Program Evaluation Webinar Series

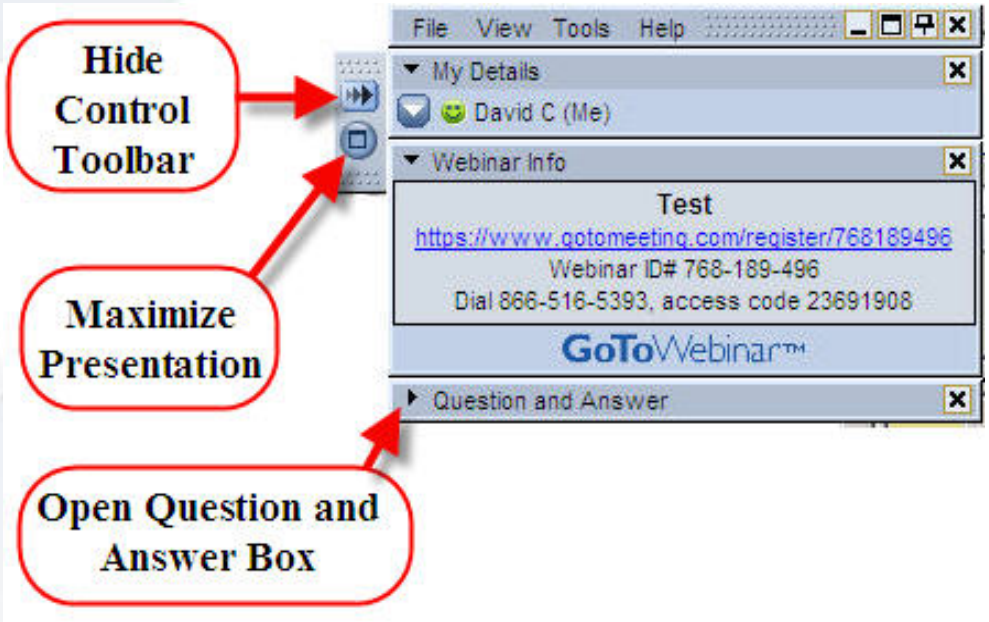
December 17, 2008

2-3:30 pm

Dial: (800) 374-0278
Access code: 76239491

This Webinar series is sponsored by EPA and CDC.

Using the Webinar Technology



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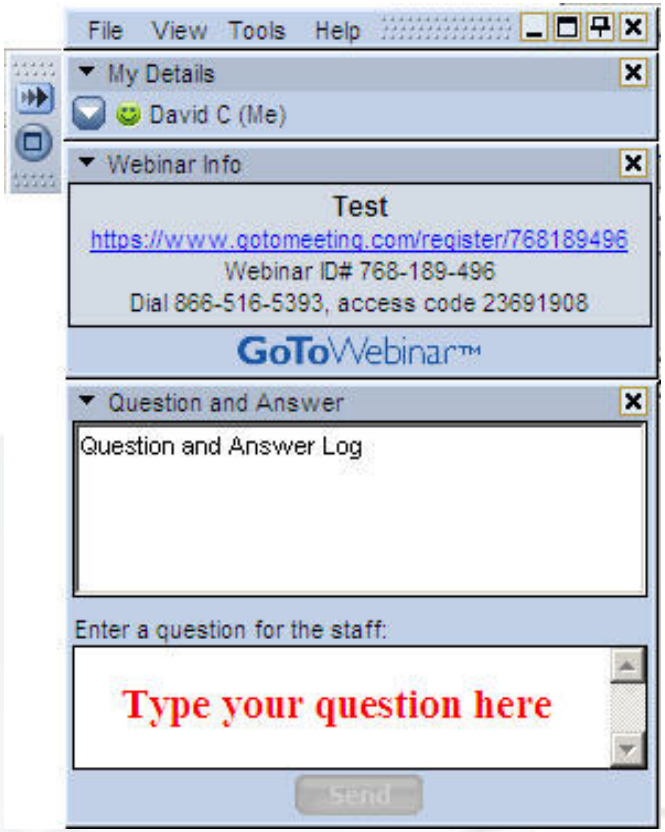

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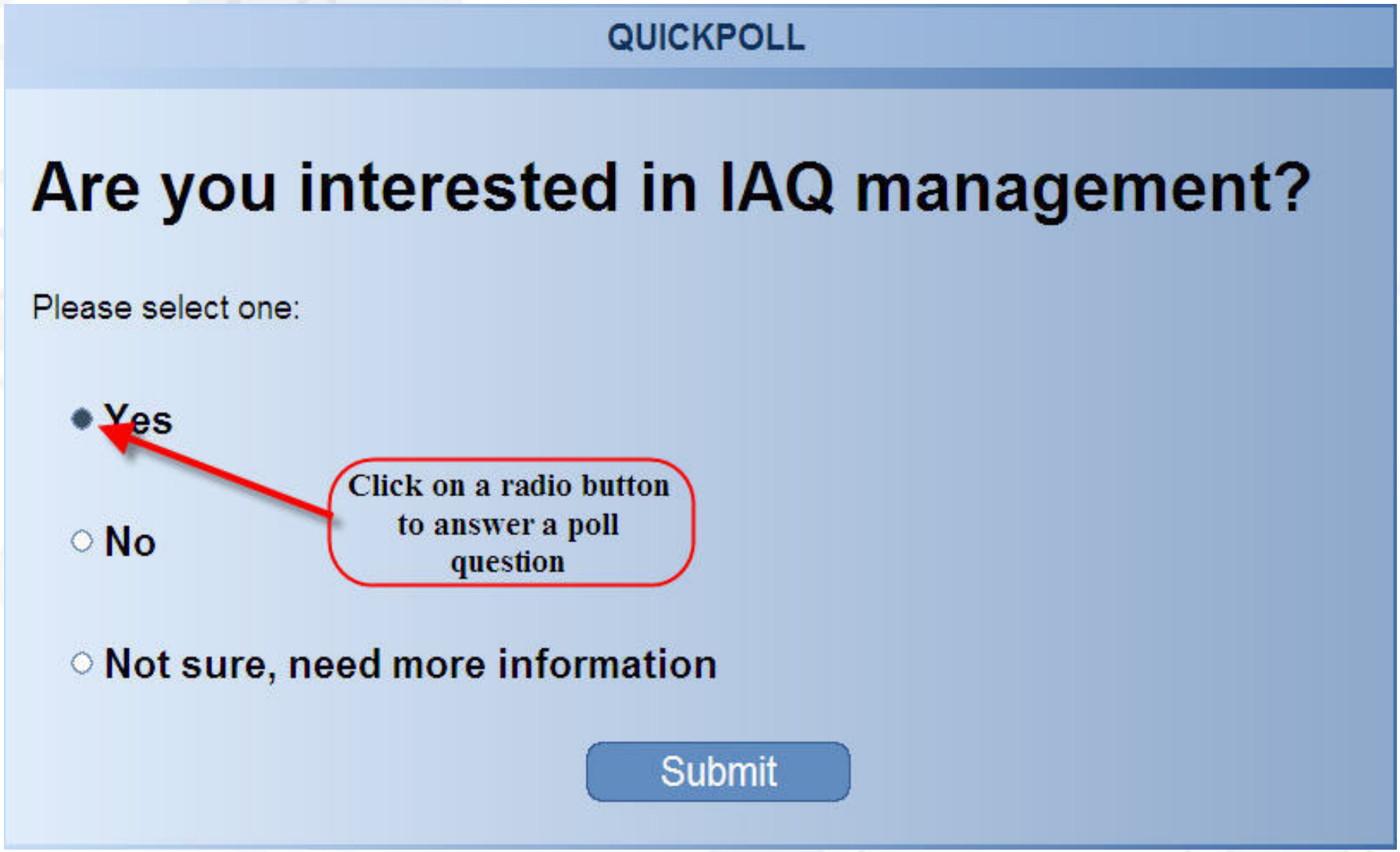

Using the Phone Lines

- As an attendee, your line will be muted during this call.
- To respond to a question, please hit *1 to queue your answer with the operator.
- If you need assistance, please contact me using the Question and Answer Pane

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Describing Your Program and Choosing an Evaluation Focus

Tom Chapel, MA, MBA,
(Acting) Chief Performance Officer
Centers for Disease Control and Prevention

Session 2

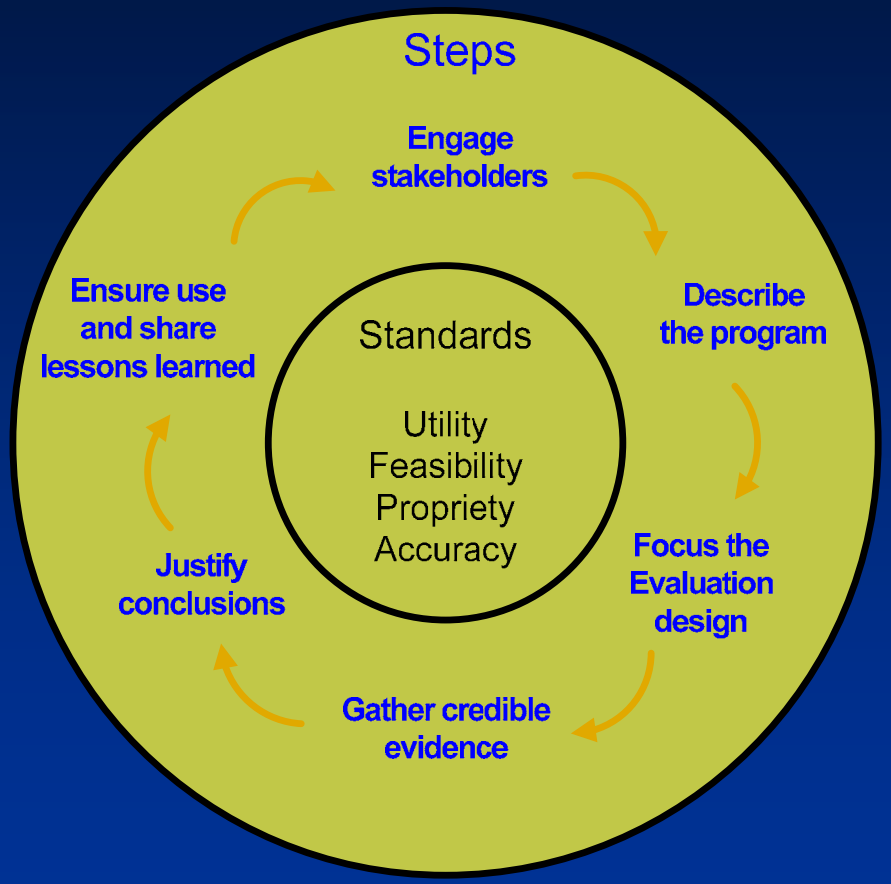
You will learn

- Why a strong program description is important to evaluation
- How to use logic models in program description
- How logic models make it easier to identify the most important questions to include in an evaluation
- How these teaching points play out using some case examples

Recap of session 1

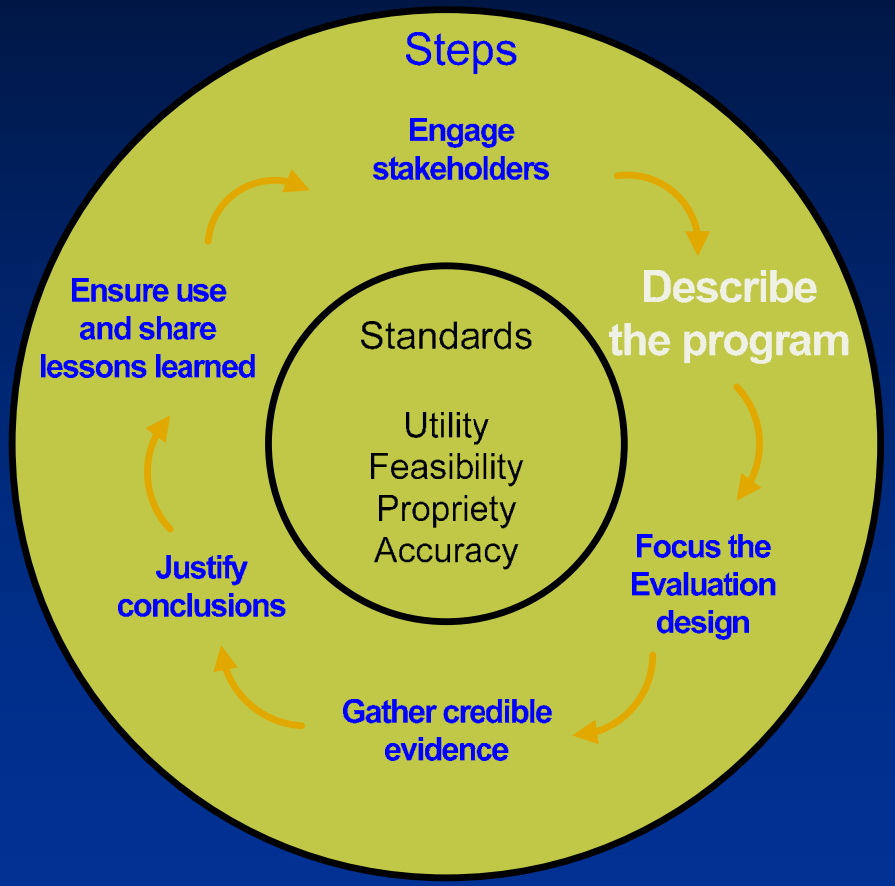
We learned

- That program evaluation is the systematic investigation of the merit or worth of a program
- The goal of good evaluation is production of results that will be used
- Key to use is good focus
- Key to a good focus is to identify and engage stakeholders and be attentive to what they need from the evaluation



Describe the Program (Step 2)

- Equally important to a good evaluation focus is a clear and consensus understanding of the program



Note!

