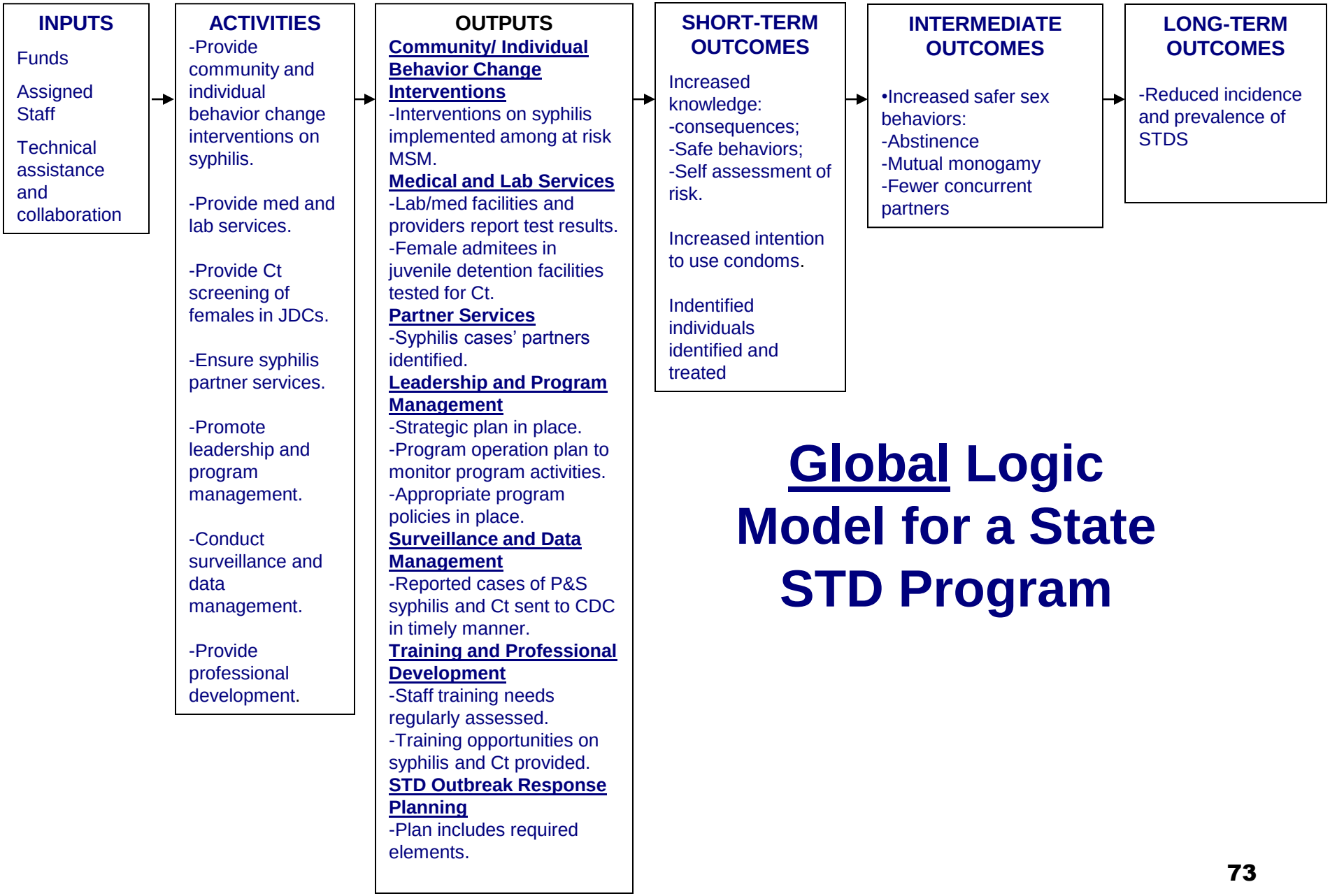
Eastside HIV/AIDS Prevention Program: "Causal" Roadmap



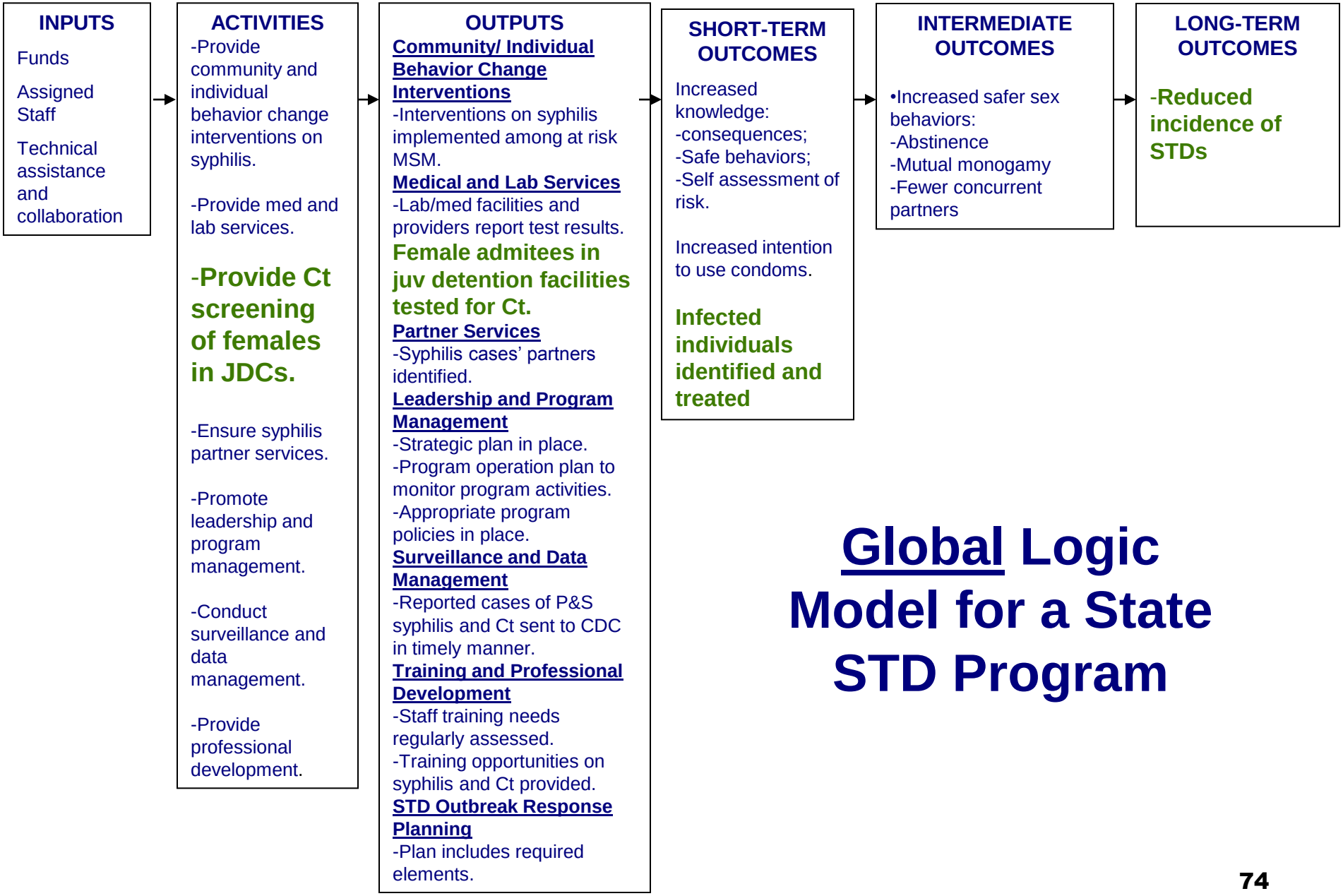
Types of Logic Models

Types	Definition
Global	“Big picture” of entire program
Nested	Segment or part of a program

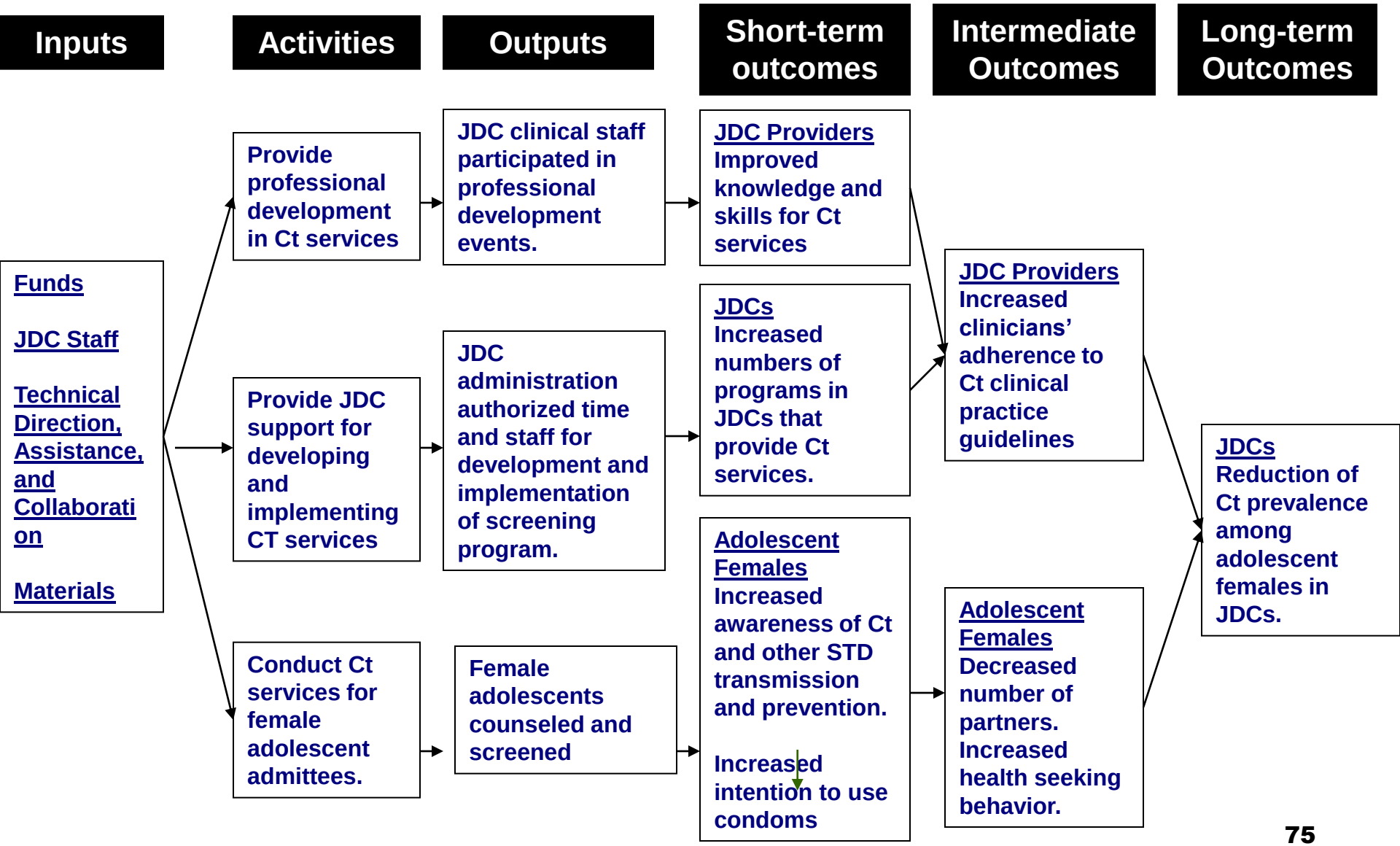
Global Logic Model for a State STD Program



