I have not failed 700 times . I have not failed once. I have succeeded in proving that those 700 ways will not work. When I have eliminated t he ways that will not work, I will find the way that will work.

– Thomas Edison

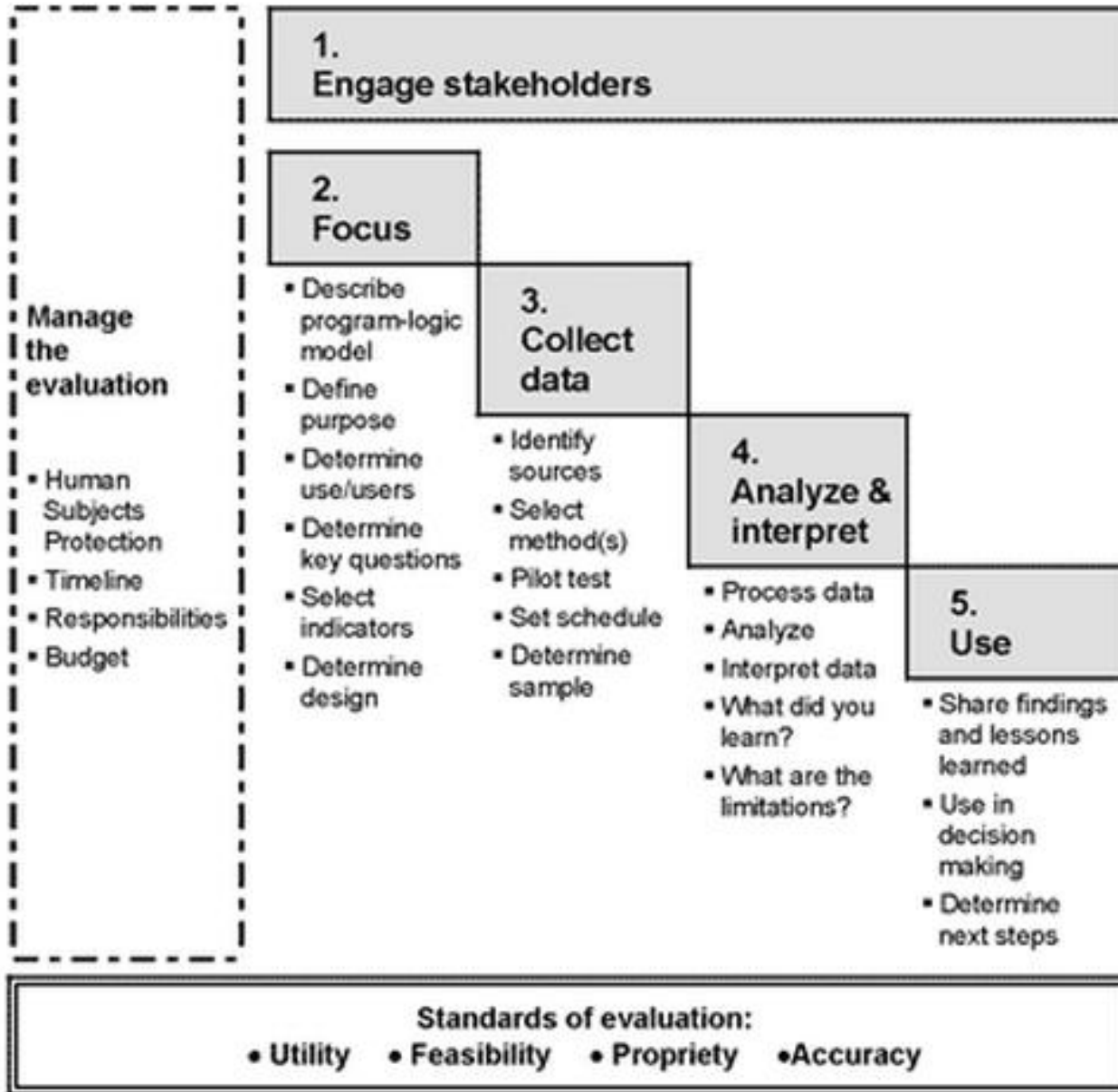# Introduction to Evaluation

Prevention Webinar

Monday, March 11th, 2013

10:00am-11:30am

Evaluation Webinar Content

- I. What is it?
- II. Why do we do it?
- III. How do we set it up?
- IV. How do we make it happen?
- V. How do we own it?

