

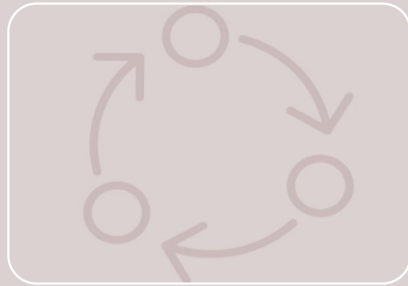
Program Evaluation for Community Based Organizations

Samantha Wasala, MPH | 2/15/2024

Objectives

- ▶ Understand the purpose of program evaluation
- ▶ Explain the types of program evaluation
- ▶ Identify the 5 core steps of implementing evaluation

WHAT IS EVALUATION?



SYSTEMIC
Methodical
Deliberate
Replicable



INTENTIONAL
Planned
Purposeful



GROUNDING
Realistic
Based on
observations and
questions related
to programs

GOALS OF PROGRAM EVALUATION



STRENGTHEN PROGRAMS



EMPOWER ORGANIZATIONS TO MAKE DATA-BASED DECISIONS,
INCREASE EFFECTIVENESS, EXPAND FUNDING



MEASURE IMPACT



DISSIMINATE

EVALUATION IS NOT

- Punitive

- If data doesn't show what you thought it would, it's not a wrongdoing of any person or team.
- Non-judgmental.

- Biased

- Evaluation will not look only for answers to make things look good. It will be honest and open.

- Just about measuring impact

- You can evaluate many things, including how well the program runs, how to best use partner resources, and so on.

EVALUATION HELPS



FACILITATE LEARNING



INFORM DECISIONS



IMPROVE STRATEGY AND
IMPACT

EVALUATION FRAMEWORKS

CDC EVALUATION FRAMEWORK



EVALUATION STANDARDS

Table 1-2 Evaluation Standards Established by the Joint Commission on Standards for Educational Evaluation

Principles	Description
Utility	To increase the extent to which program stakeholders find evaluation processes and products valuable in meeting their needs.
Feasibility	To increase evaluation effectiveness and efficiency.
Propriety	To support what is proper, fair, legal, right, and just in evaluations.
Accuracy	To increase the dependability and truthfulness of evaluation representations, propositions, and findings, especially those that support interpretations and judgments about quality.
Evaluation Accountability	To encourage adequate documentation of evaluations and a meta-evaluative perspective focused on improvement and accountability for evaluation processes and products.

Data from American Evaluation Association Guiding Principles Task Force (2018). <https://www.eval.org/p/cm/ld/fid=51>

TYPES OF EVALUATION

TYPES OF EVALUATIONS



FORMATIVE EVALUATION

determines whether program activities have been implemented as intended and resulted in certain outputs.

PROCESS EVALUATION

determines whether program activities have been implemented as intended



OUTCOME EVALUATION

measures program effects in the target population by assessing the progress in the outcomes or outcome objectives that the program is to achieve

