Program Evaluation:
Documenting and Communicating Program Success

A Five-Hour Training Curriculum

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INTRODUCTION TO TRAINING CURRICULUM

This curriculum was designed to be a basic evaluation training for those involved in community-based programming for children, youth and families. Its purpose is to show how evaluation relates to programming using logic models. This training was designed to be used with groups ranging from 12 to 35 participants. A team approach is stressed throughout the curriculum with a recognition that each participant brings different experiences and expertise to the group. After completing this training, participants will understand that everyone has a role in conducting evaluation and also how a team approach can aid in evaluation.

At the beginning of each part (Parts 1-4), specific objectives are provided. Time and materials required as well as detailed instructions for the trainer are also outlined in each part. Throughout the curriculum, *italicized* words provide an example of what the trainer might say to the group as he or she is leading the training. Non-italicized words are the directions for the trainer. We recommend that the trainer carefully read through the curriculum prior to the training paying close attention to the space and materials needed to successfully conduct this training.

Part I

OBJECTIVES

At the completion of Part 1 participants will:
- Be able to explain benefits and challenges of program evaluation.
- Recognize their own preconceptions about program evaluation.
- Understand the importance of a team approach to program evaluation.

TIME	MATERIALS	INSTRUCTIONS
5 Minutes	◆ Overhead 1/Handout 1: Overview of Training	Provide an overview of the training and introduce the session as follows: *(Overhead 1/Handout 1) Welcome to the training on program evaluation. We know that everyone here comes from different backgrounds and probably has varying amounts of experience with program evaluation. Regardless of your backgrounds, you all came to this training because you want to learn more about program evaluation. So what we plan to do is demonstrate a program evaluation planning process and also provide you with concrete skills and resources to take back to your communities to do effective program planning, evaluation, and reporting.* *This training consists of four parts. In Part 1, we will discuss the benefits and challenges to evaluation. We will also identify our own preconceptions about evaluation and learn about the importance of a team approach when doing evaluation. In Part 2, we will learn about how to distinguish between four components of evaluation - community assessment, process evaluation, short-term outcome evaluation, and*

long-term outcome evaluation. We will also talk about the concepts of a logic model and how evaluation is logical. In Part 3, we will discuss how program design, implementation and evaluation all fit together, and develop a simple logic model. In Part 4, we will apply what we learn in Parts 1-3 and develop a comprehensive Short-term Outcome/Long-term Outcome Evaluation Plan.

In this session we are going to introduce some concepts that will pave the way for evaluating your programs. But first, we want to get to know each other a little better by doing an Icebreaker exercise.

<u>TIME</u>	<u>MATERIALS</u>	<u>INSTRUCTIONS</u>

30 Minutes

◆ As determined by trainer for Icebreaker that is chosen.

Icebreaker and Introductions

Icebreakers are a good way to get to know the other participants in the group and help to put everyone at ease. There are many great Icebreakers that you can use. Use your imagination when coming up with an idea for an Icebreaker! Here is an example of a simple Icebreaker you may want to use.

Example

Ask participants to pair up with someone they don't know and learn as much as they can about the other person in 5 minutes. Then have them introduce that person to the whole group.

Websites

There are even some websites that provide more examples of Icebreakers for you to use.

http://www.party411.com/gamepage-icebreakers.html
http://www.students.uci.edu/publications/guides/b5.html

Use your favorite search engine and search the keyword "Icebreakers" to find even more examples and tips on using Icebreakers.

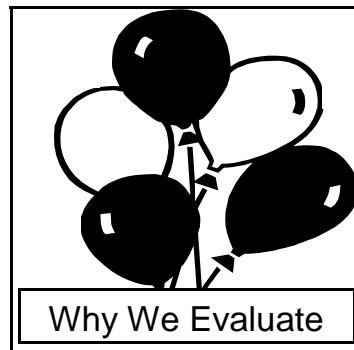| <u>TIME</u> | <u>MATERIALS</u> | <u>INSTRUCTIONS</u> |

TIME

45 Minutes

MATERIALS

◆ About 15 bal-
loon shapes cut
from light-colored
9" x 12" pieces of
construction
paper

◆ Curling ribbon
◆ Scissors
◆ Masking tape
◆ Marker
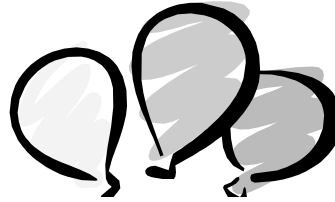
◆ Sign on 1/2 of a flip chart page of pa-
per that says: "Why We Evaluate" (see
diagram below of completed activity.)

