



Family Health Outcomes Project

UCSF Family & Community Medicine



PROGRAM EVALUATION 2

February 23, 2006
Fresno, CA

March 2, 2006
Sacramento, CA

Jointly sponsored by
California Department of Health Services, Maternal, Child and Adolescent
Health Branch,
Perinatal Advisory Council: Leadership, Advocacy, and Consultation (PAC/LAC),
and Family Health Outcomes Project, UCSF

PROGRAM EVALUATION 2

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TODAY'S AGENDA

By the end of the training, participants should have the skills needed to increase their capacity to improve program outcomes, effectively allocate resources and to demonstrate the value of public health programs to funders, legislators and other public health stakeholders. At the conclusion of this course, the participant will be able to:

- Describe types of evaluation, distinguishing between evaluation for the purpose of demonstrating the impact of program interventions versus monitoring public health indicators
- Develop performance measure and identify data sources to evaluate the accomplishment of objectives
- Identify an evaluation design that matches your outcome objectives
- Develop an evaluation plan

8:30 am **Coffee and Registration**

9:00 am **Welcome and Introductions**

Session 1. Accountability and Performance Measurement

Judith Belfiori, MA, MPH

10:30 am **Break**

10:45 am **Session 2. Types of Evaluation**

Nadia Thind, MPH

12:00 pm **Lunch**

1:00 pm **Session 3. Program Evaluation Design and Exercise**

Jennifer Rienks, PhD

2:45 pm **Break**

3:00 pm **Exercise- Program Evaluation Design**

3:30 pm **Session 4. Identifying Data Sources and Preparing and Evaluation Plan and Report**

Brianna Gass, MPH

4:45 pm **Wrap-Up and Conclusions**



Accountability And Performance Measurement

Judith Belfiori, MA MPH
Family Health Outcomes Project
(FHOP)
February 22, 2006, March 2, 2006

This Session

- Key evaluation concepts
- Review purpose/development of objectives
- Program performance measurement

Key Concepts

- Program evaluation is a systematic investigation of the performance of a program (structure, activities, results and/or costs)
- Program planning and evaluation should not be separated. It should be an integrated process
- Focus the evaluation to the needs of the Stakeholders (decide who these are and involve them)

Focusing The Evaluation

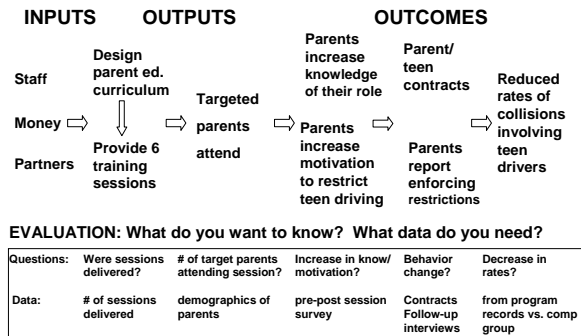
To determine scope and type of evaluation:

- Stakeholders
- Purpose of evaluation
- Uses for evaluation
- Evaluation questions
- Assumptions
- Stage of program development

Key Concepts

- A program should be based on a theory (ies) of change (proven, promising interventions)
- There must be a strong, logical relationship between the program structure, its activities and outcomes. A logic model depicts how the program will work to achieve desired change (outcome)

Using the Logic Model to Develop the Evaluation



Key Concepts

- Expected outcomes (results) are translated into meaningful, measurable objectives and as activities/program characteristics are developed, expected outputs (services delivered) are translated into process objectives
- A performance measures provides the data that tell stakeholders what progress is being made toward the objective

Why Are Objectives Important?

- Provide articulated, defined purpose of the interventions/program
- Basis of accountability
- Keep the planning group / stakeholders focused. Enable the planning group / stakeholders to describe what will change as a result of the intervention(s)
- Guide the program staff in their work

Objectives

- Objectives are specific statements of desired achievements that are expected to occur as a result of an intervention or program
- Generally become the standard by which achievement is measured
- If credible objectives are met, the program can claim success

Objectives Should Be S.M.A.R.T.