You May Not Always Need a *Logic Model*, But, You'll *Always* Need a *Program Description*

Elements of Program Description

Don't jump into planning or eval without clarity on:

- The big ***"need"*** your program is to address
- The key ***target group(s)*** who need to take action
- The kinds of actions they need to take (your intended ***outcomes*** or objectives)
- ***Activities*** needed to meet those outcomes
- "Causal" ***relationships*** between activities and outcomes
- What ***"bounds"*** the program: inputs, context, assumptions

Why describe the program?

- Clarity/consensus about program activities and intended “effects”
- Early identification of “holes” or problems in the program
- Clarity on how smaller components of the program fit into the larger picture

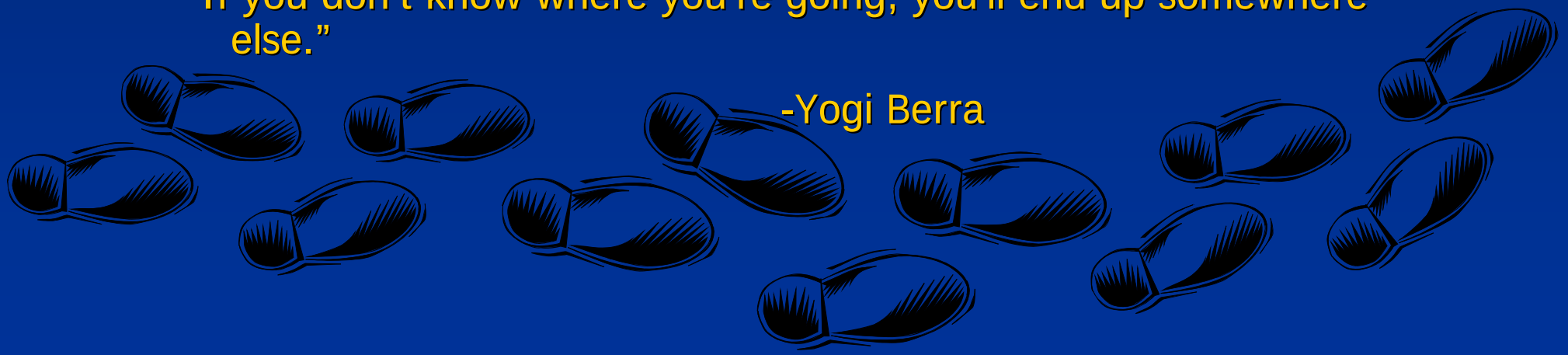
Describing a Program Using a Logic Model

Logic models

- ARE graphic representations of the *intended* relationships of a program's activities and their *intended* effects.
- SERVE AS a "road map" denoting the substance of a program, what it expects to achieve, AND HOW.

"If you don't know where you're going, you'll end up somewhere else."

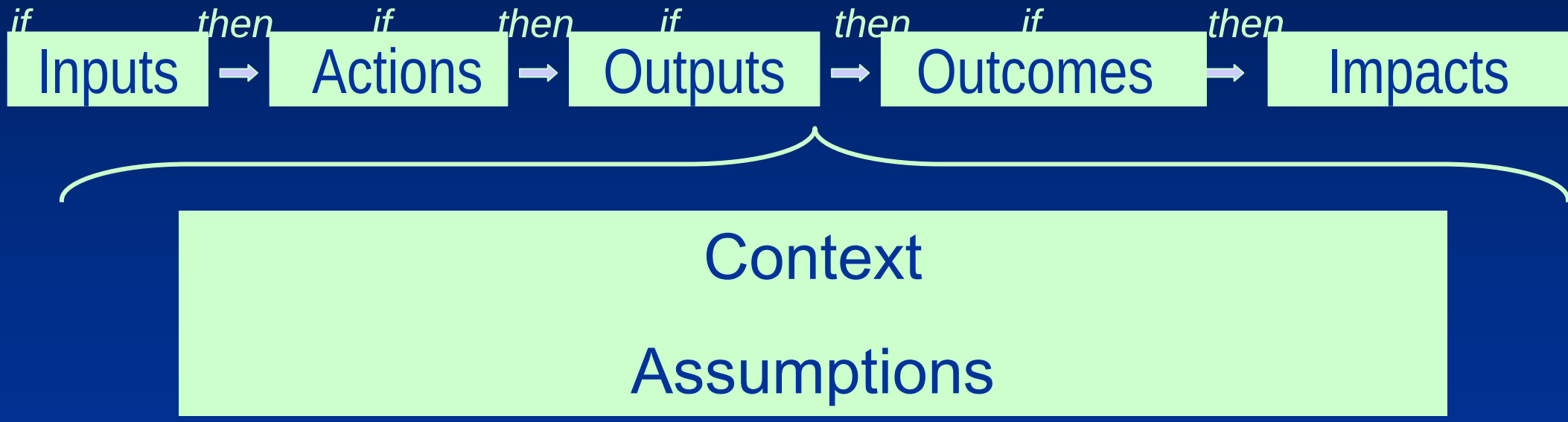
-Yogi Berra

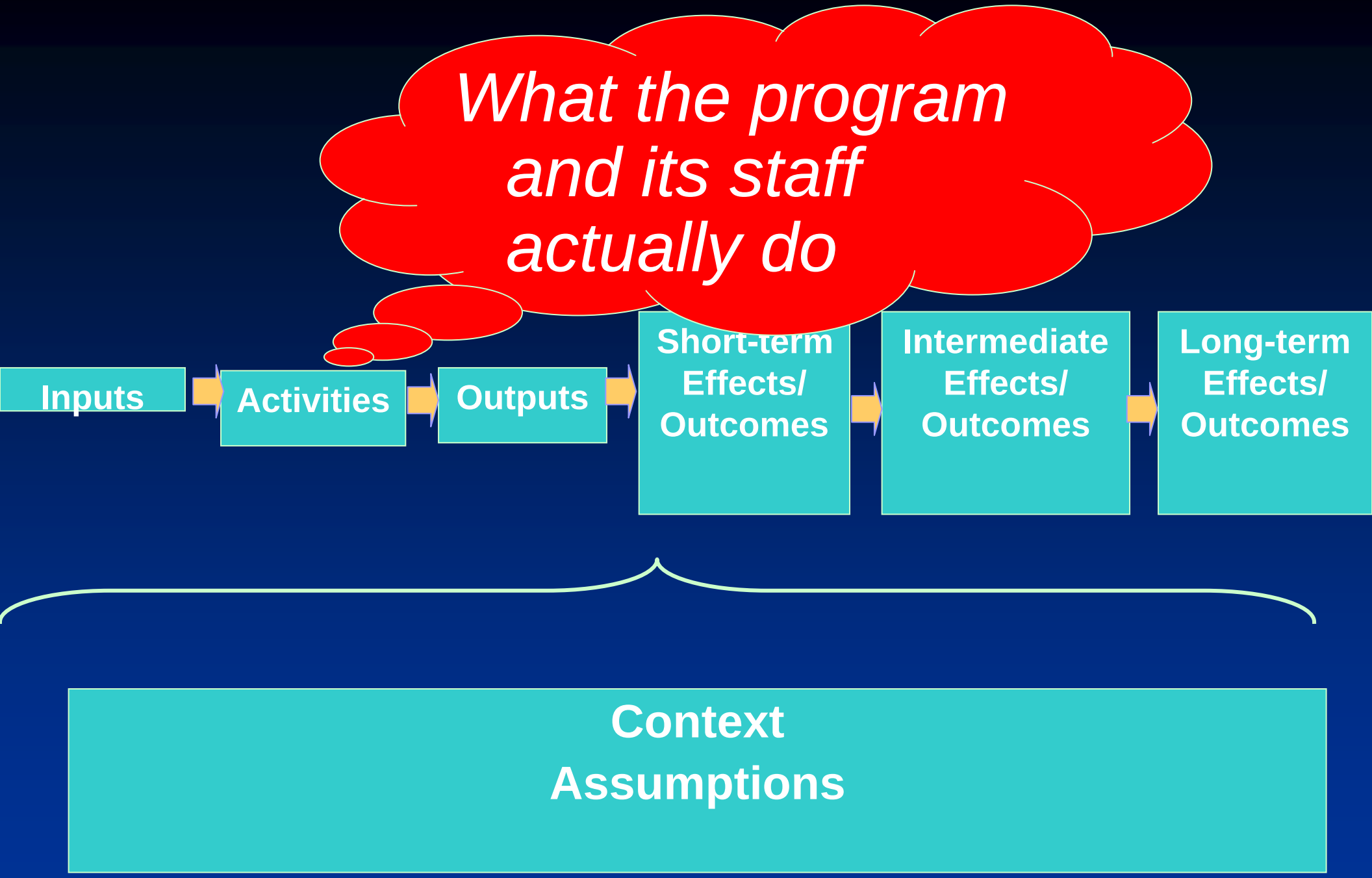


Similar Concepts—Other Names

- Program theory
- Program roadmap
- Means-end hierarchy
- Theory of change
- Logical framework (logframe)
- Conceptual map
- Blueprint
- Rationale
- Program theory
- Program hypothesis