Why We Evaluate

◆ Real balloons (one per participant)
◆ Dark-colored markers (one per
participant)

INSTRUCTIONS

Balloon Activity

Preparation

This activity requires some preparation before you
begin. First, tape the "Why We Evaluate" sign to the
wall where everyone can see it. Next, cut curling rib-
bon into 15 24-inch pieces. Then tape the pieces of
curling ribbon to the wall with their base at the "Why
We Evaluate" sign (see diagram under *Materials).*
Finally, cut balloon shapes out of the 9" by 12" con-
struction paper. Remember, DO NOT tape the bal-
loon shapes to the wall yet-that's part of the activity!

*To start with, we want to identify some of the precon-
ceptions you may have about evaluation. This way
we can know where we are coming from as a group
and make sure we are all on the same track with
evaluation.*

1. Ask participants to name some of the benefits of
   evaluating their programs. As they call them out,
   write ideas down on construction paper balloons
   and tape them on the wall on the end of each rib-
   bon.

As you can see, there are many benefits to evaluation. Can you think of any other benefits that haven't been mentioned? If you come up with any more benefits, here are some extra balloons for you to write your ideas on.

2. Ask participants to think about what makes evaluation challenging. Hand out real balloons and markers. Have participants blow up balloons and write on them what they see as a barrier to evaluation. Then go around the room and have participants say their name and the barriers they wrote down. At the end, if some of their ideas weren't shared, provide an opportunity to share them. As participants share their ideas, validate their concerns and how they will be addressed in this training.

   Next, have participants take their balloons with them and form a circle. The following exercise demonstrates the difficulty in attempting to evaluate programs by yourself without the benefit of a team approach.

Now that we have heard about all of these challenges that get in the way of successful evaluation, it's time to find out if we can handle all of these challenges. Let's get up and form a circle. I'll get in the middle and you toss your balloons in the center. Let's see if I can handle all of this alone. (Trainer has difficulty keeping the balloons in the air without them falling to the ground!)

Team Approach

Since that didn't seem to work very well, let's pick up our balloons and get back in a circle. Let's see if we can get a team together to help. We need some help. Please raise your hand if you will be an evaluator. Let's look at our balloons. If you have a problem that might be solved by the evaluator, read it to us. Now, evaluators, keep those problems up in the air. Now the evaluators join me in the middle.

There are still quite a few challenges! Let's see if we can solve some more of these problems by using more of a team approach to evaluation - that is, involving program directors, staff, participants and other stake-holders. Next, let's try to keep all the balloons up with a team approach to evaluation - again, involving pro-gram directors, staff, participants and other stake-holders. Let's all get in the middle of the circle and see if we can balance these challenges. (Everyone helps to keep the remaining balloons in the air without touch-ing the ground. This time it should be much easier us-ing a "team approach.")

Summary

Evaluation challenges are difficult to balance, but the methods you learn in the rest of this workshop will help you balance these challenges so that you can suc-cessfully evaluate your programs. Let's get rid of the rest of the challenges! (Stomp on the remaining bal-loons to pop them!)

Part 2

OBJECTIVES

At the completion of Part 2 participants will:

- Be able to explain how evaluation proceeds from community assessment to process, short-term outcome and long-term outcome evaluation.
- Distinguish among four components of evaluation: community assessment, process, short-term outcome and long-term outcome.
- Understand the use of logic models in evaluation.

<u>TIME</u>	<u>MATERIALS</u>	<u>INSTRUCTIONS</u>
45 Minutes	◆ Overhead 2/Handout 2: Four Types of Evaluation ◆ Overhead 3/Handout 3: Community Assessment ◆ Overhead 4/Handout 4: Process Evaluation ◆ Overhead 5/Handout 5: Short-term Outcome Evaluation ◆ Overhead 6/Handout 6: Long-term Outcome Evaluation ◆ Overhead 7/Handout 7: Be Sure You Include ALL Four Types of Evaluation ◆ Overhead 8/Handout 8: Sorting the Four Types of Evaluation ◆ Overhead 9/Handout 9: Answer Key to Overhead 8/Handout 8	**Four Types of Evaluation Presentation— short lecture** *In this session we are going to introduce some terminology and talk about how evaluation can actually be very simple and logical.* *(Overhead 2/Handout 2) First some terminology. Some people talk about four types of evaluation:* *1. Community Assessment* *2. Process Evaluation* *3. Short-term Outcome Evaluation* *4. Long-term Outcome Evaluation* *(Overhead 3/Handout 3) Before a program begins, it is important that the community is well understood through a community assessment. Does the community need the program? Is the program the best solution for the assets and needs identified in the community?* *Traditionally, program developers did a needs*

assessment. This measured the gap between what the community was and what it should be - pointing out the needs in the community.

