

Program Evaluation and Reporting

Minority Health Initiative (MHI)
Technical Assistance Meeting
July 2011

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What Is Evaluation?

- A way of assessing how well a program/project, or some other activity is achieving or has achieved its objectives.
- A systematic way to collect data to inform decision making



Why Evaluate?

- To understand and improve your program. Every program can improve, even the best run programs are not always complete successes.
- To inform decision making about project success by determining if objectives are achieved and activities are done as planned.
- To gain insight, change practice, assess effects & affect participants.

Was the Project Successful?

The only thing that can be done is to collect evidence in order to judge the project's success or failure.

When Should You Begin to Think About Program Evaluation?

- From the very beginning. Evaluation should be a part of the whole planning and implementation process.
- Evaluation begins with your audience or needs assessment.

Evaluation Checklist for Grant Writers

- Present a clear plan for evaluation achievement of outcome objectives
- State what (outcomes & impacts) will be measured
- State methods of collecting data
- Describe any testing instruments that will be used
- State who will do the evaluation
- Show how evaluation will be used for program improvement

Basic Request for Evaluation Plan on NE MHI RFA

The evaluation plan must clearly articulate how the applicant will evaluate program activities. The applicant is expected to implement the evaluation plan at the beginning of the project in order to capture and document actions contributing to relevant project impact and outcomes. The evaluation plan must include a completed logic model diagram and description, for all funded activities.

Basic Request for Evaluation Plan on NE MHI RFA Cont.

What that means:

- Provide a detailed narrative on how you are going to measure the effectiveness of your project workplan
- Include a description of how the results of the evaluation will be disseminated and communicated

Evaluation:

Questions you Should Ask Yourself

- For what purposes is the evaluation being done?
- Did you have adequate resources?
- Did you implement the activities as planned?
- Did the activities result in achieving objectives?
- Which outcomes were achieved?
- What measures/indicators were used?
- What data was collected?
- How will the data be analyzed?
- How will the results be used, disseminated, and communicated?

Questions on MHI RFA Evaluation Plan

- What results (outcomes) do you envision for this project?
- What will be assessed?
- What measures/indicators will be used to determine effectiveness?
- Who will be evaluated?
- What data will be collected?
- Is it consistent with the objectives in the work plan?
- What Data Collection Methods will you use?
- How will data be analyzed?
- How will the results be used, disseminated, and communicated?

Our Key Expectations from Your Evaluation Plan

1. The evaluation plan assesses if project activities are occurring as planned.(e.g. completion of planned activities, attendance/reach, adherence to budget/timeline, population feedback, etc.)

Our Key Expectations from Your Evaluation Plan

2. The evaluation plan provides evidence of change in the targeted health condition/disparity and/or associated factor(s) in the target population (factors may include: knowledge, skills, attitudes, behaviors, beliefs, physiological characteristics, etc.)

Our Key Expectations from Your Evaluation Plan

3. Adequate measurement TOOLS are described for the process/outcome indicators used to determine the effectiveness of the project.

Steps to Plan and Conduct an Evaluation

1. Identify stakeholders and establish an evaluation team
2. A clear understanding of your program, project or initiative
3. Develop evaluation questions
 - Purpose of evaluation
 - Outline questions you are investigating
 - Stay focused on the primary purpose for your evaluation activities

Steps Cont.

4. Budgeting for an evaluation

- Determine the cost for each evaluation component:
 - Staff salaries and benefits, consultants, communication, travel, printing and duplication, supplies, and equipment, etc.

5. Selecting an evaluator

- An effective evaluator should be able to listen, negotiate, bring together multiple perspectives, and analyze the specific situation. Whether it's:
 - External Evaluator
 - Internal Evaluator, or
 - Internal Evaluators with an external consultant

Steps Cont.