A Simple Logic Model



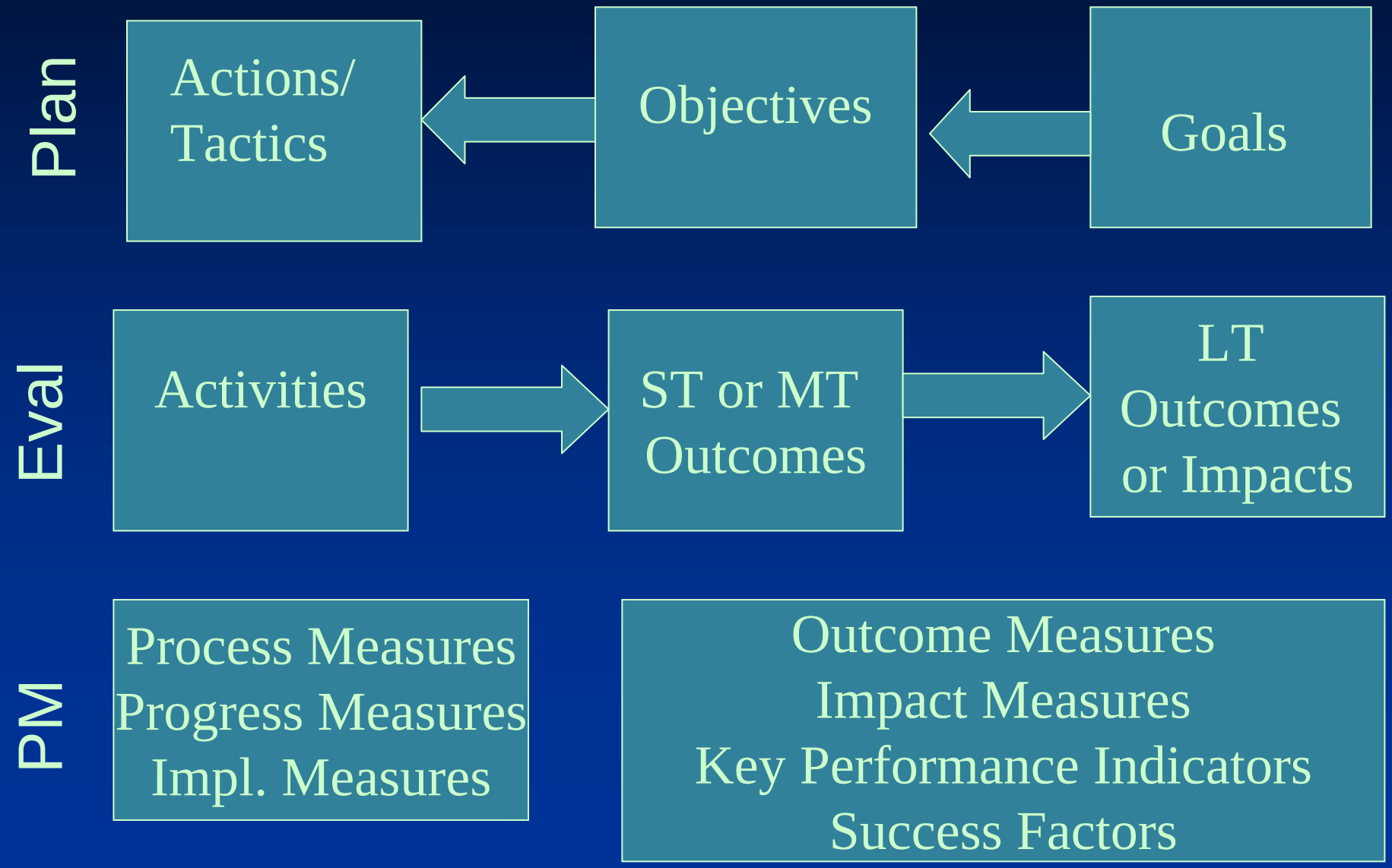

What the program and its staff actually do
Inputs
Activities
Outputs
Short-term Effects/ Outcomes
Intermediate Effects/ Outcomes
Long-term Effects/ Outcomes
Context
Assumptions

Results of activities: Who/what will change?

Context

Assumptions

Linking Planning, Evaluation and Performance Measurement



Goals And Objectives Are Source Of Outcomes/Impacts In The Logic Model

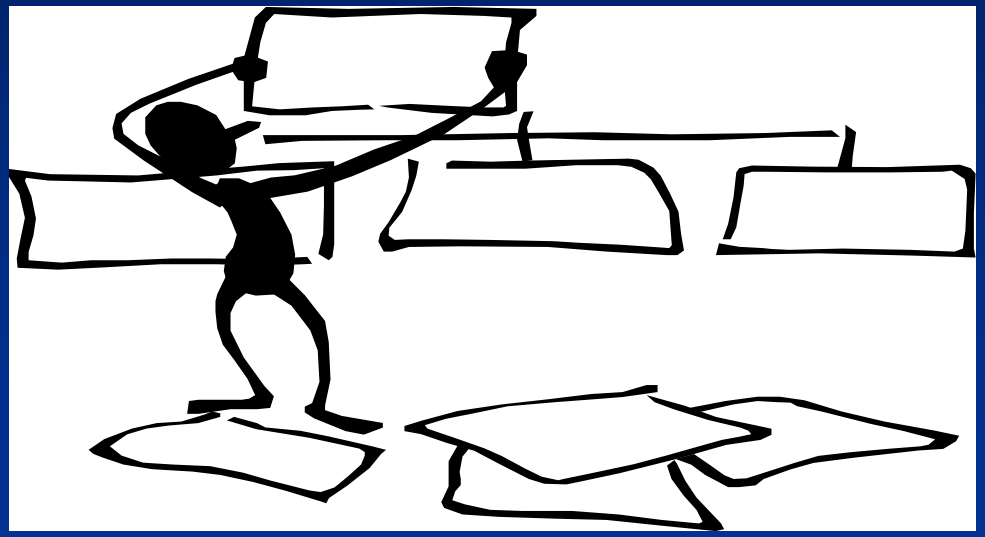
- **Goals**
  - What the program is ultimately trying to achieve
  - General, “big picture”
  - Source for our long-term or distal outcomes/impacts
- **Objectives**
  - Levers pushed to achieve the goal
  - Source for short-term and intermediate outcomes
  - S-M-A-R-T objectives

SMART Objectives

- S: Specific
- M: Measurable
- A: Achievable
- R: Relevant
- T: Time-bound
- Don’t need these to do a logic model, but if you have them, much work is done already

Basic Steps in Construct Logic Models

- Identify and list:
  - Activities
  - Intended Effects
- Arrange in a time sequence
- Elaborate, as helpful by:
  - Adding inputs and outputs
  - Considering assumptions, context, and stage
  - Draw arrows
- Review and refine



List Activities and Outcomes by….

1. Examining program descriptions, missions, visions, plans, and extracting these from the narrative, ***OR***
2. Starting with outcomes, ask “how to” in order to generate the activities which produce them, ***OR***
3. Starting with activities, ask “so what” in order to generate the outcomes that are expected to result

Then…Do Some Sequencing…

- Divide the ***activities*** into 2 or more columns based on their ***logical*** sequence. *Which activities have to occur before other activities can occur?*
- Do same with the ***outcomes***. *Which outcomes have to occur before other outcomes can occur?*

An Example from Asthma

Intervention: Reducing Adverse Effects by Improving Indoor Air Quality at Home

- State XX's health department desires to reduce the number of adverse asthma events—hospitalizations, ER visits, missed school days due to uncontrolled asthma symptoms— in urban children who live in low-income apartment complexes...
- By reducing the children's exposure to asthma triggers in their homes.
- They've designed a multi-component intervention to
  - enforce relevant housing codes
  - change behaviors of tenants and caretakers of the complex.

Intervention: Activities

- Customized educational sessions targeted to apartment complex owners, maintenance services, code enforcement officers, and tenants to increase awareness of asthma triggers, relationship between indoor air quality and asthma, and steps to reduce triggers.
- Smoking cessation programs for tenants to decrease exposure to environmental tobacco smoke both inside the building and immediately outside where smokers may gather.
- Advocacy with city officials on potential impact of improved housing codes on asthma prevalence and severity.

Intervention Description

- Intervention to improve indoor air quality in the home environment to decrease adverse asthma events:
  - Provide education and training for apartment owners, code enforcement, maintenance vendors, and tenants regarding asthma triggers and housing codes
  - Conduct smoking cessation programs for tenants
  - Work with city officials to enhance existing housing code

Intervention Description (cont'd)

- Intended outcomes of this intervention include
  - A decrease in adverse asthma events as a result of...
  - Decreasing exposure to asthma triggers in the home...
  - By changing behaviors as a result of...
  - Improved awareness & knowledge of the harms of triggers & availability of appropriate policies

Activities and Outcomes

Activities

Education & training on IAQ for:

