

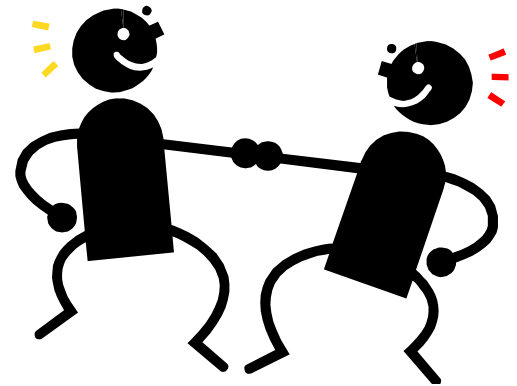


# Program Evaluation

Maritza Concha  
Ph.D. Candidate  
University of Central Florida  
Covian Consulting, Inc.

# Introduction

- Getting to know each other
- Housekeeping



# Learning Objectives

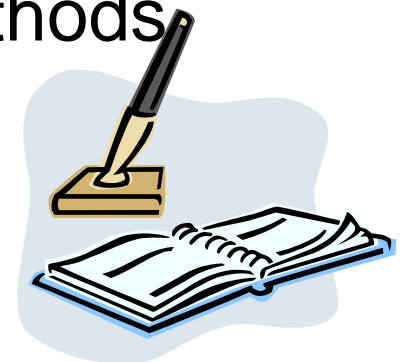
- Understand the importance of program evaluation
- Explore key concepts when conducting process evaluation
- Develop goals and measurable objectives
- Explore and understand outcome evaluation
- Become knowledgeable about main components of a logic model
- Become knowledgeable about main components of a balanced score card
- Identify data collection and data analysis methods

# Learning Agreement

- **C**reating a safe environment
- **A**ccessibility
- **R**espect others by listening and keeping an open mind
- **E**mpathize and be sensitive to others
- **S**upport for others in the audience and in the community

# Agenda

- Introduction to program evaluation
  - Myths about program evaluation
- Process evaluation
  - Activity: Developing goals and measurable objectives
- Outcome evaluation
  - Activity: Logic model
  - Activity: Balanced score card
- Data collection and data analysis methods
- Closing



# Program Evaluation

## An introduction

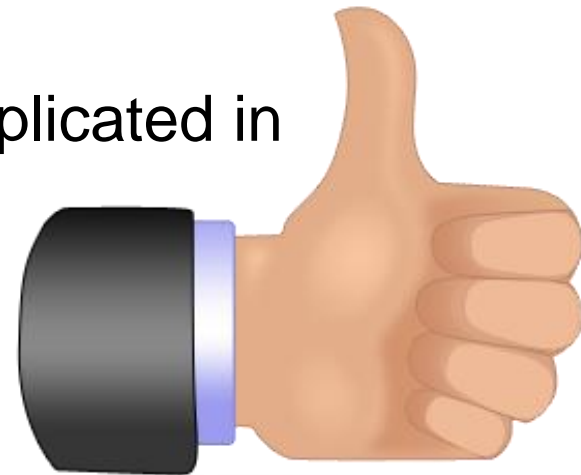
- Program evaluation aims to:
  - Investigate the effectiveness of social intervention programs
  - Inform about social actions and how they can improve social conditions

# Myths about program evaluation

- “Evaluation is an activity that generates lots of boring data with useless conclusions.”
- “Evaluation is about providing information on the success or failure of a program.”
- “Evaluation always includes the use of outside experts.”

