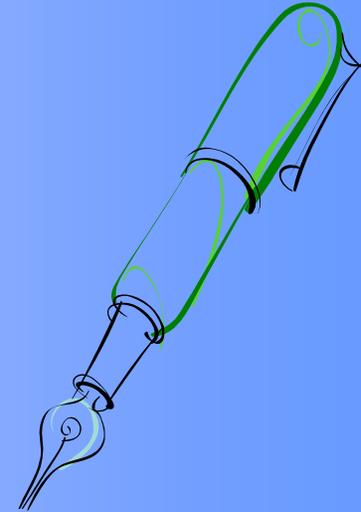


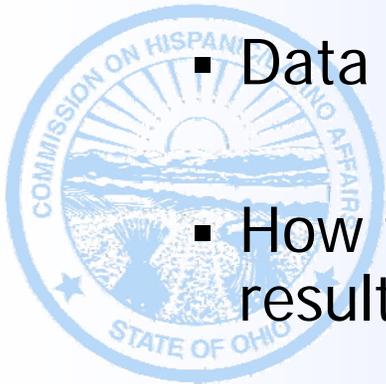
# *Designing an Effective Evaluation Strategy*



Ohio Latino Affairs  
*Advise. Connect. Build.*

# Goals of Training

- Participants will understand:
  - The terminology related to evaluation
  - How to plan and design an effective evaluation strategy
  - Data collection sources and methods
  - How to justify conclusions based on evaluation results



# What is "evaluation"?

- **The simple answer:**
  - *E + valuer* = To establish the worth or value of.
- **Evaluation can be described as the systematic investigation of the merit, worth, or significance of any "object".**



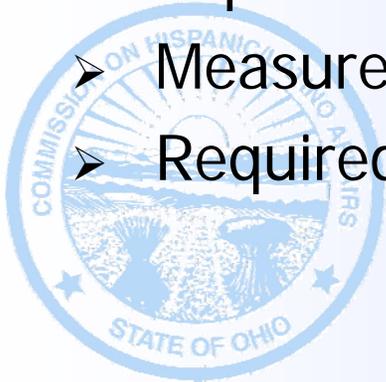
# Program Evaluation Defined

- Evaluation is the systematic application of scientific methods to assess the design, implementation, improvement or outcomes of a program (Rossi & Freeman, 1993; Short, Hennessy & Campbell, 1996). The term “program” may include any organized action such as media campaigns, service provision, educational services, public policies, research, projects, etc. (Center for Disease Control and Prevention [CDC], 1999).



# Why do we do evaluation?

- Establish model programs and best practices by providing feedback about what worked and what failed
- Tool of good management and quality improvement – gain insight into effective strategies on how to improve performance
- Measure impact that the program is making
- Required by funder in many cases



# Purpose of Program Evaluation

- Demonstrate program effectiveness to funders
- Improve the implementation and effectiveness of programs
- Better manage limited resources
- Document program accomplishments
- Justify current program funding



# Purpose of Program Evaluation

- Support the need for increased levels of funding
- Satisfy ethical responsibility to clients to demonstrate positive and negative effects of program participation (Short, Hennessy & Campbell, 1996)
- Document program development and activities to help ensure successful replication