Specific - identify who will receive the intervention, what will be done and where it will happen

Measurable - what benefit is expected and how much change is expected

Achievable - the objective is attainable

Realistic - it can be achieved given the time and resources available

Time-framed - identify when or within what period the objective will be achieved

Writing Objectives

- The elements of the statement of an objective are:

- The time-frame
- The quantified target or change expected
- The persons or entities receiving the intervention
- The result expected



Writing Objectives (Cont.)

- By _____, _____ of _____ will _____.

(when) (#, % or % change) (who) (what result, change, benefit)

Examples

- By July 30, 2007, provide education about the importance of prenatal care to at least 100 African American pregnant women (Process)
- By July 30, 2010, 90% of babies born to African American mothers receiving program services will be born at greater than 38 weeks gestation (Outcome)

Evaluation

Problem: Inputs ⇌ Strategy ⇌ Results

Evidence

Performance Measures

- Assess the achievement of program objectives
- Used for tracking change and for comparison with a standard or baseline measure over time
- Provide data that tell stakeholders what progress is being made towards accomplishing program objectives
- Document whether the program is being implemented as planned

Difference Between Performance Measures And Indicators

PERFORMANCE MEASURE

A precisely defined measure of a desired result (health risk, health status, system change) of a specific program on its target population / system

Example: birth rate of women enrolled in a particular program, number of eligible persons enrolled in that program

INDICATOR

A precisely defined measure of a health risk, health status, or health service utilization for a defined population

Example: birth rate in CA in 1992, births to women 12-19 years in a geog. location in 1992

Questions Answered By Performance Measures Vs. Indicators

PERFORMANCE MEASURE

How well is my program doing in delivering services and how effective are those services?

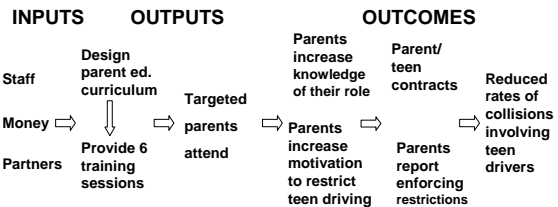
INDICATOR

How well is the community doing in terms of its health and well-being?

Using The Logic Model

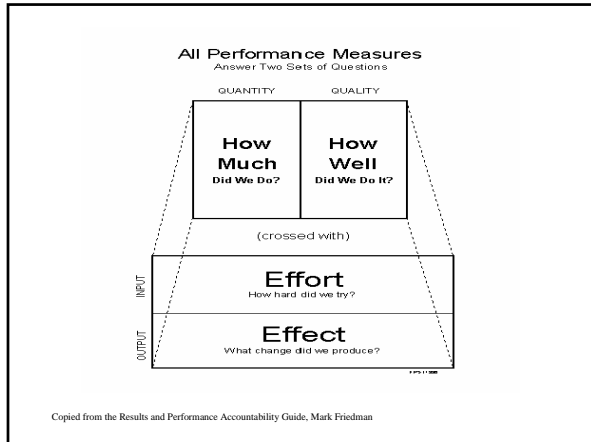
- CDC recommends using the logic model to align performance measures with each step of the program strategy
- Promotes looking at lines of responsibility and accountability

Using The Logic Model



EVALUATION: What do you want to know? What data do you need?

Questions:	Were sessions delivered?	# of target parents attending session?	Increase in know/motivation?	Behavior change?	Decrease in rates?
Data:	# of sessions delivered	demographics of parents	pre-post session survey	Contracts Follow-up interviews	from program records vs. comp group



- ### Criteria For Developing Program Measures
- Purpose / Importance
 - A definition: numerator/denominator
 - A standard (stated objectives, professional standards, past performance, agreed upon targets, expert opinion)
 - Evidence you can reasonably collect the data

- ### Performance Measures: Considerations
- Measures should specify the calculation used (percent, rate), the numerator and denominator for the calculation, and the data source for each
 - Several different measures may be needed to capture progress towards an objective

Performance Measures (Example)

Process Objective: By June 2007, have a face-to-face contact and distribute SIDS prevention materials to at least 1000 postpartum women

Process Performance Measure

Numerator

The number of face-to-face contacts where outreach workers distributed SIDS prevention material