Steps in Program Evaluation

Manage the evaluation

- Human Subjects Protection
- Timeline
- Responsibilities
- Budget

1.
Engage stakeholders

2.
Focus

- Describe program-logic model
- Define purpose
- Determine use/users
- Determine key questions
- Select indicators
- Determine design

3.
Collect data

- Identify sources
- Select method(s)
- Pilot test
- Set schedule
- Determine sample

4.
Analyze & interpret

- Process data
- Analyze
- Interpret data
- What did you learn?
- What are the limitations?

5.
Use

- Share findings and lessons learned
- Use in decision making
- Determine next steps

Standards of evaluation:
- Utility   • Feasibility   • Propriety   •Accuracy

I. Evaluation- What is it?

What is program evaluation?

- Program evaluation
  - The systematic investigation of the merit, worth, or significance of a program

CDC. Framework for program evaluation in public health. MMWR 1999; 48 (No. RR-11).

We think of it in two ways . . .

- 1. Are we doing what we planned?

We think of it in two ways . . .

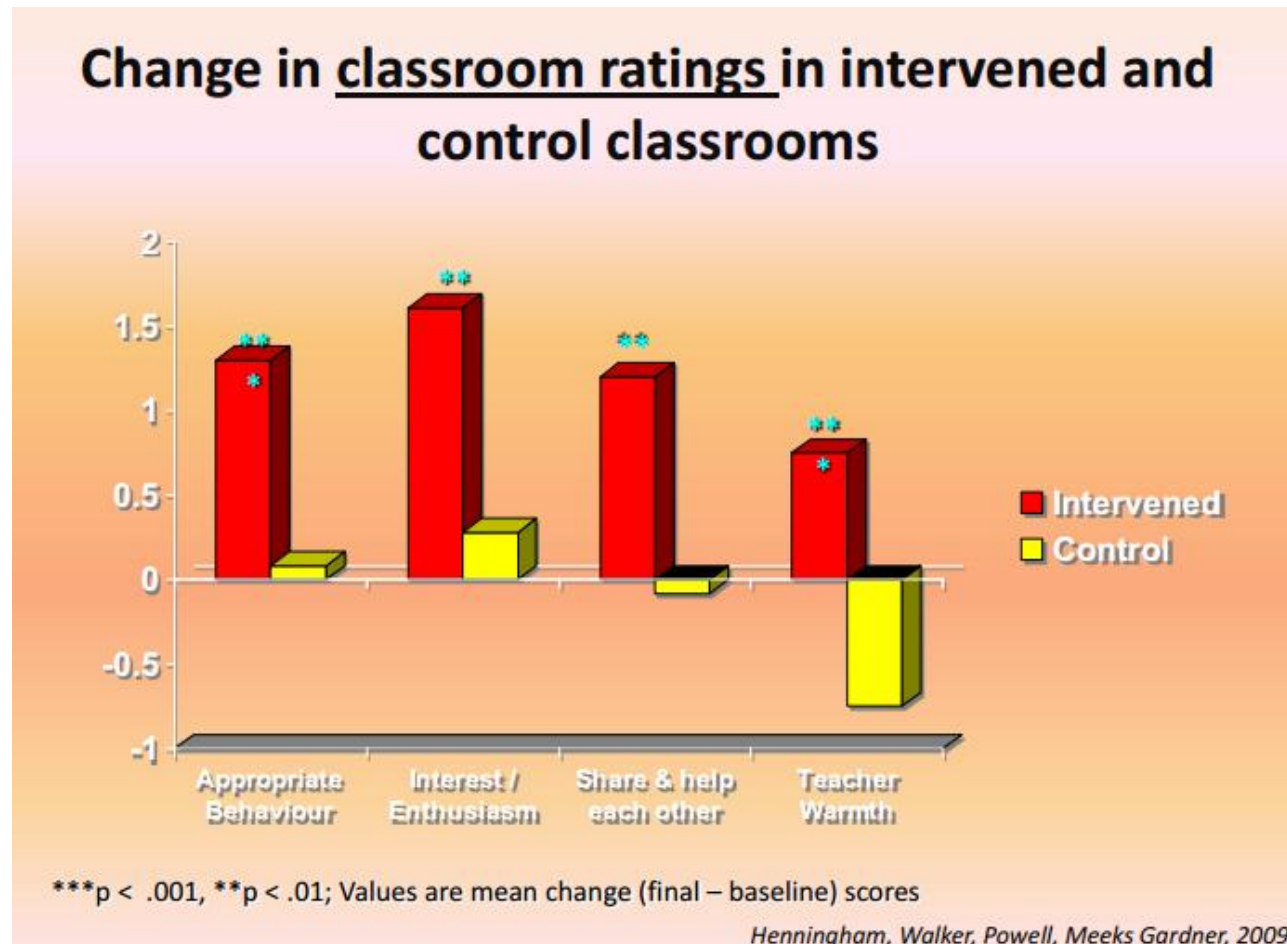- 2. What results are we getting?
  - ▫ Are we getting the results we want?