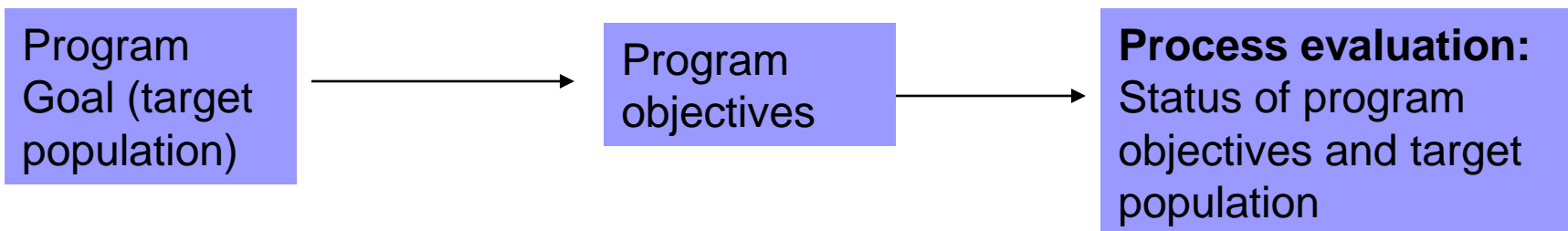
# Importance of program evaluation

- Verify that you are doing what you think you are doing
- Improve service delivery mechanism so they will become more efficient
- Understand and increase the impact of services on clients
- Produce data that can be used for public relations and promote services in the community and
- Identify best practices so they can be replicated in similar social contexts



# Traditional Focus: Process Evaluation

- Process evaluations aims to:
  - Assess whether the program is operating as intended
- Key questions
  - Whether a program is reaching the appropriate target population
  - Whether its service delivery and support functions are consisted with the programs objectives



# Case: Community Health Workers Training

## ■ Goals

- To empower community health workers by providing them with a training to improve their skills and knowledge

## ■ Objectives

- 45 to 60 individuals from 3 selected pilot sites are trained and certified
- 30 supervisors and 30 students will be interviewed at the beginning and at the end of the training to assess strengths and weaknesses of the training

# Case: Community Health Workers Training

- Process evaluation was conducted to answer the following questions:
  - **Is the training for level 1 appropriate for the CHWs that participated in the pilot?**
    - Yes. Based on participant satisfaction the training appeared to be appropriate for CHWs because almost all participants (97%) were satisfied, 91% would recommend this program and 75% of them reported to know more about community outreach as a result of the training.
    - Data collection tool: Satisfaction and pre and post



# Case: Community Health Workers Training

## **What are the weaknesses of the curriculum?**

- Some of these suggestions for improvement include incorporating cultural competence more explicitly into the lesson plans, providing a glossary of terms during a basic orientation, and including supervisors more actively in the program

## **What are the strengths of the curriculum?**

- The strengths of the curriculum are found in the areas of communication, listening, and interviewing clients. Participants repeatedly cited the benefit of the course format which allowed for networking between CHWs from different agencies and sharing information about community resources.

Data collection method: Pre and post interview with supervisors and trainees

# Process Evaluation: Developing clear and specific goals

- When writing a goal, **“identify” the specific target group** and provide the **“what” information** as distinct from “how” the goal will be achieved or when it will come about.
  - Poorly stated goal:
    - The district’s Title III program will reduce the number of recently immigrated students retained in ESOL programs
  - Clearer goal
    - As a strategy for reducing retention rates, the district’s Title III program will participate in an intensive supplementary instructional after-school program which will focus on supplementary instruction on grade level benchmarks using effective ESOL strategies.

# Process Evaluation: Developing measurable objectives

- Be clear in the objective about **what will be changed** and **by how much**. Setting this clearly at the start makes it easier to evaluate:
- Example of a non-measurable objective
  - To raise awareness of the low literacy rate of parents of recently immigrated children.
- Example of a measurable objective
  - Within 6 weeks of implementing an evening family literacy program in each of the district's 6 high schools, the attendance rate of participants will increase by 5% and survey results will indicate a 50% increase in number of families that have implemented reading strategies at home.

# Activity: Developing clearer and measurable objectives

- When writing objectives, also consider the following:
  - Be realistic about what you want to accomplish
  - Objectives need to be relevant to the goal of the program
  - They need to be time specific
- Go to page 2 of your participant manual, and do the activity “Developing goals and measurable objectives”

# Outcome Focus: Outcome Evaluation

- Outcome evaluation aims to evaluate the target population or a social condition that a program **is expected to have changed**
- Some of the main questions outcome evaluation aims to address are:
  - To what extent has the current situation changed after the outcome was achieved?
  - What behaviors need to change for that outcome to be achieved?
  - What knowledge or skills do people need before the behavior will change?

