

Evaluation: Your Gateway to Success




NATIONAL ASTHMA FORUM

Communities in Action for Asthma-Friendly Environments


Forum Technology

2009 Asthma Forum Action Guide




NATIONAL ASTHMA FORUM

Communities in Action for Asthma-Friendly Environments




Ensuring Use of Evaluation Findings: *Insights from CDC's Evaluation Framework*

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Why We Evaluate...

“... The gods condemned Sisyphus to endlessly roll a rock up a hill, whence it would return each time to its starting place. They thought, with some reason...



Why We Evaluate...

...there was no punishment more severe than eternally futile labor....”
The Myth of Sisyphus

Defining Evaluation

- **Evaluation** is the systematic investigation of the merit, worth, or significance of any “object”

Michael Scriven

- **Program** is any organized public health action/activity implemented to achieve some result

Integrating Processes to Achieve Continuous Quality Improvement

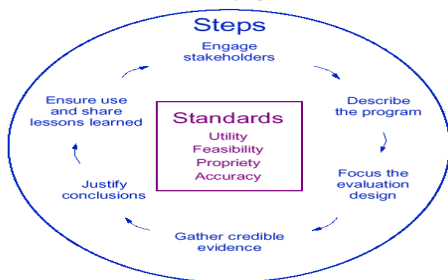
- Continuous Quality Improvement (CQI) cycle.

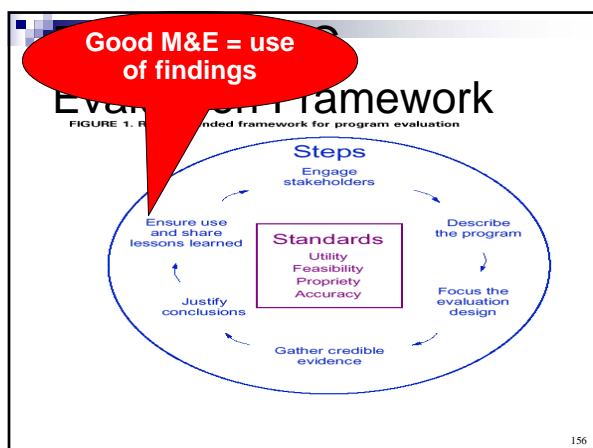
- **Planning**—What actions will best reach our goals and objectives.
- **Performance measurement**—How are we doing?
- **Evaluation**—Why are we doing well or poorly?

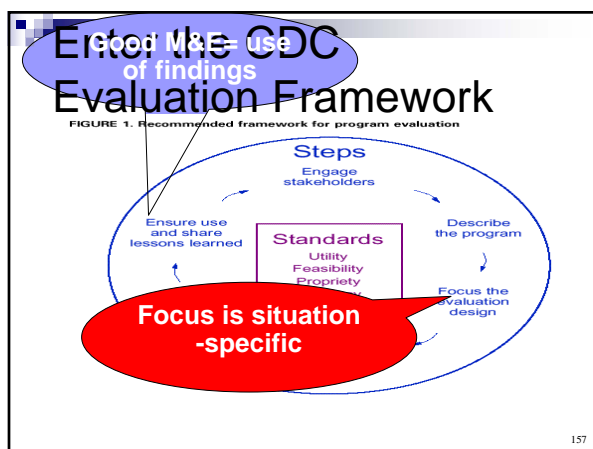


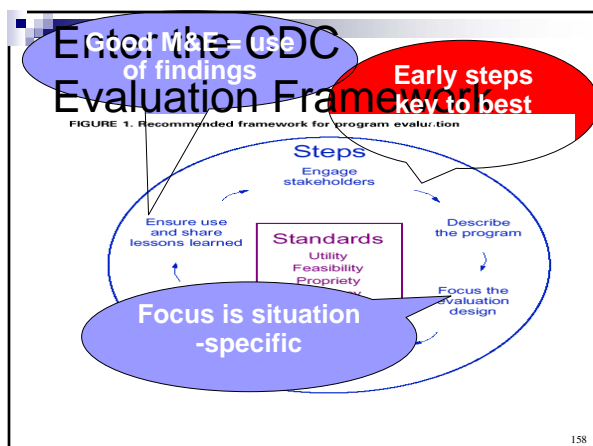
Framework for Program Evaluation

FIGURE 1. Recommended framework for program evaluation









The Four Standards

No one “right” evaluation. Instead, best choice at each step is options that maximize:

