



# "Do I Really Have to Do This?": The Basics of Public Health Program Evaluation

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TRIBAL PUBLIC HEALTH SUMMIT  
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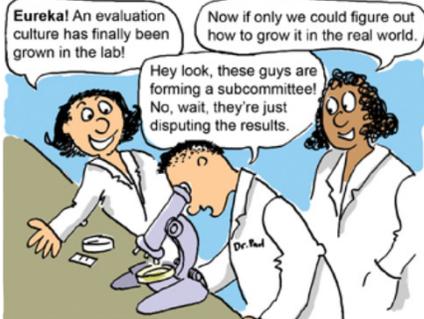
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## Objectives



By the end of the workshop, participants will be able to:

- Define common evaluation terms
- Explain the difference between outcome and process evaluation
- Describe methods for different evaluation
- Describe evaluation plans

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# What is Evaluation?

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## Definition of Evaluation



The systematic application of methods to collect and analyze information about the activities, characteristics, and outcomes of programs with the intent of furthering its development and improvement



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### Why Play Evaluation Tic Tac Toe?

Improve implementation	Accountability	Effectiveness
Manage resources	Document achievements	Services reaching population(s)
Justify spending	Chart program development	Create evidence base

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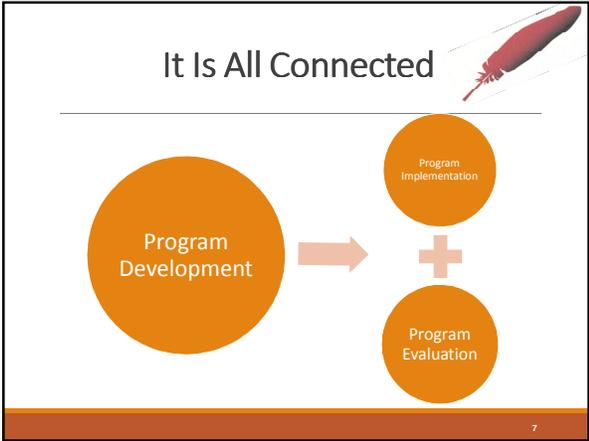
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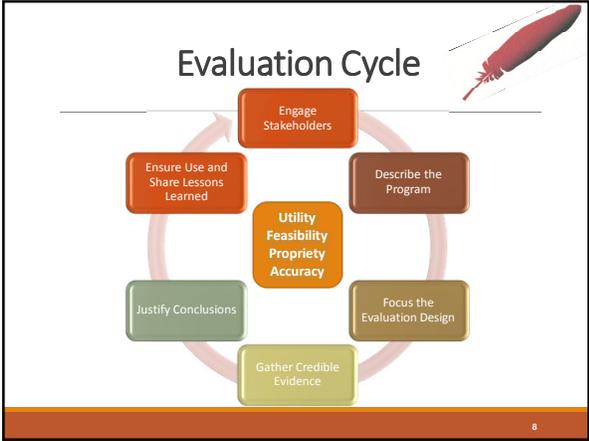
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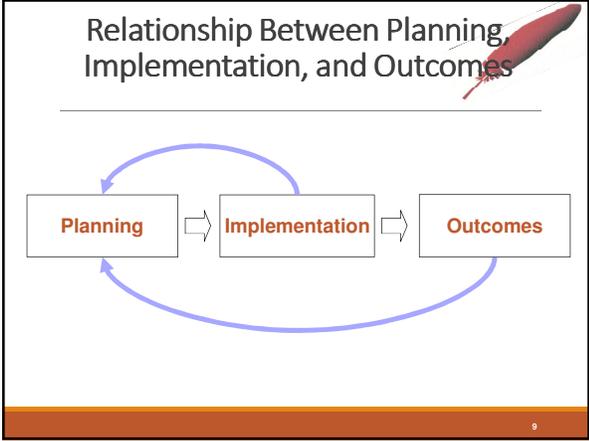
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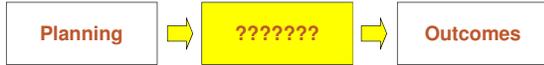
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## Implications of Not Knowing How an Intervention Was Implemented



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## Levels of Evaluation

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### Formative Evaluation

- Collects data describing the needs of the population and the factors that put them at risk

Answers questions such as:

- How should the intervention be designed or modified to address population needs?
- Is this standardized program appropriate for the needs of our community?

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### Process Monitoring

- Collects data describing the characteristics of the population served, the services provided, and the resources used to deliver those services

Answers questions such as:

- What services were delivered?
- Who was served?
- What resources were used?

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### Process Evaluation

- Collects and analyzes detailed data about how the program was delivered, differences between the intended population and the population served, and access to the intervention

Answers questions such as:

- Was the intervention implemented as intended?
- Did the program reach the intended audience?
- What barriers were experienced in accessing the program?
- How did was the quality of program perceived?

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### Outcome Monitoring

- Collects information about client outcomes before and after the intervention, such as knowledge, attitudes, skills, or behaviors

Answers questions such as:

- What changes took place?
- What changes did our participants experience?
- Did the expected outcomes occur?

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### Outcome Evaluation

- Collects data about outcomes before and after the intervention for clients as well as with a similar group that did not participate in the intervention being evaluated

Answers questions such as:

- Did the program cause the outcomes?
- How replicable is this?

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### Impact Evaluation

- Collects data about health conditions at the reservation, state, regional, and/or national levels

Answers questions such as:

- What long-term effects do all of the related programming have on the health condition?

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WHAT TYPE OF EVALUATION ARE THEY DOING??