Global Logic Model for a State STD Program



Nested Logic Model of Chlamydia (Ct)Screening Program for Adolescent Females in County Juvenile Detention Centers (JDCs)

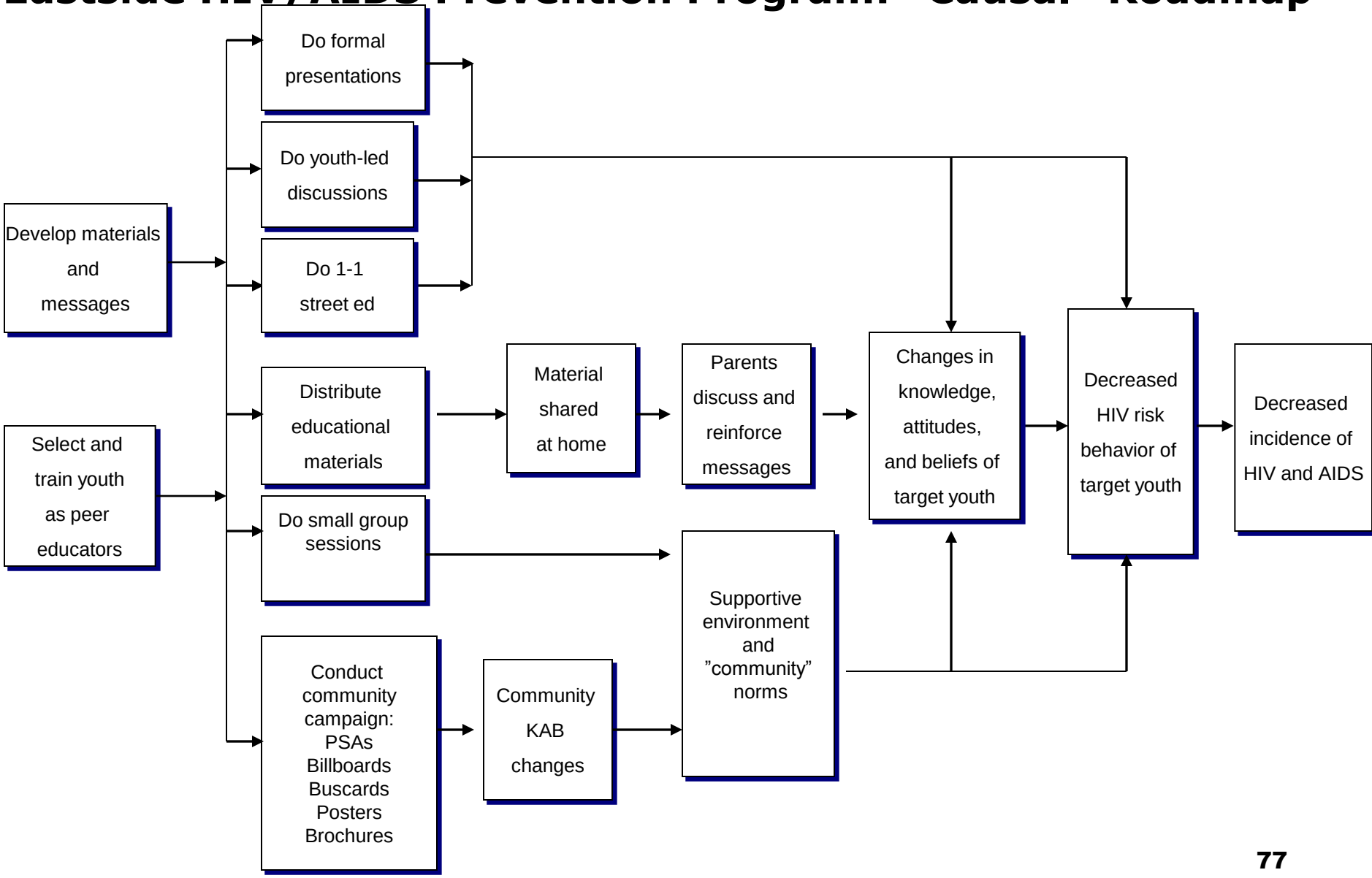


Benefits of Logic Models

- Builds clarity and understanding on how a program works among stakeholders.
- Provides roadmap of expected program progress and results.
- Identifies appropriate sequencing of program implementation activities.
- Identifies resources needed.
- Identifies gaps.
- Provides a framework and guide for program planning and **evaluation**.

How to Use for Evaluation:

Eastside HIV/AIDS Prevention Program: "Causal" Roadmap



You Don't *Ever* Need a Logic Model, BUT, You *Always* Need a Program Description

Don't jump into planning or eval without clarity on:

- The big ***"need"*** your program is to address
- The key ***target group(s)*** who need to take action
- The kinds of actions they need to take (your intended ***outcomes*** or objectives)
- ***Activities*** needed to meet those outcomes
- "Causal" ***relationships*** between activities and outcomes

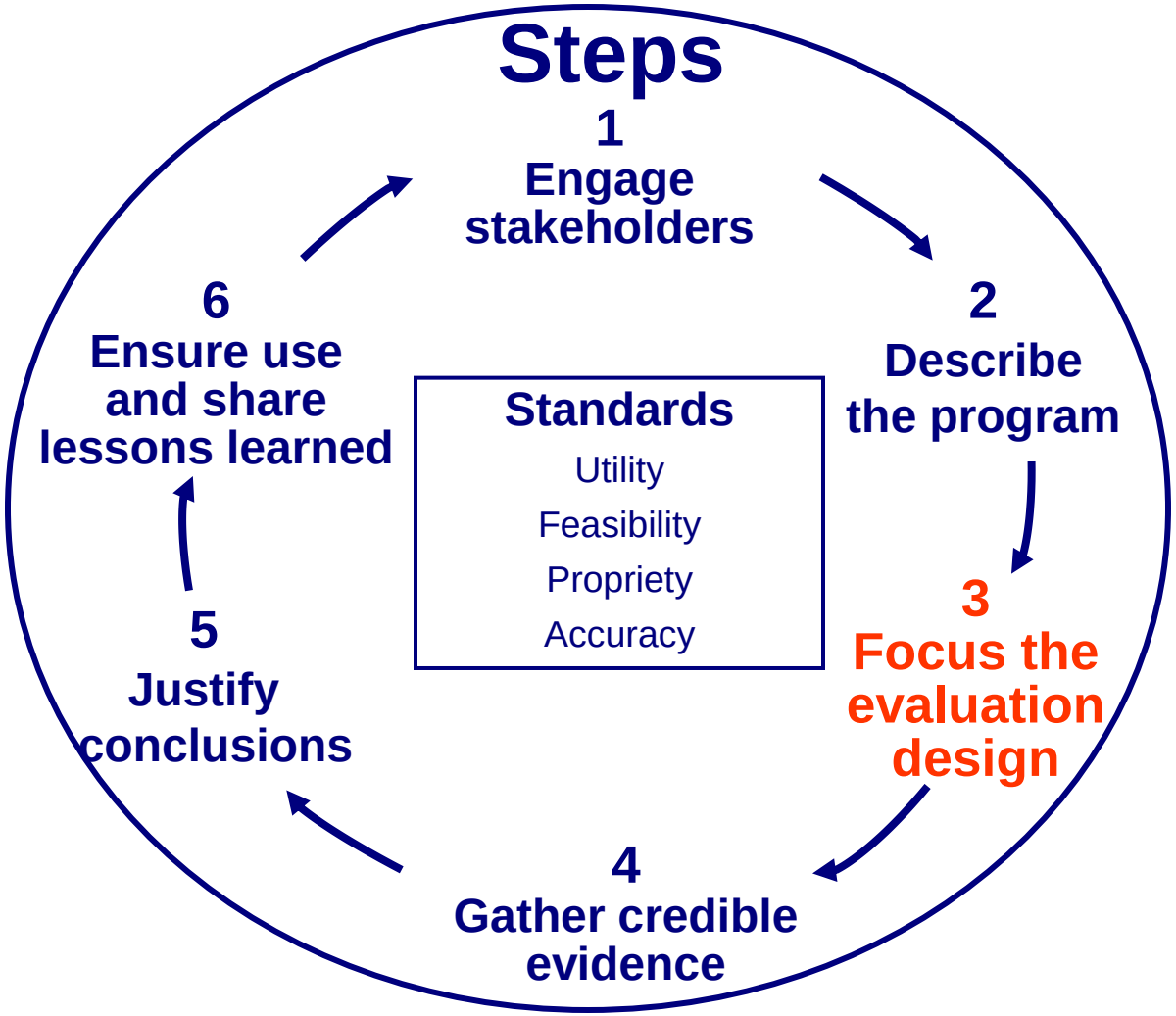
Note!

Program Description makes the program theory ***clear***, not ***true***!

Intro to Program Evaluation

Step 3. Setting Evaluation Focus

Step 3: Focus the Evaluation Design



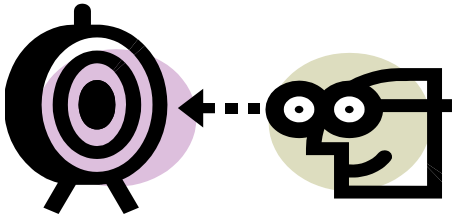
Source: Centers for Disease Control and Prevention. Framework for Program Evaluation in Public Health. MMWR1999; 48 (No. RR-11).