Two-pronged approach

- Process evaluation <mark>Are we doing what we planned?</mark>
  - Assess the extent to which a program, its activities, and operations are implemented as intended
- Outcome evaluation <mark>What results are we getting?</mark>
  - Assesses the extent to which a program/strategy produces the intended change (i.e.- in knowledge, skills, attitudes, behaviors, norms, etc.)

CDC. Framework for program evaluation in public health. MMWR 1999; 48 (No. RR-11).

Why both?

- Example from Jamaica

- The Incredible Years (IY): Early childhood, teacher and parenting interventions. 15 group sessions

- Presentation by Julie Meeks Gardner "Violence Prevention Interventions: Barriers to Implementation and Opportunities to Overcome Examples from Jamaica" presented Jan 24th, 2013 at the Evidence for Violence Prevention Across the Lifespan and Around the World- A Workshop in Washington, DC
  - http://www.iom.edu/Activities/Global/ViolenceForum/2013-JAN-23.aspx

Check out the outcomes!

Change in <u>classroom ratings</u> in intervened and control classrooms

***p < .001, **p < .01; Values are mean change (final – baseline) scores

Henningham, Walker, Powell, Meeks Gardner, 2009

What about the process?

IY Programme Challenges, Responses

1. Participation – Teachers & Parents

Availability to participate difficult because of employment, other children to care, transportation difficulties, high violence areas

Responses:

- **Personal encouragement**
- **Provide stipend, refreshments**
- **Provide transportation costs**
- **Security**

What about the process?

IY Programme Challenges, Responses

2. Unmet programme assumptions
- Parent literacy
- Programme materials not suitable
- Class sizes large
- Classroom structure

Responses:
- Created new, simplified, Jamaicanized materials
- Adapted programme requirements for environment

II. Evaluation- Why do we do it?

Why evaluate?

- Are we doing what we said we would?
  - Compare actual outcomes to intended outcomes
  - What is the implementation process?
- Is it working?
- Why does this work or why not?
- Informs program planning, improvement, and needs
- Demonstrates accountability
- To retain or increase funding
- Promotes sustainability

Rossi, P.H, Lipsey, M.W., & Freeman, H. E. (2004). Evaluation: A Systematic Approach. CA: Sage Pubs. Riger, S. et al. (2002). Evaluating Services for Survivors of Domestic Violence and Sexual Assault. CA: Sage Pubs.

Why evaluate?

- Social service funds and client and worker time and energy are limited

- Programs/interventions/practices that do not efficiently and effectively channel funds to meet well-stated goals use up scarce resources that may be better allocated

- Many programs that are intended to address important social programs have either
  - not been subject to rigorous evaluation, or
  - are based in models and strategies that have not shown sizable, sustained effects

"Evaluation and Community Response" School of Social Work, Institute for research on poverty, center on child welfare policy and practice, University of Wisconsin- Madison. Lonnie Berger and Kristi Slack

Summary of Intervention Effects

- **Widespread proliferation of all types of IPV interventions across the US and the UK**
  - Single and multi-agency approaches
  - Victim and offender-focused interventions
- **Yet evidence base for IPV interventions is relatively weak**
  - Small proportion of interventions subjected to research
  - Little research evidence meets 'gold standard'
- **Strongest evidence for:**
  - Police response that results in an arrest
  - Intervention programs involving safety planning with victims and intense, long-term victim advocacy

Christopher Maxwell, Ph.D and Amanda Robinson, Ph.D "Can Interventions Reduce Recidivism and Revictimization Following Adult Intimate Partner Violence Incidents?" January 23, 2013. Workshop on the Evidence for Violence Prevention Across the Lifespan and Around the World. Institute of Medicine of the National Academies of Science. Washington, D.C.