More recently, the literature encourages program developers to instead do an assets assessment (or asset map) which shows the strengths of the community and the opportunities for development.

(Overhead 4/Handout 4) During program development, it is important to plan a process evaluation. A process evaluation tells: a) Who did what, with whom, when? and b) Did we do what we said we would do? Process evaluation is used to document how the program was implemented, to the necessary number of consumers, on schedule, etc.

Unfortunately, many times in program evaluation the evaluation stops here. We only collect data that tell us about our community and program, but we don't have any idea if our efforts made a difference!

(Overhead 5/Handout 5) To see if our program made a difference, we must do a short-term outcome evaluation. This type of evaluation tells us: a) Did the program work? and b) Did the program do what it claimed it would do? Short-term outcomes are the immediate program effects that the program directly changes. Evaluators often look for immediate changes in Knowledge, Opinions, Skills and Aspirations (commonly

referred to as KOSA) or the adoption of the taught behaviors.

(Overhead 6/Handout 6) In addition to a good short-term outcome evaluation, we can assess how these immediate changes affect more long-term individual, family and community outcomes. This is called long-term outcome evaluation. This tells us: a) Did the program make a difference in Social, Economic or Environmental conditions (SEE) (Bennett & Rockwell, 1995)? b) Did the program impact the "bigger picture?" or c) Did the program cause changes that are powerful enough to impact lives? Long-term outcomes may take three or more years to come to fruition.

(Overhead 7/Handout 7) It is important when evaluating a program that you include ALL four types of evaluation. This is because all four are important. A community assessment is necessary to define your program. Process data monitors program implementation. Short-term outcome data documents immediate change. Long-term outcome data shows whether the program has made a lasting difference.

Activity (Overhead 8/Handout 8 and Overhead 9/Handout 9: "Sorting the Four Types of Evaluation")

Hand out the worksheet (Overhead 8/Handout 8) and give participants 5-10 minutes to complete. Then go

over and discuss correct answers, referring to the Answer Key on Overhead 9/Handout 9.

This guided discussion will help participants process and apply the information from the handout.

Take a look at your scored and corrected quiz. What do you see? Does anything jump off the page at you?

> Encourage comments that are very objective and concrete, such as the number right and wrong, the number of any particular choice, etc.

Do you have any reaction to what you see? Any surprises?

> Encourage comments that are reactive and express feelings, not interpretive.

What is this quiz really about? What is significant about this information? What does it mean?

> Encourage comments about the value and meaning of applying the information about four types of evaluation to our work.

How does this information influence your work with your project?

After participants have commented, add this short piece of information, building on comments that others have made:

Some of you may have noticed that there are 14 questions and the four choices are not evenly divided among them. There are 4 community assessment items, 4 process evaluation items, 4 short-term outcome evaluation items, and 2 long-term outcome evaluation items. If we look at percentages, that means about 30% of evaluation resources and/or emphasis was spent on assessment; 30% on process evaluation; 30% on short-term outcome evaluation and 15% on long-term outcome evaluation. What does this tell us about the age of the program? The plans and values of the project team? What do you think about this view of the program?

Encourage discussion with emphasis on the developmental nature of the program and the evaluation. This is probably a program that is 2- to 4-years-old with the beginning of long-term outcome data. Encourage participants to think about how these percentages might differ at different points in the development of the program.

Thank you for taking this quiz and thinking with me about what it all means.