Why This Step is Important

You probably don't have the resources to evaluate every aspect of your program

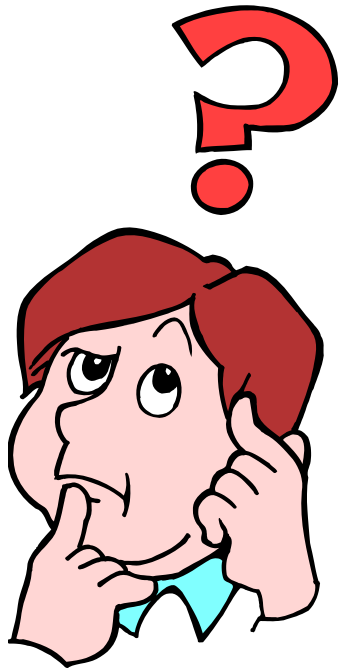
so, you need to focus your evaluation.

Determine which part of the program needs to be measured in ***this evaluation, this time***?



Evaluation Questions help focus an Evaluation

What question(s) does your evaluation need to answer about the program?

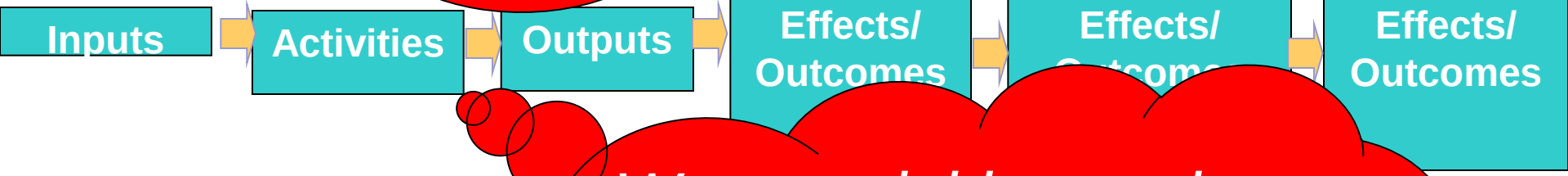


Evaluation Questions Can Be About Anything

- Evaluation questions can focus on any/all parts of the logic model, or on the program objectives (which should be incorporated in the logic model)
- Evaluation questions can pertain to
  - Boxes---did this component occur as expected
  - Arrows---what was the relationship between components

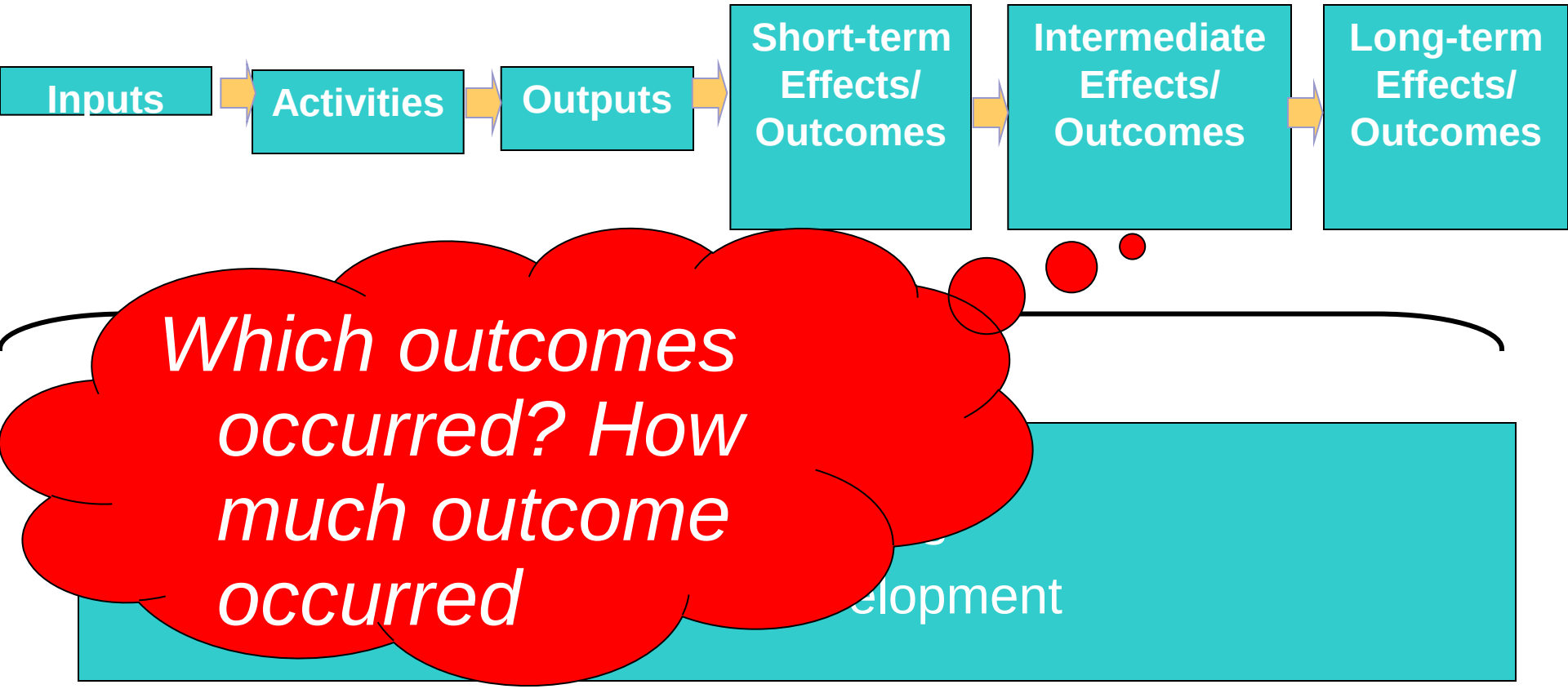
Process Evaluation

Did we get the inputs we needed/were promised?

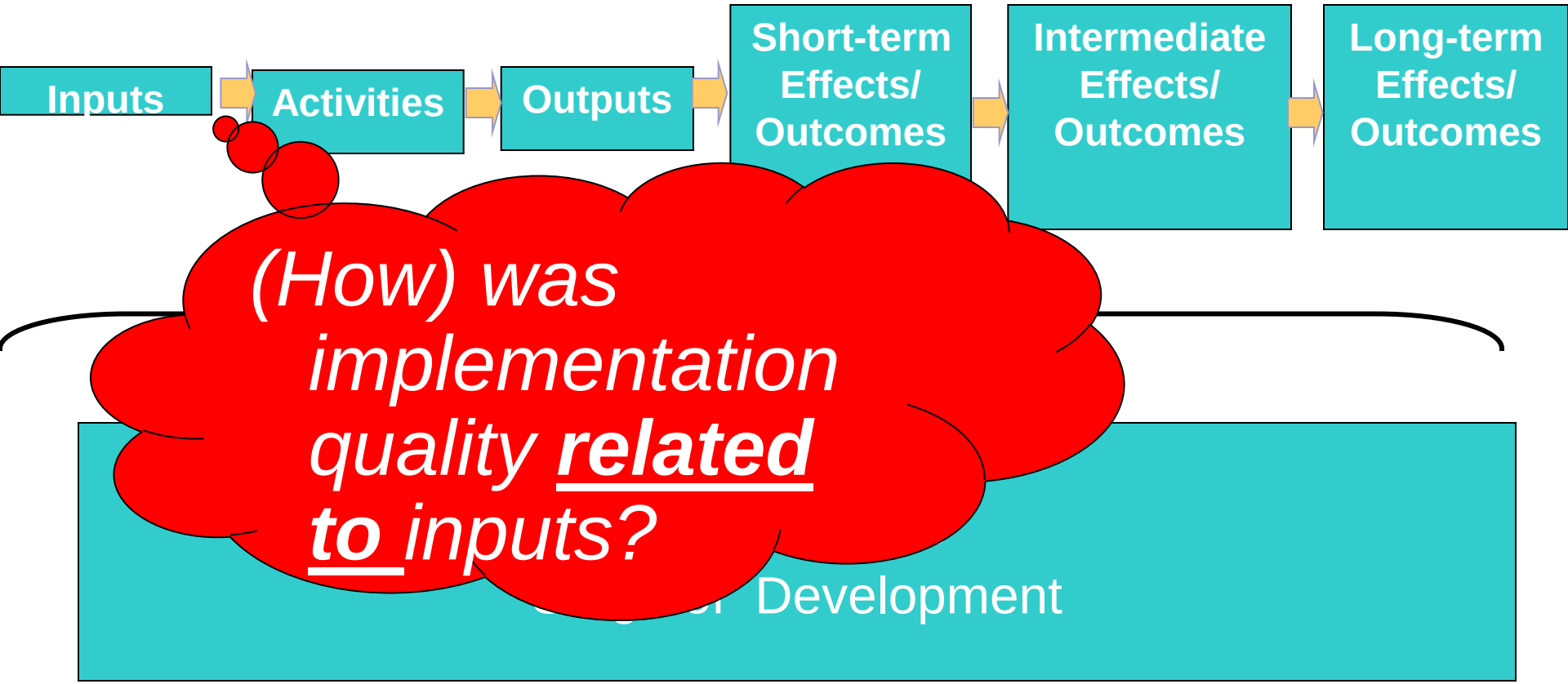


Were activities and outputs implemented as intended? How much? Who received?