- **Utility:** Who needs the info from this evaluation and what info do they need?
- **Feasibility:** How much money, time, and effort can we put into this?
- **Propriety:** Who needs to be involved in the evaluation to be ethical?
- **Accuracy:** What design will lead to accurate information?

159

You May Not Need a Logic Model, BUT, You **Always** Need a Program Description

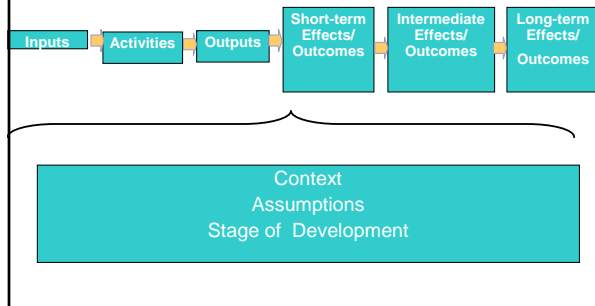
Don't jump into planning or eval without clarity on:

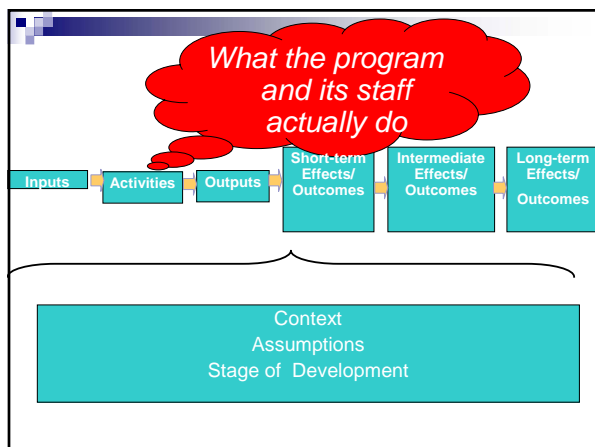
- The big “**need**” your program is to address
- The key **priority group(s)** who need to take action
- The kinds of actions they need to take (your intended **outcomes** or objectives)
- **Activities** needed to meet those outcomes
- “Causal” **relationships** between activities and outcomes

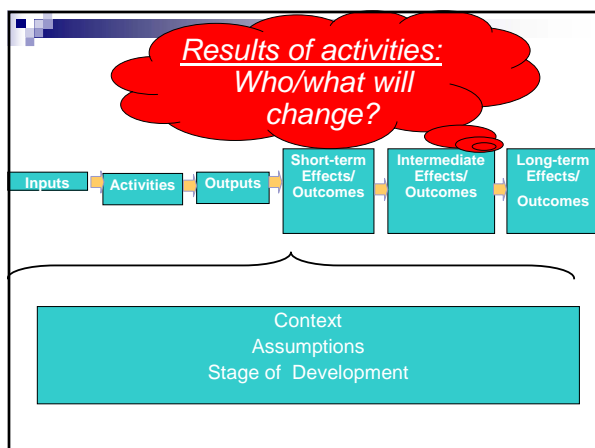
Logic Models and Program Description

- **Logic Models :** *Graphic depictions of the **relationship** between your program's activities and its **intended** effects*

Step 2: Describing the Program: Complete Logic Model







Forgetting Intermediate Outcomes


A cartoon illustration of a lecture hall. A professor, wearing glasses and a suit, stands at the front pointing at a blackboard. The blackboard is filled with mathematical formulas and text. On the left, it says 203^A and 119^B . In the center, it says "THEN A MIRACLE OCCURS..." followed by a large 'X' over a formula: $\frac{P}{N} \frac{0.0511}{m} \sqrt{\frac{1}{m}} \pm 545$. On the right, it says $\frac{10}{m} \frac{100}{m} \sim 711$. The professor's speech bubble at the bottom says, "I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO". The signature "S. Harris" is at the bottom right.



