



United Way of
Metropolitan Atlanta

Evaluation 101: An Introduction for New Evaluation Practitioners

AEA/CDC Summer Evaluation Institute 2008

Introductions & Expectations



United Way of
Metropolitan Atlanta

**Introduce yourself to someone at your table
using these three basic topics**

- Name, rank, serial number
- Something you love about the summer
- One expectation you have for today's session

**Be prepared to introduce your new friend to the
group**

The Agenda



1. Welcome & Introductions
2. Establishing the Context
3. Basic Types of Evaluation
4. Descriptions and Examples of Each
5. Practice Developing Evaluations

Types of Evaluation



the Activities

Formative – evaluates a program and its process during development (formation)

Process – evaluates the “process fidelity”, implementation of the program compared to the design

the Effect

Outcome – evaluates effectiveness in terms of programmatic outcomes

Impact – evaluates effect on community and other institutions

Formative Evaluation



What, Why, When

- Helps to identify or clarify the needs the new program is meant to address
- Helps identify gaps in services
- Tests initial reaction to the program design
- Used to pre-test a design before full implementation

Sample Questions

- What is the most efficient way to recruit participants?
- What types of program activities are desired?
- What are the preferences of consumers?

Formative Evaluation - examples



Mass Mailing – Should Land’s End buy my address from Sears?

STD testing – program is planning to include urine based testing for female clients because it is less intrusive than pelvic exams.

- The formative evaluation results show that some do prefer the urine test because it’s quick. But many don’t believe their “test” is complete or that results are really valid.

Designing a Formative Evaluation



1. Design Review
 - Does the program include elements to address a particular need or client deficit?
 - Does the program design match the intended client?
2. Expert Review
 - Has the content or design been validated by experts or other research?
 - Is the design consistent with current best practices in the field?
3. Client/Customer Review
 - Is the message/program/service clearly understood by clients?
 - What effects do program delivery have on program “receipt”?

Process Evaluation



What, Why, When

- looks at what activities, services or intervention is being implemented
- Accountability - Determine alignment with program’s original design or purpose; for monitoring
- Program improvement - mid-course corrections, changes in outreach, recruitment, or data collection
- Replication – clarify the “ingredients” before replicating or taking to scale

Sample Questions

- Who is the intended target population of the program?
- Which elements of the program have actually been implemented?
- What barriers did clients experience in accessing the services?

Process Evaluation - examples



Bath Time – “We’re done! We’re ready for bed.” But what really happened ?

Prenatal Teen Parent Education classes – program is funded through a state health department grant and is required to use a particular curriculum. The new curriculum is being integrated into a program that is working with first time and second time teen mothers through the YWCA

- The process evaluation
 - Clarify all of the services or interventions that are being implemented.
 - See how well the instructor is following the curriculum
 - How do other services influence uptake of information

Designing a Process Evaluation



1. Determine purpose
2. Develop evaluation questions
3. Collect credible (quantifiable) evidence
4. Analyze data & justify conclusions
5. Report findings

Designing a Process Evaluation



1. Determine purpose
 - All programs new or existing have some purpose, concept or theory behind why they exist
 - May require developing a logic model
 - May be dictated by grant (often the case for government funding)

Designing a Process Evaluation



1. Determine purpose
2. **Develop evaluation questions**
 - Reach, Coverage - relates to the target population (characteristics, proportions served, outreach efforts)
 - Dose, Duration – relates to services or intervention (what services, how often, by who, cost)
 - Context – relates to other factors influencing how program was implemented (neighborhood, additional services)
 - Fidelity – relates to how well adhered to plan

Designing a Process Evaluation



1. Determine purpose
2. Develop evaluation questions
3. **Collect credible (quantifiable) evidence (Examples)**
 - Client demographics – age, race, gender, socioeconomic status
 - Client's prior status or behavior – previous alcohol abuse, exercise, frequency of reading to their child
 - Client outreach – method of contact, mode of transportation
 - Staff – demographics, training, turnover rate
 - Program intervention – number of training sessions, number of condoms distributed, frequency and attendance at services

Activity 1 Formative & Process Evaluations



In small groups, review the scenario provided

1. Develop questions you would ask if conducting this evaluation
2. Develop a list of possible data points or evidence you might need to answer those questions

Outcome Evaluation



What, Why, When

- Measures the effect on clients, *a population, or the community* - changes in knowledge, attitude or behavior
- Improve the service delivery of the program by focusing on key tasks;
- Identify effective practices within the program
- Usually conducted after program has been implemented for enough time to plausibly anticipate results

Sample Questions

- Are participants more knowledgeable about the subject after their training?
- Has there been a change in behavior (decrease in teen smoking) since the intervention began?

Impact Evaluation



What, Why, When

- Measures the effect on clients, a population, or the community
- Changes in knowledge attitude or behavior or condition
- *Very similar to outcomes evaluation*

Sample Questions

- What is the effect of the program on the long term condition of a group or population?
- What is the collective affect of similar programs?
- How have these programs affected the system of services related to this need?