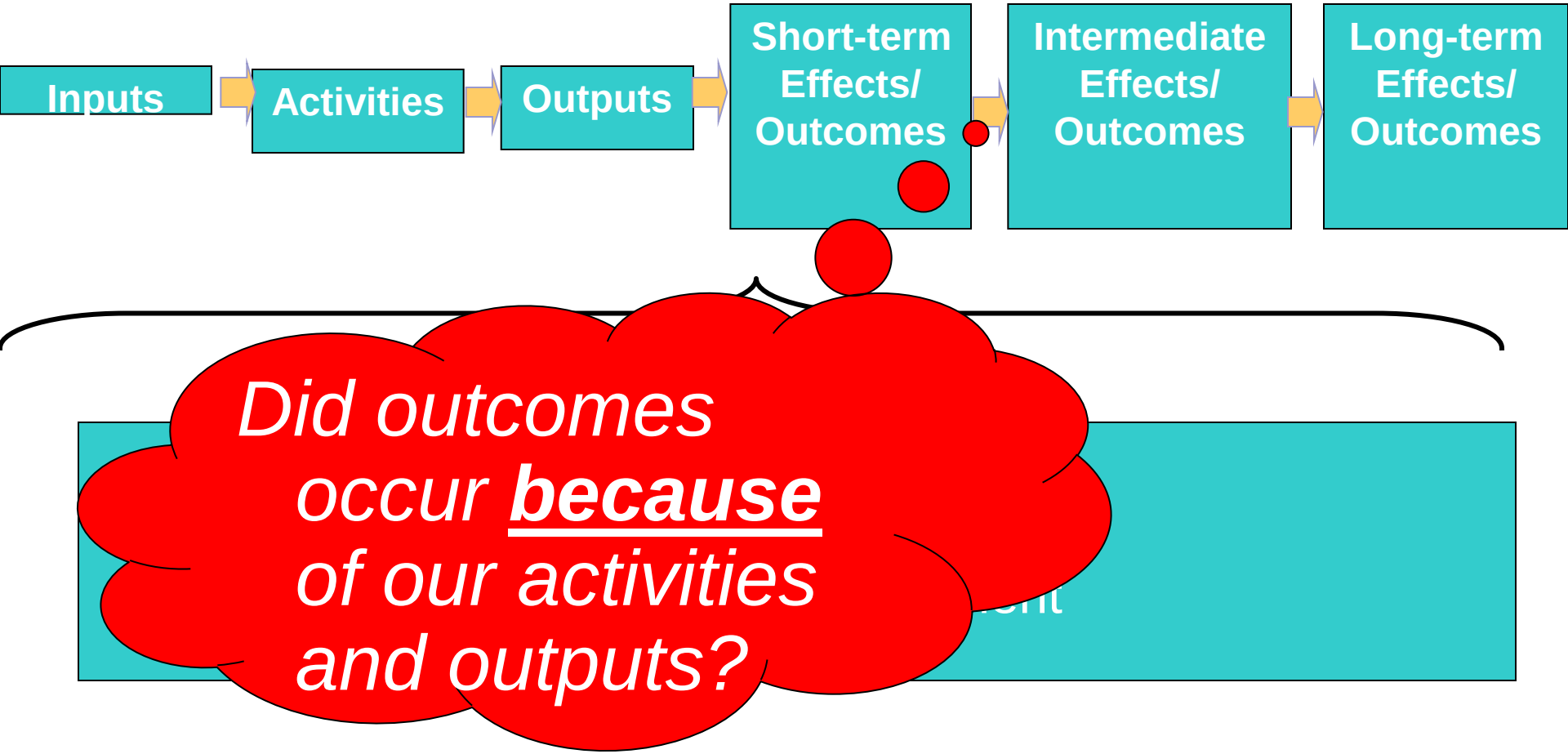
Outcome Evaluation



Efficiency Evaluation



Causal Attribution



Setting Focus: Some Rules

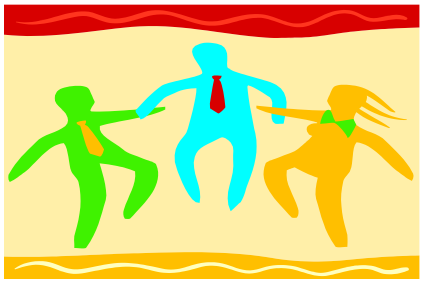
Based on “utility” standard:

- ***Purpose:*** Why is the evaluation being conducted?
- ***User:*** Who wants the info and what are they interested in?
- ***Use:*** How will they use the info?

Step 1 Helps Here…

- What are key stakeholders most interested in?

- Which of their questions must I address in the focus for THIS evaluation?



Potential Purposes/Uses

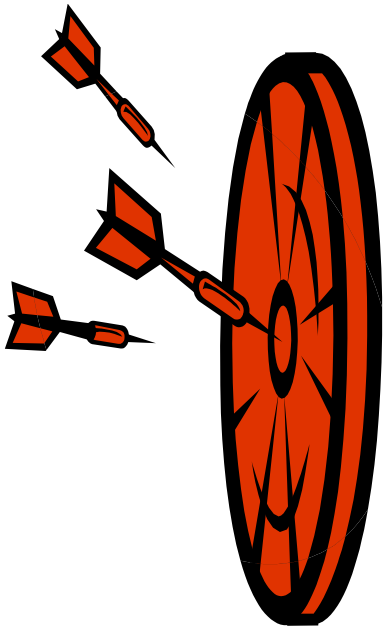
- Show accountability for funding
- Test program implementation
- “Continuous” program improvement
- Increase the knowledge base
- Other…
- Other…

Definitions and Examples of Process & Outcome Evaluation

Types	Definitions	Examples
Process	■Determines if program activities are implemented as intended. ■Tracks *who*, *what*, *when*, and *where* program information. ■Provides feedback loop for program improvement. ■Conducted throughout project life.	Did the target population attend all the training sessions? If no, why not?
Outcome	■Measures program effects; changes in target population's knowledge, attitudes, self-efficacy, skills, intentions, behaviors; or organizational changes (e.g., policy adoption). ■Linked to process evaluation. ■Provides feedback loop for program improvement.	Did skills increase among intervention participants?

Purpose of Evaluation Questions

- Helps focus the evaluation.
- Guides the evaluation planning process.
- Facilitates decision-making about evaluation methods to use.
- Helps ensure use of the evaluation findings



Steps to Developing Evaluation Questions

1. Involve stakeholders.

2. Determine the purpose of the evaluation

3. Brainstorm on possible evaluation questions.

4. Finalize questions, based on stakeholder needs, resources, and feasibility.

"Reality Checking" the Focus

Based on "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?

Evaluation Scenario

At Year 5, declining state revenues mean you need to justify to legislators the importance of your efforts so as to continue funds.