- Apt owners
- Code Enforcement
- Maintenance providers
- Tenants

Smoking cessation program for tenants

Collaborative meetings with city officials to enhance housing code

Outcomes

Improved knowledge of harms of smoking & ETS exposure

Increased awareness of indoor asthma triggers

Improved understanding of methods to reduce exposure to triggers

Housing codes emphasizing improved IAQ available

Tenants conduct activities to improve IAQ

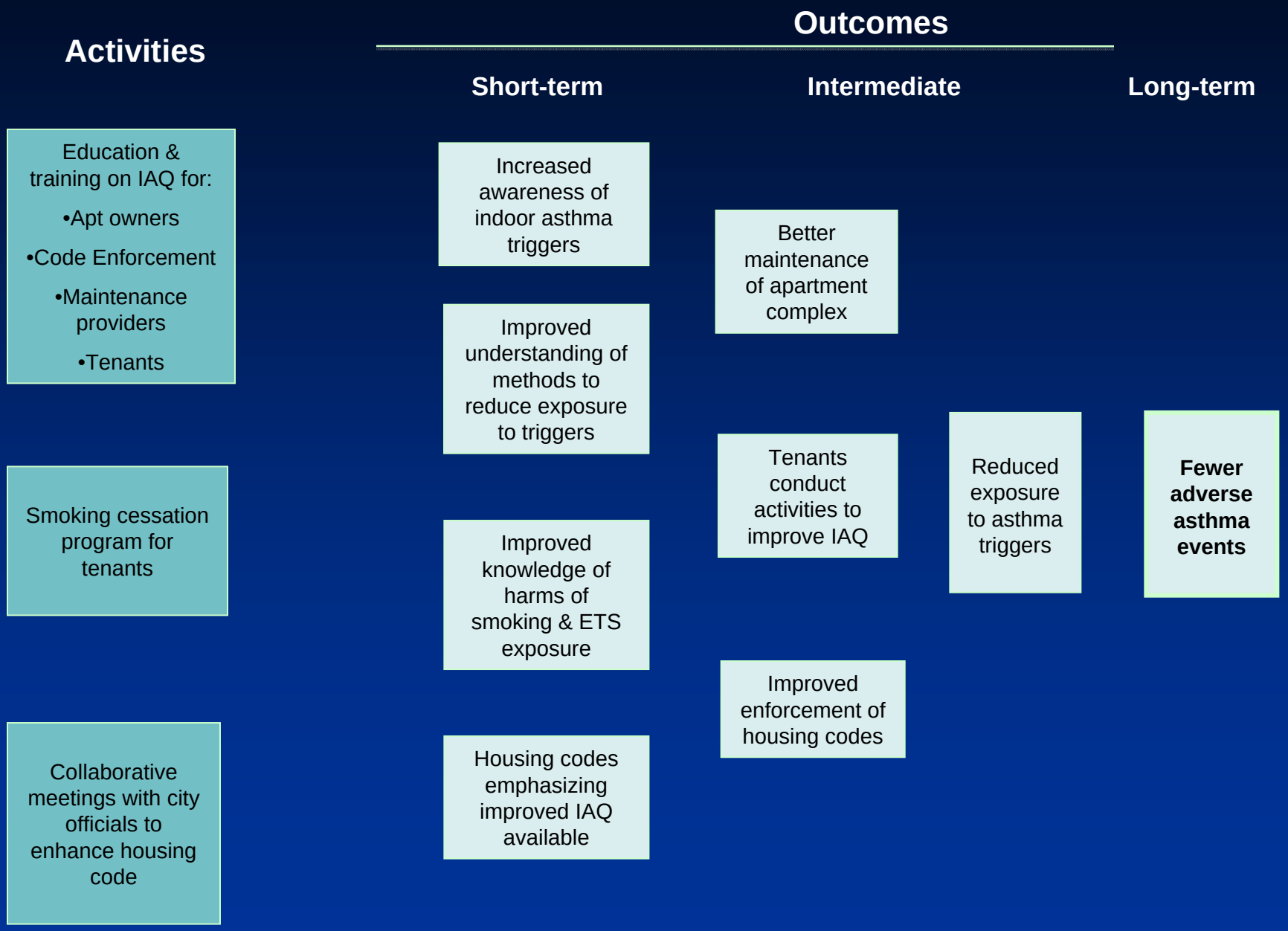
Improved enforcement of housing codes

Better maintenance of apartment complex

Reduced exposure to asthma triggers

Fewer adverse asthma events

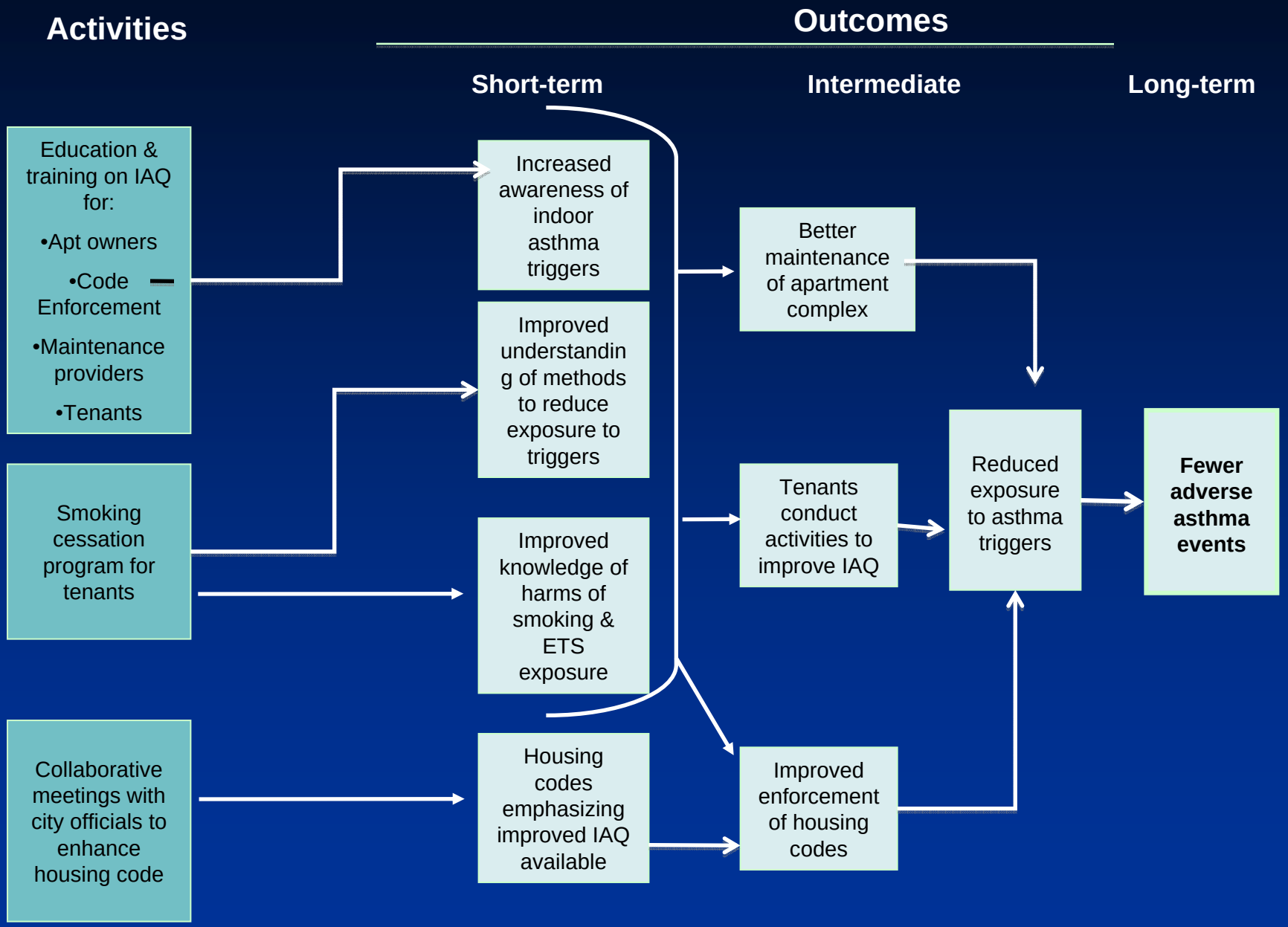
Sequencing


Activities
Outcomes
Short-term
Intermediate
Long-term
Education & training on IAQ for:
•Apt owners
•Code Enforcement
•Maintenance providers
•Tenants
Smoking cessation program for tenants
Collaborative meetings with city officials to enhance housing code
Increased awareness of indoor asthma triggers
Improved understanding of methods to reduce exposure to triggers
Improved knowledge of harms of smoking & ETS exposure
Housing codes emphasizing improved IAQ available
Better maintenance of apartment complex
Tenants conduct activities to improve IAQ
Improved enforcement of housing codes
Reduced exposure to asthma triggers
Fewer adverse asthma events

For Planning and Evaluation "Causal" Arrows Can Help

- ***Not*** a different logic model, but same elements in different format
- Arrows can go from:
  - ***Activities to other activities:*** ***Which*** activities feed ***which*** other activities?
  - ***Activities to outcomes***: ***Which*** activities produce ***which*** intended outcomes?
  - ***Early effects/outcomes to later ones***: ***Which*** early outcomes produce ***which*** later outcomes

"Causal" Roadmap—Activities and Outcomes



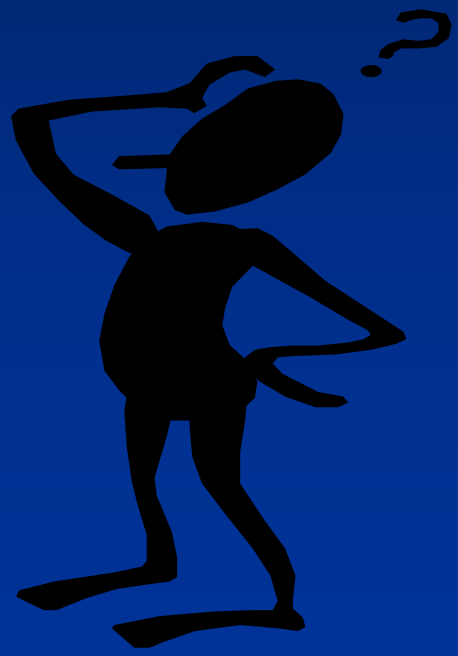
Note!

Logic Models make the program theory ***clear***, not ***true***!

Key Benefits of Even Simple Logic Models

- Clarity for you
- Clarity and consensus among stakeholders
- Areas for clarity and consensus:
  - Distinguishing “activities” from “effects”
  - Identifying the order/sequence in which effects will unfold
  - Identifying the underlying “program theory”

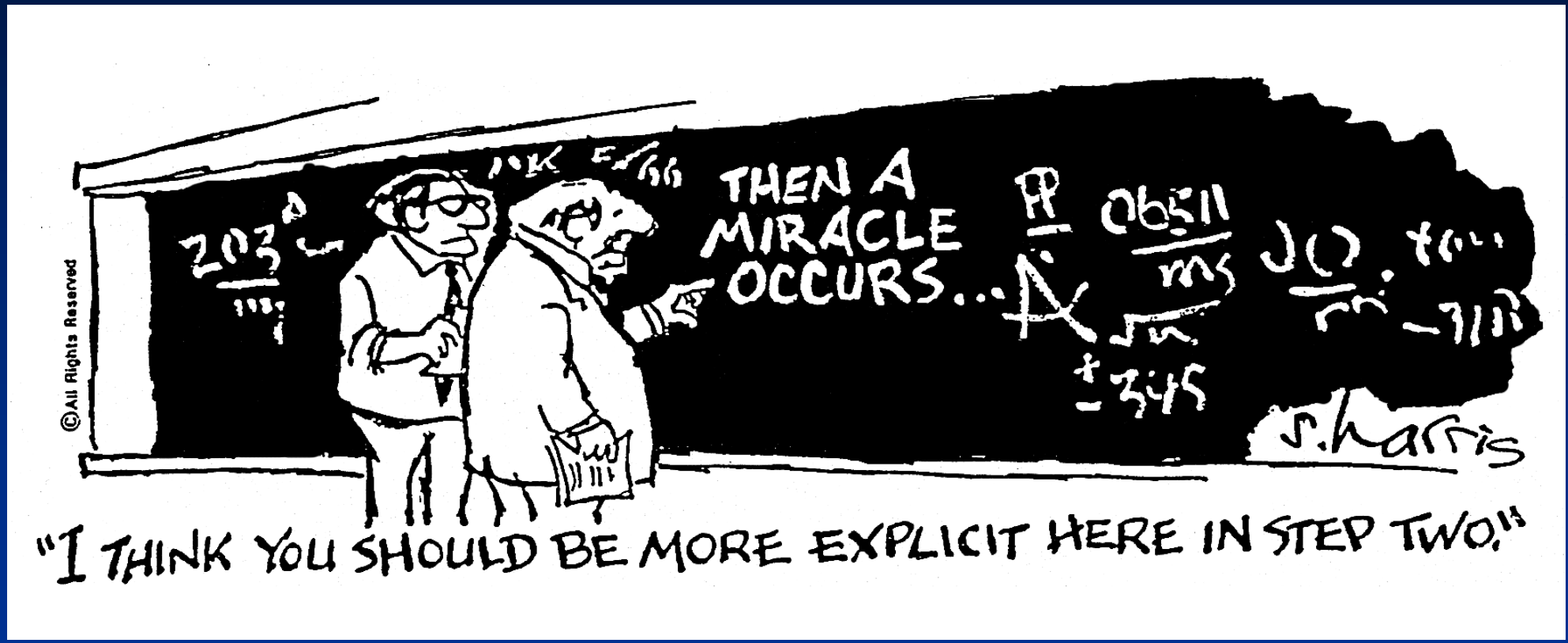
Any Questions?



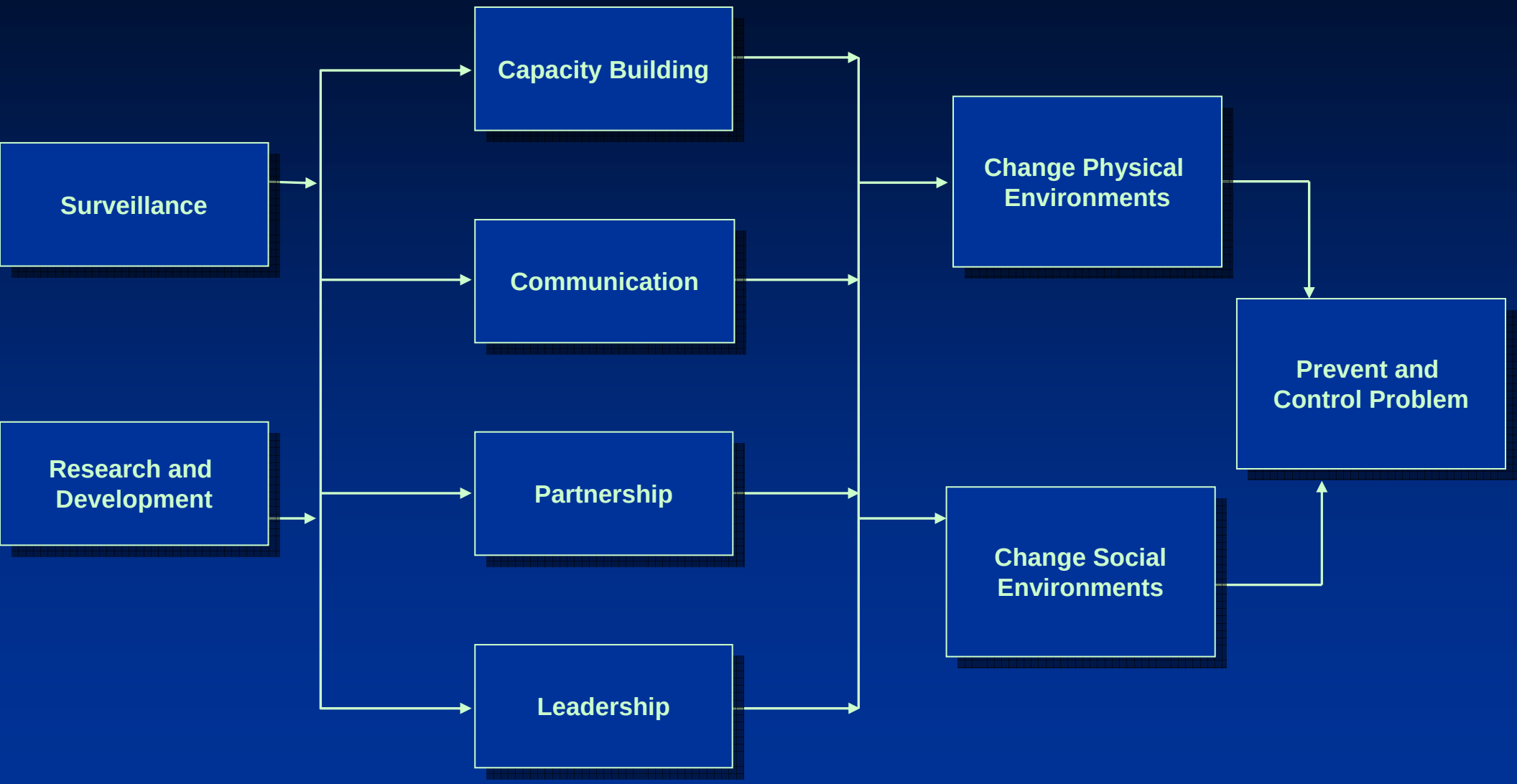
Elaborating the Logic Model—Mediators

- Specifying “mediators”
  - (Back)fill in the blanks. Elaborate any intermediate links between the activities and the distal effects/outcomes.