Denominator 1000 postpartum women

Performance Measures (Example)

Outcome Objective: By June 2010, increase to 90% the proportion of mothers in the program who use correct infant sleep positioning

Outcome Performance Measure

(before, periodically, after)

Numerator

The number of mothers in the program who use correct infant sleep positioning

The number of mothers in the program observed positioning their infants for sleep

Denominator

Shorthand Performance Measures

A “name” or shorthand phrase is often used when developing or talking about performance measures

Example

- Instead of saying “the number/percent of babies born with preventable congenital anomalies in the population targeted by the outreach and education program (during a specified time period), people usually say “number of babies with congenital anomalies”


Performance Measures		
Performance Measures	Parts: Numerator/Denominator	Data Source
Number of face-to-face contacts PROCESS	# of face-to-face contacts where <u>SIDS materials were given</u> # in the objective	Activity log, sign-in sheet
Percent of mothers who use correct infant sleep positions OUTCOME	# of mothers in the program who use correct infant positioning Number of mothers observed positioning their infants for sleep	Observations

Data Sources for Measures

- There must be a data source for both the numerator and denominator for every performance measure
- The data source should be accessible and affordable
- Use existing data whenever possible
- Program data collected by an existing Management Information System may be very useful for process measurement

Examples of Data Sources

- Program documents
- Pre- and post- client knowledge
- Behavioral assessments
- Survey instruments
- Client records
- Program administrative databases



References

- The Results and Performance Accountability Guide, Mark Friedman, Fiscal Policy Studies Institute
www.resultsaccountability.com www.raguide.org
- Developing An Effective MCH Planning Process: A Guide for Local MCH Programs, 2nd edition, September 2003

FHOP Website and contact information

<http://www.ucsf.edu/fhop>

(415) 476-5283

Developing Objectives, Measures and Evaluation Design Exercise

Part 1. Select a program from your county (use the Program description you brought with you), Have you brought program objectives and performance measures? If so, review and then refine them if needed. If you are in the process of developing the program and/or do not have formal measurable objectives and performance measures, develop them now. They will be the basis for this afternoon's exercise. Use the accompanying worksheet. We will come back after 20 minutes and discuss.

Part 2. Continue using the worksheet as you work through designing an evaluation for two or three of your objectives. In selecting a design, consider the resources you will have available, the time required, the sample size, the limitations of your design and how you will ensure that the results of the evaluation get utilized. Please also consider potential obstacles or challenges you might encounter.

We will come back together after 15 minutes and each group will be asked to describe their program and share their evaluation designs with the group.



Types of Evaluation

Nadia Thind, MPH
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Program Evaluation 2
February 23, 2006 / March 2, 2006

Types of Evaluation

- Needs/Asset Assessment**
- Formative Evaluation**
- Process Evaluation**
- Outcome Evaluation**
- Efficiency/Economic Evaluation**

Needs/Asset Assessment

- Provides a profile of the health status of the community and the population of interest and identifies health, health access, and health care problems and strengths
- Identifies services or program activities currently or potentially addressing needs

Needs/Asset Assessment

- When do you perform a needs/asset assessment?
 - Before program planning and before program implementation
- It tells us:
 - How great the need is
 - The most affected group
 - Available resources to meet the need

Formative Evaluation

- Used during the initial planning or early stages of program implementation to determine the feasibility of implementing the intervention activities and to assist in refining or redefining activities to make them more effective

Formative Evaluation

- When do you perform a formative evaluation?
 - Before implementation of program activities, during planning
- It tells us:
 - The feasibility of the intervention
 - The program design or program implementation conforms with the plan
 - Changes to be made to increase intervention effectiveness

Process Evaluation

- Used in the early stages of program implementation to determine whether the planned resources have been actualized and whether the expected program services are delivered
- Used on an ongoing basis, providing periodic feedback, to assist further program development and management

Process Evaluation

- When do you perform a process evaluation?
 - Throughout the implementation and continuation of the program activities
- It tells us:
 - Whether the intervention is being implemented as intended

Outcome Evaluation

- Used immediately following the conclusion of a program activity or program cycle to assess the net effects of the intervention efforts and then assessed at intervals over the life of a program
- Studies actual program intermediate outcomes