# Don't forget!

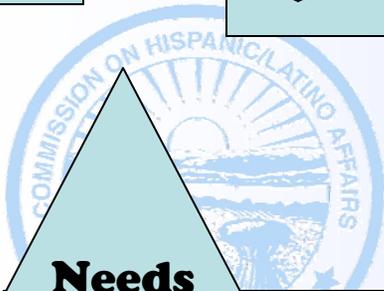
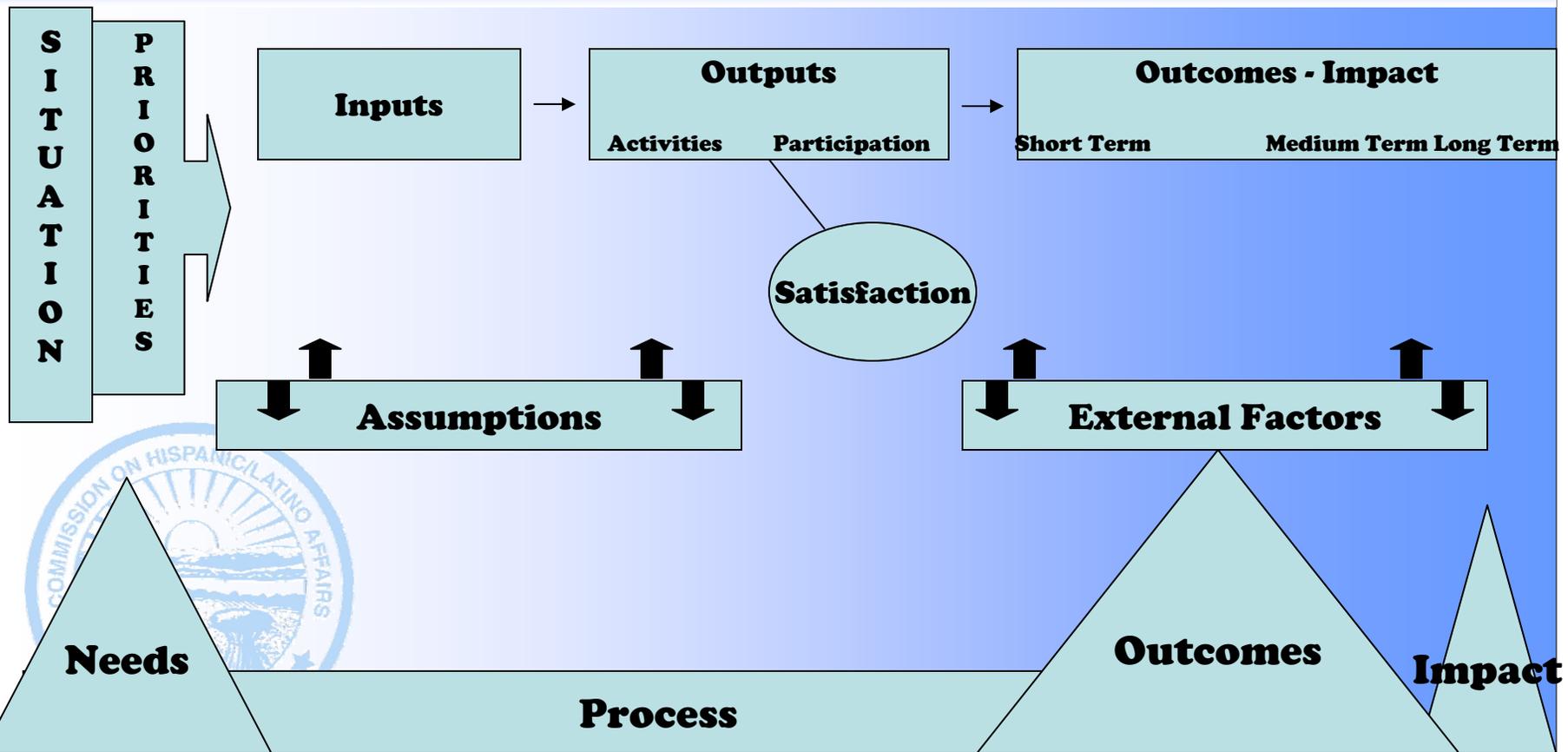
- “Effective evaluation is not an “event” that occurs at the end of a project, but is an ongoing process which helps decision makers better understand the project; how it is impacting participants, partner agencies and the community; and how it is being influenced/impacted by both internal and external factors.”