Good evaluation broadens our focus:

Not just: Did it work?

How many tomatoes did I get?




But also: Is it working?

Are planting,
watering, and
weeding taking
place?

Have the
blossoms
“set”?

Are there
nematodes
on the
plants?

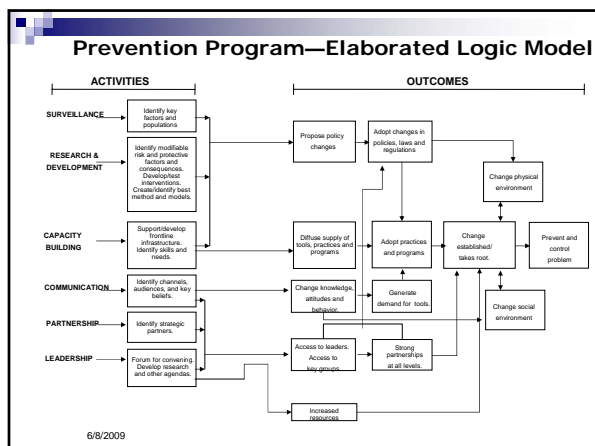


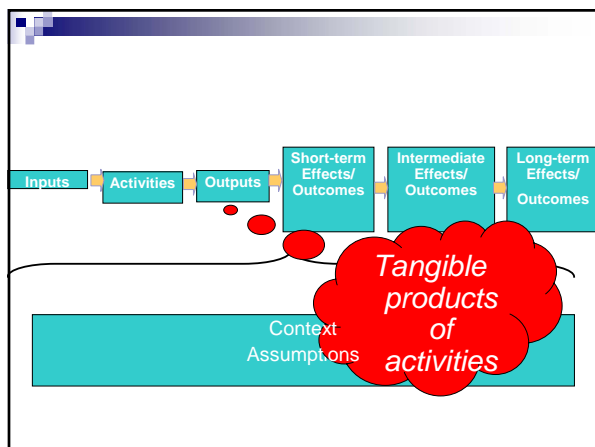
Prevention Program—Simple Logic Model

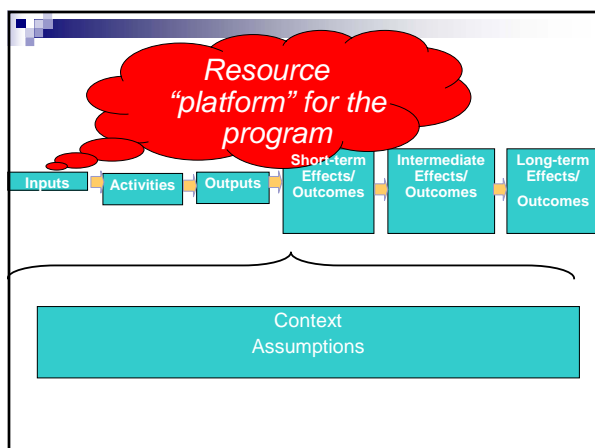
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graph LR; A[Surveillance] --> B[Capacity Building]; A --> C[Communication]; A --> D[Partnership]; A --> E[Leadership]; F[Research and Development] --> B; F --> C; F --> D; F --> E; B --> G[Change Physical Environments]; C --> G; D --> H[Change Social Environments]; E --> H; G --> I[Prevent and Control Problem]; H --> I
```

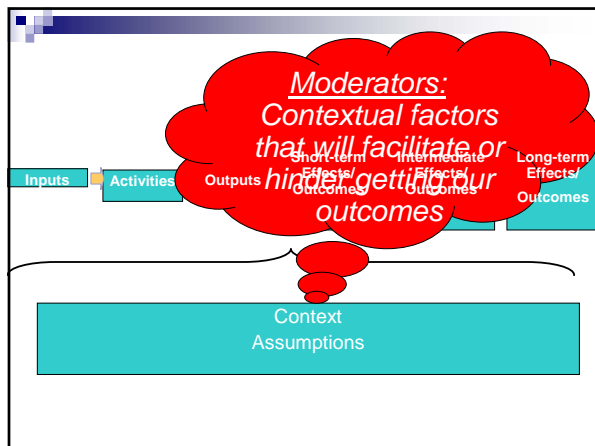
The diagram illustrates a simple logic model for a prevention program. It begins with two input boxes on the left: "Surveillance" and "Research and Development". Arrows from these boxes point to a central column of four boxes: "Capacity Building", "Communication", "Partnership", and "Leadership". From this central column, arrows point to two boxes: "Change Physical Environments" (receiving input from Capacity Building and Communication) and "Change Social Environments" (receiving input from Partnership and Leadership). Finally, arrows from both of these boxes point to the last box on the right, "Prevent and Control Problem".