Outcome Evaluation

- When do you perform an outcome evaluation?
 - Immediately following the conclusion of the program (activity) or program cycle
- It tells us:
 - Whether the intervention is producing the predicted changes in the target group/system/policies
 - Whether the stated objectives are being achieved

Efficiency/Economic Evaluation

- Used after a program has begun to generate outcome data to assess the cost effectiveness and cost/benefit of a particular program
- Also known as a cost analysis evaluation

Efficiency/Economic Evaluation

- When do you perform an efficiency/economic evaluation?
 - After an outcome evaluation has shown the program's interventions to be effective
- It tells us:
 - Whether resources are being used efficiently
 - The programs costs relative to its benefits and other similar programs

The Right Fit

- The program's stage of development
- The needs of the stakeholders
- The professional insight of the evaluator
- The resources available for evaluation

Continuous Quality Improvement (CQI)

- Involves the systematic assessment and feedback of evaluation information about planning, implementation, and outcomes to improve programs

Importance of CQI

- Documenting program components that worked well helps ensure that future implementation will also be successful
- Assessing what program components did not work well overall identifies needs for improvement

Importance of CQI (cont.)

- Assessing what program components did not work well for specific types of people identifies needs for specific improvements
- Program personnel who are open to learning from their evaluation-by obtaining and using feedback-will continuously implement increasingly more effective programs

Implementing CQI

- Ask questions over and over
 - Are there new needs?
 - Are your goals different now?
 - Is there a better evidence-based program available?
- Look at changes in the program context

Key Questions for CQI

- Have the needs of the target group/ resources in the community changed?
- Have the goals/desired outcomes/ target population changed?
- Are new and improved evidence-based/ best practice technologies available?
- Does the program continue to fit with your agency and your community?
- Have the resources available to address the identified needs changed?

Key Questions for CQI (cont.)

- How well did you plan? What suggestions do you have for improvement?
- How well was the program implemented? How well did you follow the plan you created? What were the main conclusions from the process evaluation?
- How well did the program reach its outcomes? What were the main conclusions from the outcome evaluation for different types of participants?

References

- The Centers for Disease Control and Prevention: “Practical Evaluation of Public Health Programs Workbook”
- “Getting to Outcomes 2004, Promoting Accountability Through Methods and Tools for Planning, Implementation and Evaluation”

Maternal, Child and Adolescent Health Program Evaluation Design

Jennifer Rienks, PhD
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Program Evaluation 2
February 23, 2006 / March 2, 2006

During this Presentation we will discuss:

- Selecting an evaluation design to meet your evaluation questions
- Designing a process evaluation
- Designing an outcomes evaluation
- Data Collection Methods
- Incorporating Continuous Quality Improvement

Determining the Scope of the Evaluation

Is your evaluation for:

- Program development, improvement, and/or insight to provide information about how a program works?
- Determining whether or not your program is effective?
- Determining whether or not your program is cost effective?
- Making a case to change program practices?
- Justifying continued financial or political support for a program?

Evaluation Measures and Methods

- To answer your evaluation questions, you will likely utilize a variety of data collected using different methods.
- Designing your evaluation involves deciding what kinds of data you want to collect and how to best collect them.

Revisit Evaluation Questions

Prioritization Considerations

1. What is the current stage of program development?
2. Are your evaluation questions still appropriate?
3. What do the stakeholders most want to know?
4. How difficult will it be to collect the data necessary to answer the question?
5. What resources are available to conduct the evaluation?
6. What is the evaluation timeline?
7. How will evaluation findings be used?

What is Design and how is it determined?