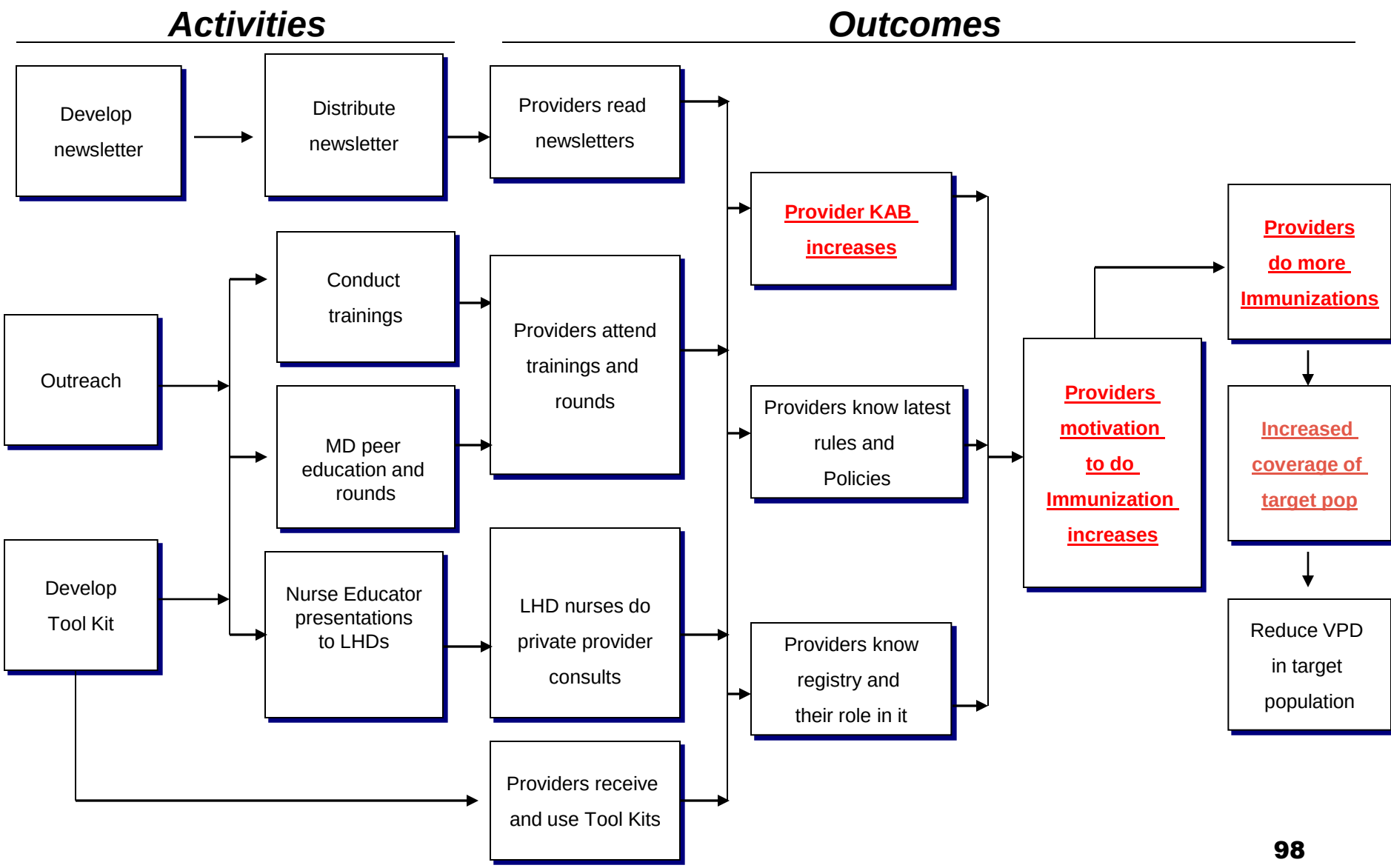
Purpose: Determine program impact

User: Your org and/or the legislators

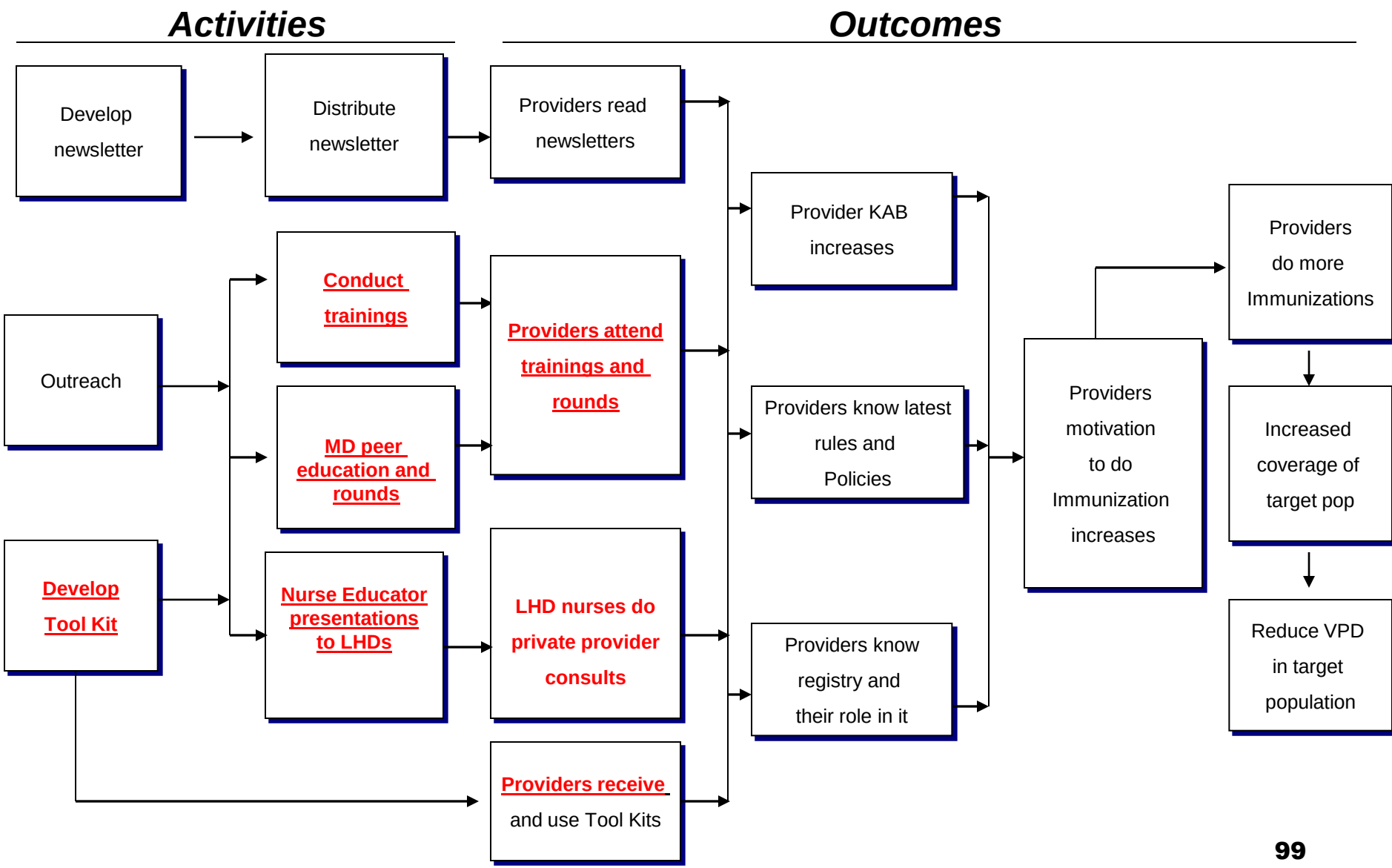
Use:

- *You* want evidence to prove to legislators you are effective enough to warrant funding, or
- *Legislators* want you to show evidence that proves sufficient effectiveness to warrant funding

Provider Education: "Causal" Roadmap



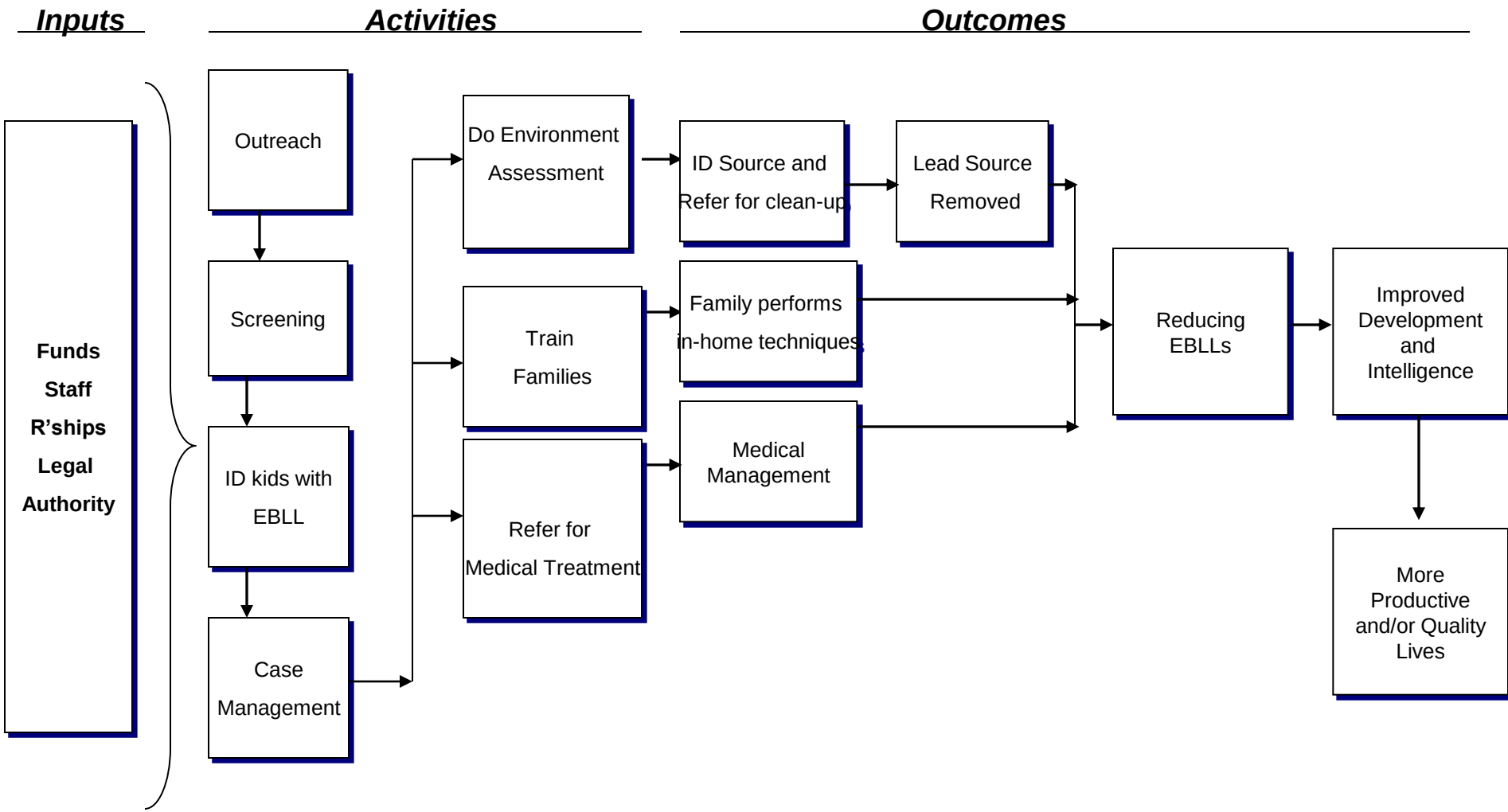
Provider Education: "Causal" Roadmap



Group Activity: Focusing Evaluation

1. Review the Lead Poisoning case study and Logic Model as needed.
2. Brainstorm possible evaluation questions, considering:
   - What do stakeholders want this evaluation to answer?
   - Who will use the evaluation results?
   - How will the evaluation results be used?
   - How mature is the program?
3. Jot the questions down under "Proposed Evaluation Questions."
4. Consider the priority criteria provided to select your final evaluation questions.
5. Put a check mark beside the questions in your finalized list.

Lead Poisoning: "Causal" Roadmap



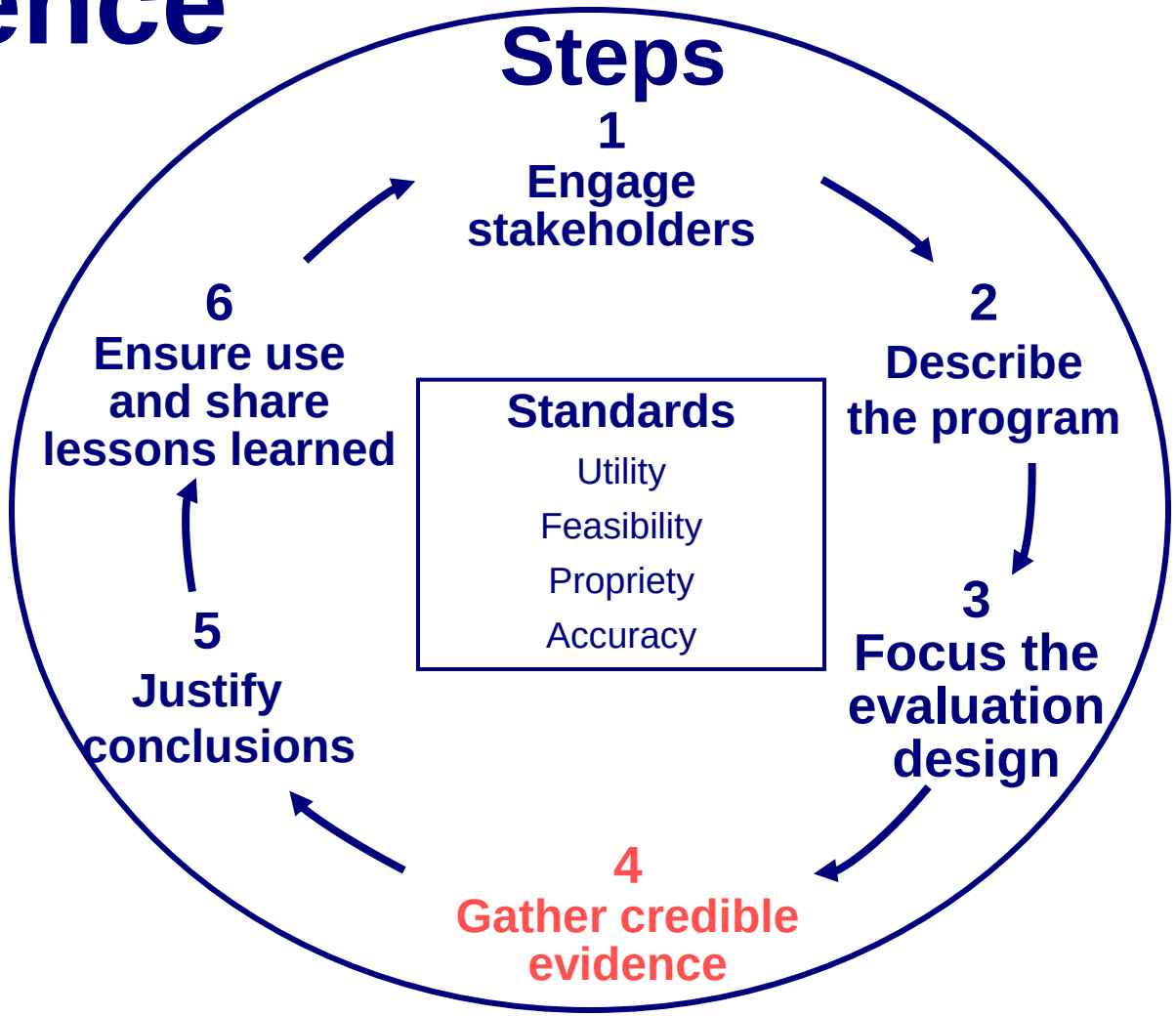
Taking Stock…What We've Done:

- Described the program to be evaluated by clarifying its objectives and the relationship of its activities and outcomes
- Ensured clarity and consensus with stakeholders
- Identified a focus for the evaluation through determining the evaluation's use and questions it needs to answer.