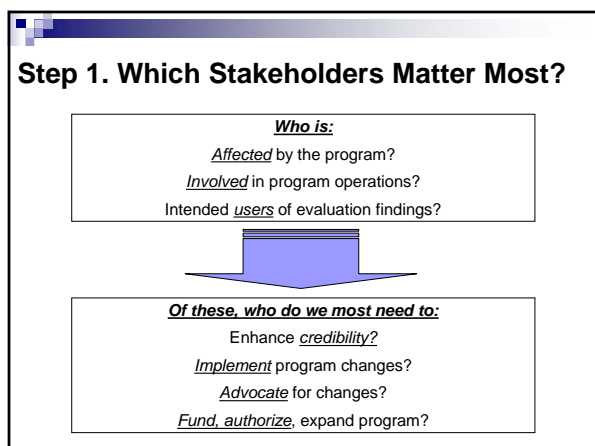






Note!

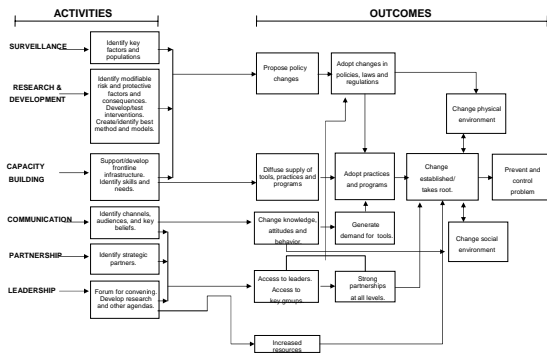
Logic Models make the program theory **clear**, not **true**!



Stakeholders May Be Involved In...

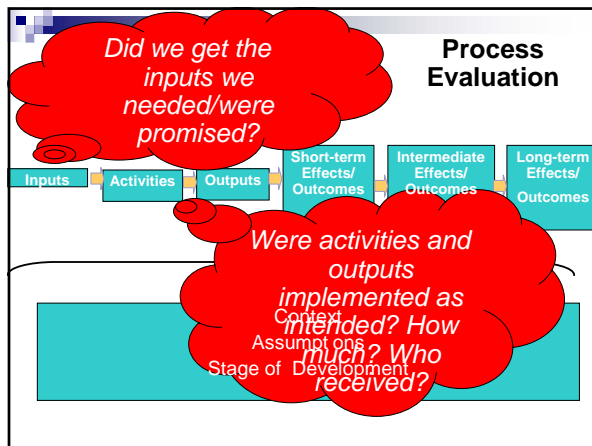
- Describing the program and context
- Prioritizing evaluation questions
- Collecting data
- Interpreting findings and developing recommendations
- Implementing results

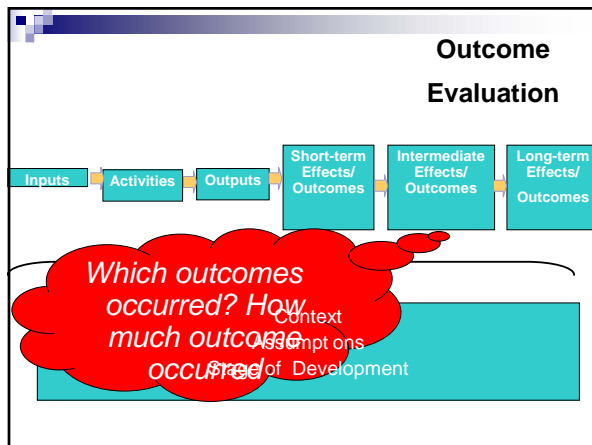
Prevention Program—Elaborated Logic Model

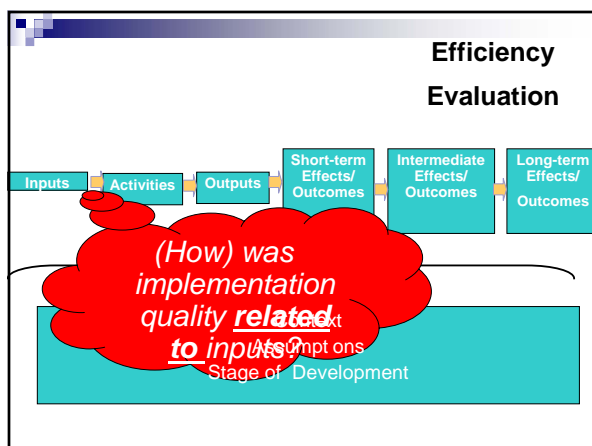


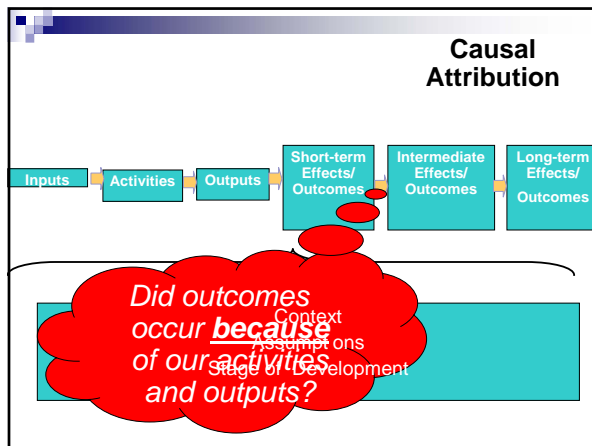
Step 3. Key Domains in Eval Focus

- Implementation (Process)
 - ☐ Is program in place as intended?
- Effectiveness (Outcome)
 - ☐ Is program achieving its intended short-, mid, and/or long-term effects/outcomes?
- Efficiency
 - ☐ How much “product” is produced for given level of inputs/resources?
- Causal Attribution
 - ☐ Is progress on outcomes due to your program?









Setting Focus: Some Rules

Based on “utility” standard:

- **Purpose/User:** Who wants the info and what are they interested in?
- **Use:** How will they use the info?