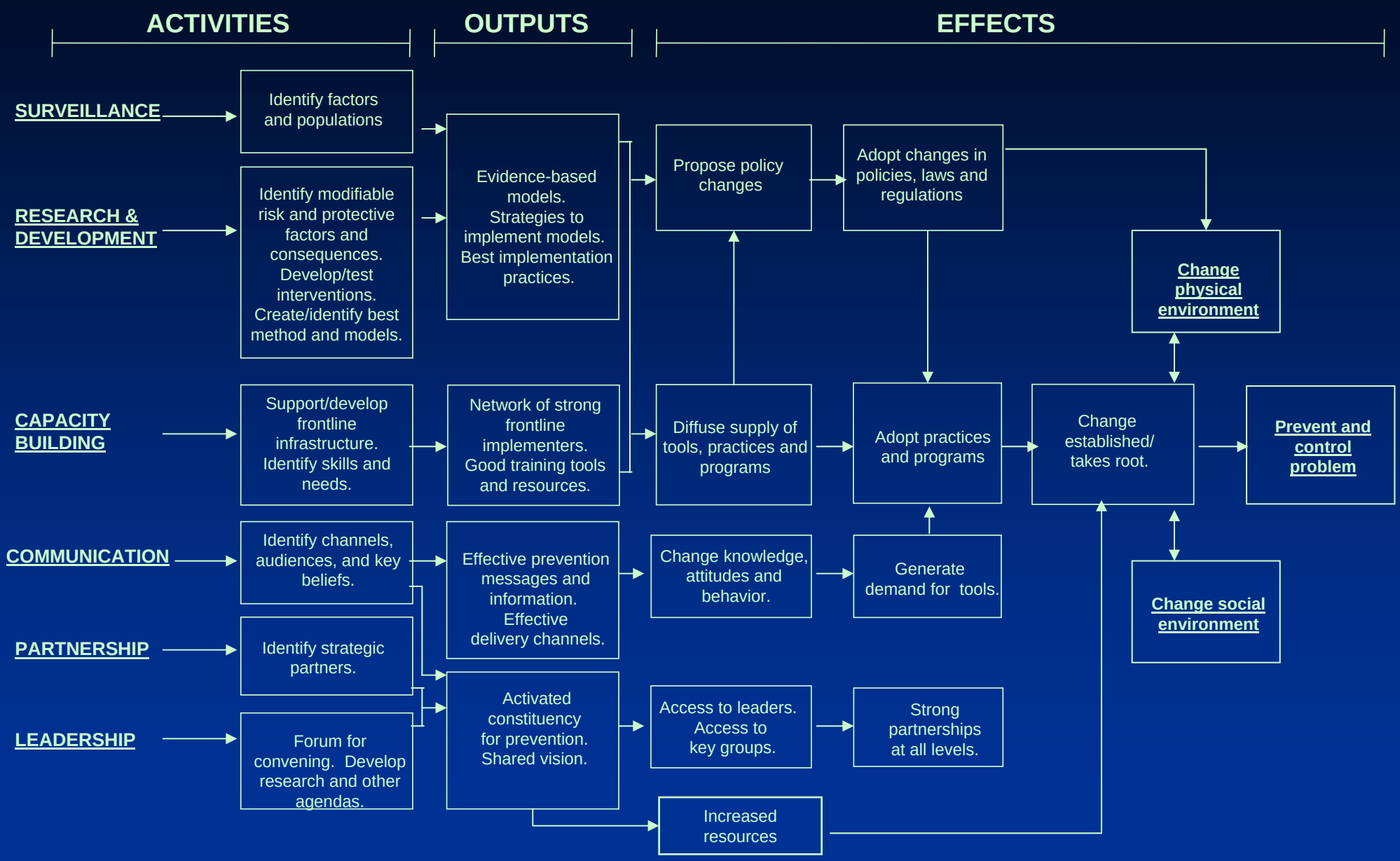
Filling in the Blanks....



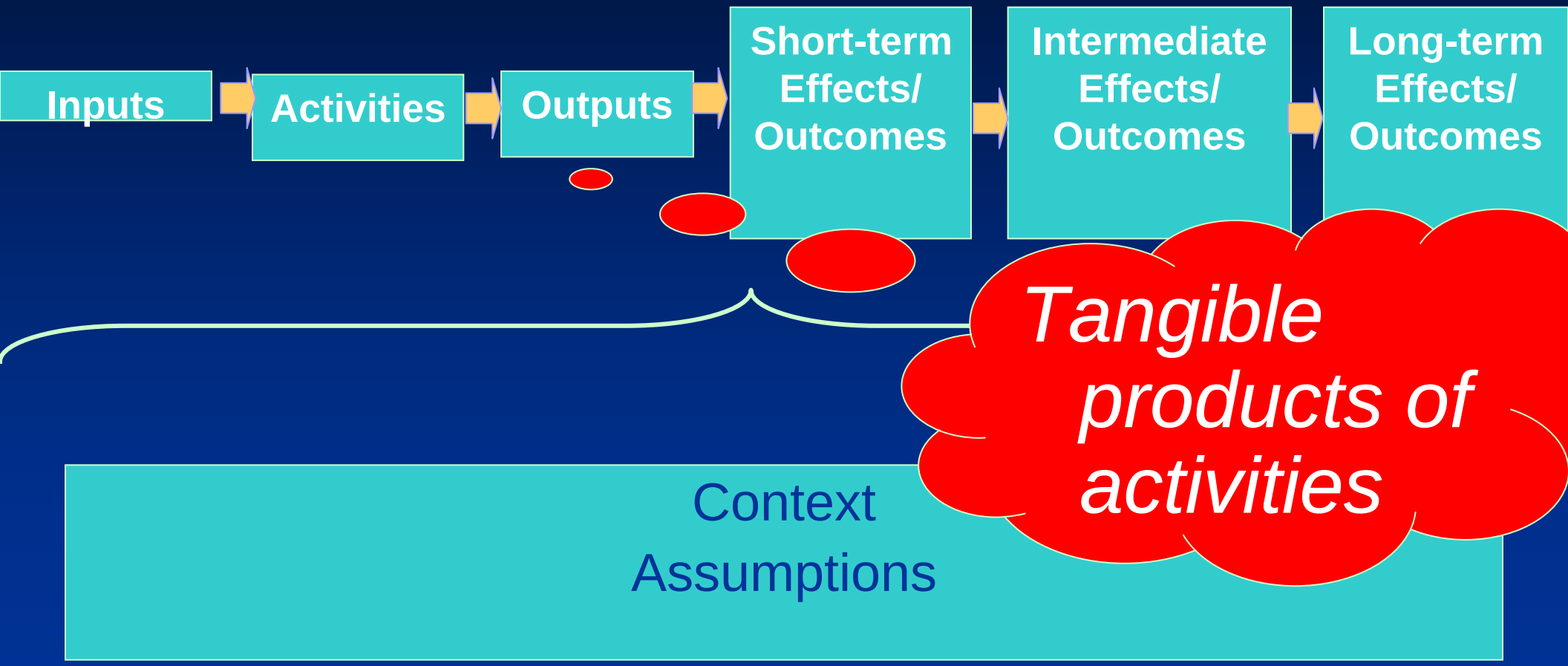
“Prevention Program”—Simple Logic Mode



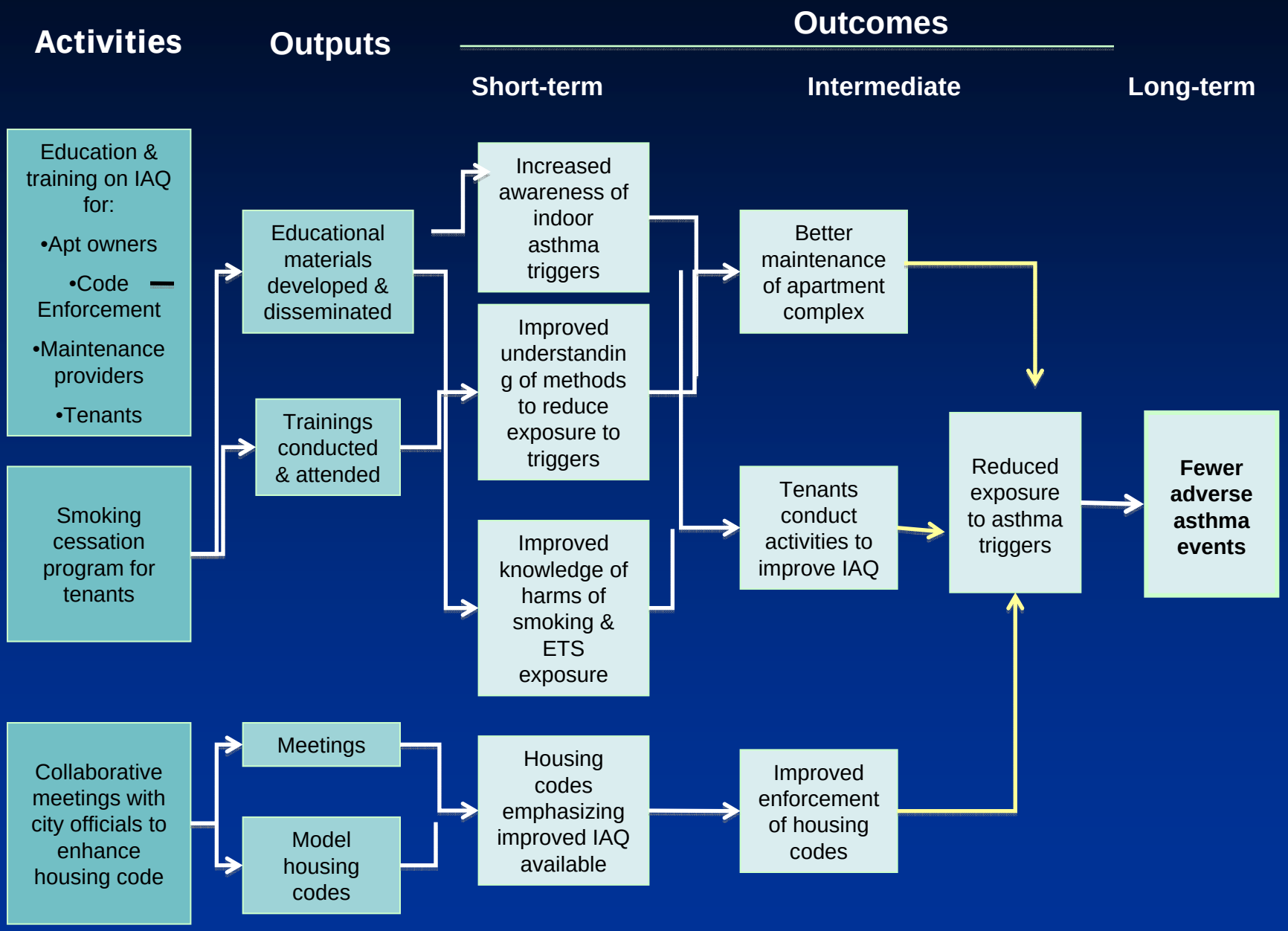
“Prevention Program”—Elaborated Logic Model