# Outcome Evaluation: Logic Model

The logic model provides:

- A graphic overview of the inputs, activities, outputs and expected outcomes
- A place of reference for planning purposes
- A detailed explanation of different types of outcomes

# Logic Model: Terms and Definitions

## ■ Inputs

- Resources dedicated to or consumed by the program within an agency

## ■ Activities

- What the agency does with the inputs to fulfill its mission (program services)

## ■ Outputs

- The direct products of agency services (the results of the process)

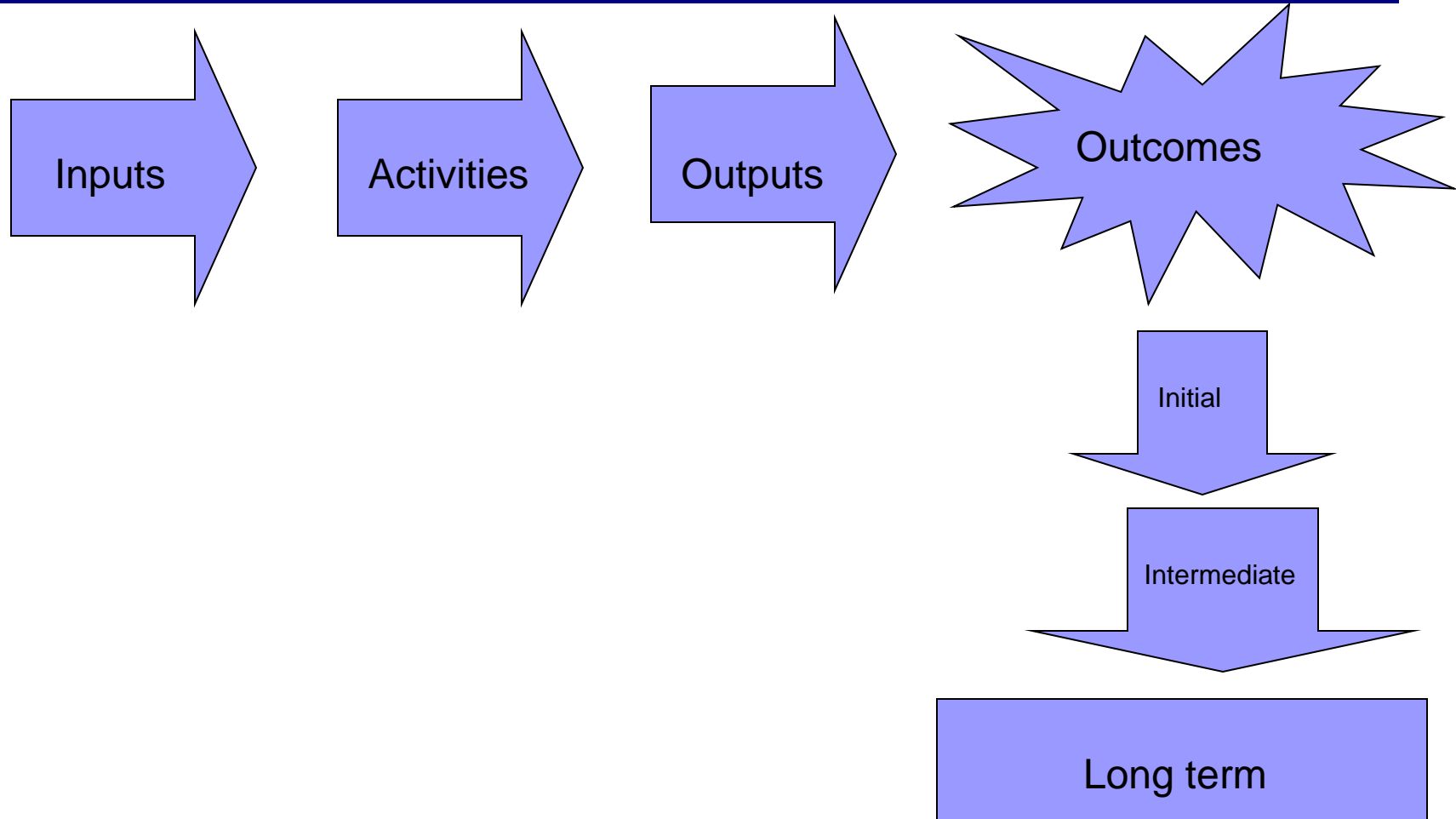
# Logic model: Terms and definitions

## ■ Outcomes

- Benefits or changes to individuals or populations during or after participating in agency activity
- Outcomes are used to show an improvement in:
  - Attitude
  - Skills
  - Behavior
  - Condition