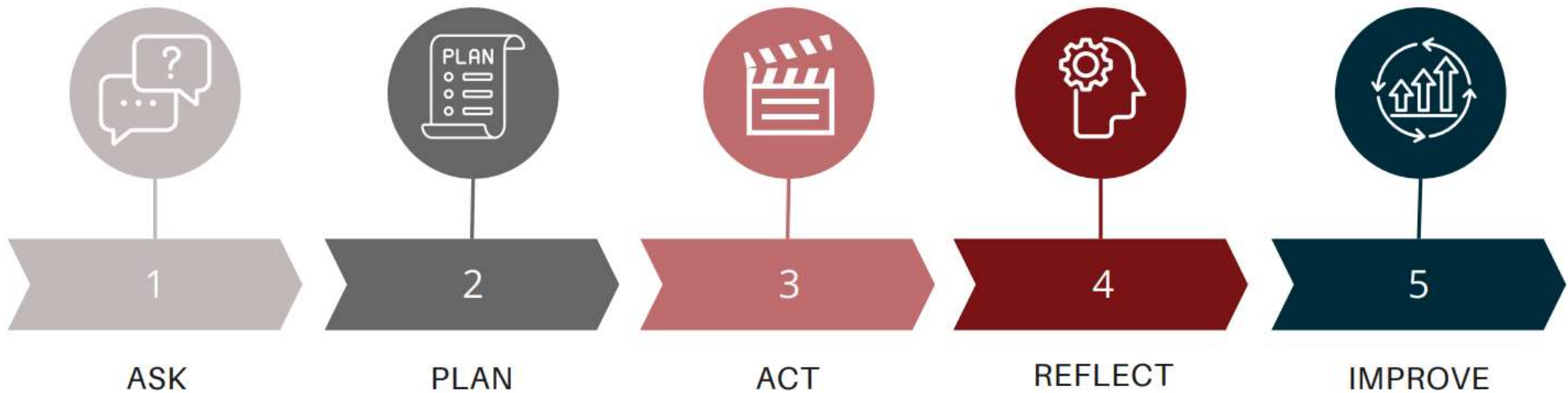
IMPACT EVALUATION

assesses program effectiveness in achieving its ultimate goals.

Evaluation Types	When to use	What it shows	Why it is useful
Formative Evaluation Evaluability Assessment Needs Assessment	<ul style="list-style-type: none"> • During the development of a new program. • When an existing program is being modified or is being used in a new setting or with a new population. 	<ul style="list-style-type: none"> • Whether the proposed program elements are likely to be needed, understood, and accepted by the population you want to reach. • The extent to which an evaluation is possible, based on the goals and objectives. 	<ul style="list-style-type: none"> • It allows for modifications to be made to the plan before full implementation begins. • Maximizes the likelihood that the program will succeed.
Process Evaluation Program Monitoring	<ul style="list-style-type: none"> • As soon as program implementation begins. • During operation of an existing program. 	<ul style="list-style-type: none"> • How well the program is working. • The extent to which the program is being implemented as designed. • Whether the program is accessible and acceptable to its target population. 	<ul style="list-style-type: none"> • Provides an early warning for any problems that may occur. • Allows programs to monitor how well their program plans and activities are working.
Outcome Evaluation Objectives-Based Evaluation	<ul style="list-style-type: none"> • After the program has made contact with at least one person or group in the target population. 	<ul style="list-style-type: none"> • The degree to which the program is having an effect on the target population's behaviors. 	<ul style="list-style-type: none"> • Tells whether the program is being effective in meeting its objectives.
Economic Evaluation: Cost Analysis, Cost-Effectiveness Evaluation, Cost-Benefit Analysis, Cost-Utility Analysis	<ul style="list-style-type: none"> • At the beginning of a program. • During the operation of an existing program. 	<ul style="list-style-type: none"> • What resources are being used in a program and their costs (direct and indirect) compared to outcomes. 	<ul style="list-style-type: none"> • Provides program managers and funders a way to assess cost relative to effects. "How much bang for your buck."
Impact Evaluation	<ul style="list-style-type: none"> • During the operation of an existing program at appropriate intervals. • At the end of a program. 	<ul style="list-style-type: none"> • The degree to which the program meets its ultimate goal on an overall rate of STD transmission (how much has program X decreased the morbidity of an STD beyond the study population). 	<ul style="list-style-type: none"> • Provides evidence for use in policy and funding decisions.

WHERE TO START?

5 STEPS TO GET STARTED ON YOUR EVALUATION



1. ASK

- What are you trying to achieve?
- Prioritize Evaluation Questions
 - What questions do you have about your program or process?
 - Identify what type of evaluation you are conducting
 - Document your evaluation questions

1. ASK

- Evaluation Question Examples
 - Who are we serving?
 - Are we missing stakeholders?
 - What services are we providing?
 - Are we providing services as intended?
 - What is our impact?
 - How did our program impact health outcomes in the District?