Taking Stock…What's Next:

- Identify indicators
- Choose data collection sources and methods
- Define data analysis plan
- Determine how best to report findings to ensure use

Step 4: Gather Credible Evidence



Source: Centers for Disease Control and Prevention. Framework for Program Evaluation in Public Health. MMWR1999; 48 (No. RR-11).

Intro to Program Evaluation

Step 4: Gathering Credible Evidence

Evaluation Plan Matrix

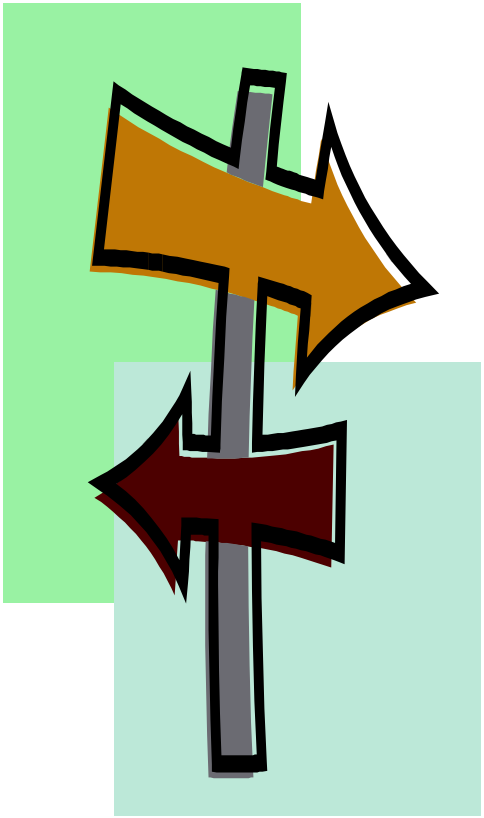
Evaluation Questions	Indicators	Data Sources	Data Collection Methods	Data Collection Procedures		Data Analyses		
				Person Responsible	Schedule	Procedure	Timeline	Person Responsible

Evaluation Plan

Evaluation Questions	Indicators *Info I need to have be able to answer question*	Data Source(s)	Data Collection Methods

What is an Indicator?

- The piece of information that you need to give you the answer to your evaluation question
- A measure that shows whether progress made
- The “how will I know” answer



Provider Education Program Evaluation

Evaluation Questions	Indicators
Conduct immunization trainings	# trainings conducted in each region of the state
Nurse educator LHD presentations	# nurse educators' presentations made to (targeted) LHDs
Physician peer ed rounds	# physician-hosted peer ed rounds at (targeted) hospitals
Provs attend trainings and rounds	# participants in trainings # participants completing series of trainings % participants by discipline % participants by region
Provs receive and use tool kits	% providers who report use of toolkit # "call-to-action" cards received from toolkit
LHD nurses do private provider consults	% trained nurses in LHDs will do provider consults with (targeted) provider practices in county
KAB increases	% providers showing increases in (targeted) KAB items % increase in provider KAB on (targeted) items
Motivation increases	% providers reporting increased motivation to immunize % increase in provider motivation to immunize

Developing Indicators

- May vary in level of specificity:
  - ***Concept:*** Timely jail screening
    - ***Indicator***: Inmates are screened prior to release, OR
    - ***Indicator:*** % inmates screened prior to release
    - ***Indicator:*** 80% of felony inmates screened within 24 hours of booking

Evaluation Plan

Evaluation Questions	Indicators *Info I need to have be able to answer question*	Data Source(s)	Data Collection Methods

What are Data Sources?

Where or from whom you will get data to measure each of your indicators and answer your evaluation questions.

Data Sources	Examples
Documents	grant proposals, meeting minutes, surveillance reports, interview records
Individuals	clients, staff, private providers, partnership members
Observations	data obtained from observations of clients, staff, environment (reception area), program activities, etc.

Advantages/Disadvantages

Data Source	Advantages	Disadvantages
Documents	■ data available and accessible	■ value of data depends on how accurately it was recorded ■ may lack data needed for the evaluation.
Individuals	■ can be collected directly from target population	■ may be unreliable due to social desirability and/or recall difficulty
Observations	■ can supplement self-report ■ provide information on behavior, skills environment	■ value of data depends on training of observer & specificity of instrument

Evaluation Plan

Evaluation Questions	Indicators *Info I need to have be able to answer question*	Data Source(s)	Data Collection Methods

Ways to Gather Evidence…

- Written survey
- Personal interview
  - individual, group
  - structured, semi-structured, conversational
- Observation
- Document analysis
- Case study
- Group assessment
  - brainstorming, delphi, nominal group, fishbowl
  - Role play, dramatization
- Expert or peer review
- Portfolio review
- Consensus modeling
- Testimonials
- Perception tests
- Hypothetical scenarios
- Storytelling
- Geographical mapping
- Concept mapping
- Freelisting
- Sociograms
- Debriefing sessions
- Cost accounting
- Photography, drawing, art, videography
- Diaries/journals
- Logs, activity forms, registries

Cluster Into These Six Categories…

- Surveys
- Interviews
- Focus groups
- Document review
- Observation
- Secondary data analysis

Choosing Data Collection Methods

- Function of ***context***:
  - Time
  - Cost
  - Ethics
- Function of ***content*** to be measured:
  - Sensitivity of the issue
  - "Hawthorne effect"
  - Validity
  - Reliability

Reliability and Validity

- ***Reliability***: stability and consistency of a measurement
- ***Validity***: accuracy of a measurement to assess what it is intended to measure

Trade-offs of Different Data Collection Methods

Method/Factor	Time	Cost	Sensitive Issues	Hawthorne Effect	Ethics
Survey: Mail					
Personal Interview					
Focus Groups					
Document Review					
Survey: Phone					
Observation					
Secondary Data					

Data Collection Methods

Methods	Advantages	Disadvantages
Surveys	■Anonymity possible ■Can administer to groups ■Efficient & cost effective	■Forced choices is limiting ■Wording may bias response ■Impersonal
Individual interviews	■Can build rapport ■Can probe for more info ■Can get breadth/depth of info	■Time consuming ■Expensive ■Interview style may bias
Focus groups	■Can get breadth & depth of info in short time frame ■Can convey key info re program	■Need trained facilitator ■Time consuming to analyze responses
Observation	■Can assess fidelity as activities occur	■Interpretation of behavior difficult ■Expensive & time consuming
Document review	■Info already exists ■Doesn't disrupt program	■Depends on quality of info ■Time consuming

Tips for Data Collection

- Use existing data when feasible
- Understand agency policies and regulations that may effect data collection
- Identify who will be responsible
- Be clear about the data you want to collect and sensitive to the time and effort needed to be expended by the data providers
- Design instruments as needed
- Code instruments for easier analysis.

Using Mixed Data Sources/Methods

- Involves using more than one data source and/or data collection method.

- Advantages:
  - Allow examination of different facets of the same phenomenon
  - Obtain comprehensive information
  - Increase validity of results

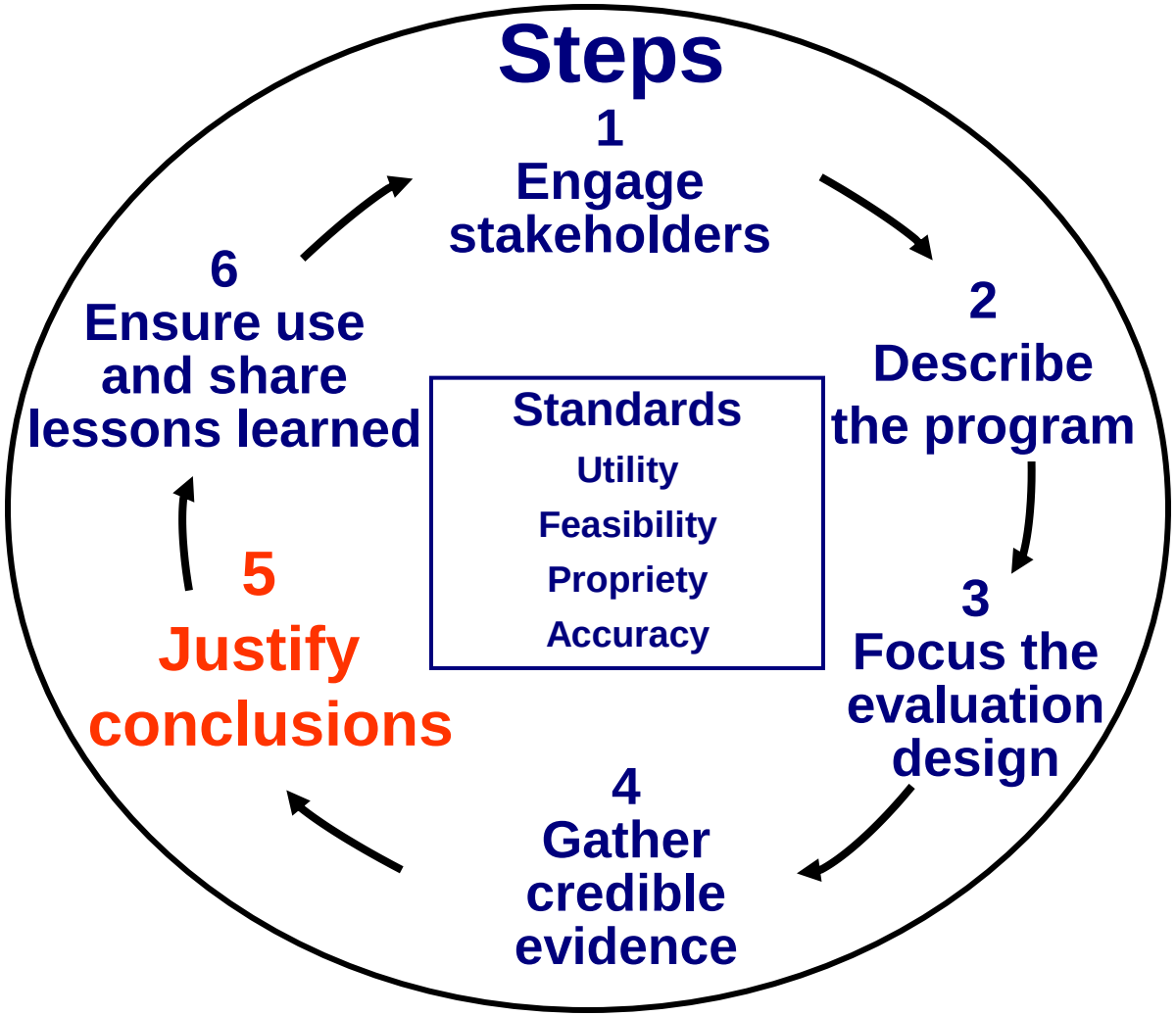
Evaluation Plan for a Provider Education Program