TIME	MATERIALS	Evaluation is Logical Presentation—short lecture
15 Minutes	◆ Overhead 10/Handout 10: Evaluation is Logical ◆ Overhead 11/Handout 11: Evaluation is Logical (continued) ◆ Overhead 12/Handout 12: Logic Model for an Afterschool Program ◆ Overhead 13/Handout 13: Where We've Been	*You seem to be getting the hang of this. Evaluation is really not hard. In fact, evaluation is logical. Some of you may have heard of something called a logic model. I once thought that a logic model must be complicated. In reality, a logic model is actually quite simple. A logic model is simply a graphic representation of the relationship between a program's activities and its intended effects. A logic model asks four simple questions - which are answered by the four types of evaluation we have just talked about.* *(Overhead 10/Handout 10) First of all, the logic model asks: What is the problem? To answer this, we do a community assessment. Second, the logic model asks: How will we address this problem? To find out about this, we conduct a process evaluation. Third, the logic model asks: How will the situation change as a result of the program? To answer this, we need to conduct a short-term outcome evaluation. Lastly, the logic model asks: So what? What difference will the program make? To answer this, we need to conduct a long-term outcome evaluation.* *(Overhead 11/Handout 11) Let's work through a simple example of a logic model. First, we conduct a community assessment and find that parents are concerned about the lack of afterschool programs for their elementary school-aged children. So we address that need by developing and implementing an afterschool tutoring*

program for elementary school children. The short-term outcome of the program is that children who participate in the program show improved grades six months after the program began. The long-term outcome of this program is that children who participate in it are less likely to drop out of high school.

(Overhead 12/Handout 12) This is how the logic model might look if we took the individual components and combined them into a model. You can see how each part of the model logically leads to the next component.

Now let's do a quick review. If we are going to do program development and evaluation, we learned in our first session with the balloons that we must have a program development and evaluation team. This team then works together to develop a community program and an evaluation plan. A logic model is one tool your team can use to assist you in planning and evaluating your program.

(Overhead 13/Handout 13)
Evaluation is not easy, BUT there are things that help!
 Use an evaluation team, don't go it alone!
 Seek to understand your program and make it better.
 Let your evaluation develop with your program.

In the next session we are going to talk about designing your evaluation for maximum results.

Part 3

OBJECTIVES

At the completion of Part 3 participants will:

● Understand how program design, implementation and evaluation all fit together.
● Have experience developing a simple logic model.

TIME	MATERIALS	INSTRUCTIONS

1 Hour	◆ Large flip chart (40" by 30") with at least 7 sheets with the following titles (one flip chart sheet for each title):
	
	    COMMUNITY ASSESSMENT
	    SHORT-TERM OUTCOMES
	    ACTIVITIES
	    INPUTS
	    EVIDENCE
	    DATA COLLECTION
	    RESULTS/UTILIZATION
	◆ Markers
	◆ Masking Tape
		Introduction
		This guided exercise will help participants understand the logic of program evaluation and get a clearer picture of how program and evaluation fit together. The exercise purposefully uses a non-program example so that rather than focusing on the details of a given program, participants focus on concepts critical for understanding program and evaluation logic.
		
		*To better understand logic models in program evaluation, we are going to go through an exercise where we actually create a logic model of our own. The example we are going to use is a trip to the grocery store to buy groceries for a family for one week. Not unlike working with "real" programs, we will be working on this as a team. To evaluate a program, we need to have a clear understanding of the nature of the problem. This is done by conducting a **community assessment**.*
		
		*Think about our example. What is the result of our **community assessment**? In other words, what is the need that has to be filled?*

Write down ideas on the flip-chart titled "**COMMUNITY ASSESSMENT**." Have group come to consensus on their community assessment for this example (e.g., need for groceries for the family).

***IMPORTANT: As you progress through this exercise, tape the completed flip-chart sheets in the following order on a wall going from left (1) to right (7):

1. COMMUNITY ASSESSMENT
2. INPUTS
3. ACTIVITIES
4. SHORT-TERM OUTCOMES
5. EVIDENCE
6. DATA COLLECTION
7. RESULTS/UTILIZATION

Next, we are going to think about the outcomes of this "program." We have talked about the differences between short-term and long-term outcomes. Since long-term outcomes take 3 to 5 years to accomplish, we're going to focus on short-term outcomes in this example. Remember, short-term outcomes are the immediate program effects.

*Think about our example. What are the **short-term outcomes** we want to accomplish?*

Have participants brainstorm on possible short-term outcomes and list all ideas on the flip-chart sheet titled "**SHORT-TERM OUTCOMES**." Encourage group to

come to consensus on the most critical short-term outcome. One example of a short-term outcome is the family has groceries for the week.

*How do we intend to accomplish this short-term outcome? In other words, what are the project **activities**?*

Write all responses to this question on the flip chart sheet titled "**ACTIVITIES**." Examples of activities might be create grocery list, drive to store, buy groceries, use coupons, drive home, etc.