1. ASK

- Engage Stakeholders
 - Stakeholders are those who should be involved in the process or may be affected by it
 - Ex. Community members, funders, participants
- Need to:
 - Bring them in early
 - Discuss their needs, what questions they have
 - Gain Buy-in

		Describe the program	Focus Evaluation Design	Gather Credible Evidence	Justify Conclusions	Ensure use and share lessons
Internal Collaborators	Senior Leadership	[Dark Red]			[Dark Red]	
	Cancer Program Division	[Dark Red]				
	Cancer Registry	[Dark Red]			[Light Red]	
	Tobacco Control Program	[Light Red]		[Dark Red]	[Light Red]	[Dark Red]
	Chronic Disease Division	[Light Red]		[Dark Red]	[Light Red]	[Dark Red]
	Office of Health Equity	[Dark Red]		[Light Red]		[Dark Red]
External Collaborators	Direct Screening Partners	[Light Blue]		[Dark Blue]		
	Health Systems Change Partners	[Light Blue]		[Dark Blue]		
	Patient Navigators & CHWs	[Light Blue]		[Dark Blue]		
	Health Efficient	[Light Blue]	[Dark Blue]	[Light Blue]		[Dark Blue]
	DCPCA	[Light Blue]	[Dark Blue]	[Light Blue]		[Dark Blue]
	CRISP	[Light Blue]		[Dark Blue]	[Light Blue]	[Dark Blue]
	DC Cancer Coalition	[Light Blue]	[Dark Blue]	[Light Blue]		[Dark Blue]