- **Needs of Key S’holders:** What are key s’holders most interested in?

Setting Focus: “Reality Checking” the Focus

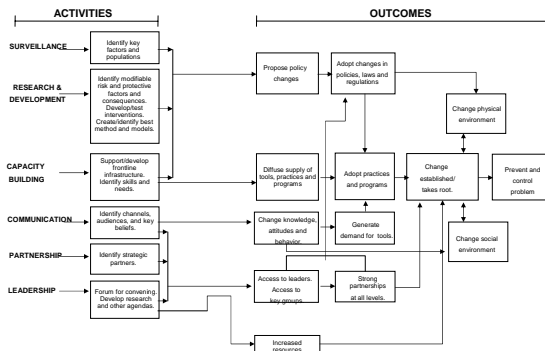
Based on “feasibility” standard:

- **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

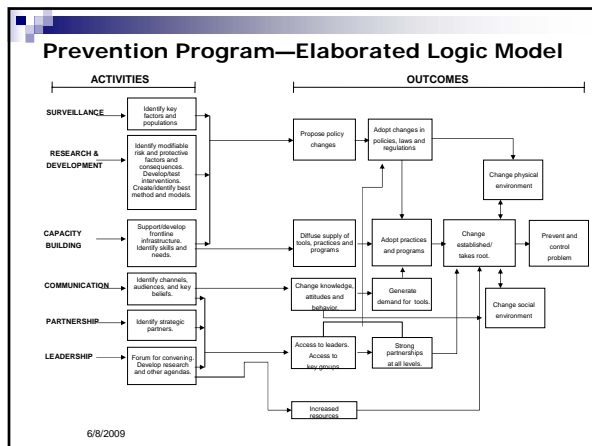
- **Scenario I:** At Year 1, other communities want to adopt your model but want to know “what are they in for”

Prevention Program—Elaborated Logic Model



Some Evaluation Scenarios

- **Scenario II:** At Year 3, you are seeking funding from a large foundation with a community improvement focus so that you can extend the program to a second community.



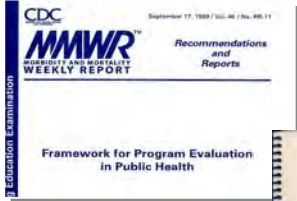
Where Next....

- Identify evaluation questions
- Define indicators and data sources for questions
- Analyze data
- Draw conclusions and results
- Turn results into action

But...

Later Steps Informed by Work of Earliest Steps....

Helpful Publications @ www.cdc.gov/eval



Framework for Program Evaluation
in Public Health



An Evaluation
Framework for
Community
Health Programs

Helpful Resources

- NEW! Intro to Program Evaluation for PH Programs—A Self-Study Guide:
<http://www.cdc.gov/eval/whatsnew.htm>
- Logic Model Sites
 - Innovation Network: <http://www.innonet.org/>
 - Harvard Family Research Project: <http://www.gse.harvard.edu/hfrp/>