- ▣ Design refers to how the evaluation questions, methods, and overall processes are constructed
- ▣ It dictates when, how and from whom measurements will be gathered
- ▣ It is determined by your evaluation questions

Conducting a Process Evaluation

- Most important question is usually “Was the program implemented as planned?”
- “Was the program implemented with quality?”
- Very useful for short-term and long-term improvement

Process Evaluation Questions	Process Evaluation Activities	Process Evaluation Resource Requirement
Did the program follow the basic plan of service delivery?	Monitoring program outputs	Expertise: Low Time: Low
What are the program characteristics?	Organizational assessment	Expertise: Low Time: Low
What are the program participants' characteristics?	Demographic and risk factor assessment	Expertise: Moderate Time: Moderate

Process Evaluation Questions	Process Evaluation Activities	Process Evaluation Resource Requirement
What is the participants' satisfaction?	■ Satisfaction surveys	Expertise: Low Time: Low
	■ Focus groups	Expertise: Low Time: Low
What is the staff's perception of the program?	■ Program debriefing	Expertise: Low Time: Low
	■ Focus groups	Expertise: High Time: Moderate
	■ Interviews	Expertise: Moderate Time: Moderate

Process Evaluation Questions	Process Evaluation Activities	Process Evaluation Resource Requirement
What were the individual program participants' dosages?	Monitoring individual participation	Expertise: Low Time: Moderate
What were the program component's level of quality?	Fidelity monitoring: Staff	Expertise: Moderate Time: Moderate
	Fidelity monitoring: Observers	Expertise: Moderate Time: Moderate

Process Evaluation Example

Implementing Trauma Nurses Talk Tough (TTNT) program with high school students

- Did the program follow the basic plan for service delivery?
- What is the participants' satisfaction?

Outcome Evaluation Designs

- Post only
- Pre-Post
 - Retrospective Pre-Post
- Pre-Post with a Comparison Group
- Pre-Post with a Control Group

Post Only

- ❖ Staff only measures outcomes after program is delivered
- ❖ Least useful because you can't measure change
- ❖ Can only compare results to previously collected data from another source

Pre-Post

- Can measure change by comparing baseline measurement to those taken after the program
- Does not require a control or comparison group
- Improvement over post only design, but still cannot have complete confidence your program caused the change, could be another reason

Retrospective Pre-Post

- Special case of pre-post design where participants at end of program rate themselves then and now
- Advantages of only administering measure once, more honest answers because of trust in program, easier to protect confidentiality – no need for identifiers
- Same drawbacks of pre-post, in addition participants might not accurately remember how they were

Pre-Post with a Comparison Group

- Assess two similar groups before, give one the intervention, then assess both groups at the end
- Increases confidence that your program was responsible for the change
- Challenge in finding a similar group, the more alike the two groups, the better
- Still can't be completely confident your program caused the change

Pre-Post with Control Group

- Randomly assign people to either a control group or a program (intervention) group assures that both groups are equal
- Gives you the most confidence that your program caused the changes you found

Relative Strengths of Outcomes Design

*** Pre-post with Control Group ***

Pre-post with Comparison Group

Pre-post

Post Only

How to choose an outcomes evaluation design?

Pre-post with a control group gives you the most confidence but:

- most challenging to implement
- \$\$\$
- Ethical considerations about treating some people but not others

Outcomes Evaluation Example

Implementing TNTT program, and one of your short term objectives is to increase knowledge about the effects of high risk behavior

- What evaluation design would you use to measure success?
- Resources required, strengths and weaknesses of the design

Data Collection Methods

Surveys / questionnaires
Interviews
Tests / measures of knowledge, attitude, skill, behavior change
Observations
Group Techniques, e.g., focus groups
Case Studies
Photographs
Testimonials
Logs, diaries

Data Collection Methods (cont.)

Judgments / satisfaction of staff, participants
Physical examinations
Information from program records, e.g., client records, minutes, financial records, sign in sheets, logs, service utilization records
Other institutions' records / statistics, e.g., completed referrals, community indicators

Surveys / Interviews

- Objective of the Survey / Interview
 - What do you want to know?
 - Who do you want to gather information from and generalize results to?
- Type of Questions:
 - Open-ended (qualitative data)
 - Closed-ended (quantitative data)
 - use of rating scales

Surveys / Interviews (cont.)

- Method of collecting information:
 - In person
 - By telephone
 - Self-administered
- When developing Survey Questions:
 - Language
 - Reading level
 - Demand characteristics
 - Clarity
 - Pretest questions
- RECOMMENDATION: Use already established valid measures / questions

Surveys / Interviews (cont.)