Example of Partner Engagement Matrix

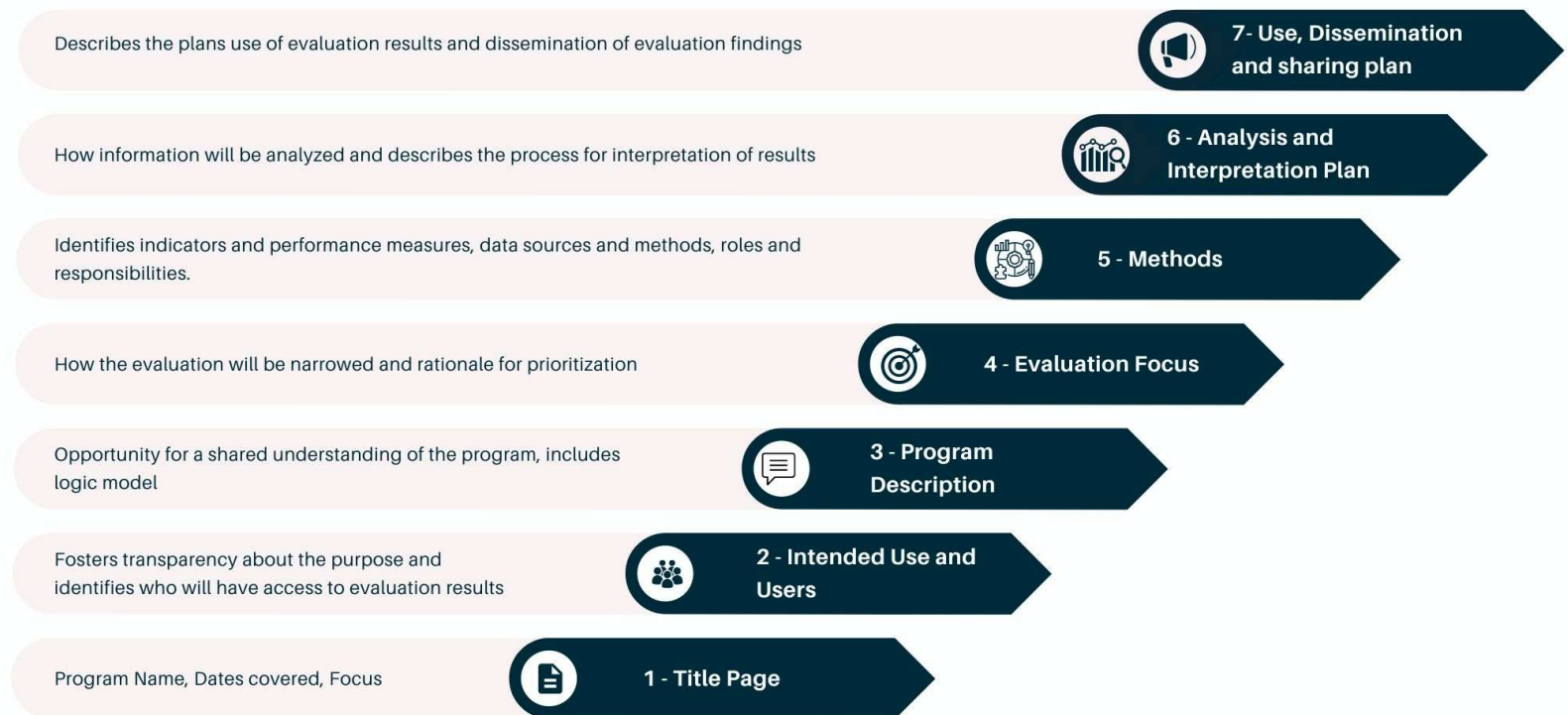
2. PLAN

- What is an evaluation plan?
 - An evaluation plan is a written document that describes how you will monitor and evaluate your program, as well as how you intend to use evaluation results for program improvement and decision making. The evaluation plan clarifies how you will describe the “What,” the “How,” and the “Why It Matters” for your program.



2. PLAN

- What to include in an evaluation plan?



2. PLAN

- Set an evaluation goal and objectives

Difference between Goal and Objective

Goals	Objectives
<ul style="list-style-type: none">• Broad statements• Abstract• Intangible• Difficult to measure• Usually one for a proposal• Accomplished through 3-4 objectives	<ul style="list-style-type: none">• Detailed statements• Specific and concrete• Tangible• Measurable• 3-4 objectives to achieve a certain goal• Accomplished through a series of activities planned for each objective

SMART GOALS

S

SPECIFIC

State exactly what you want to accomplish.

M

MEASURABLE

Use smaller, mini-goals to measure progress.

A

ACHIEVABLE

Make your goal reasonable.

R

REALISTIC

Set a goal that is relevant to your life.

T

TIMELY

Give yourself time, but set a deadline.

Examples of Evaluation Questions

- Identify if these are process or outcome evaluation questions:
 1. Did the program/organization succeed in screening patients eligible for cancer?
 2. Did activities reach the target population?
 3. How many participants were reached during the program year?
 4. Are there any problems/challenges that the program needs to address?
 5. Did incidence and mortality decrease?
 6. Did health literacy improve?
 7. Did completion of homework improve?

Group Exercise

- Thinking of your own organization projects/goals
 - Write 1 evaluation goal
 - 2 objectives
 - Identify if those questions are process or outcome