III Evaluation- How do we set it up?

If you don't know where you're going, how are you gonna' know when you get there?

-Yogi Berra

Logic Model

- A picture of how your organization does its work

    - Shows the theory and assumptions underlying the program

    - Links outcomes (both short and long term) with program activities & processes

Resources/ inputs → activities → outputs → outcomes → impacts

Your planned work

Your intended results
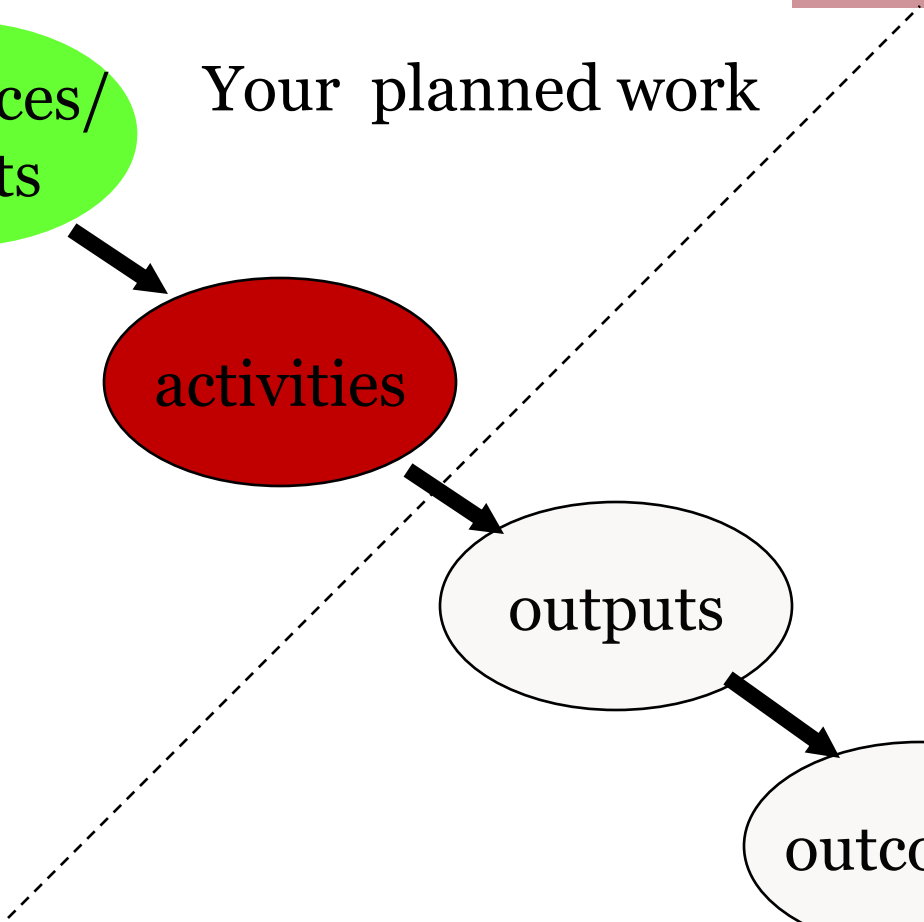
Juntas Podemos
A Logic Model