6. Conducting an Evaluation

- Determine data collection methods
- Collect the data
- Analyze and interpret the data

7. Communicating Evaluation Products

- Communicate findings and insights
- Utilize the processing and results of the evaluation

Types of Program Evaluations

Process evaluation

(or Formative Evaluation – process based evaluation)

- Examines whether program activities been implemented as intended
 - Identifying your program's strengths and weaknesses
 - Done to help improve the project itself.
 - Gather information on how the project worked. What is working, what is not working.
- ✓ Data usually involves counts (numbers), not rates (percentages) or ratios

Types of Program Evaluations Cont.

Outcome evaluation

(Summative Evaluation – outcomes based evaluation)

- An Outcome evaluation can tell if the program has an effect on behavior, knowledge, and attitudes of your population. It also measures the extent to which you have met your goals and objectives.
 - Measures program effects on target population
 - Identifies benefits to participants/clients
 - Done to determine what results were achieved.

✓ Data usually involves rates or ratios, not counts

Process Evaluation

Outcome Evaluation



Context
Implementation
Outcomes

Process Evaluation Measures

A measure of the procedures, tasks, or processes, involved in implementing a program or project's interventions and activities to produce an output or outcome.

Examples:

- Completion of planned activities
- Adherence to proposed timelines
- Meeting budget (not overspent or under-spent)

Process Evaluation Questions

Measures	Process Evaluation Questions
Adherence to timeline tasks, completion of activities, efficient use of resources	<ul style="list-style-type: none">• Is the program working?• Are people attending?• Are the methods appropriate?

Outcome Evaluation Measures

A measure of an event, occurrence, condition, or result of a program or project that indicates achievement of objectives and goal(s); used to measure the success of a program, project, or system

Examples:

- Reached a criterion (E.g.; Achieving prescribed level of knowledge and/or skill)
- Changed previous knowledge, attitude, or skill
- Modified behavior
- Increased in self-efficacy
- Improved condition
- Produced efficiencies

Outcome Evaluation Questions

Measures	Outcome Evaluation Questions
Changes in morbidity, mortality, and quality of life	<ul style="list-style-type: none">• What is the outcome?• Is there a change in health status and is it attributed to the program?
Changes in behavior, behavioral adaptation	<ul style="list-style-type: none">• What is the impact?• Has a new healthier behavior been adopted, and can it be attributed to the program?
Changes in knowledge, attitude, skills, practices, etc	<ul style="list-style-type: none">• Is there the requisite change in knowledge, attitudes, habits, and skills needed for behavior change?

Outcome Evaluation Measures

Why Are Outcome Measures Important?

Outcome Measures are used to define the evidence which is being collected. It measures the progress and actual results achieved over time to be compared with planned results. They help us to learn about the process of change – what is working and what is not, and they show us how to become more effective and efficient in our program/project design.

Outcome measurements are an important component of grant writing!

Measurable Objectives

- All objectives can be measured
- All activities should be measurable at some level

Process Objectives

- Increases accountability by setting specific numbers/ types of activities
- Tells what you are doing and how you will do it
- Describe participants, interactions, activities

Measurable Objectives Cont.

Process Objectives Example

By the end of June 2012, the OHDHE MCH team will hire and train at least 50 Lay Health Ambassadors on healthy lifestyle, illness, primary prevention, and education techniques.

Measurable Objectives Cont.

Outcome Objectives Example

- By the end of September 2012, there will be a decrease in the number of incidents of abuse by 25% in our community. (Change in behavior)
- By the end of September 2012, 75% of area women who are pregnant or have infants, and are served by the MCH agency, will have an identified medical home with a provider as a regular source of care and an identified source of payment for services. (Changes in practices)

What Data Will Be Collected

The foundation of evaluation is data. Data is the driving force for decision making.

- Collect baseline data
- Track progress toward all of your objectives
- Collect only the information you are going to use. What are the critical pieces of information you need to know to remain accountable, and to improve your program?

Sample Form: Data Collection Plan

Indicator/Measure	Data Sources /Method	Collection		
		Who	When	How

Data Collection Method

- Data is typically collected from multiple sources
- Data is typically both qualitative and quantitative

Data Collection Method Cont.