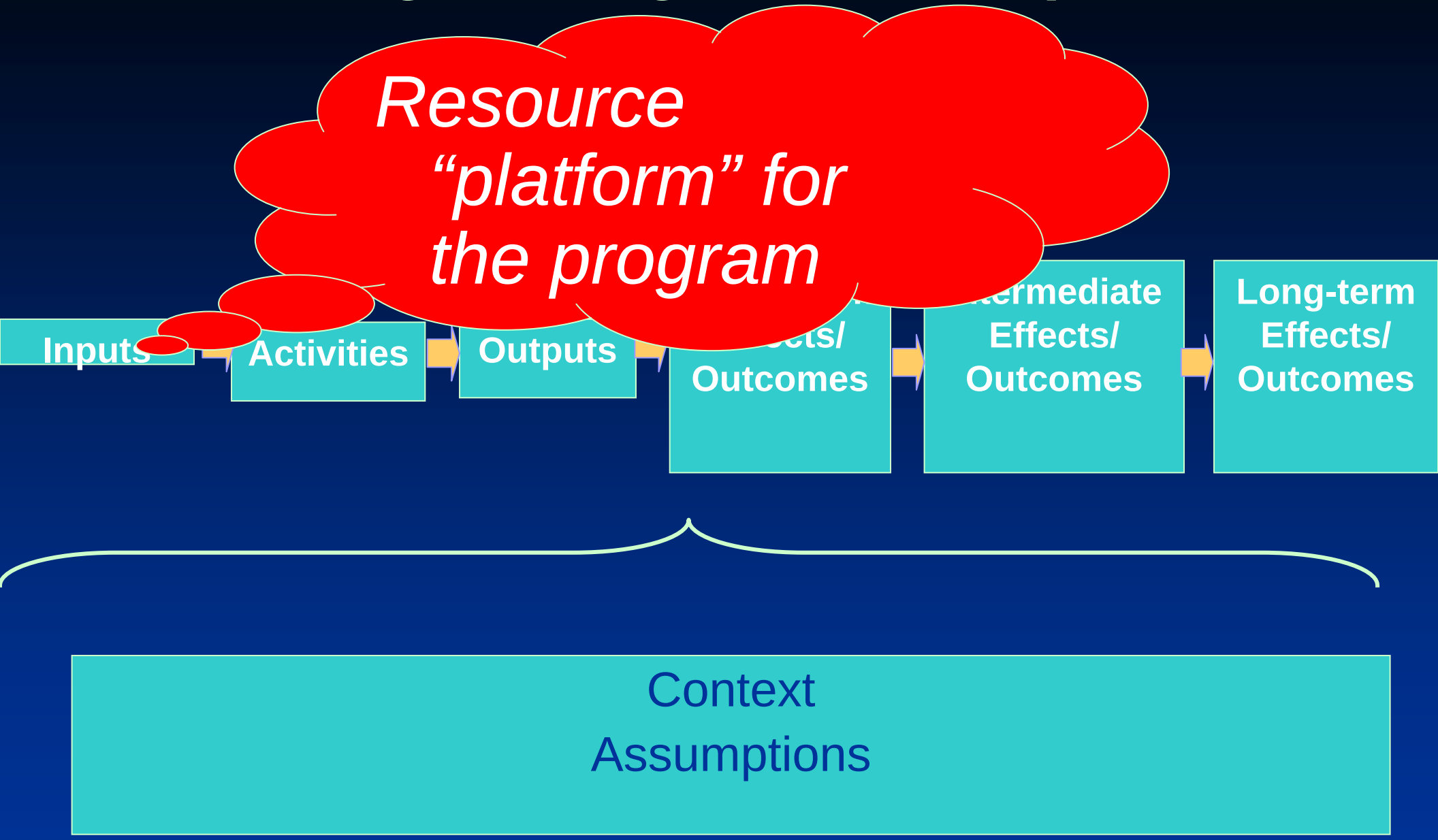
Elaborating the Logic Model: Outputs



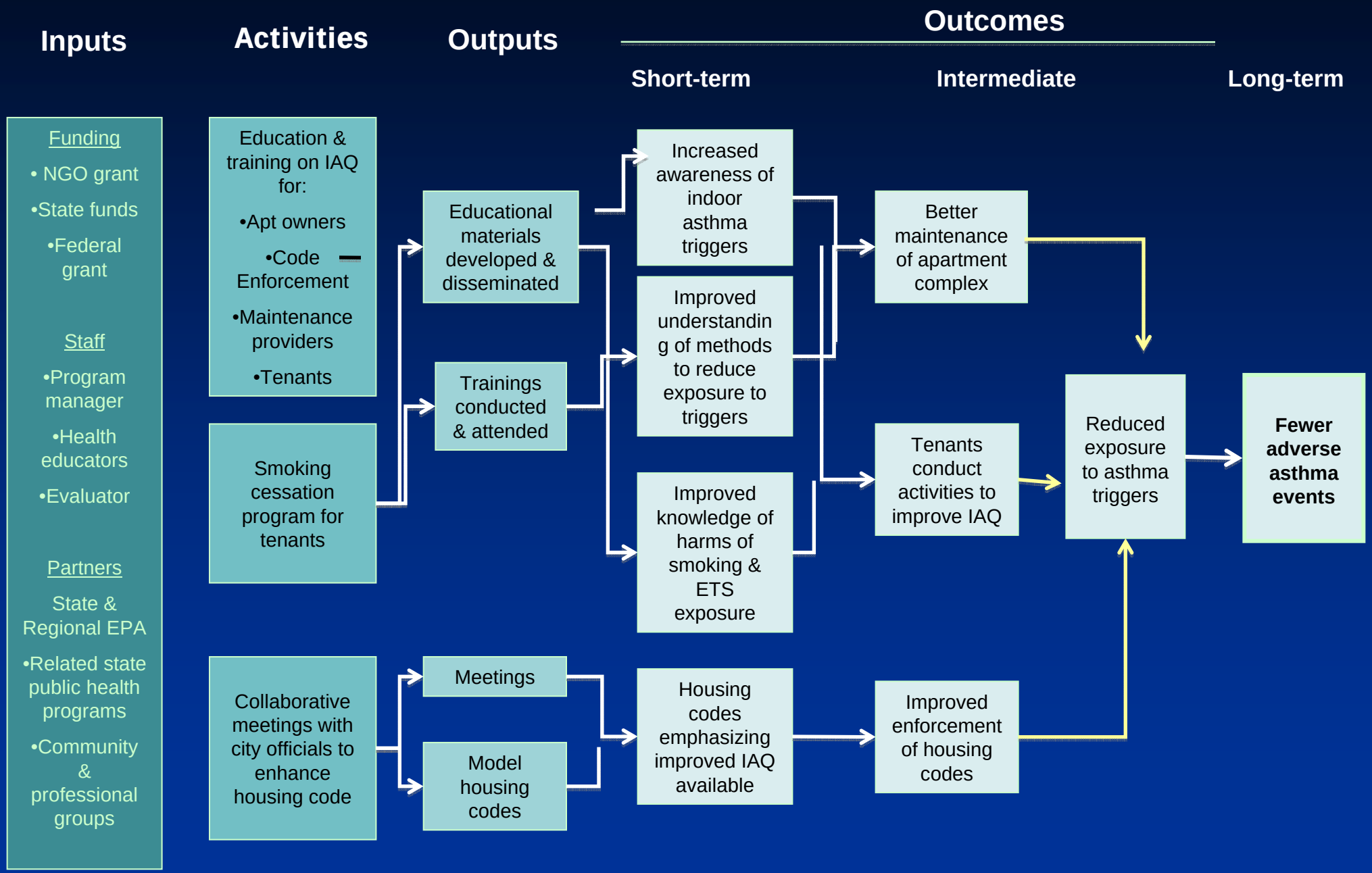
Intervention to decrease adverse asthma events through improved Indoor Air Quality (IAQ) home environment--***Outputs***



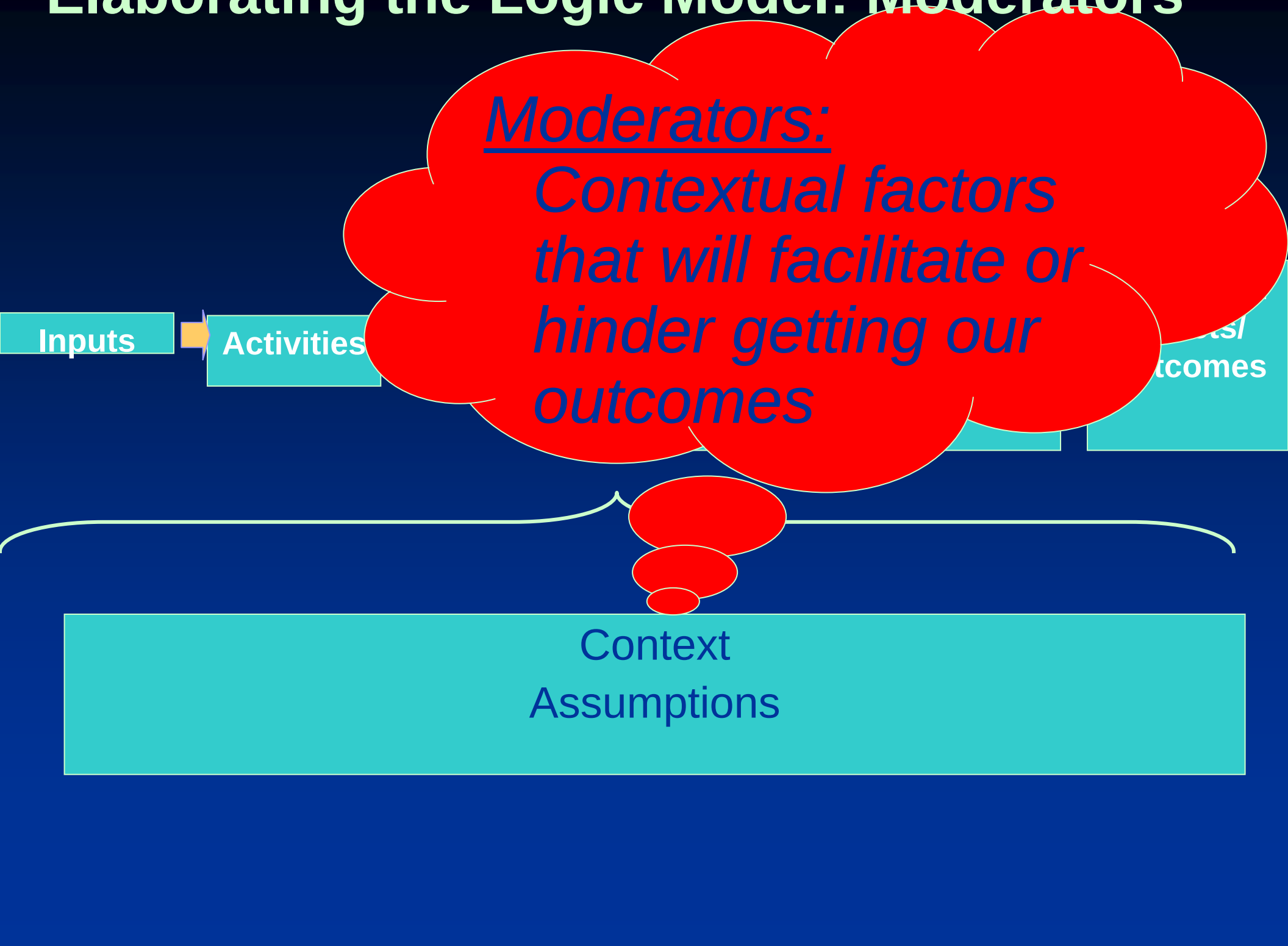
Elaborating the Logic Model: Inputs



Intervention to decrease adverse asthma events through improved Indoor Air Quality (IAQ) home environment—***Full Logic Model***