Outcome Evaluation - examples



Dinner – If we're all still hungry was it a success?

GED prep & Job readiness – program is gets county funding and money from various other sources. It's program has two core components a 6-week GED preparation class and a 6-week job readiness program. Participants usually attend both either on same day or different days.

- The outcome evaluation looks at how many actually pass the GED test and how many ultimately get a job.
- It's not enough to look at program attendance or participant effort (i.e. creating a resume)

Designing an Outcome Evaluation



1. Develop client outcome-based logic model
2. Identify clearly linked indicators
3. Collect credible (quantifiable) evidence
4. Analyze data & justify conclusions
5. Report findings

Key Components of a Logic Model



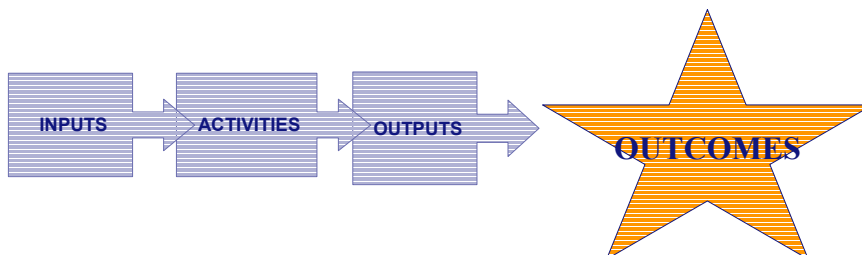
Inputs - Resources dedicated to or consumed by the program(s) within an agency and constraints on the agency

Activities - What the agency does with the inputs to fulfill its mission – the program services

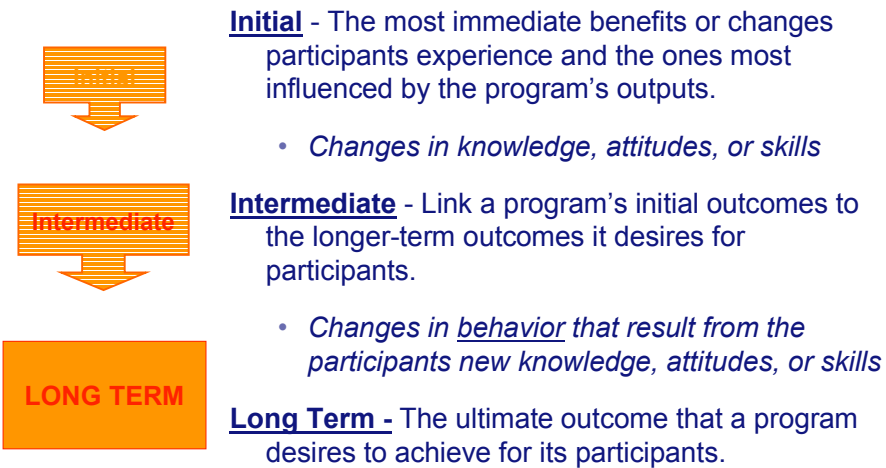
Outputs - The direct products of agency services – the results of the process

Outcomes - Benefits or changes to individuals during or after participating in program activities

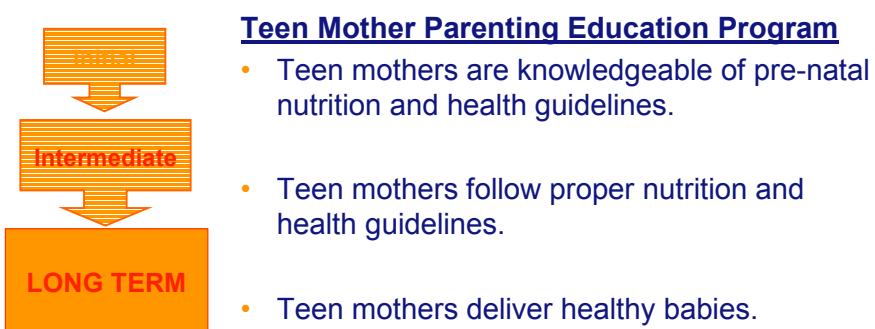
Logic Model



Layers of Outcomes



Layers of Outcomes



Sample Outcomes

Outcomes should be linked in a logical fashion.