INPUTS	ACTIVITIES	OUTPUTS		OUTCOMES
		ACTIVITIES	PARTICIPATION	
HUMAN	**ACTION RESEARCH**	**ACTION RESEARCH**	AR	decreased BMI moms/kids
project staff	recruit for focus group	attendance logs	10 moms	increased healthy eating habits
promotoras	compile focus group questions	recruited promotoras 4 training and		increased nutrition knowledge
dietitian	obtain space for focus group	for below Apoy, Prog, Cam		increased regular phys acitvity
phys.edu teacher	hold focus group	knowledge of community needs/priorities		in moms/kids
	PROMOTORA TRAINING	**PROMOTORA TRAINING**	PT	built community capacity
ORGANIZATIONAL	recruit promotoras from AR + word of mouth	trained promotoras in	16 promotoras	partnerships
grant	adapt curricula for all workshops	nutrition ed & sustainability/ leadership		community/environmental
salaries	hire dietitian	increased self efficacy/skills		change from Prog
staff	obtain space for PT			sustained JP program
-promotoras	hold promotora training			
-dietitian	**APOYEMONOS**	**APOYEMONOS**	APOYEMONOS	
-phys ed	designate promotoras to lead	attendance + activity logs	30 moms +	
M.O.U. w FBES	adapt curriculum	cook book w/ modified recipes	8 promotoras	
	get kitchen space	bi-monthly meals		
MATERIALS	get workshop space	nutrition knowledge		
space for JP- Apoy, Prog, PT, AR	provide nutrtion info via cookery club	life skills (workshops)		
pedometers	hold social support workshops	phys ed classes 4 kids		
office supplies JP	hold cooking classes	increased self efficacy/skills		
video camera	provide childcare	increased knowledge of local resources		
editor for Prog video/ JP video	**CAMINEMOS**	**CAMINEMOS**	CAMINEMOS	**IMPACTS**
Nutrition & workshops	designate promotoras to lead	attendance logs	30 moms +	reduction in obesity
curricula/materials	assess walkability	walking 30min 3x/week	4 promotoras	improved health in Hispanic moms
walkability survey/asessment	recruit participants	walking logs		of FBES or East LA?
ingredients for cooking club	pair up buddies	walking partners		increased social cohesion and
snacks for childcare	distribute pedometers	walking path		community identity
cooking supplies	track distance	increased self efficacy/skills		positive dietary acculturation
kitchen for cooking club	**PROGRESEMOS**	**PROGRESEMOS**	PROGRESEMOS	
classrooms PT	designate promotoras to lead	attendance logs	30 moms +	
space for childcare (phys ed)	get space for Prog.	activity logs	4 promotoras	

Fowler, Dawnovise N. "Evaluation for RPE" presented at the RPE Grantee Meeting. August 21, 2012.
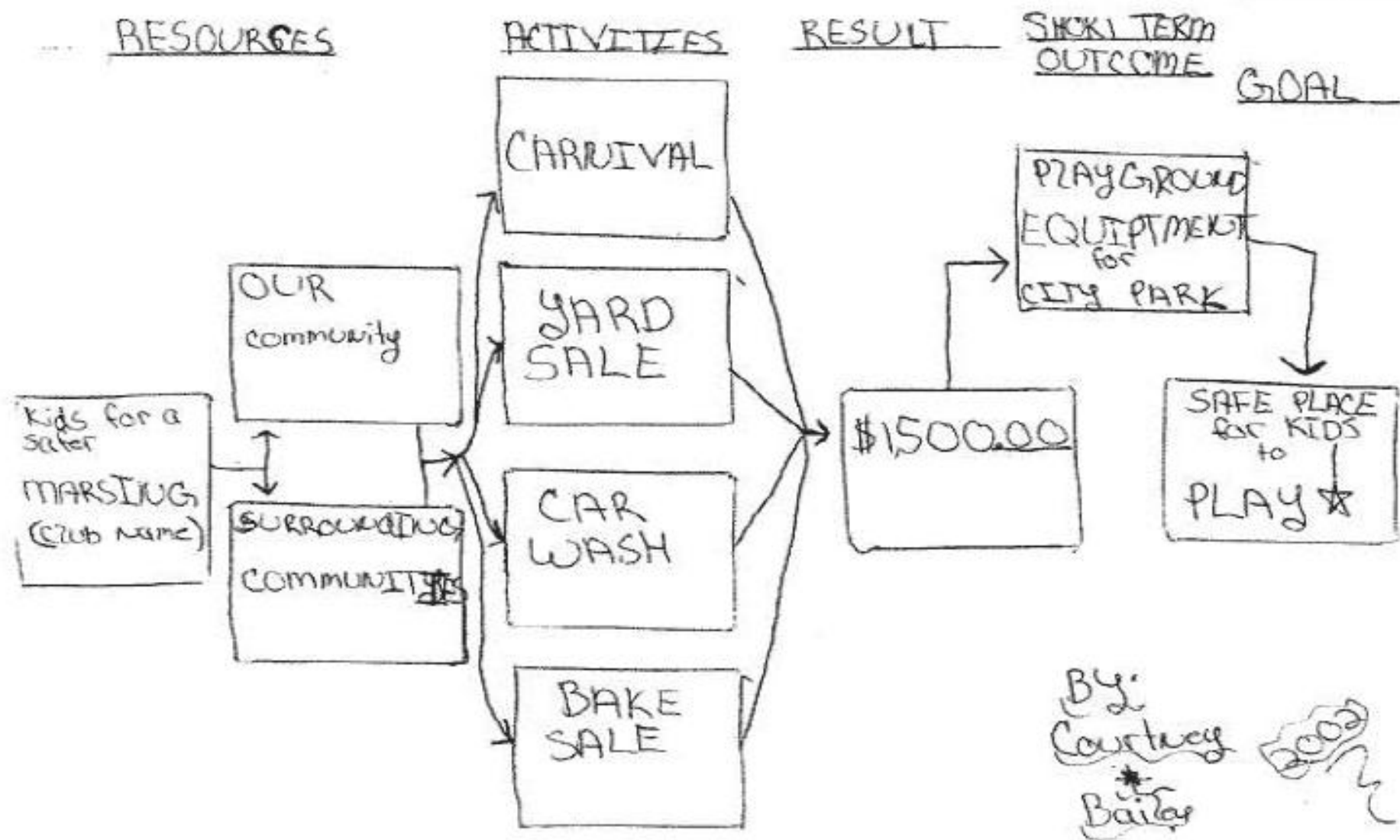
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Goal: The goal of the "Introduction to Evaluation" webinar is to improve programs by increasing their evaluation capacity.