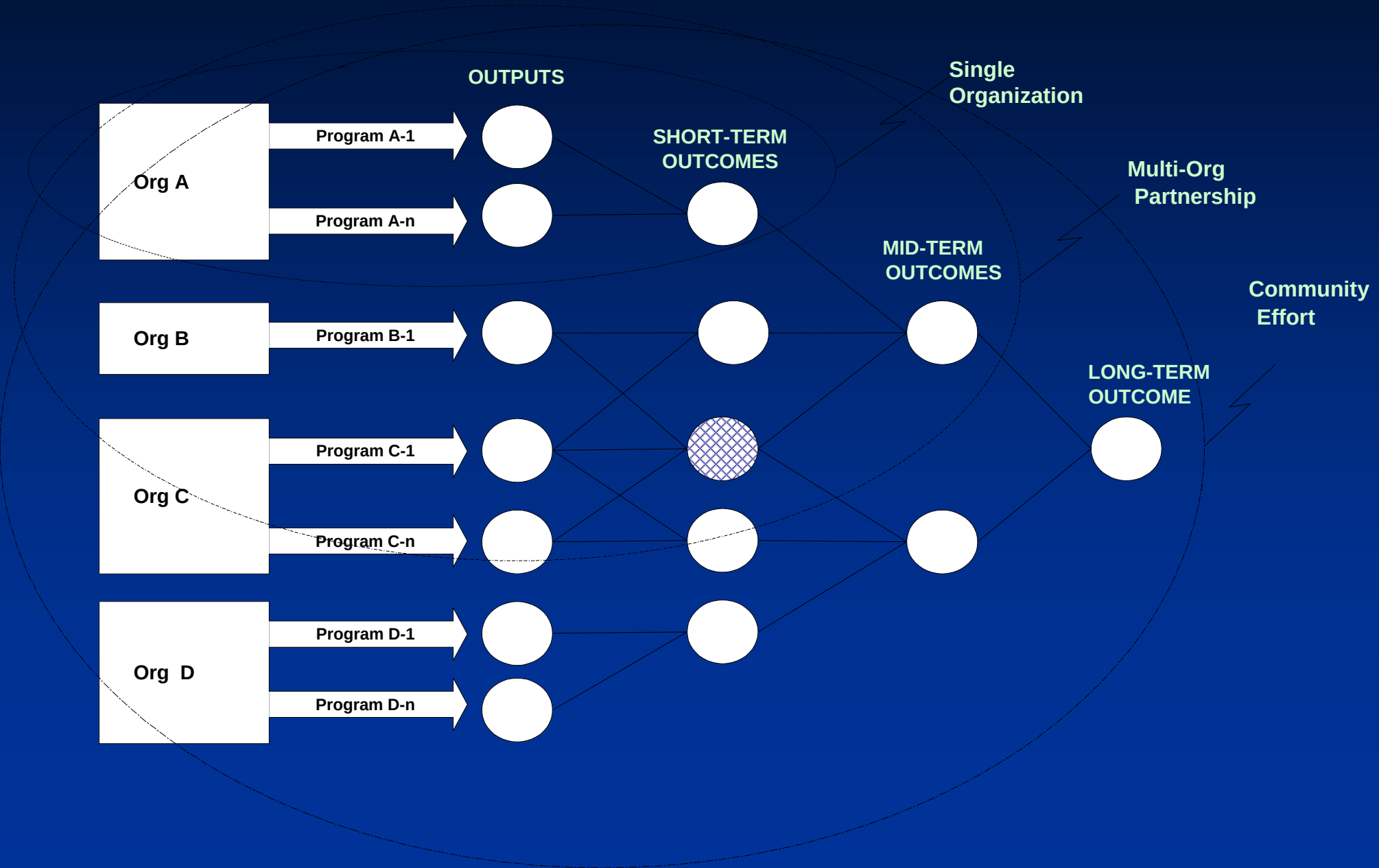
Elaborating the Logic Model: Moderators



Contextual Factors

- *P*olitical
- *E*conomic
- *S*ocial
- *T*echnological

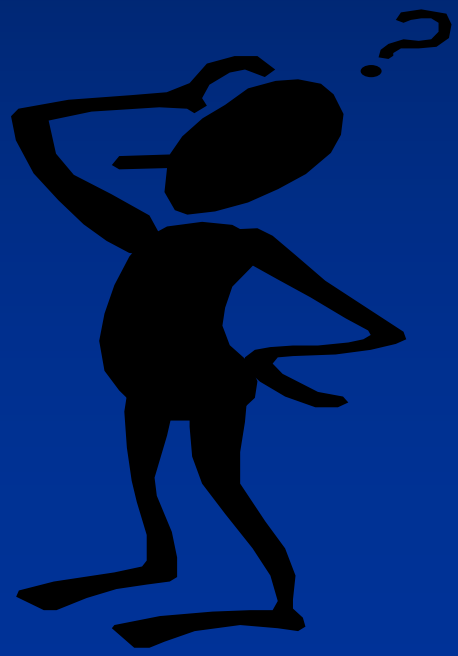
Programs as Networks—
”Potluck” vs “Stir Fry”



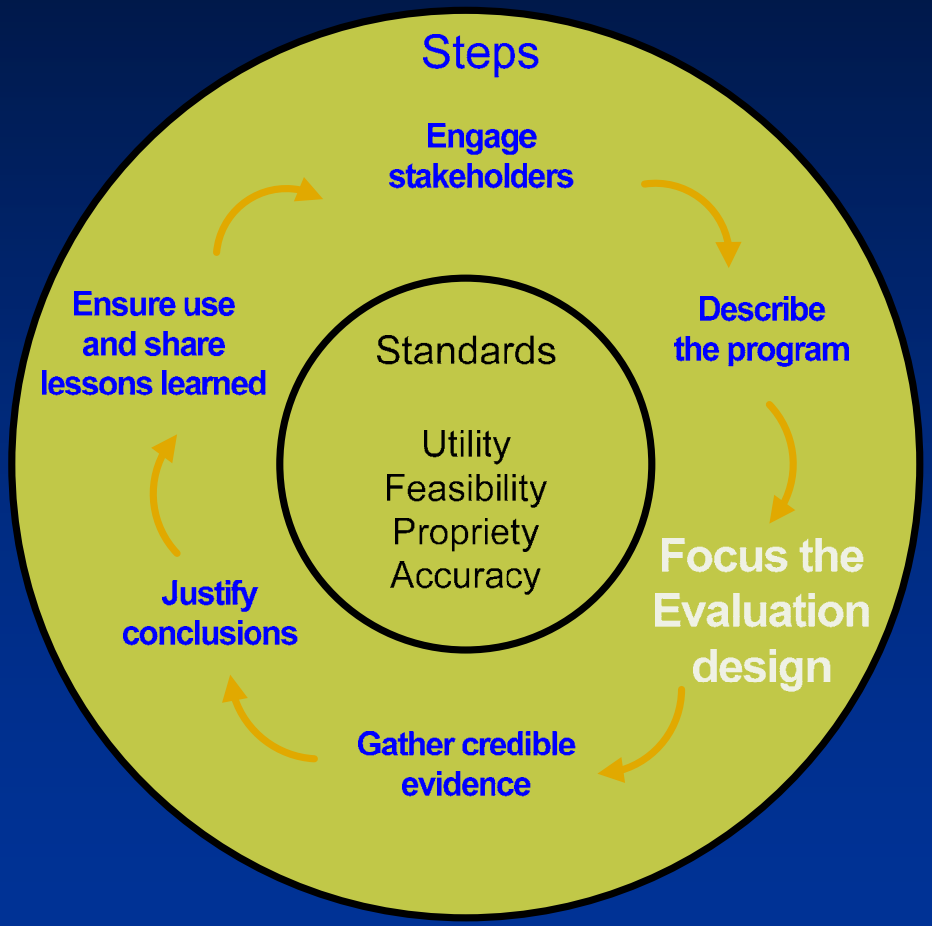
How Detailed?

- Function of purpose of the logic model
  - Stakeholders—global view alone
  - Managers—detailed action plans
- BUT, view collection of models as a related family--“nested” models
- Not different models, but each an elaboration of level above

Any Questions?



Focus the Evaluation (step 3)



Why Focus the Evaluation?

- Ensure the evaluation reflects
  - Purpose
  - Users
  - Uses
- Use resources efficiently and effectively

The Focusing Process

- Establishing priorities for the evaluation
- Identifying limited number of targeted questions to meet priorities
- Testing feasibility of questions against logistical issues and scope and stage of development or program

Process Evaluation

Did we get the inputs we needed/were promised?

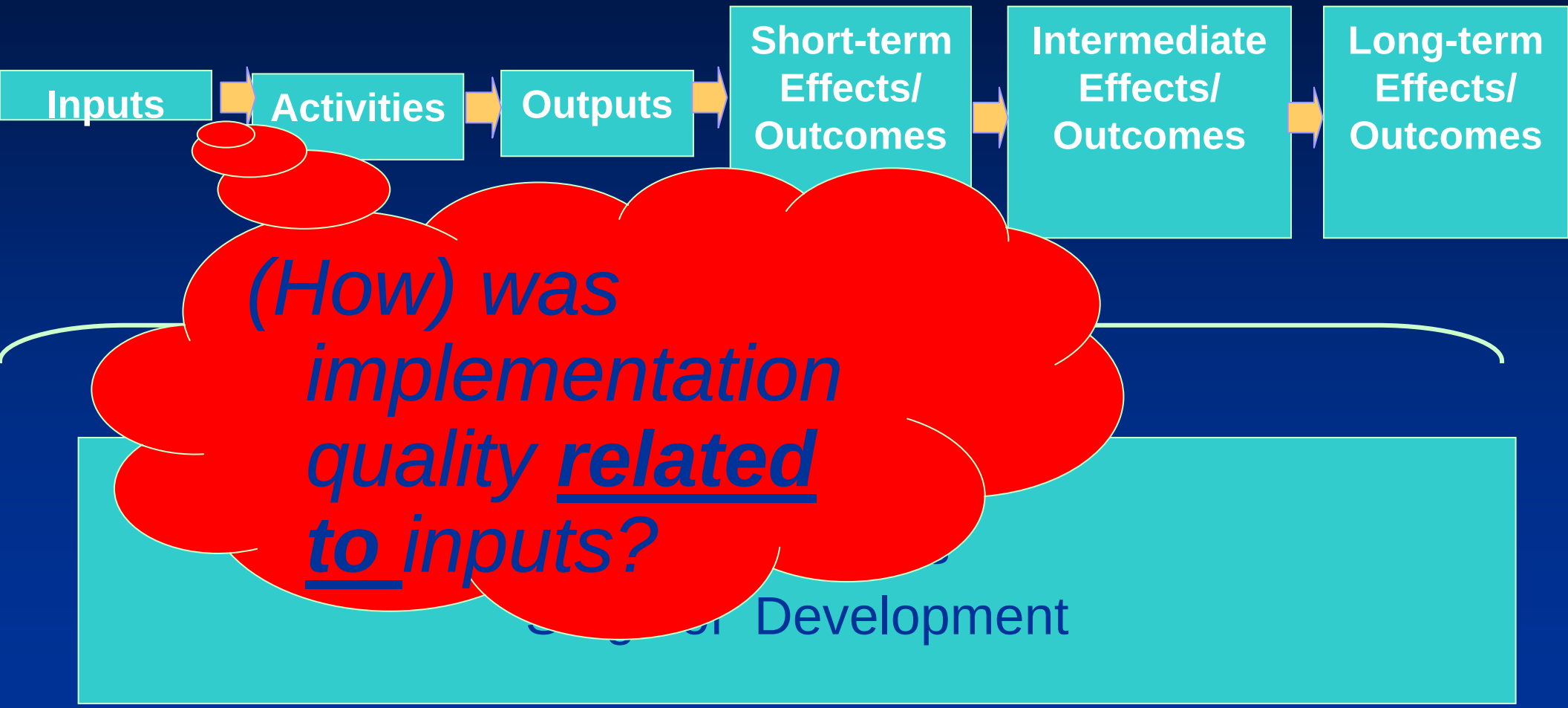
Were activities and outputs implemented as intended? How much? Who received?

Outcome Evaluation

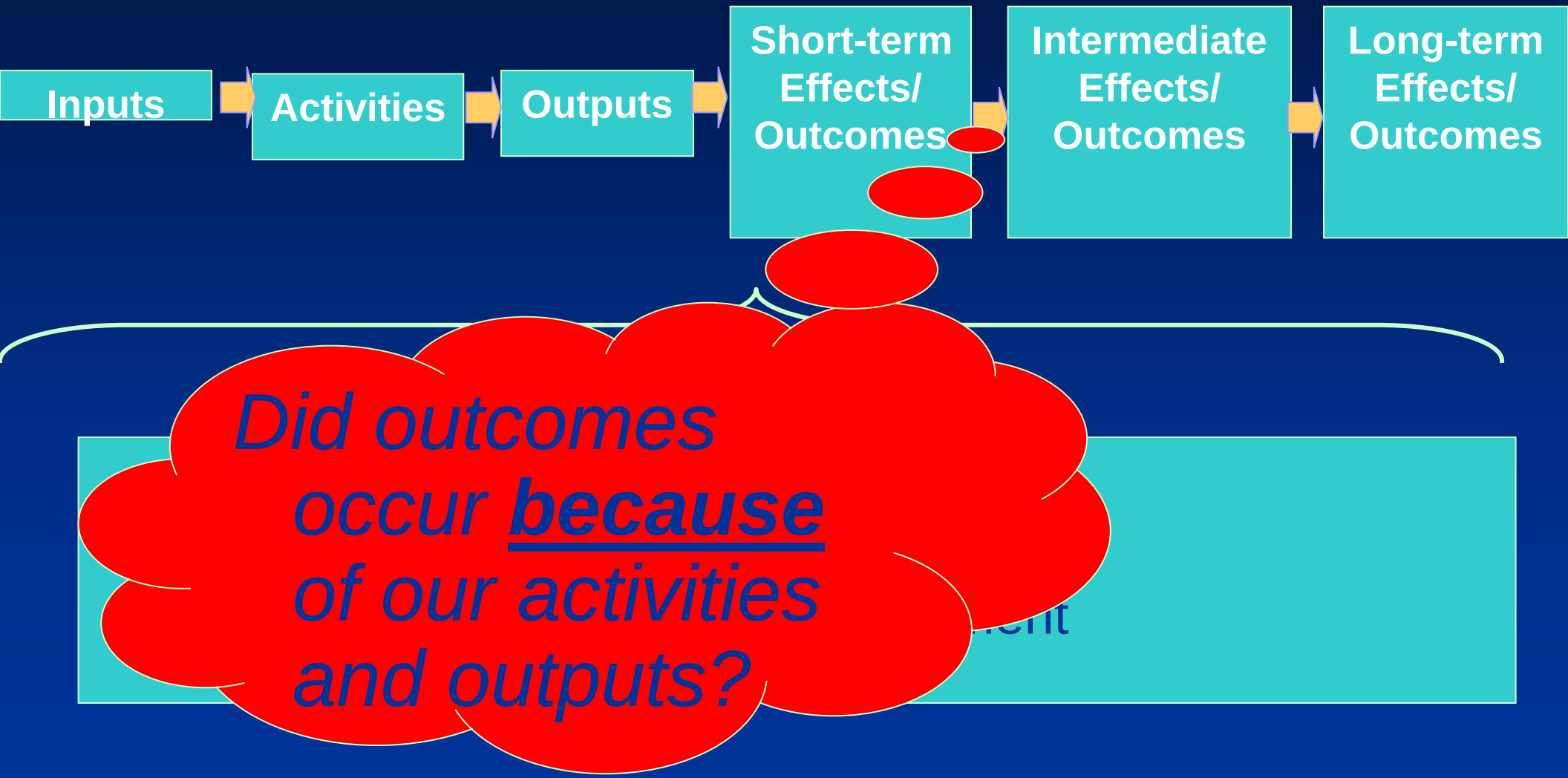
Which outcomes occurred? How much outcome occurred