# Logic Model: Summary



# Logic Model: Outcomes

- Initial changes: are related to changes in knowledge and attitudes
  - 50% of fatherhood participants increase fatherhood skills
- Intermediate: changes in behavior that result from participants new knowledge, attitudes or skills
  - Fatherhood participants follow communication guidelines when interacting with their spouses and children
- Long term: the most removed benefits that a program can reasonably expect to influence
  - Fatherhood participants have less stress and anxiety when effective communication takes place

# Sample Logic Model

Inputs  (What resources we provide)	Activities  (what we do)	Outputs  (who we reach)	Outcomes		
			Initial  Change in	Immediate  Change in	Long term  Change in
Time	Workshops	Caregivers	Knowledge	Behavior	Environment
Money	Publications	Community members	Attitude	Practices	Social conditions
Partners	Field days	Family members	Skills	Policies	Economic conditions
Equipment	Equipment Demonstration		Motivation		Political conditions

External influences

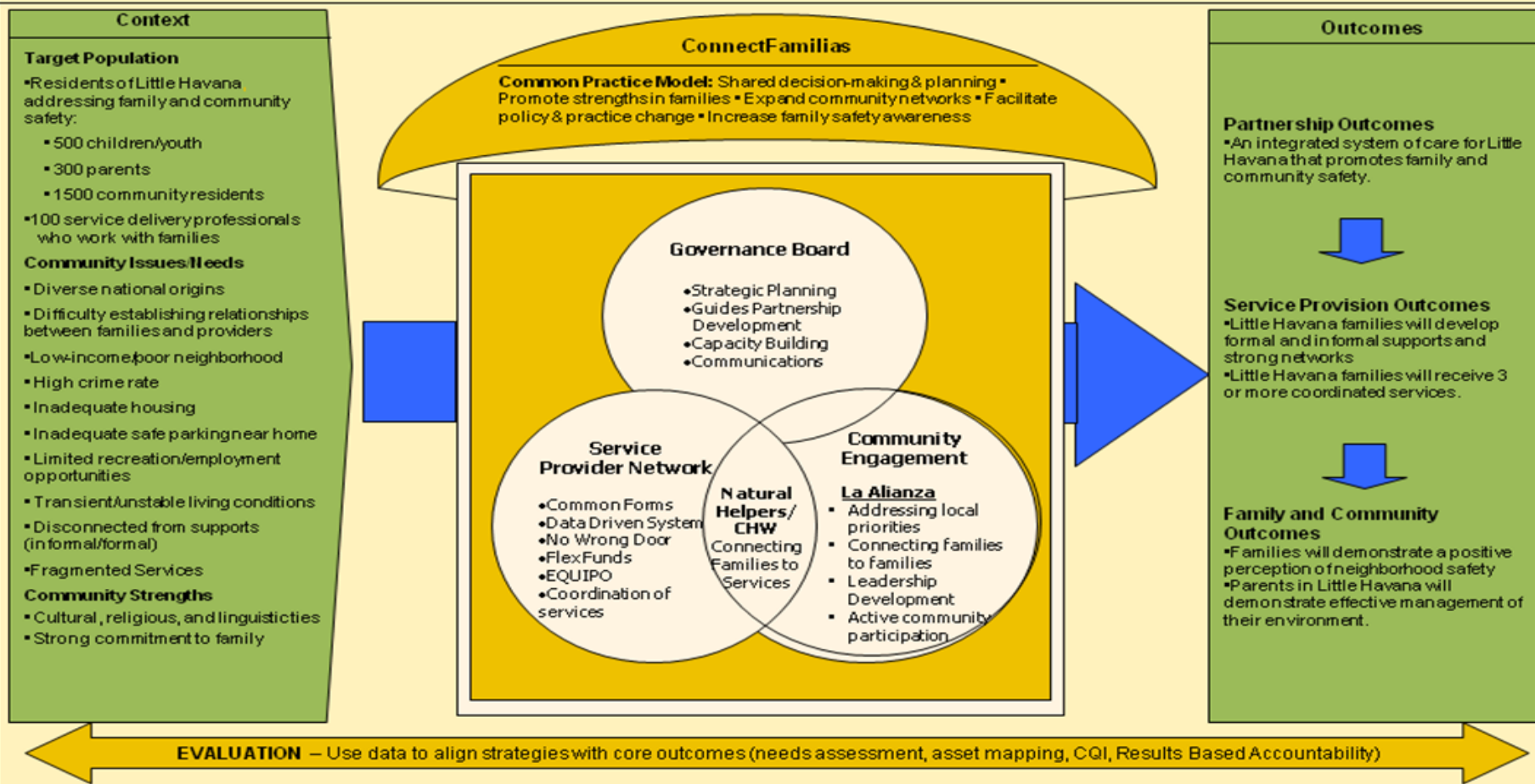


# Activity: Logic Model

- On page 3 of your participant manual, please conduct the logic model activity

# Theory of Change

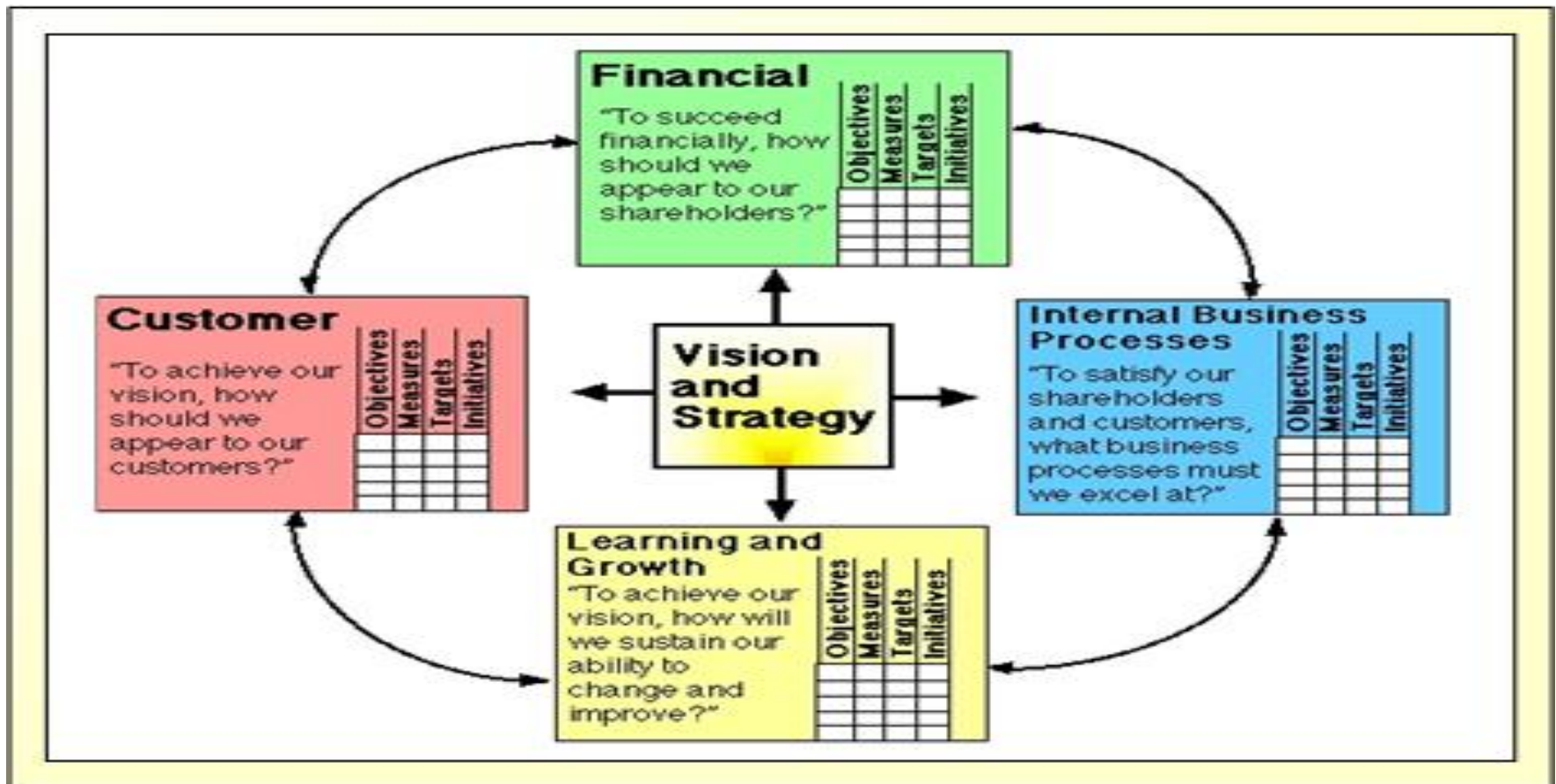
**Guiding Principles:** Strength-Based; Child & Family Centered; Culturally & Linguistically Competent; Data Driven; Based on Best Practices; Community Leadership.