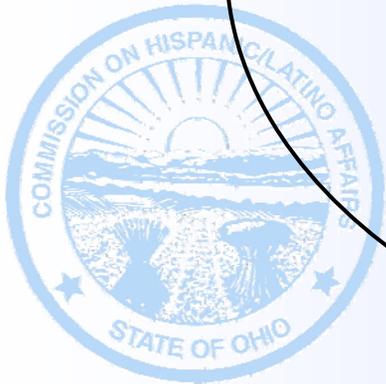
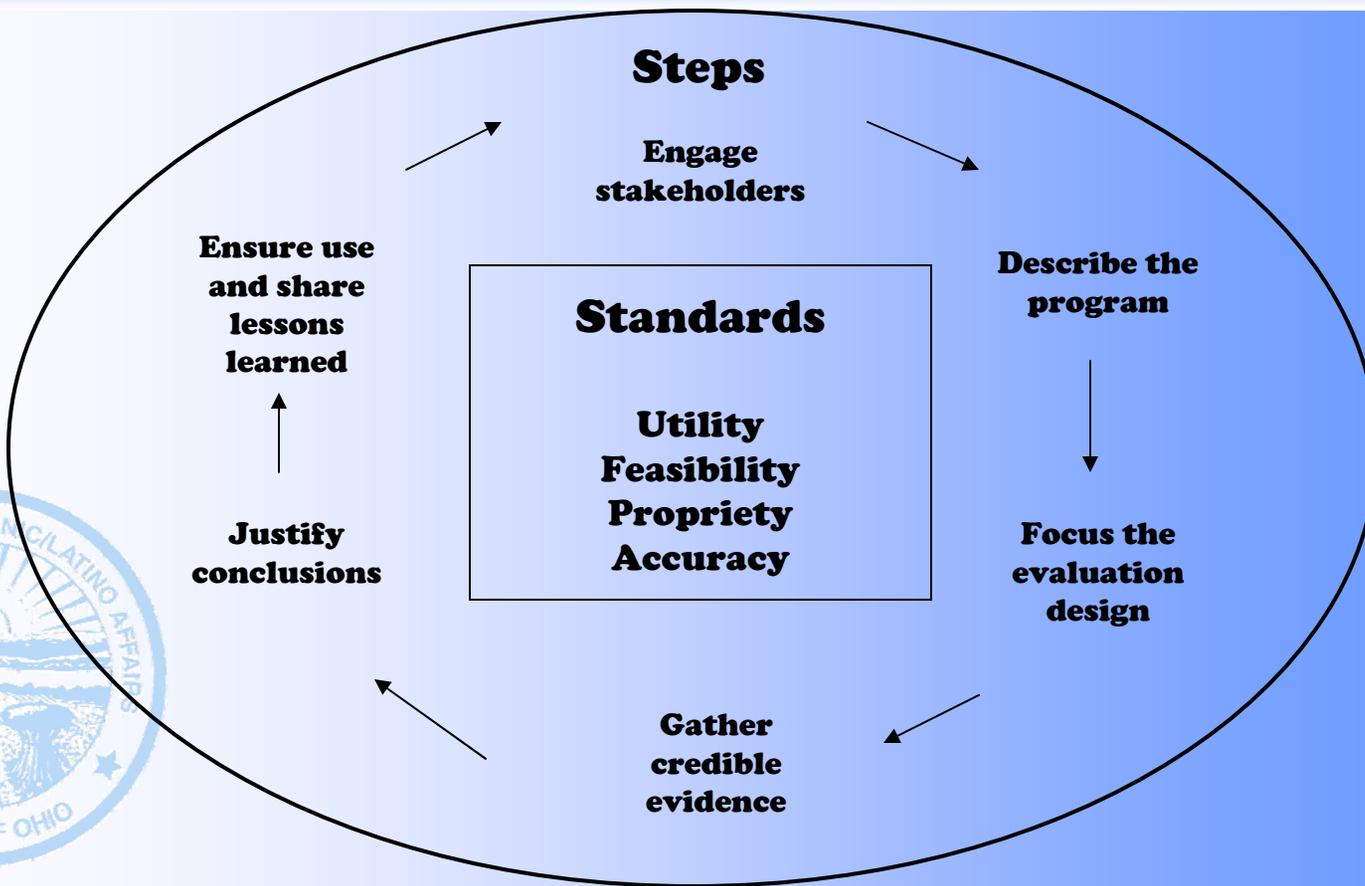
*W.K. Kellogg Foundation Evaluation Handbook, p. 3*