Evaluation Questions	Indicators *Info I need to have be able to answer question*	Data Source(s)	Data Collection Methods
Were trainings conducted?	# of trainings conducted	Training log	Review of logs
Did providers attend trainings?	% of invited providers who attended trainings % of providers who completed the whole series	Travel Records Sign-in sheets	Review of sign-in sheets for all the sessions
Did training increase KAB?	% providers who showed increase in KAB % Increase in KAB	Pre- and post-test results Report of changes in practice	Administer Pre- & Post- tests Survey 6 months following training

Intro to Program Evaluation

Step 5 Justifying Conclusions

CDC Framework for Program Evaluation



Source: Centers for Disease Control and Prevention. Framework for Program Evaluation in Public Health. MMWR1999; 48 (No. RR-11).

Justifying Conclusions

"It is not the facts that are of chief importance, but the light thrown upon them, the meaning in which they are dressed, the conclusions which are drawn from them, and the judgements delivered upon them."

– *Mark Twain*

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Now that I have this data, what do I do with it?

- Create a data management system
- Analyze your data
  - Quantitative
  - Qualitative

Data Management Plan

- Determine data management responsibilities
- Determine what software, if needed, will be used to analyze data
- Review the data for completeness and accuracy
- Transfer/transcribe data
- Code data
- Enter data

Things to Consider When Analyzing Data

Qualitative Methods

- Review transcripts thoroughly
- Categorize similar findings (coding, subcoding)
- Consider patterns
- Depending on the analysis, specific qualitative analysis skills may be needed

Quantitative Methods

- Develop a database for all fields from instrument
- Depending on type of analysis, specific quantitative skills may be needed

Interpreting Findings

- Always refer to your evaluation questions and indicators.
- Identify findings that will help answer the evaluation questions.
- Stakeholders may provide some insight about the findings

Justifying Conclusions

- Analyzing and synthesizing data are key steps now
- BUT REMEMBER: “Objective data” are interpreted through a prism of stakeholder “values”
- Seeds planted in Step 1 are harvested now. What did we learn in stakeholder engagement that may inform what we analyze and how?

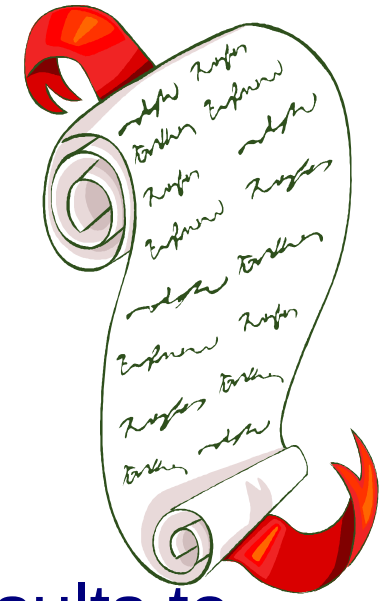
Some Prisms may be…

- Cost and cost-benefit
- Efficiency of delivery of services
- Health disparities reduction
- Population-based impact, not just impact on those participating in the intervention
- Causal attribution

Developing Recommendations

Your evaluation's recommendations should be:

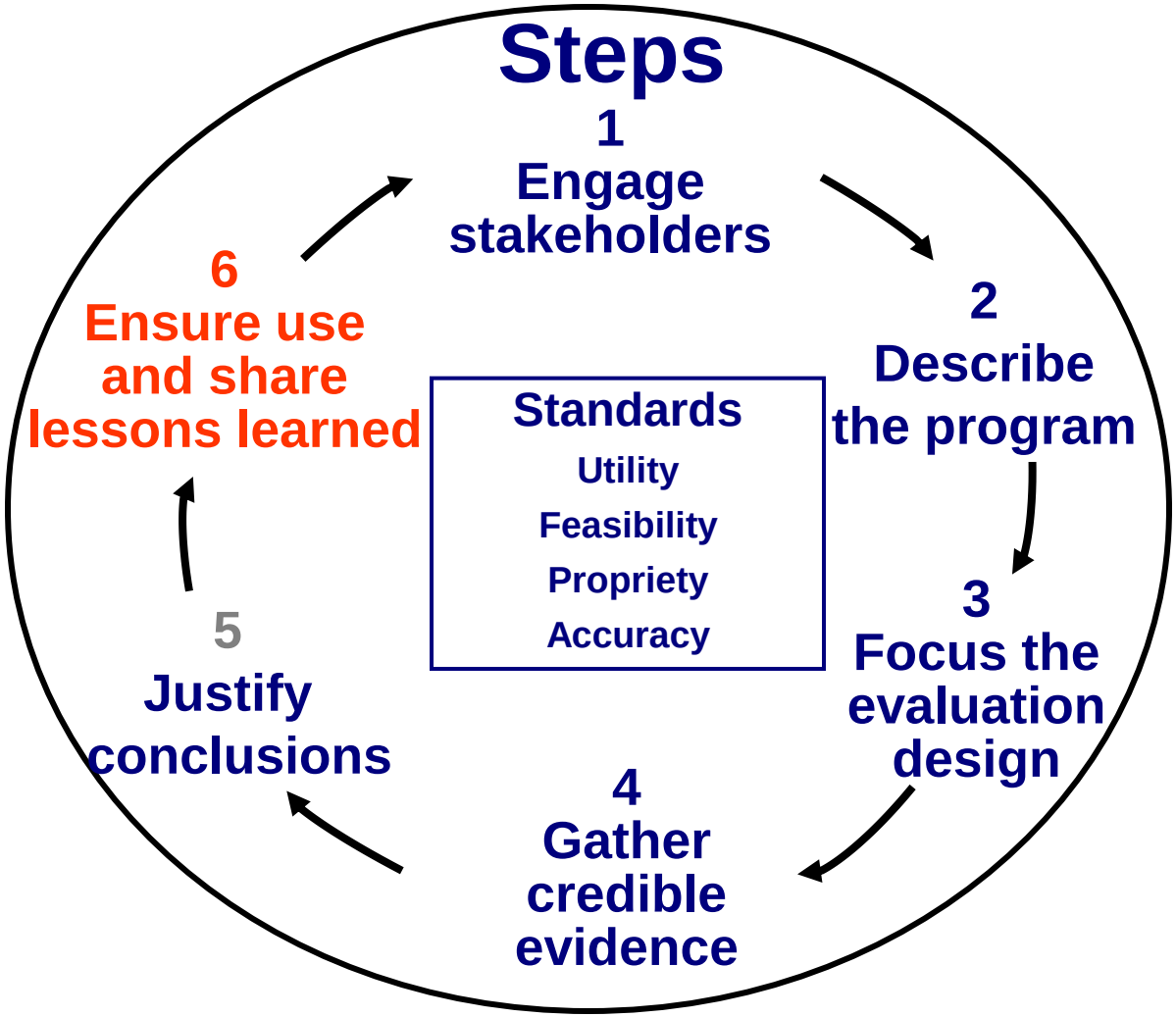
- Linked with the original purpose of your evaluation.
- Based on answers to your evaluation questions.
- Linked to findings from your evaluation
- Tailored to the users of the evaluation results to increase ownership and motivation to act.



Intro to Program Evaluation

Step 6 Ensuring Use and Lessons Learned

CDC Framework for Program Evaluation



Source: Centers for Disease Control and Prevention. Framework for Program Evaluation in Public Health. MMWR1999; 48 (No. RR-11).

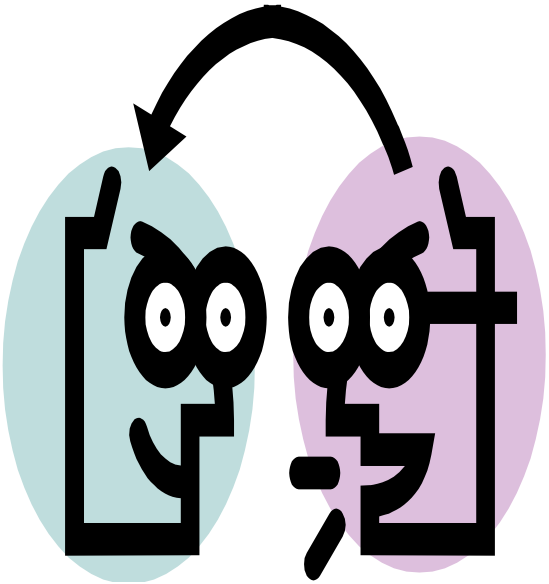
Step 6: Ensuring Use

- The ultimate payoff
- Enhanced by work done in early steps!