2. PLAN

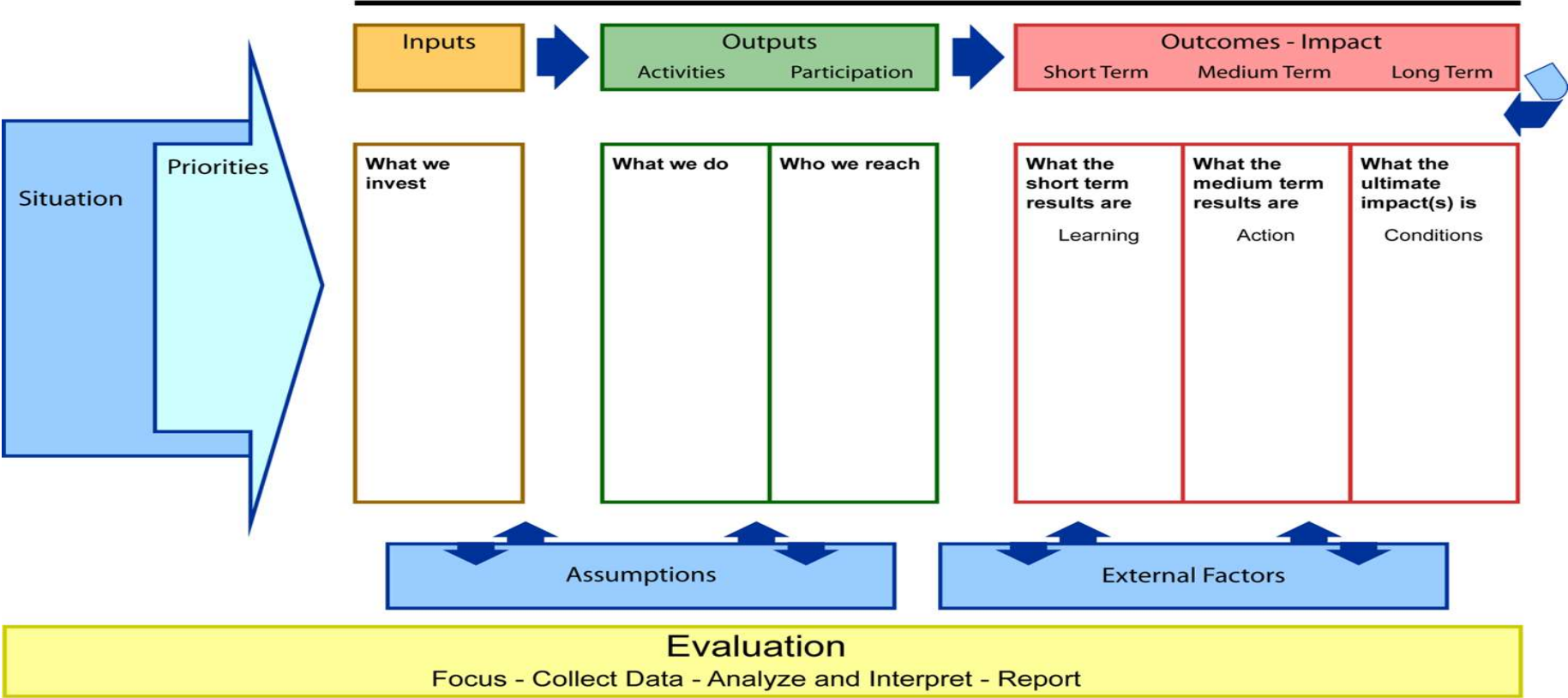
- Logic Model
 - Provide a picture of how your program is intended to work.
 - Identifies your program main components and how they should relate to one another.
 - Included process and outcome components

Process Components of Model (planning elements)	Examples
Inputs (resources)	Funding, staff, materials
Activities (program events or strategies)	Patient testing and treatment, staff trainings
Outputs (products of activities)	Number of patients treated, quality of trainings

Outcome Components of Model (intended effects)	Examples
Short-Term Outcomes (immediate effects: weeks-months)	Increased proportion of patients treated; changes in knowledge, skills, or beliefs
Intermediate Outcomes (intended effects that occur over the mid-term: months-years)	Increased proportion of partners treated; increased condom use; change in policies or behaviors
Long-Term Outcomes (long-term intended effects: years-decades)	Reduced STD prevalence; changes in morbidity and/or mortality