Advantages

- Direct form of acquiring information
- Current and Timely Data
- More appropriate for sensitive material
- Can gather rich data depending on the type of questions (i.e. open ended)

Disadvantages

- Time Consuming
- Can be Costly to administer and analyze
- Poor interview technique could result in poor results
- Based on the honesty of the participant

Tests

- Most tests measure the skill, knowledge, intelligence, intent, or aptitudes of an individual or group
- Reliability and validity are important in developing a test: Is it measuring what it is suppose to measure (validity), and does it do so repeatedly (reliability)?
- RECOMMENDATION: Use already established reliable and valid tests

Tests (cont.)

Advantages

- Often statistical analysis can be conducted
- Frequently used when groups are "captive"
- Timely data

Disadvantages

- Questions (multiple choice, fill-in) test recall rather than knowledge
- Certain types of tests are inappropriate for different age groups

Focus Groups

Generally a gathering of people (<10) to discuss thoughts, opinions, concerns on a specific topic facilitated by a trained moderator.

Advantages

- Gathers timely data on opinions, thoughts, suggestions, etc. of a group
- Interviews many people at once
- Members can be stimulated to broaden a topic or idea discussed

Disadvantages

- Poor Facilitation could mean poor results
- Individuals may alter responses because of group environment
- Transcription can be expensive
- Harder to coordinate

Administrative / Program Records

Data collected by the program / organization. Client demographics, case management or school records are examples.

Advantages

- Often an easy source of data, already being collected, entered and warehoused by staff
- Easier to control the form & accuracy of data and compliance with data collection

Disadvantages

- Different employees may interpret and record information differently
- Quality of data may not be verified
- Changes in forms may create inconsistent data

Secondary Data

Existing data that has multiple uses and is generally collected by organizations other than the Program. Birth and death certificate data, hospital discharge data sets are considered secondary data.

Advantages

- Potentially a large database
- Data collection is on-going and generally archives past years
- Inexpensive
- Standardized data collection

Disadvantages

- Variables of interest may be missing
- Sometimes there is a delay in availability

Confidentiality and IRB

- Take steps to ensure data remains confidential and is kept secure

- Approval from an Institutional Review Board may be required for some types of data collection

Linking Design, Collecting, and Analysis at a Glance - Quantitative

Design	Data Collection Method	Data Analysis Method	# of Groups
Post Only	<ul style="list-style-type: none"> ■ Surveys ■ Archival trend data ■ Observation ■ Record review 	Compare means/frequencies on your measure to archival data or criterion from literature or previous experience	ONE (receiving the program)
Pre-Post		% change from pre-post or change in means	ONE
Pre-Post w/ Comparison Group OR Pre-Post w/ Control Group		Compare means and % change between the two groups on pre-post measures	TWO

Linking Design, Collecting, and Analysis at a Glance - Qualitative

Design	Data Collection Method	Data Analysis Method	# of Groups
Post Only	<ul style="list-style-type: none"> ■ Focus groups ■ Open-ended questions ■ Interviews ■ Participant Observation ■ Archival Research 	Content Analysis: look for themes in the experience of participants	ONE (receiving the program)
Pre-Post		Content Analysis: look for change in themes over time	ONE
Pre-Post w/ Comparison Group OR Pre-Post w/ Control Group		Content Analysis: look for change in themes over time and the difference between groups	TWO

Planning for Data Analyses

- Who will enter the data?
- Who will analyze the data?
- What kinds of analyses will be necessary to answer your evaluations questions?
- How much time will it take?
- What will the cost be?

Common Ways to Analyze your Data

- | | |
|------------------------|----------------------------|
| Quantitative Data | Qualitative Data |
| ■ Frequency Tables | ■ Content Analyses |
| ■ Mean, mode, median | ■ Identifying major themes |
| ■ Contingency Tables | ■ Cutting and Pasting |
| ■ t-Test | |
| ■ Analysis of Variance | |
| ■ Chi-square | |

Programs for Entering and Analyzing Data

- EpiInfo
 - can download for free on the internet from the CDC
- SPSS
- Microsoft Excel (for entering data)

Making sense of your data

- Need to answer two key questions:
 - Was the program implemented well?
 - Did the program work?Answers to both questions will guide program improvement
- Weigh results against program cost (economic/efficiency evaluation)
 - Create a ratio of change when possible
 - See GTO, Appendix 6b for procedures for estimating total cost per participant

Continuous Quality Improvement

Ask questions over and over

- Are there new needs?
- Are your goals different now?
- Is there a better evidence-based program available?