# LOGIC MODEL connection



# Framework for Evaluation



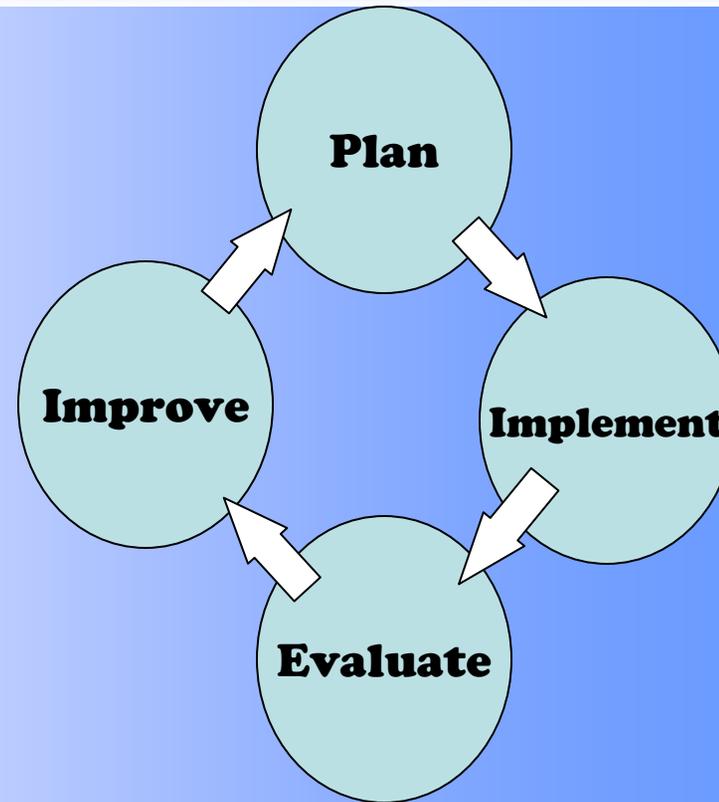
## Underlying Logic of Steps

- **No evaluation 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 evaluation is well-focused, including most relevant and useful questions***



# Program Planning Process

➤ Evaluation is part of a larger program planning process. First, you plan the program. Then you implement it. As you implement, you evaluate it. You use what you learn from the evaluation to improve your program. And then you start planning your improved program.



# Evaluation

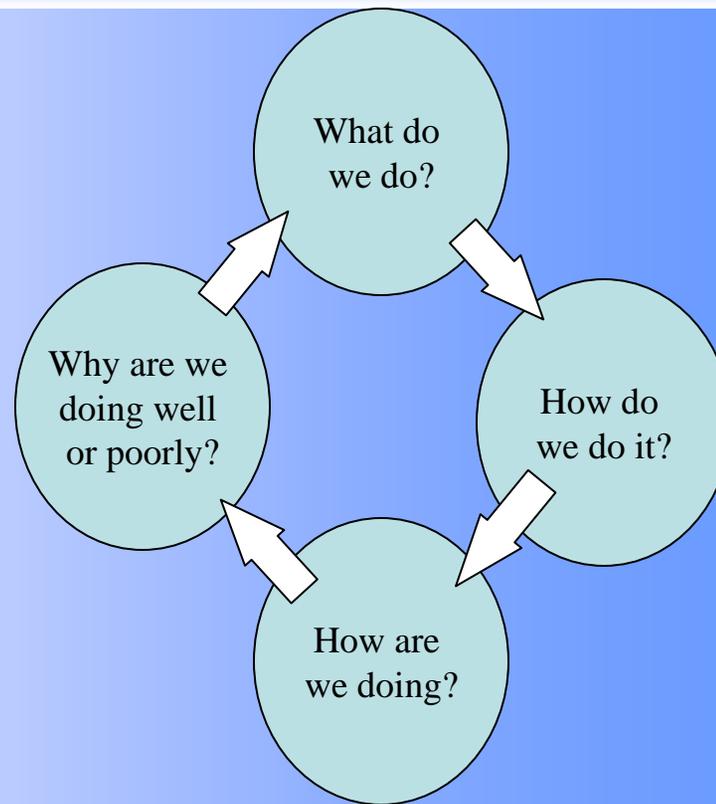
- **Need not be**
  - Expensive
  - Complicated
  - Time Consuming
- Some evaluation is better than none
- External evaluator is sometimes seen as more objective than an internal one
- Evaluator should be qualified
- Evaluation plan should be meaningful, related to goals and objectives, and be an honest examination of program