Inputs	Activities	Immediate Outputs	Program Outcomes	*Long-term* Impact
Computers Microphone Web cam WCASA Staff Participants	Reminder Emails Develop Webinar Hold 1.5 hour Webinar	Attendance Log Poll Question Responses	Increase Evaluation Capacity Of Participants	Improve Programs

A Safe Place for Kids

Courtney and Bailey were 9 and 11 years old when they developed this logic model after their mother, Dorian, told them about a presentation she had seen at work that day. At the time, Dorian was on the staff of the Idaho Asthma Coalition.

RESOURCES — **ACTIVITIES** — **RESULT** — **SHORT TERM OUTCOME** — **GOAL**

- Kids for a Safer MARSHING (Club Name)
- OUR community
- SURROUNDING COMMUNITIES

- CARNIVAL
- YARD SALE
- CAR WASH
- BAKE SALE

$1,500.00

PLAYGROUND EQUIPTMENT for CITY PARK

SAFE PLACE for KIDS to PLAY ☆

BY: Courtney & Bailey 2003

How does having a logic model help me with evaluation??????

- Pull goals/objectives and evaluation questions from the logic model.
  - It is MORE COMMON to write goals and objectives FIRST, and a logic model second.
- Sort into process and outcome evaluation by categories

Process Evaluation Objectives and Questions

O: Send reminder emails.
- *Were reminder emails sent? Describe.*

O: By 3/11/13 WCASA staff develops webinar.
- *Was the webinar developed? Describe.*

O: On 3/11/13, hold webinar with 80% of ELC participants and an additional 10 prevention workers in WI.
- *Was the webinar held? Describe.*

Program Outcomes	*Long-term* Impact
Increase Evaluation Capacity Of Participants	Improve Programs

Outcome Eval. ?s

- Same format as process evaluation questions BUT typically more complicated!
- You can say:
  - O: Increase evaluation capacity of participants.
- What does this mean in reality?
- Will be looking at knowledge, motiviation to engage in evaluation, desire to learn more, etc.

Goals and Objectives

- **<u>Knowledge Objective:</u>** *By end of webinar on 3/11/13, 65% of participants who participate in the webinar will take a post-evaluation survey and demonstrate an 80% or higher score on this test.*

- **<u>Process Objective:</u>** *By October 1st 2013, 30 mothers (7%) whose children attend FBES (n=427 mothers) will be recruited to participate in a- nutrition education and social support group called Apoyemonos* ("Let's support each other<u>!</u>").*

- **<u>Knowledge Objective:</u>** *By September 30, 2014, mothers whose children attend FBES and are participating in JP, will demonstrate an increase in knowledge on a test of healthy eating habits from 60% to 78%.*

- **<u>Behavior Objective:</u>** *By September 30, 2014, mothers whose children attend FBES and are participating in JP's Caminemos* will increase the average amount of time walked from 17 minutes per week to 65 minutes per week which represents a 283% increase.*

IV. Evaluation-
How do we make it happen?

How do we measure these things????