In Summary:

During this session we discussed:

- The major evaluation designs
- Evaluation instruments/methods
- Issues concerning data collection, analysis and interpretation in evaluation planning
- Importance of CQI

Bibliography

- Thompson, H. & McClintock, H. (1998). *Demonstrating your Program's Worth: A Primer on Evaluation for Programs to Prevent Unintentional Injury*. National Center for Injury Prevention and Control. Atlanta, GA
- Chinman, M., Imm, P., & Wandersman, A. (2004). *Getting to Outcomes 2004: Promoting Accountability Through Methods and Tools for Planning, Implementation, and Evaluation*. RAND Corporation. Santa Monica, CA. Available at http://www.rand.org/pubs/technical_reports/TR101/

Exercise Time!

Objective	Performance Measures	Design	Sample Size	Data Analysis Plan	Resources Required	Design Limitations



Identifying Data Sources and Preparing an Evaluation Plan and Report

Brianna Gass, MPH
Program Evaluation II

Putting it all together.....

- Why do an evaluation plan?
- Components of an evaluation plan
- Finding and using data for evaluation
- Reporting findings and results
- Dissemination of results

What do you want to know?

- How well was program carried out?
- Were program objectives met? How well?
- Did program make a difference in the areas it originally targeted?
- Did program have an impact on community as a whole?

Purpose of an evaluation plan

- Written working plan for reference during program implementation and evaluation
- Guides evaluation and outlines tasks for program administration and staff
- Helps to clarify the information you need (or don't need) for an effective evaluation
- Helps allocate resources and staff to carry out evaluation processes
- Provides a reference to assure evaluation activities are on track

Evaluation plan components

- Description of purpose and type of evaluation
- Evaluation questions, objectives, measures
- Description of evaluation design
- Data collection, sources, and analysis methods
- Identification of resources required to do evaluation
- Description of how results will be reported and disseminated and to whom

Evaluation plan components

- Logic models
- List of data sources, collection instruments
- Lists/tables/matrices to display program sites, data collection, individual roles
- Timeline, program benchmarks

Data collection

- Identify and evaluate existing data sources
- Note areas/subjects where data is not available but information would be useful
- Examine available baseline data and whether similar data will be available later
- If necessary, create new tools to gather information (pre-post tests, interviews, surveys, measures of program participation)

Evaluating existing data sources

- Timeliness-large population based data sets can be slow to release
- Specificity- is sample representative of your community (geography, demographics)
- Size and validity of sample
- Consistency and standardization- can this be compared to other jurisdictions?
- Availability over time- use for comparison later in program

Existing data: examples

- <http://www.applications.dhs.ca.gov/epicdata/default.htm> EPIC injury data
- <http://www.chis.ucla.edu/> California Health Interview Survey (CHIS)
- www.census.gov US Census and American Community Survey data
- www.ucsf.edu/fhop FHOP website under CA MCAH resources

Existing data example: CHIS

Benefits

- Questions cover subjects that have little data available elsewhere
- Can request data for specific age, gender, or race/ethnicity
- Gives CI, test for significance, can compare to other regions or state

Limitations

- Geographic specificity may be too broad
- Statistical reliability of data declines with sample size
- Survey began in 2001, done in alternate years
- Questions asked vary each year

Data analysis

- Data collection, entry, cleaning
- Analyses methods- quantitative, qualitative
 - what variables and factors to examine
 - major themes, emerging issues
- Cost of analysis, time, expertise necessary
- Generating reports on analyses results
- Who will see reports on findings?

Example: data collection plan (see handout)

- What question is answered by an item of data?
- Importantly, what is NOT answered?
- Be aware of limitations in data:

In this example, a parent's intent to provide oversight is measured but not their actual behavior. Additional data would need to be collected to answer this question.