 - University of Wisconsin-Extension: <http://www.uwex.edu/ces/lmcourse/>
 - CDC/DASH: <http://www.cdc.gov/healthyouth/evaluation/resources.htm>
 - CDC/STD: <http://www.cdc.gov/std/program/progeval/TOC-PGprogeval.htm>
- Texts
 - Kellogg Foundation Logic Model Development Guide:
www.wkcf.org
 - W.K. Kellogg Foundation Evaluation Resources:
<http://www.wkcf.org/programming/overview.aspx?CID=281>
 - Rogers et al. Program Theory in Evaluation. New Directions Series:
Jossey-Bass, Fall 2000
 - Chen, H. Theory-Driven Evaluations. Sage. 1990

Community Tool Box <http://ctb.ku.edu>



Evaluation: Your Gateway to Success

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California Department of Public Health
June 4, 2009

A Public Health Practitioner Perspective on Evaluation

1. Personal growth
2. Program scales, levels, components
3. Symbols/models and reality; paper and process; thinkers and doers
4. Project maturation and natural history
5. Evaluation plan conformity and deviance
6. Summary



Take your medicine-perform evaluation

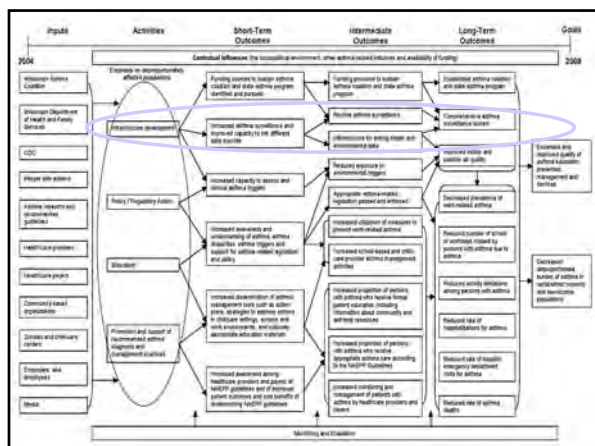


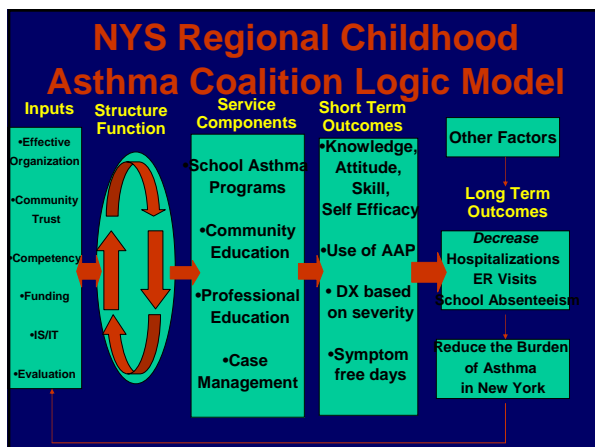
- Merit
- Worth
- Significance
- Must tell the story

Scales, Levels, Components



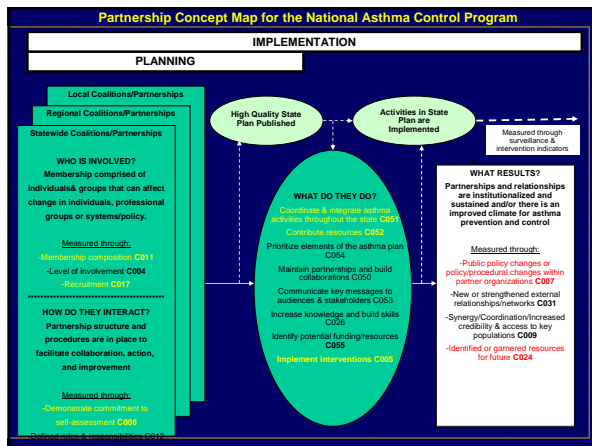