- Some straightforward (i.e.- attendance)
- Surveys- individual
- Surveys- groups
- Records, group/public data
- Interviews/focus groups
- Combinations???

Surveys

- Surveys
  - Pre post
  - Retrospective pre/post design
  - Control group for comparison
  - Using standardized measures

Asking Questions

- 1. The way we ask a question is important.
- 2. We ask only what we need.

Student Teacher Sexual Misconduct Survey Example

2. Subject Beliefs

	Strongly Disagree	Disagree	Agree	Strongly Agree
Sexual relationships between students and teachers are OK if the student is at least 18.	○	○	○	○
Sexual relationships between students and teachers are OK if the relationship is initiated by the student.	○	○	○	○
Sexual relationships between a student and a teacher are never OK.	○	○	○	○
As a result of this presentation I feel better prepared to work with students.	○	○	○	○
I would recommend that a presentation like this be given to all college students going into education.	○	○	○	○

Retrospective Pretest-Posttest

SECTION II: LEARNING

In the next section, you will find paired questions (Prior vs After). To better understand your personal learning, please complete each of the following questions.

Response Definition: P=Poor F=Fair G=Good VG=Very Good E=Excellent

	P	F	G	VG	E
12. My *understanding* of the subject					
PRIOR to attending this session:	○	○	○	○	○
AFTER attending this session:	○	○	○	○	○
13. My ability to *demonstrate comprehension* of this subject					
PRIOR to attending this session:	○	○	○	○	○
AFTER attending this session:	○	○	○	○	○
14. My ability to *apply concepts* to an actual problem or situation in this subject area					
PRIOR to attending this session:	○	○	○	○	○
AFTER attending this session:	○	○	○	○	○

What is a "construct"?

- Traditional gender roles
- Community accountability
- Unhealthy family relationships
- Low self-esteem
- Previous abuse
- Economic stress

Measuring a "construct"

- 1. Do you subscribe to rigid gender roles for man to abide by? *Please circle one answer.*
  - ▫ Yes
  - ▫ No

- 2. Male Role Attitudes Scale (8 items)

1. It is essential for a guy to get respect from others.

2. A man always deserves the respect of his wife and children.

3. I admire a guy who is totally sure of himself.

4. A guy will lose respect if he talks about his problems.

5. A young man should be physically tough, even if he's not big.

Male Role Attitudes Scale

Standardized Measures

Advantages	Disadvantages

- Someone else has done the work!
- Opportunities for comparison
- Good science: Reliability and validity

- Access
- Cost
- Length
- COPYRIGHT!!!

Examples in violence prevention

- Rape Myth Acceptance Scale (19 items)
- Acceptance of Interpersonal Violence (6 items)
- Adversarial Sex Beliefs (9 items)
- Modern Sexism Scale (8 items)
- Knowledge and Attitudes About Sexual Violence (10 items)
- Illinois Rape Myth Acceptance Scale- Short Form (20 items)
- Bystander Efficacy Scale (14 items)
- MVP Efficacy Scale (10 items)
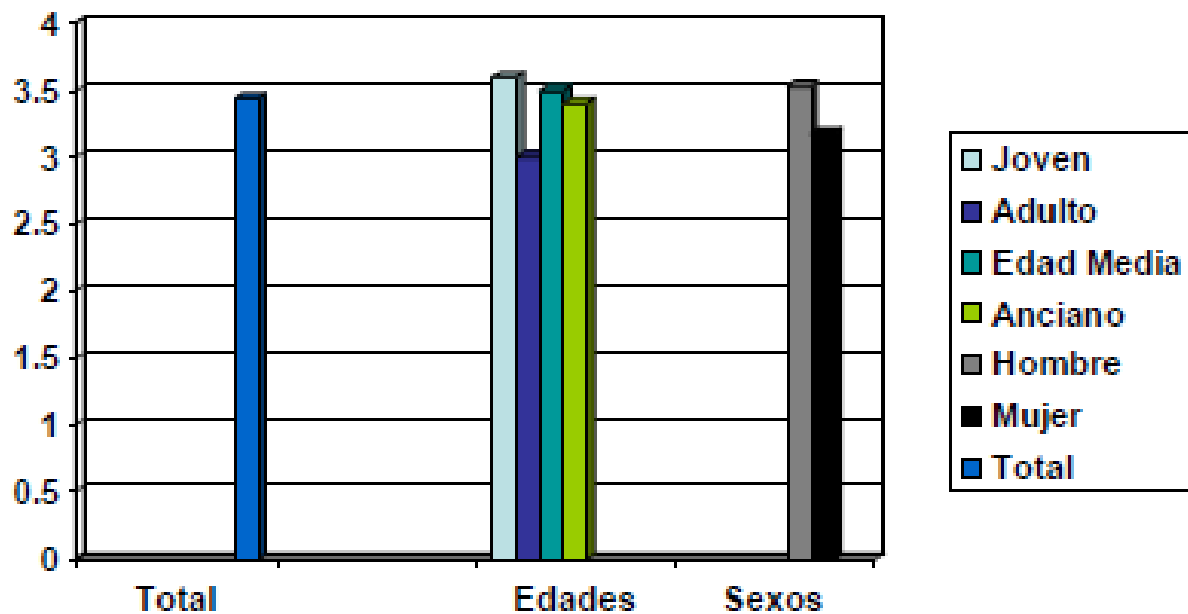- Perceived Control (30 items)