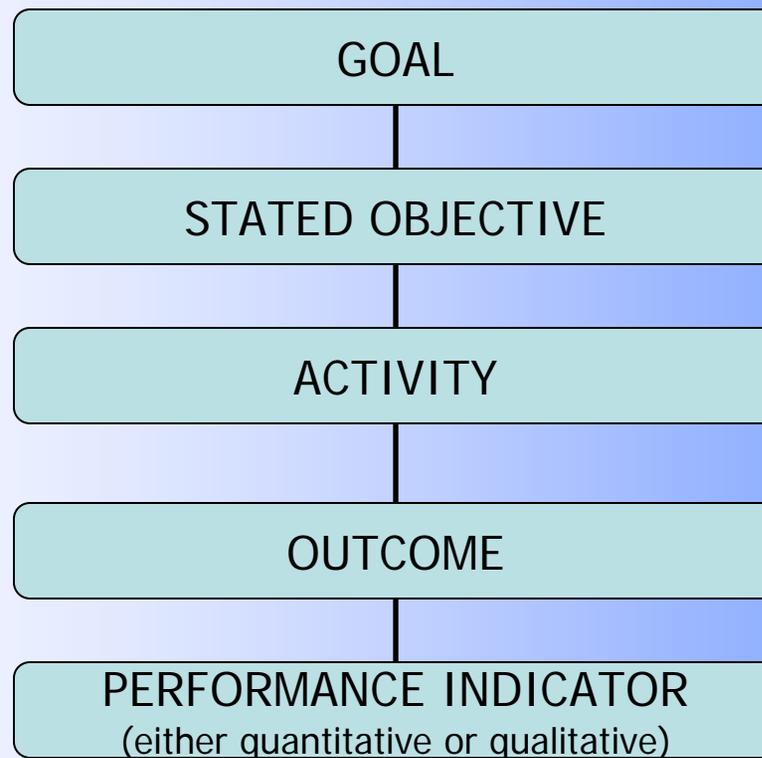
# Continuous Quality Improvement (CQI) cycle

These must be integrated...

- **Planning** – *What* actions will best reach our goals and objectives
- **Performance measurement** – *How* are we doing?
- **Evaluation** – *Why* are we doing well or poorly?

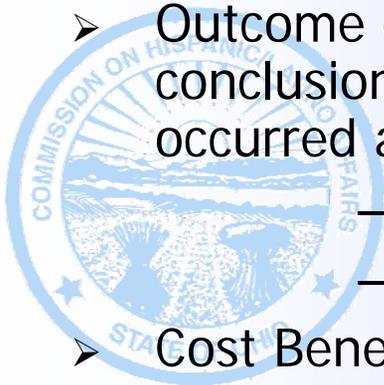


# Evaluation Flowchart



# Types of Evaluation

- Planning (involves examining the developmental issues prior to setup)
- Process or Formative (involves monitoring the “process,” ensuring activities are completed on time and on target, while the program is ongoing)
  - *Tells you if you’re on track*
  - *Points to improvement*
- Outcome or Summative (involves assessing the outcome at the conclusion of the program and measures how change that has occurred as a result of the program)
  - *Shows what impact you have on problem*
  - *Helps justify program*
- Cost Benefit