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Evaluate your team and your partnerships

- Does your team have a mix of visionaries and detail people; emotional types and logical types; impulsives and rationalists; conservers, pragmatists and originators; introverts and extroverts?
- Do you have the right partners and are your mutual and separate needs being met?

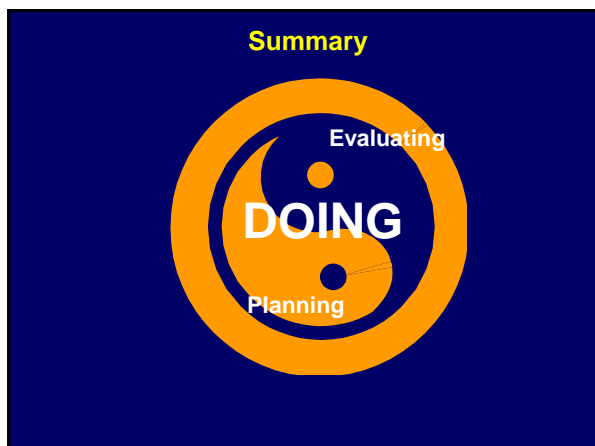


Project Maturation

- The holographic quality of public health projects like asthma
- Tendency toward expansion of mission and partnerships
- Evaluation will change and hopefully mature along with the project

Plan Conformity and Deviance

- You must have an evaluation plan and implement it or you will lose time, resources, and partners.
- You must be prepared to deviate from the plan when appropriate or you will lose opportunities, resources, and partners.



Q8

Question: Does your program have an evaluation component?

1. Don't have it
2. Under development
3. In place, adequate
4. Very well developed, a model for others
5. N/A

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Q9

Question: What would you find MOST beneficial to guide you in enhancing your evaluation component?

1. Webinars
2. Online discussion
3. Mentor
4. Other

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