Qualitative method

To qualitatively analyze “how and why” use:

- Case studies
- In-depth interviews (Structured or semi-structured interviews)
- Focus groups
- Observation
- Document review

Data Collection Method Cont.

Strengths of qualitative method

- Useful when planning an initiative. Concerned with social change
- Provide a thorough understanding of context to aid in interpretation of quantitative data
- Provide insights into attitudes and behaviors of a small sample population
- Establish baseline information which can be used for evaluating qualitative outcomes
- Useful in case of money and time constraints
- Useful for getting feedback from stakeholders

Data Collection Method Cont.

Weaknesses of qualitative method

- Information may not be representative of all participants
- More susceptible to biases of interviewers, observers, and informants

Data Collection Method Cont.

Quantitative method

To numerically measure "who, what, when, where, how much, how many, how often"

- Surveys/Questionnaires
- Pre & Post tests
- Retrospective Post-then-Pre Design

Data Collection Method Cont.

Strengths of quantitative method

- Provide quantitative, accurate and precise "hard data" to prove that certain problems exist
- Can test statistical relationships between a problem and apparent causes
- Can provide a broad view of a whole population
- Enable comparisons
- Establish baseline information which can be used for evaluating impact

Data Collection Method Cont.

Weaknesses of quantitative method

- May be precise but not measure what is intended
- Cannot explain the underlying causes of situations

Data Collection Method Cont.

- Retrospective post-then-pre test design
 - Both before and after information is collected at the same time, **AFTER** the educational program learners are asked:
 - To rate their current knowledge, skill, attitude, behavior **NOW** or **AFTER** as a result of the program
 - Then, to reflect back and rate that same knowledge, skill, attitude, behavior **BEFORE** the program

Sample Forms: Retrospective Post-then-Pre Test

	Never	Seldom	Often	Always
I buy foods that are healthy for my children				
a) AFTER the program				
b) BEFORE the program				

After the Course				Before the Course		
Rarely	Sometimes	Often		Rarely	Sometimes	Often
			I try to see things from my child's point of view			
			I tell my child when I am upset without blaming or criticizing			

Examples of Data Collection Method Rating Scales [1]

How effective do you think the workshop was in meeting its goals?

1	2	3	4	5
Not Effective	Neither Effective nor ineffective	Somewhat Effective	Effective	Very Effective

Examples of Data Collection Method Rating Scales [2]

Workshop content and process evaluation

	Strongly Agree 1	Agree 2	Somewhat Agree 3	Disagree 4	Strongly Disagree 5
The teaching methods used were effective in assisting me to learn the content.					
Audiovisual material and/or handouts were an asset to my learning.					
The content of this program was relevant to my learning needs.					
The content of this program was what I expected it to be from the brochure description.					
I will be able to use the content presented at my place of employment.					

Data Analysis

What method will you use to analyze your data ?

1) Qualitative analysis

- Self-reports
- Documentation
- Description
- Case Study

2) Quantitative analysis

- Group comparison
- Group change
- Individual change
- Comparison to population/reference
- Analysis of relationships
- Frequency and descriptive statistical analysis of rating scales.



Illustrative Timeline for Evaluation Activities

When will evaluation activities occur?

Evaluation Activities	Timing of Activities for Year One			
	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr

Illustrative Timeline for Evaluation Activities Cont.

When will evaluation activities occur?

Evaluation Activities	Timing of Activities for Year Two			
	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr

MHI Grant Evaluation Report

Standards for writing good Evaluation reports

- Clear description of operating environment and strategies employed;
- Meaningful performance expectations identified
- Performance accomplishments reported against expectations;
- Valid and reliable performance information presented;
- Demonstrated capacity to learn and adapt

MHI Grant Evaluation Report Cont.

Report Should include:

- Purpose of the evaluation
- Stakeholders involved
- Description of the program
- Description of the methodology used
- The evaluation results and recommendations

Don't Forget ...

Your OHDHE Project Officer is here to help.
If you have a problem or are unclear on any
aspect of the project, give them a call!