elopment

Efficiency Evaluation



Causal Attribution



Setting Focus: Some Rules

Based on “utility” standard:

- ***Purpose:*** Toward what end is the evaluation being conducted?
- ***User:*** Who wants the info and what are they interested in?
- ***Use:*** How will they use the info?

(Some) Potential Purposes/ Uses

- Show accountability
- Test program implementation
- “Continuous” program improvement
- Increase the knowledge base
- Other…
- Other…

"Reality Checking" the Focus

Based on "feasibility" standard:

- ***Stage of Development:*** How long has the program been in existence?
- ***Program Intensity:*** How intense is the program? How much impact is reasonable to expect?
- ***Resources:*** How much time, money, expertise are available?

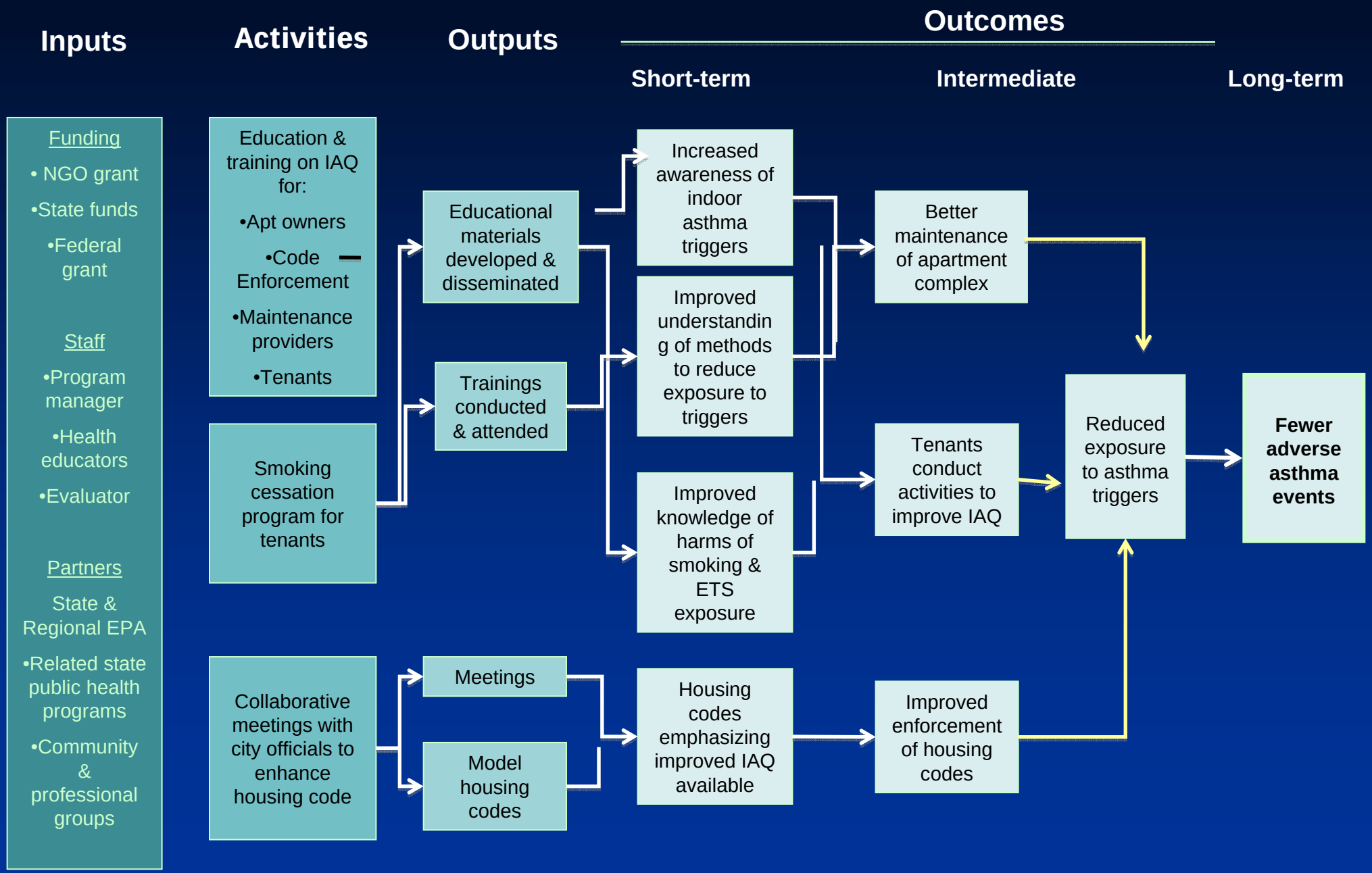
Some Evaluation Scenarios

- ***Scenario I:*** At Year 1, other communities/orgs want to adopt your model but want to know "what are they in for"

Scenario 1:

- ***Purpose:*** Examine program implementation
- ***User:*** The “other community”
- ***Use:*** To make a determination, based on your experience, whether they want to adopt this project or not

Intervention to decrease adverse asthma events through improved Indoor Air Quality (IAQ) home environment—***Full Logic Model***



Some Evaluation Scenarios

- ***Scenario II:*** At Year 5, declining state revenues mean you need to justify to legislators the importance of your efforts so as to continue funds.

Scenario 2:

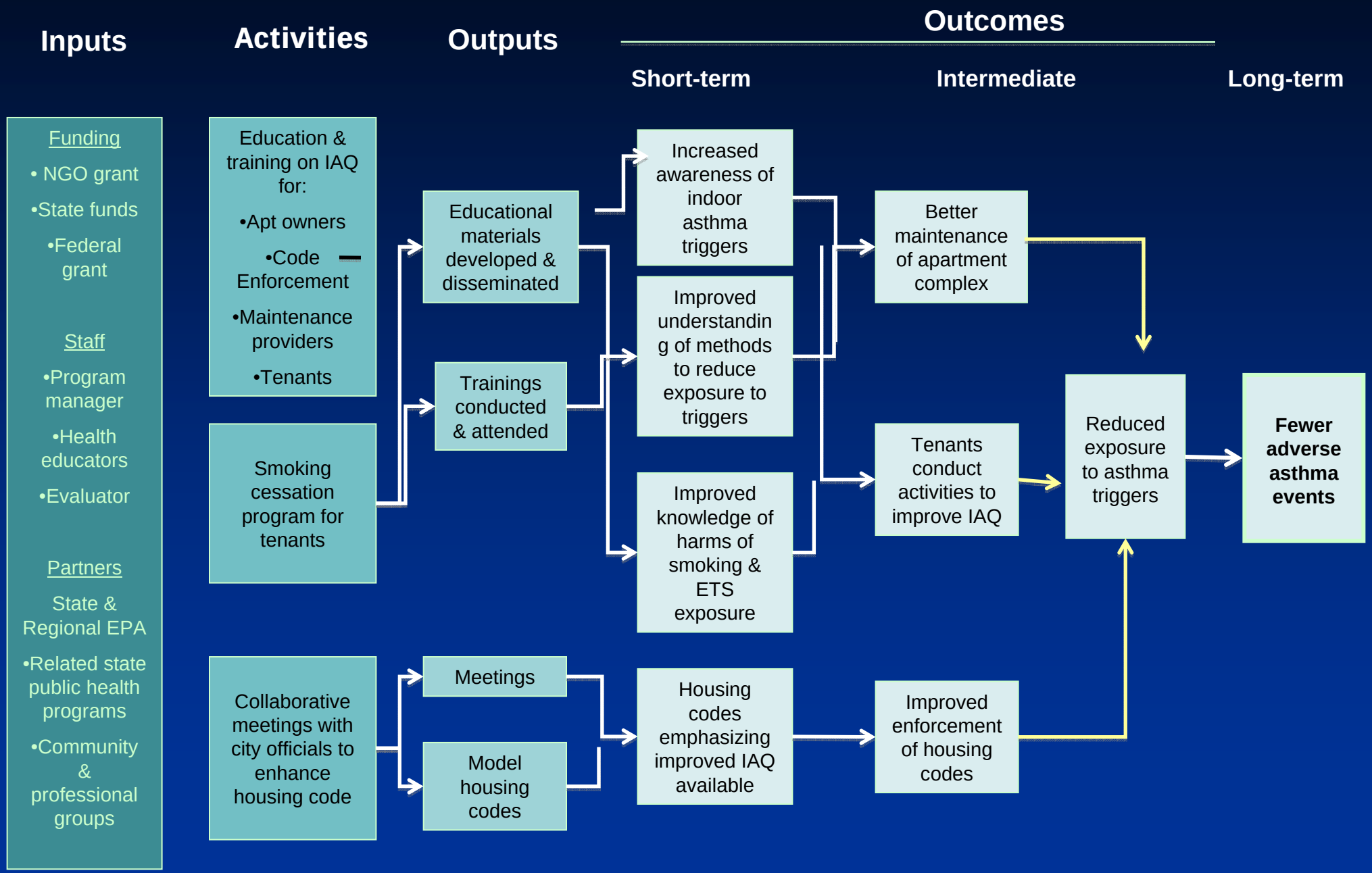
Purpose: Determine program impact

User: Your org and/or the legislators

Use:

- *You* want to muster evidence to prove to legislators you are effective enough to warrant funding, or
- *Legislators* want you to show evidence that proves sufficient effectiveness to warrant funding

Intervention to decrease adverse asthma events through improved Indoor Air Quality (IAQ) home environment—***Full Logic Model***



Session Summary

- Program description identifies all the components of the program being evaluated and the larger environment in which it's embedded.
- Logic model is a graphic depiction of the "program theory"—why should this program work
- Program description/logic modeling foster clarity and consensus on the program and the evaluation of the program
- By thinking through "utility" and "feasibility" issues, the best evaluation focus can be derived.
- Logic models help guide the focus discussion.

Any Questions?

References

Centers for Disease Control and Prevention. Framework for program evaluation in public health. MMWR 1999;48(No. RR-11). Available at: www.cdc.gov/eval

U.S. Department of Health and Human Services. Centers for Disease Control and Prevention. Office of the Director, Office of Strategy and Innovation. Introduction to program evaluation for public health programs: A self-study guide. Atlanta, GA: Centers for Disease Control and Prevention, 2005. Available at: www.cdc.gov/eval

Thank you for Joining Us!

- Please provide your feedback using the Question and Answer pane.
- Archive of this Webinar will be posted to:

  www.AsthmaCommunityNetwork.org

  Click the “Webinar” link on the left navigation bar.
- Date change: Our next Webinar will be Thursday, February 5th, 2 - 3:30 pm ET