Similarly, we can see whether the rate of accidents decreases but cannot necessarily attribute a decrease to the intervention program

Plan for reporting results/findings

- Scope and content of report depends on who it is intended for
- Who will be reviewing and providing input into the report (staff, stakeholders, etc.)
- Explain original goals of evaluation and how activities helped meet these goals
- Document methods of data collection and analysis, results and limitations
- Prepare to justify your conclusions

Components of report

- Title, organization, authors, program name, date
- Executive summary, overview of findings and recommendations
- Purpose of report, type of evaluation
- Organization background, description of program, goals, objectives
- Description of program activities and who was responsible for carrying them out

Components of report

- Evaluation goals and questions to be answered
- Description of data collected and sources of information
- Data analysis methods
- Findings, results, interpretations
- Discussion of results, limitations of program and evaluation
- Conclusion and recommendations

Example: Report to funders

- Follow instructions carefully, often they will have specific requirements on what and how to evaluate
- How was money spent/cost-effectiveness of activities
- How well were process objectives met?
- What challenges were faced in program implementation and how were they addressed?
- Document program outcomes for accountability
- Summarize limitations and lessons learned

Dissemination: purpose

- Informs stakeholders of program process and findings
- Ensures findings are used and considered in future activities

Dissemination of results/findings

- Should fit the purpose of the evaluation
- Type of evaluation
- For whom (funder, program supervisors, state agency, internal use) is the report intended?
- How will the information get to them?
- Who else should have access?

Dissemination: Purpose of evaluation

- Required by program funder
- Pilot program (to other agencies)
- Research article (journals)
- Agency management interested in outcomes
- Stakeholders
- Internal use/quality improvement

Dissemination methods

- Written report (funders, researchers)
- Executive summary (program administrators, agency superiors)
- Policy brief (legislators, other community agencies or stakeholders)
- Press release (general public)
- Open forum (community institutions, churches, schools, etc.)

Example: Dissemination plan (see handout)

- Report will have all the information, but what should be highlighted for different audiences?
- If the timeline is different for each activity, add a column to indicate this-
Eg. funder may request a mid-point evaluation report to examine specific process objectives and make modifications if necessary

Conclusion

- Start evaluation early (now!)
- Make your evaluation work for you!
 - Improve future programs
 - Program staff, administrators, and stakeholders can see difference
 - Have information to use in soliciting further funding

Example Data Collection Plan: Increasing parent involvement to enhance effectiveness of GDL policy

Objective/performance measures	Data source/collection tool	Who is responsible for tool?	Data collection Activities	Who is responsible for activity?	Time/interval
<p>Increase parent knowledge of factors that contribute most to accidents involving teen drivers (night driving, peers, etc.)</p> <p>Increase awareness of GDL policy among parents of teen drivers</p> <p>Increase the number of parents who report that they will impose more oversight and restrictions on driving privileges for newly licensed teens.</p>	Parent pre/post survey	Evaluation partners	<p>Pre-survey distributed and collected in beginning of class to assess knowledge of teen driving risk and GDL policy, oversight of teen driver.</p> <p>Post-survey distributed and collected at end of class to assess knowledge, awareness and plans for oversight.</p>	<p>Course instructors will be given copies of pre/post tests to be distributed in class and collected.</p> <p>Project assistant, will pick up tests and enter data</p>	Pre/post survey should be given for each class that contains intervention activity
Decrease the rate of motor vehicle accidents among teen drivers	<p>Number of incidents</p> <p>Number of licensed teens in area</p>	Project assistant to get incidents from office of traffic safety and number of teens from DMV	Offices have agreed to provide data, need to contact them when its needed	Program manager to contact agency to get data and calculate rates	Baseline before program begins; every 6 months thereafter.

Plan for dissemination of results

Target audience	Dissemination method	Key points	Activities	Who is responsible?
Funders	Evaluation report	Detailed results of data analysis, outcomes, discussion	Draft report	Program director and evaluation partners
Stakeholders	Executive summary	Key findings, implications for other activities/programs	Part of draft report	Program director and evaluation partners
Policymakers	Policy brief	Background, key findings, recommendations	Determine contacts, research current policy, draft brief	Agency communications director, program director