# Balanced Score Card

- The balanced scorecard offers a way to measure an organization's performance against its strategic objectives while focusing on building capabilities to achieve these objectives.
- The balanced scorecard examines performance related to finance, human resources, internal processes, and customers.
- The balanced scorecard approach to performance measurement encourages behavioral changes aimed at achieving corporate strategies.

# Components of a balanced score card



# Sample of Balanced Score Card

A. FINANCIAL PERSPECTIVE	B. CUSTOMER PERSPECTIVE
<p><i>How do we look to funding agencies?</i></p> <p><b>Goal: Support fiscal responsibility and effective management of FVSPN funds.</b></p>	<p><i>How do our customers see us?</i></p> <p><b>Goal: Provide timely and quality services which address client needs and demands.</b></p>
<p><b>Objective A1</b> – Timely spending and reimbursement of funds.  <b>Objective A2</b> – Secure funding for currently unfunded services and sustainability.</p>	<p><b>Objective B1</b> – Provide a welcoming and safe social and physical environment that engages the client in FVSPN.  <b>Objective B2</b> – Engage community members in the planning and provision of services.</p>
C. INTERNAL PROCESS PERSPECTIVE	D. INNOVATION AND LEARNING
<p><i>At what processes must we excel to achieve our mission?</i></p> <p><b>Goal: Design more effective and efficient internal processes and procedures within legal and ethical standards.</b></p>	<p><i>How can we sustain our ability to change and improve?</i></p> <p><b>Goal: Become a learning community that excels in creating, applying, and exchanging knowledge.</b></p>
<p><b>Objective C1</b> – Simplify procedures and streamline workflows to facilitate service delivery and access.  <b>Objective C2</b> – Effective collaboration &amp; communication among network partners</p>	<p><b>Objective D1</b> – Provide training of System of Care principles and skills for FSVPSN board members.  <b>Objective D2</b> – Use technology to reduce duplication of information gathering and promote coordination.  <b>Objective D3</b> - Implement best practices in care coordination.</p>

# Balanced Score Card Activity

- On page 4 of your participant manual, please conduct the balanced score card activity.

# Data Collection Methods

## Intake

- Make sure you administer intake forms during the first contact with your clients or participants.
- Make sure you provide the alternatives for each question you ask (close ended versus open ended).
- For example: How many computers do you have at home? versus Do you have a computer at home? Yes/ No. If yes, how many computer are in your home?