# Planning Evaluation

- **Why is the program needed?**
  - Identify target population
- **Who needs to be involved in the planning?**
  - Identify key players/agencies
- **What are the goals of the program?**
  - Identify goals from perspective of stakeholders/agencies
- **What resources are necessary?**
  - Identify financial resources
  - Identify non-financial resources
- **What is the timeline?**
  - Determine timeline to program implementation



# Planning and Process Evaluation Goals

- 1.) To examine developmental issues prior to setup
- 2.) To assess the steps that occur within the program set-up phase. Key questions to answer through this type of evaluation include:
  - How was the program set-up initiated?
  - What agencies are involved in its daily operation?
  - How were collaborations developed, and how are they sustained?



# Planning and Process Evaluation Goals

Overall, how does the program function to serve the clients?

- What resources (both financial and non-financial) are available/needed?
- What is the timeline for the project?



# Don't forget!

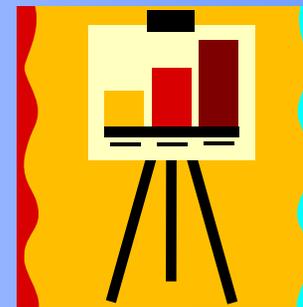
"Measurement is the first step that leads to control and eventually to improvement. If you can't measure something, you can't understand it. If you can't understand it, you can't control it. If you can't control it, you can't improve it."

*- H. James Harrington*



# Process Evaluation Data – Types and Collection

- **TYPES:** (Both useful and often necessary)
  - Quantitative
  - Qualitative
  
- **How to collect data for process evaluation:**
  - Interviews
  - Focus groups
  - Observation
  - Questionnaires/Surveys
  - Analysis of existing documents



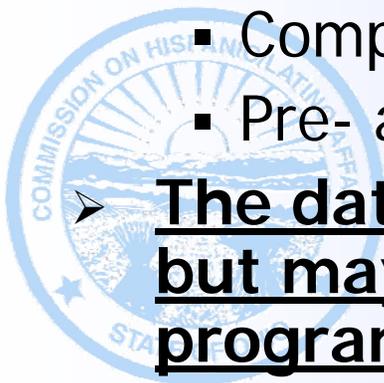
# Outcome Evaluation

- Outcome evaluations are sometimes referred to as “true” or “real” evaluation
- Outcome evaluation is no more “true” or “real” than process evaluation
- Indeed, a quality process evaluation is necessary if one is going to say what it is about the program that produced the results



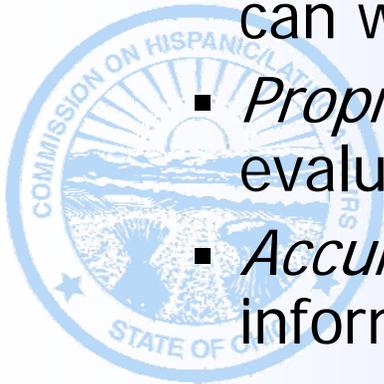
# Outcome Evaluation Data – Types and Collection

- **The essence of program outcome evaluation is comparison** (*i.e. multiple data collection points to compare*).
- **Assessment of change over time is done through utilization of:**
  - Control group
  - Comparison Group
  - Pre- and post-test
- **The data collected is most often quantitative but may be qualitative given the nature of the program or project.**



# The Four Standards of Evaluation

- **No one “right” evaluation exists. Instead, the best choice at each step is the option that maximizes:**
  - *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 in the evaluation to be ethical?
  - *Accuracy*: What design will lead to accurate information?



# Step-by-Step Evaluation Design

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



## Step-by-Step *(continued)*

4. Gather credible evidence: Write indicators, then choose and implement data collection sources and methods
5. Justify conclusions: Review and interpret data/evidence to determine success or failure
6. Use lessons learned: Use evaluation results in a meaningful way



# Designing an Evaluation Plan

## ➤ STEP 1: Engage Stakeholders

- Who are the major stakeholders for our efforts?
- Where in this model do they want to see success?
- Who needs to be engaged up front to ensure use of results?