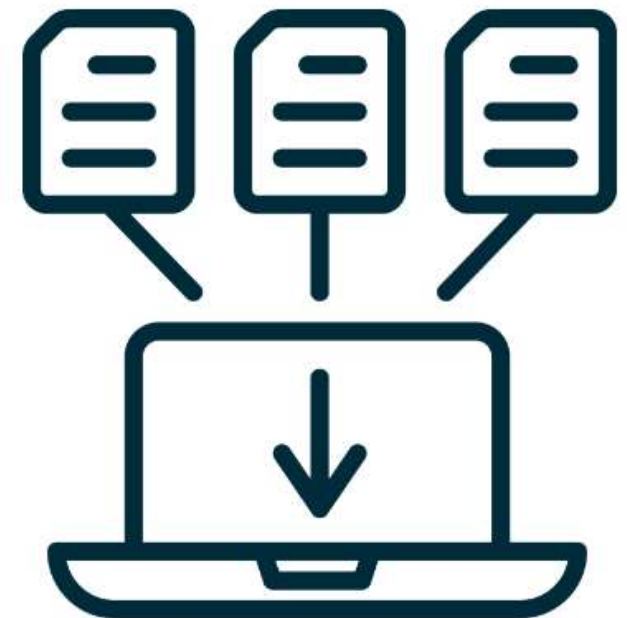
Logic Model Template

Program Action - Logic Model



3. ACT

- How to gather data?
- Quantitative:
 - Primarily concerned with collecting numeric data; closed- ended questions
 - Ex.: Survey; yes/no; Likert Scale
- Qualitative:
 - Focuses more on exploring the underlying meaning, experiences, perceptions
 - Ex.: Interviews, Focus groups.
- Practical Considerations
 - What process data and information to collect?
 - How will it be collected?
 - Who is going to collect it?
 - When will it be collected?
 - What instruments/methods will be used?



Data Collection Example

Evaluation Question	Indicator	Performance Measure	Method	Data Source	Responsibility
1. How many women receive breast and cervical cancer screening and diagnostic services?	Implementation of screening and diagnostic services	No. and % of breast and cervical screening, re-screening and diagnostic services provided	Quantitative	Patient-level clinical data (Minimum Data Elements, or MDEs)	Data Manager Data Analyst Evaluator
1. How many social needs assessments were completed?	Implementation of social needs assessment referral workflow	No. and % of referrals (closed and open) provided		CBO database	Program Coordinator
2. How many clinics are implementing EBIs and SAs and what types?	Implementation, EBIs and SA	No. and types of EBIs implemented; EBI process measures based on type of EBI each individual clinic is implementing. A list of suggested EBI measures is found in Table 7.	Quantitative	Clinic Assessment Survey	Data Analyst Evaluator
3. How many women reached by PN/CHWs are enrolled and complete screening/follow-up?	Implementation of patient navigation and CHW framework	No. of navigator contacts with clients; no. of CHW events attended, no. of women enrolled, no. of women screened for breast and cervical, No. of women received follow-up	Quantitative	Patient-level clinical data (Minimum Data Elements, or MDEs)	Data Manager Data Analyst Evaluator

Group Exercise

- Thinking about your own organization and projects, what are some possible methods of data collection your organization can use?



3. ACT

- Clean data and analyze data
 - Organize data
 - Summarize data through counts and calculations
 - Identify trends and levels of change
 - Refer to questions and goal as guides
- Analysis Examples



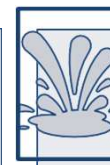
Who are we serving?

- Demographic summaries



What services are we providing?