# Data Collection

## ■ Pre and Post

- Use a standardized pre and post instrument
- If dealing with a vulnerable population, administer a pre, a mid, and post test
- Make sure participants write their name in both pre and post

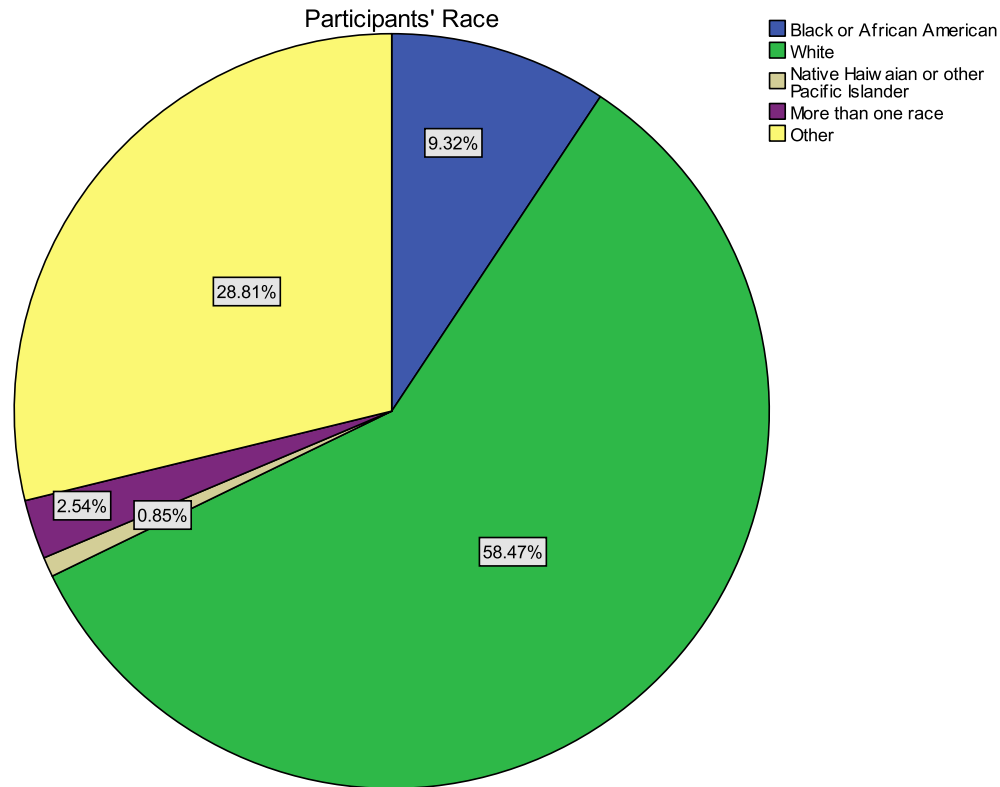
## ■ Satisfactions

- Always administer at the end of the program
- It can be administered before closing the file of a client
- Make sure you include questions on the changes in the attitudes of participants (outcomes!!!)