# Group Exercise: Engaging Stakeholders

- Consider which stakeholders are key to this evaluation of your program or case
- Consider what aspects of the program and its evaluation we must attend to, to keep these stakeholders “at the table”



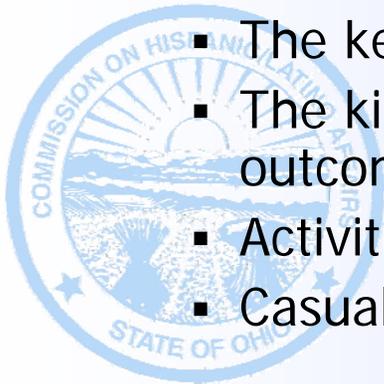
# Designing an Evaluation Plan

## ➤ **STEP 2: Describe the program**

**You don't always need a logic model, BUT you ALWAYS need a program description**

Don't jump into planning or evaluation 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 and objectives)
- Activities needed to meet these outcomes
- Casual relationships between activities and outcomes



# Proposal Problems

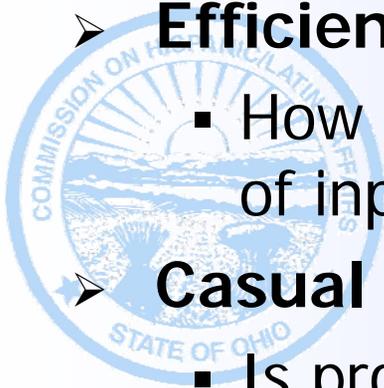
## ➤ **STEP 3: Setting Evaluation Focus**

- Today, Year 1, Year 3, Year 5...where in the model should I be measuring change?
- If no change, where should I look for problems?



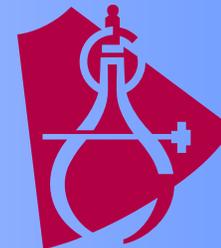
# Key Domains in Evaluation Focus

- **Implementation (Process)**
  - Is program in place as intended?
- **Effectiveness (Outcomes)**
  - Is program achieving its intended short-, mid-, and/or long-term effects/outcomes
- **Efficiency**
  - How much “product” is produced for given level of inputs/resources?
- **Casual Attribution**
  - Is progress on outcomes due to your program?



# Performance Measures

- Measuring performance – that is constantly assessing and monitoring critical performance metrics, and tailoring responses and follow-up are fundamental components of effective programmatic management in any organization, public or private, government or industry, large or small.



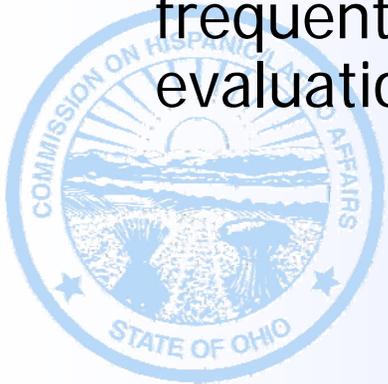
# Effective Evaluation Management Paradigm

- **Defines agency objectives in clear and measurable terms** (can be both process and outcome)
- **Incorporates established protocol and objective measure of the processes initiated, the resources expended, and the outcome and impact of agency projects/programs and/or activities** (i.e. Logic Model)
- **Empowers managers and staff to develop new and innovative responses and make programmatic adjustments as needed to ensure success**
- **Monitors and evaluates their impact and influence on critical measures of success.**



# Know the Purpose

- No matter what the nature of the program, agency, initiative or project, there is an investment for time, money, resources, etc., FOR SOME PURPOSE!
- Measuring progress in achieving the projected objectives is a necessary, and often complex and frequently overlooked, step in programmatic evaluation



# Goals/Objectives

**GOAL** – General statement of what the program hopes to accomplish. Should reflect the long term desired impact of the program on the target population and any target goals required by the funding source

## **Outcome Objectives**

- Indicate a positive or negative change
- Clearly indicate the impact of the project
- Show what the condition of the problem will be in the future
- Statement which defines a measurable result the project expects to accomplish