Other evaluation- Outside the box

- Example of evaluation from Dengue Prevention project in DR
- Each conversation ranked between a 1 to 5 based on participants knowledge

Results

Sexo	Edad	Numero		Sexo	Edad	Numero
hombre	joven	3		mujer	joven	3
hombre	joven	3		mujer	joven	5
hombre	joven	3		mujer	adulto	1
hombre	joven	3		mujer	adulto	2
hombre	joven	3		mujer	adulto	2
hombre	joven	5		mujer	adulto	3
hombre	adulto	1		mujer	adulto	5
hombre	adulto	1		mujer	edad media	3
hombre	adulto	3		mujer	edad media	4
hombre	adulto	4		mujer	edad media	4
hombre	adulto	5		mujer	edad media	4
hombre	adulto	5		mujer	anciano	1
hombre	edad media	3		mujer	anciano	3
hombre	anciano	3		mujer	anciano	3
hombre	anciano	3		mujer	anciano	3
hombre	anciano	4				

Data Management

V. Evaluation- How do we own it?

Fowler, Dawnovise N. "Evaluation for RPE" presented at the RPE Grantee Meeting. August 21, 2012.

Why are we doing well or poorly?

- Doing well – program is working!
- Doing poorly –
  - The program doesn't work (i.e.- the theory is wrong)
  - Evaluation is not properly measuring the outcomes

Evaluation Principles[2]

We believe that evaluation is most effective when it:

- **Links to program planning and delivery.** Evaluation should inform planning and implementation. Evaluation shouldn't be done only if you have some extra time or only when you are required to do it. Rather, evaluation is a process integral to a program's effectiveness.

- **Involves the participation of stakeholders.** Those affected by the results of an evaluation have a right to be involved in the process. Participation will help them understand and inform the evaluation's purpose. Participation will also promote stakeholder contribution to, and acceptance of, the evaluation results. This increases the likely use of the evaluation results for program improvement.

- **Supports an organization's capacity to learn and reflect.** Evaluation is not an end in itself; it should be a part of an organization's core management processes, so it can contribute to ongoing learning.

- **Respects the community served by the program.** Evaluation needs to be respectful of constituents and judicious in what is asked of them. Evaluation should not be something that is "done to" program participants and others affected by or associated with the program. Rather, it should draw on their knowledge and experience to produce information that will help improve programs and better meet the needs of the community.

- **Enables the collection of the most information with the least effort.** You can't—and don't need to—evaluate everything! Focus on what you need to know. What are the critical pieces of information you and your stakeholders need to know to remain accountable and to improve your program?

General Evaluation Resources

- http://www.cdc.gov/eval/framework/index.htm
  - [CDC evaluation framework standards]
- http://www.cdc.gov/eval/resources/index.htm
  - [CDC resource page on evaluation]
- http://comm.eval.org/eval/resources/librarydocumentlist/?LibraryKey=1eff4fd7-afa0-42e1-b275-f65881b7489b
  - [American Evaluation Association public library search page]
- http://www.uwex.edu/ces/pdande/evaluation/index.html
  - UW Extension Evaluation Resources