Ensure Use and Share Lessons Learned

- Share the results and lessons learned from the evaluation with stakeholders and others

- Use your evaluation findings to modify, strengthen, and improve your program



How to Share the Evaluation Results/Recommendations

- **Consider information needs of the audience/stakeholders.**

- **Tailor message and format of dissemination to the users of the evaluation results**
  - Oral
  - Written
    - Full Report
    - Executive Summary

Type of Dissemination Methods

- **Evaluation Reports**
  - Provide an executive summary.
  - Use examples, graphics, quotes to highlight findings.
  - Present data simply and concisely.
  - Use active verbs to shorten sentences.
  - Organize results by evaluation question.

Type of Dissemination Methods

- **Oral Presentations**
  - Place evaluation in the context of the program.
  - Use slide show; provide handouts
  - Involve audience in discussion of how to use findings to improve program, help set policy, etc.

Intro to Program Evaluation

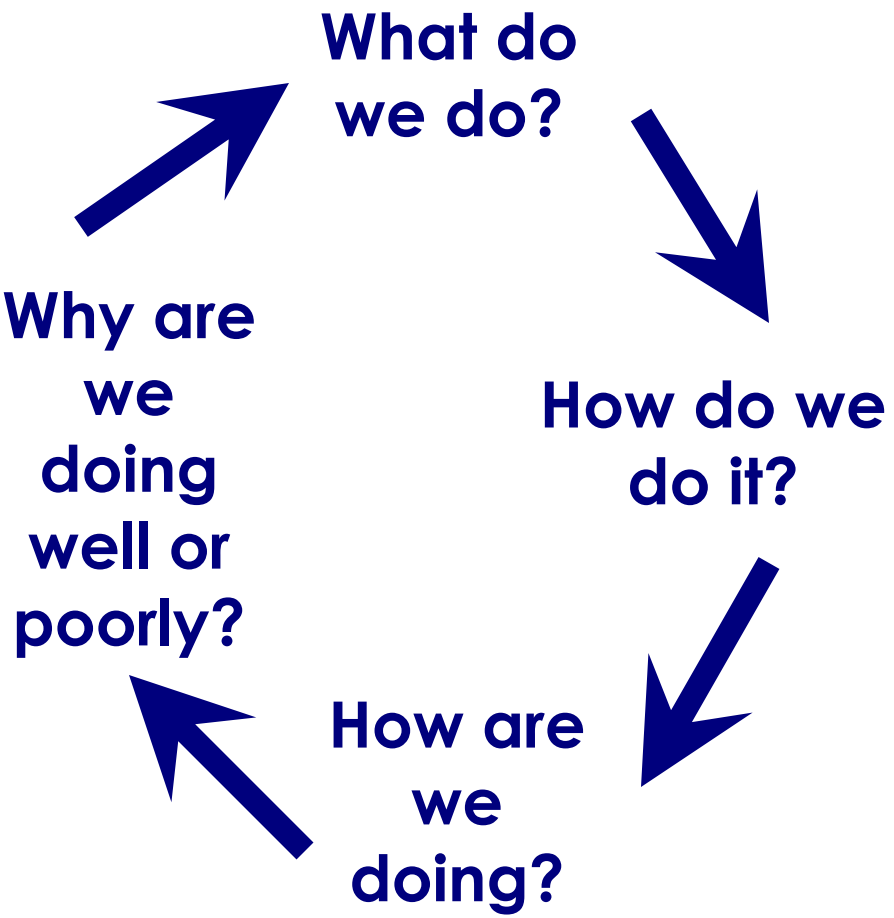
Life Post-Session

Underlying Logic of Steps

- ***No eval is good unless***… results are ***used*** to make a difference
- ***No results are used unless***… a ***market*** has been created prior to creating the product
- ***No market is created unless***…. the eval is ***well-focused***, including most relevant and useful questions
- ***And…***

These must be integrated…

- Continuous Quality Improvement (CQI) cycle.
  - **Planning**—*What* actions will best reach our goals and objectives.
  - **Performance measurement**— How are we doing?
  - **Evaluation**—W*hy* are we doing well or poorly?



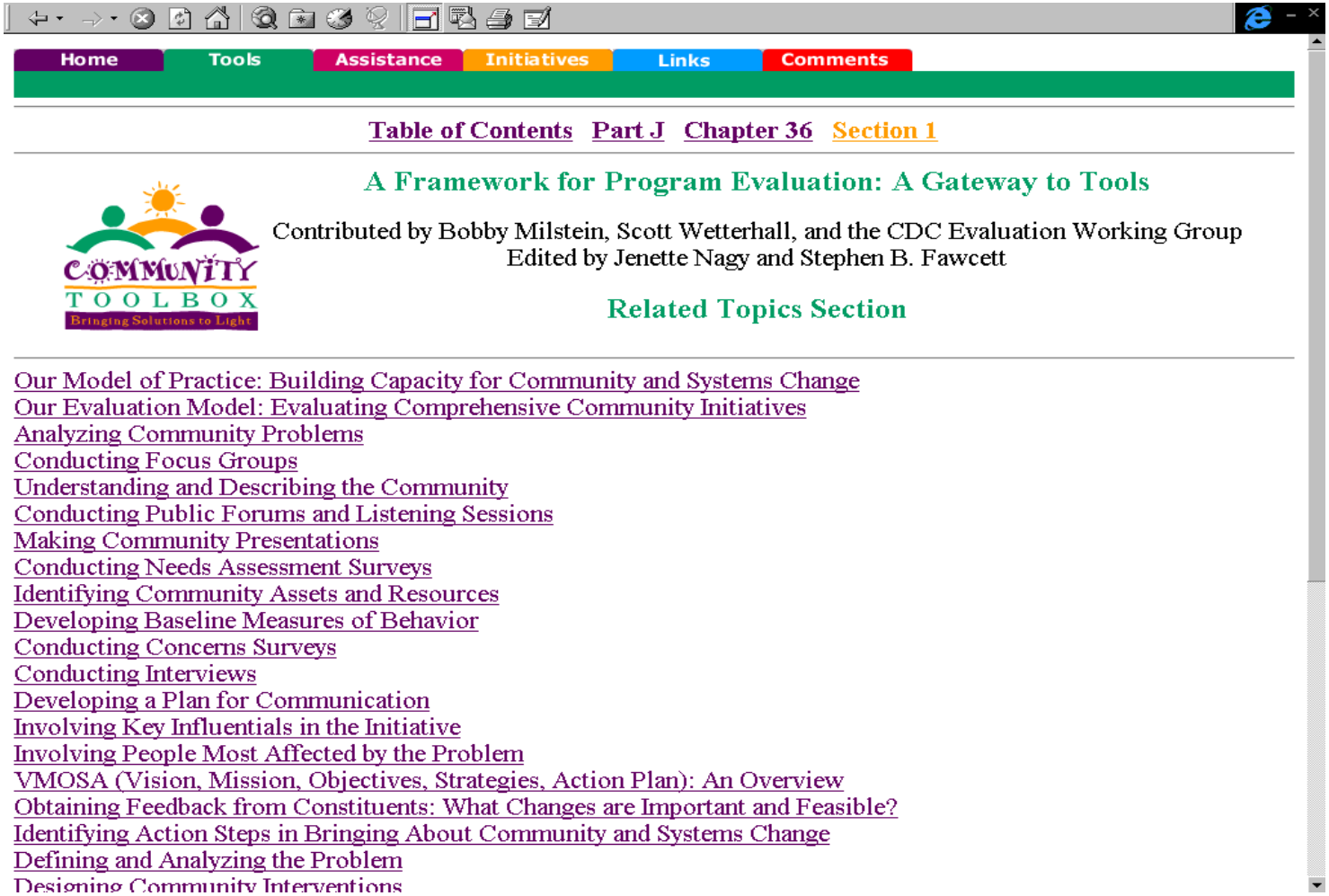
Helpful Resources

- Program Evaluation
  - Framework for Program Evaluation in Public Health
    http://www.cdc.gov/mmwr/preview/mmwrhtml/rr4811a1.htm
  - Intro to Program Evaluation for PH Programs—A Self-Study Guide:
    http://www.cdc.gov/eval/whatsnew.htm
  - Practical Use of Program Evaluation among STD Programs
    http://www.cdc.gov/std/program/pupestd.htm
  - Learning & Growing through Evaluation: State Asthma Program Evaluation Guide
    http://www.cdc.gov/asthma/program_eval/guide.htm

- Logic Model Sites
  - Innovation Network: http://www.innonet.org/
  - Harvard Family Research Project: http://www.gse.harvard.edu/hfrp/
  - University of Wisconsin-Extension: http://www.uwex.edu/ces/lmcourse/
  - CDC/DASH:http://www.cdc.gov/healthyyouth/evaluation/resources.htm#4
  - CDC/STD: http://www.cdc.gov/std/program/progeval/TOC-PGprogeval.htm

- Texts
  - Kellogg Foundation Logic Model Development Guide: www.wkkf.org
  - W.K. Kellogg Foundation Evaluation Resources:
    http://www.wkkf.org/programming/overview.aspx?CID=281
  - Rogers et al. Program Theory in Evaluation. New Directions Series: Jossey-Bass, Fall 2000

Community Tool Box
http://ctb.ku.edu



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A Framework for Program Evaluation: A Gateway to Tools

Contributed by Bobby Milstein, Scott Wetterhall, and the CDC Evaluation Working Group
Edited by Jenette Nagy and Stephen B. Fawcett

Related Topics Section

Our Model of Practice: Building Capacity for Community and Systems Change
Our Evaluation Model: Evaluating Comprehensive Community Initiatives
Analyzing Community Problems
Conducting Focus Groups
Understanding and Describing the Community
Conducting Public Forums and Listening Sessions
Making Community Presentations
Conducting Needs Assessment Surveys
Identifying Community Assets and Resources
Developing Baseline Measures of Behavior
Conducting Concerns Surveys
Conducting Interviews
Developing a Plan for Communication
Involving Key Influentials in the Initiative
Involving People Most Affected by the Problem
VMOSA (Vision, Mission, Objectives, Strategies, Action Plan): An Overview
Obtaining Feedback from Constituents: What Changes are Important and Feasible?
Identifying Action Steps in Bringing About Community and Systems Change
Defining and Analyzing the Problem
Designing Community Interventions

Thank You

Questions?

Betty Apt
bettyapt@bellsouth.net