- Counts and calculations based on tallies

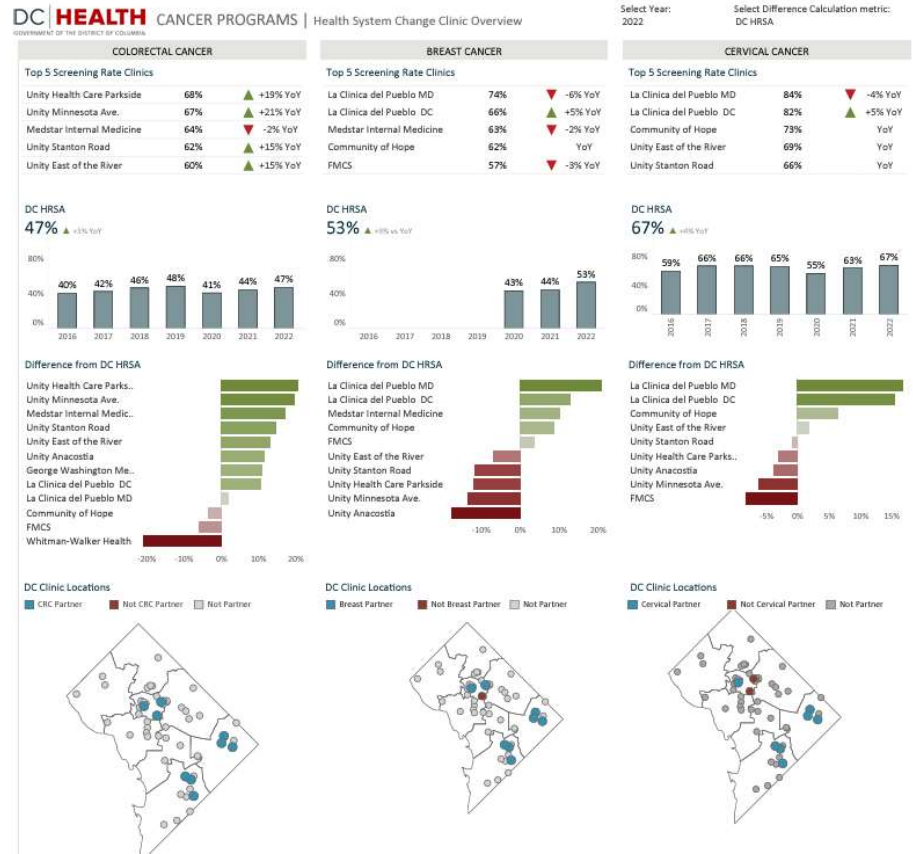


What is our impact?

- Pre-test and post-test score changes

4. REFLECT

- How to share results
 - Reports
 - Slide Decks
 - Provide Answers to questions
 - Discuss Findings with others
 - Data visualizations



Dissemination Matrix



Tip: As an organization, identify the audience who is going to benefit most from your evaluation findings and in what format

Audience	Format and Channel for Sharing Findings	Timeline	Responsible Person
Funder	<ul style="list-style-type: none"> •Evaluation Report •Dashboard 	Annually within 2 weeks of finalizing the report	Division Chief Program Evaluator
DC internal partners	<ul style="list-style-type: none"> •PowerPoint presentation at meetings •Evaluation briefing document 	Annually	Program Evaluator Program Coordinator
Coalition	<ul style="list-style-type: none"> •PowerPoint presentation at meetings •Evaluation briefing document 	Annually	Program Evaluator Program Coordinator
External Collaborators	<ul style="list-style-type: none"> •Evaluation briefing document 	Annually	Division Chief Program Coordinator
Participants	<ul style="list-style-type: none"> •Infographics 	Annually	Division Chief Program Coordinator

5. IMPROVE

- Take Action
 - Make process improvements
 - Adjust your program
 - Include findings in grant applications
 - Document new evaluation questions, evaluation goals
 - Repeat the evaluation cycle

What program evaluation can do if properly applied

- Verify that the program is doing what you think it is doing
- Identify program strengths and opportunities to enhance program effectiveness
- Provide finding as input for decision making
- Improve organizational efficiencies
- Enhance funding opportunities
- Produce data for public relations
- Fully describe the program for others to duplicate
- To make sure **equity** is ensured for all programs and evaluations

DC | HEALTH

GOVERNMENT OF THE DISTRICT OF COLUMBIA


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