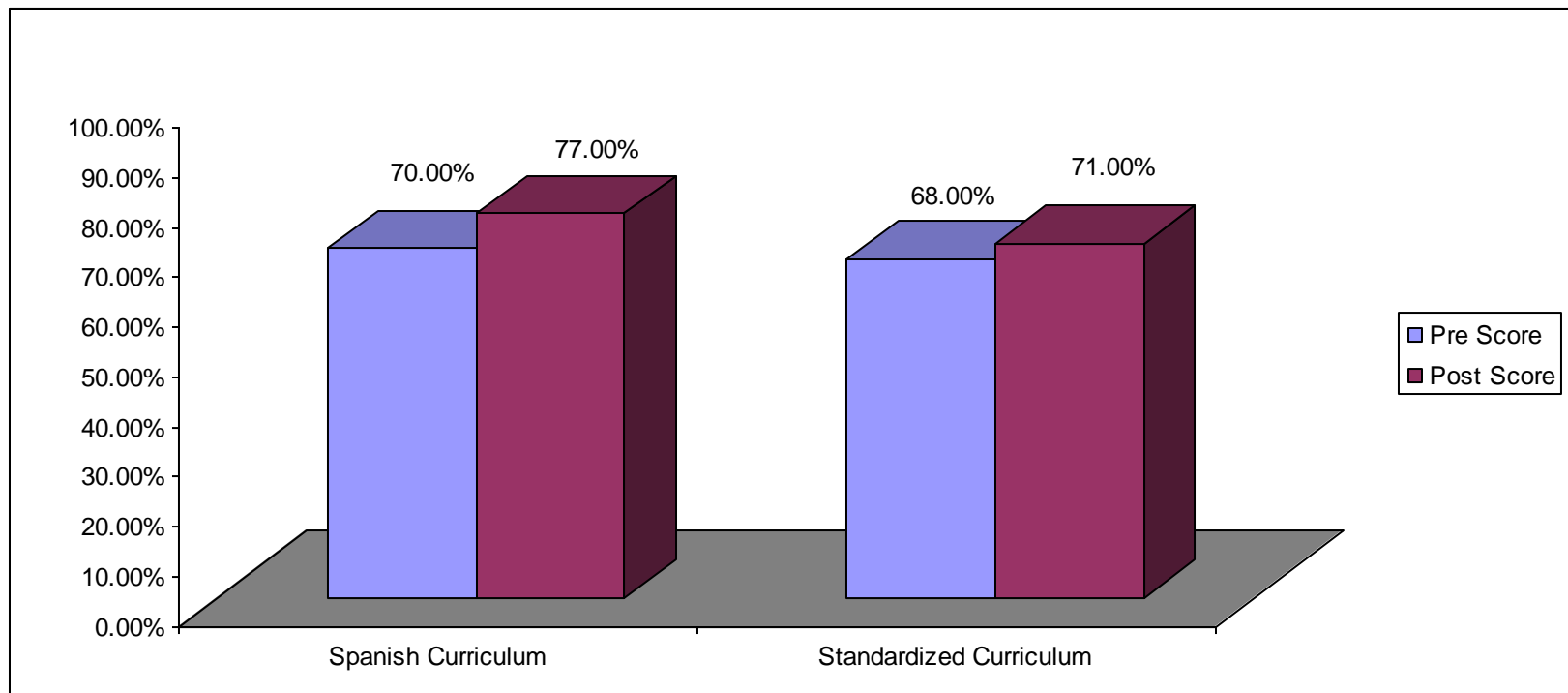
# Data Analysis

- Intake
  - Provide % of participants' gender, race, ethnicity, employment, etc. (graphs)
- Pre and post
  - Provide an average of pre score and an average of post score
  - Provide % of participants who increase, sustain or decrease knowledge (graphs)
- Satisfaction
  - Provide % of participants that are satisfied with every component of the program (table or graph)
  - Provide quotes or comments from participants

# Report of Findings - Example



# Report of Findings - Example



# Conclusion

- In this training session, we have covered the following topics:
  - Importance of program evaluation
  - Process evaluation
  - Outcome evaluation
  - Data collection and data analysis

# Creating your action plan

- This training session has provided you with activities to further your understanding on
  - Defining goals and measurable objectives
  - Logic model
  - Balanced score card
- Try to implement these activities in your organization as they can assist you in the evaluation of your programs

# Sources

## ■ Program evaluation

- A basic guide to program evaluation by Carter McNamara

(<http://www.tgci.com/magazine/A%20Basic%20Guide%20to%20Program%20Evaluation.pdf>)

## ■ Goals and objectives

- Developing measurable goals and objectives by Sharon Wilburn and Kenneth Wilburn

(<http://www.fldoe.org/aala/pdf/smart.pdf>)

# Sources

- Outcome evaluation

- Developing a basic logic model for your program by W.K. Kellogg Foundation

(<http://www.publichealth.arizona.edu/chwtoolkit/pdfs/logicmod/chapter2.pdf> )

- Other program evaluation sources

- <http://www.scorecardtrainings.com/bsc-toolkit-your-guide-with-balanced-scorecard.htm>

- <http://www.publichealth.arizona.edu/chwtoolkit/pdfs/Logicmod/chapter3.pdf>

# Questions?

- If you have any questions, you can contact me at [maritza@covianconsulting.com](mailto:maritza@covianconsulting.com) ; [covianresearch@hotmail.com](mailto:covianresearch@hotmail.com) or you can visit my organization's website at:
  - [www.covianconsulting.com](http://www.covianconsulting.com)