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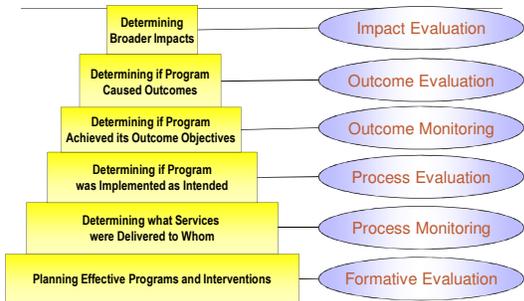
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## Building Upon One Another



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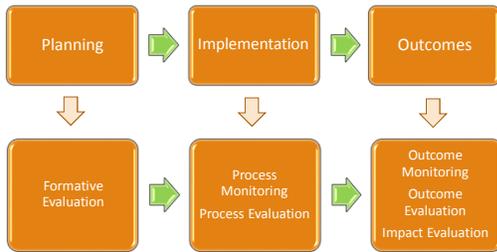
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## Evaluation Related to Planning, Implementation, and Outcomes



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## Data Collection Methods, Sources & Instruments

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## Source vs. Method

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- Data Source
  - Refers to the individuals or materials that will be provided the data
    - Specific people (i.e., intervention participants, Tribal leaders, practitioners)
    - Materials (i.e., client charts, data reports, journal articles)
  - Primary and Secondary data are valid, but should be mentioned as such in the plan
- Data (Collection) Method
  - Refers to the strategy that will be used to get the data from the source(s)
    - Focus groups, surveys, chart reviews, observations, literature review, etc.

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## What is an Instrument?

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- An instrument is what will be applied to the source while implementing the method(s)
  - Focus group questionnaire
  - Survey questions
  - Observation guide
  - Quality assurance checklists
- For process monitoring, your instruments and methods are not worth separating
  - Sign-in sheets
- For secondary data sources, there is usually no instrument
  - Literature review, surveillance data

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## Considerations for Methods

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- What training or skills-building will be required to administer this method?
- Do the staff have the expertise to do this already or do we hire or train staff?
- Do you need to create new instruments to administer this method?
- What additional resources do you need to plan for administer this method?
- Will your source be amenable to this method?

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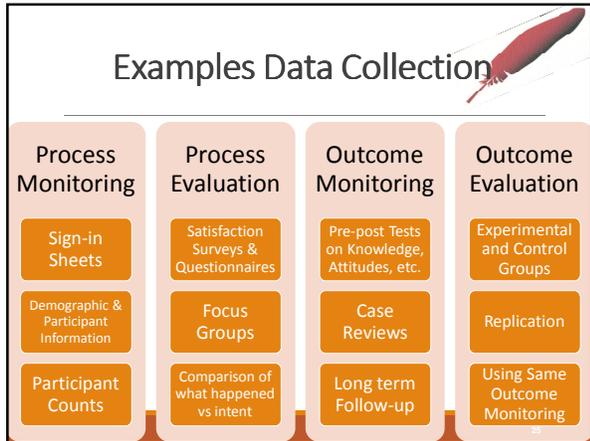
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## Considerations for Sources

- Are you allowed to access that source?
  - Youth, charts, etc.
- Whose permission do you need to get?
- Do you need to notify anybody to let them know that you are accessing this data?
- Does data from that specific group make sense for what you want to achieve?
- Are there enough people or materials to collect sufficient amount of data?

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## Considerations for Instruments

- Do you have the resources to create the instrument?
- How will you test the instrument?
- How will you refine the instrument?
- How will you ensure your staff know how to use the instrument?
- Who need to approve the instrument?

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# What is an Evaluation Plan?

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## What does it do?



- Develops a conceptual model of the project and identifies key evaluation points
- Creates evaluation questions and defines measurable indicators and measures
- Develops an appropriate evaluation design
- Outlines data collection processes

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## Potential Components of an Evaluation Plan



- Purpose
- Evaluation Question
- Indicator/ Performance Measure
- Method
- Data Source / Respondents
- Timeline
  - Frequency
- Responsibility
- Instruments Needed
- Cost Considerations (*optional*)
- Targets / Benchmarks
- Analysis

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## Evaluation Plan Grid

Evaluation Questions	Indicators	Targets	Data Sources	Methods	Frequency	Timeframe	Analysis	Person(s) Responsible

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## Comparing the Three

### WORKPLAN

Describes the work you are doing to do

Normally includes:

- Goals
- Objectives
- Activities
- Timelines
- Responsible Parties

### EVALUATION PLAN

Describes how you are going to evaluate what you are going to do

Normally includes:

- Evaluation questions
- Indicators/Measures
- Methods
- Sources
- Timelines
- Responsible Parties

### LOGIC MODEL

Describes the higher level logic behind a project to link work and outcomes

Normally includes:

- Problem Statement
- Inputs
- Activities
- Outputs
- Outcomes

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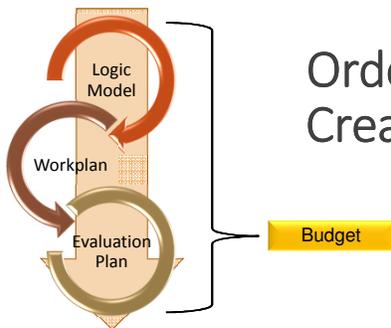
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## Order of Creation

Budget

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## Using a Workplan to construct an Evaluation Plan



- Ask yourself,
  - "If we do this activity, how will we be able to prove it?"
  - "How will we know when we have accomplished the objective?"
- Will help to determine where you need process-based methods versus outcome-based methods
- Look at the timeline for the workplan and make sure that you have time to collect and analyze data
- Workplan goals will line up with your evaluation purpose, and objectives can become evaluation objectives

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## Activity



### Let's Evaluate this Workshop!



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## Questions or Comments?



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# Time to do the Evaluations!

OF COURSE!

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# Thank you for your attention and energy!

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