If “X” happens then, “Y” will happen



Program Type	Outcomes		
	Initial	Intermediate	Long Term
Parenting Education	Parents learn what their child is capable of doing – age appropriate expectations	Parents stay active with their child's education and learning	Children are ready for school
Emergency Financial Assistance	Household needs are assessed and overdue rent is paid	Households are provided with information on additional resources	Households are stable
Mental Health screenings	Individuals are assessed for mental health issues & learn signs of mental illness	Individuals are provided with referrals for treatment	

Sample Logic Model



Giving Kids a Chance After School Program
(for middle school age children)

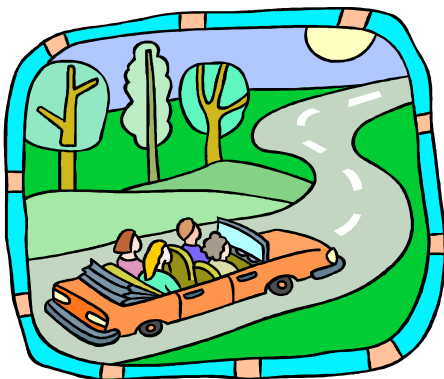
Inputs	Activities	Outputs	Outcomes		
			Initial	Intermediate	Long Term
<ul style="list-style-type: none"> •2 certified teachers •1 PT MSW •\$50,000 from county •\$5,000 from UWMA •Partnership with 3 local principals •Free space in East town middle school 	<ul style="list-style-type: none"> •Daily homework assistance •Nationally proven reading activities weekly •Organized recreational activities •Cultural/arts activities weekly 	<ul style="list-style-type: none"> •Avg. daily attendance – 45 •3000 hours of homework time each quarter • 2 organized intramural soccer teams in spring •25 hours of music class each quarter 	Students enjoy learning	Improved school attendance	
			Improved relationships with peers and adults		
			Students complete homework each week	Improved grades in core subjects	Maintain B average in core subjects

“Scoring” Logic Models



1. In the packet are two logic models
2. Find a partner
3. Review the logic models and use the handout provided to create a “score”
4. Be sure to discuss your reasoning and if appropriate document ways that the logic model could be improved.

Road Trip



**How do you know
if the kids are
behaving?**

Outcome Indicators



Indicators

Are the specific information that track a program's success.
It's how you know something changed

Traits of an Effective Indicator

- ✓ Measurable
- ✓ Meaningful
- ✓ Manageable
- ✓ Clear
- ✓ As unbiased as possible
- ✓ Sensitive to change
- ✓ Acceptable to stakeholders

Outcome Indicators - Example



<u>Outcome</u>	<u>Indicator</u>
<i>Initial</i> Parents learn what their children are capable of doing	# of parents that demonstrate increased knowledge of child development through pre-post test on 5 key issues after attending workshops
<i>Intermediate</i> Parents participate in their child's education	# of parents that attend at least one school based event in addition to parent-teacher conferences
<i>Long Term</i> Children are ready for school	# of children that are developmentally ready based on standardized child development assessment tool

Steps to Writing a Good Indicator



- Identify exactly *who* is hoped to benefit (WHO?)
- Identify *specific, observable* change or accomplishment (WHAT?)
- Determine *when* the outcome is expected to occur (BY WHEN?)

Indicator Example:

- **WHO** → # of parents
- **WHAT** → that demonstrate increased knowledge of child development through pre-post test on 5 key issues
- **BY WHEN** → after attending workshops

Targets & Benchmarks



Target

- a numerical objective for a program's level of achievement on an indicator – *a projection*

Benchmark

- performance data used for comparison – *past agency data or industry standard*

Targets & Benchmarks example



<u>Outcome</u>	<u>Indicator</u>	<u>Target</u>	<u>Benchmark or Target explanation</u>
Initial Parents learn what their children are capable of doing	# of parents that demonstrate increased knowledge of child development through pre-post test on 5 key issues after attending workshops	200	Generally we see 200-300 parents each year. We believe that 90% of parents will show some improvement on the pre-post test. Last year 95% of parents showed increased knowledge

Data Source & Data Collection Methods



Data Source answers the question:

- Who or where will I get the information from?

Data Collection Method answers the questions:

- What is the “tool” or method for collecting the data?
- How is the “tool” administered?
- How often is information collected?

Data Source Pros & Cons



Data Source	Example	Advantages	Disadvantages
Program Records <i>(yours or others)</i>	Report cards, completion certificates, referrals	Available Accessible	Value of data depends on how carefully it was recorded
Specific Individuals or Trained Observers	Teachers report on student behavior, case manager, client	Provides 1 st hand account	Can be biased by interpretation or perceived pressure
Mechanical Measurements	Blood test, scale	Relatively objective	Findings are affected by accuracy of device

Data Collection Methods



Data Collection Method provides a description of the process for collecting the information

Example A

- Annual review of program records of referrals sent for housing subsidy

Example B

- Caseworkers rate the family each month during home visit

Example C

- Tool = Self-Administered Questionnaire
- Distribution = sent via mail with stamped return envelope
- Frequency = sent 90 days after completion of program

Data Collection example



<u>Outcome</u>	<u>Indicator</u>	<u>Target</u>	<u>Data Source</u>	<u>Data collection methods</u>
<u>Initial</u> Parents increase knowledge	# of parents that demonstrate increased knowledge of child development through pre-post test on 5 key issues after attending workshops	200	The parents who participate in at least 2 sessions	Written or online survey that is distributed at 1 st class and again at last class. Parents who did not complete both tests are not included in final results.

Review & Closing



Review expectations

Questions, Comments

Thank You