## **Process Objectives**

- Measure of what the project will do
- Measure of activities
- Means to the ends
- Statements of primary methods written in a time-limited way
- Develop process objectives only if requested by funder



# Understanding OUTCOMES

- An outcome is a quantifiable statement identifying the benefits participants of a program will experience. These benefits can include changes in behavior, acquisition of skills, improvements in attitude, or other **measurable achievements or change**



# Outcomes

- Show what you want to achieve – *what impact your program will have.*
- Must be measurable
- Must be achievable
- Must relate to the problem
- Must be time-limited

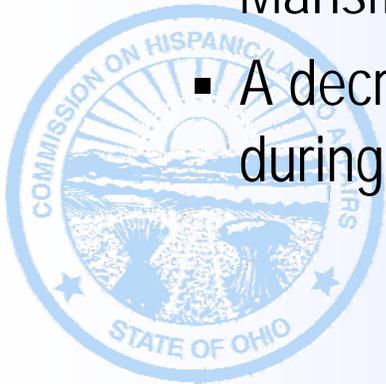
➤ *The key is specificity*



# Objectives

## ➤ **Sample *Outcome* objectives:**

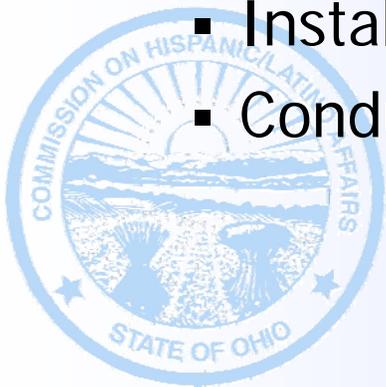
- A decrease in the rate of infant mortality in Adams County to at least the state average of 8.5 per 1,000 births, within the first three years of the Outreach program.
- A decrease of 25% in the recidivism of parolees returning to Mansfield during the first project year.
- A decrease by 25% in the number of successful burglaries during the three years of the project.



# Objectives

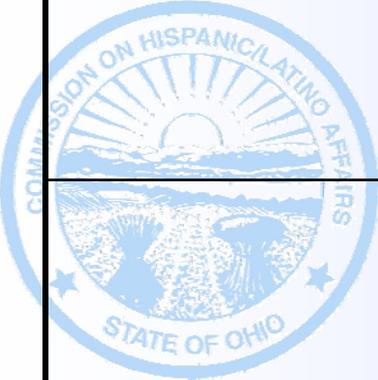
## ➤ **Sample *Process* objectives:**

- Train 100 counselors in the Motivational Interviewing technique within the first year
- Increase the number of Ex Offender Reentry Coalitions in Ohio by 20% by 2011
- Install NIBRS laptops in all police cruisers by 2011
- Conduct 14 parenting classes for teen moms



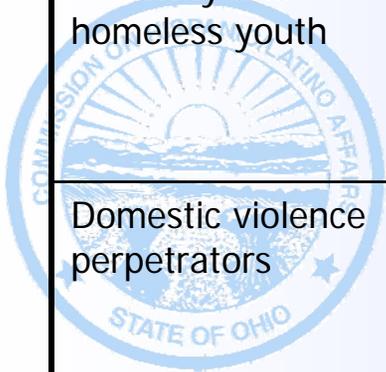
# Creating Good Objectives

Who/what	Change (Desired effect)	In what	By when



# Creating Good Objectives

Who/what	Change (Desired effect)	In what	By when
Youth who participate in afterschool reading programs	Increase	Their average scores on 4 <sup>th</sup> grade proficiency	The end of school year 2008
Runaway and homeless youth	Adopt	Safety plan for streets	Before exiting the shelter
Domestic violence perpetrators	Reduce	Incidence of violence against spouse or significant other	By end of year one



# Writing Good Objectives

## ➤ OBJECTIVES Exercise

- Identifying Process and Outcomes Objectives
- Writing an outcome and process objective for your program or project