*Given that we want to accomplish (insert here what the group decided to be the key short-term outcome) and plan to (insert here the activities that the group decided on) to achieve it, what **resources** are needed?*

Again, write the responses on the flip-chart paper titled "**INPUTS**." Examples of inputs might be grocery store hours, family schedule, availability of transportation, coupons, family budget, etc.

*Let's take a look at what we have decided to be the key short-term outcome for this project. Now think about what **evidence** is needed for us to determine if this short-term outcome has been accomplished. Use the five senses to make this evidence real. What should we see or not see in our family? What should we see our family members doing if they were successful in achieving the short-term outcome?*

Write down all responses on the flip-chart sheet titled "**EVIDENCE**." Evidence may include: grocery list has been created, coupons have been used, family car has been driven to grocery store, etc.

*Let's look at what evidence we decided we needed to determine whether our family was successful in achieving the short-term outcome. Given this evidence, what might be the best way to get the information we need? In other words, what methods of **data collection** might we use to get this information?*

Write down all responses on the flip-chart sheet titled "**DATA COLLECTION**." If participants share a lot of ideas, remind them that there is a limited budget for evaluation and that we need to be realistic about what data collection strategies seem to be most reasonable. Methods of data collection may include: observers sent to grocery store or to the family home; interviews of grocery store employees or family members, etc.

Now let's go and implement our evaluation. One of the first things we need to do is see if the family actually did what they planned to do. What did the family actually do (point to the ACTIVITIES sheet)? *Did they do all of the activities that were needed?*

Tell participants that the family did everything they needed to do for their trip to the grocery store.

Now we are ready to see if the family was successful in achieving the short-term outcome. (Point to the DATA COLLECTION sheet, or even read aloud the data collection strategies that the group suggested.) *For example, "When we send out observers to the grocery store, what will they see?" What will be the **results** of our evaluation?*

Write all responses on the flip-chart sheet titled "**RESULTS/UTILIZATION**." One example of a result may be that the family's kitchen cupboards are stocked with groceries.

*As we look at the results of our evaluation we should also think about how these results will be **utilized**. How will the **results** of this evaluation be **used** in our example?* (For example, if the results of the evaluation are that the family's cupboards are stocked with groceries, then the implications for utilization are that these groceries will be used by the family over the next week.)

Write down additional responses concerning utilization on the same flip-chart sheet titled, "**RESULTS/ UTILIZATION**."

Ask participants to look at the flip-chart sheets progressing from INPUTS to RESULTS. Point out that they have now created a full-blown logic model! Although we didn't create this in order, it should now be clear how the logic model flows logically.

Part 4

OBJECTIVES

At the completion of Part 4 participants will:
- Have hands-on experience developing a short-term outcome/long-term outcome evaluation plan.
- Have applied what they have learned in Parts 1-3.

TIME	MATERIALS	INSTRUCTIONS
1.5 Hours	◆ Overhead 14/Handout 14: Instructions for Group Exercise ◆ Overhead 15/Handout 15: Program Example (on different colored paper) ◆ Overhead 16/Handout 16: Short-term Outcome/Long-term Outcome Evaluation Plan ◆ Colored half-sheets of paper (8 1/2 x 11 sheets cut in half) - approx. 25 of one color (color 1), 25 of a different color (color 2), 25 of another color (color 3), and 25 of a different color (color 4). ◆ 4 black markers ◆ Masking tape ◆ Wall chart	**Preparation of Wall Chart** This activity requires some preparation before you begin. You will need to create a large wall chart of the Short-term Outcome/Long-term Outcome Evaluation Plan shown on Overhead 16/Handout 16. Before the session, find a large empty wall space where you can tape the headings for the title, the four rows and the four columns of the wall chart. Remember to use Overhead 16/Handout 16 as your model and to leave plenty of room for all of the colored half-sheets of paper to be taped on the chart. **Group Activity** Have participants divide themselves into four groups depending on their areas of interest - child, youth, parent/family or community. Make sure the groups are of approximately equal size. Distribute Handouts 14, 15 and 16, one for every participant. Distribute colored half-sheets to groups (color 1=children, color 2=youth, color 3=parent/family, color 4=community). Give each group a black marker.

Direct everyone's attention to Handout 14. Go through the instructions with everyone explaining and clarifying the activity as needed. Then direct everyone's attention to Handout 15. If the groups feel that the example is lacking in detail they should feel free to make up pieces of it. Ask if they have any questions and if they understand the task. Tell them that each group needs to choose a spokesperson to report back to the larger group at the end of this activity. Inform them that they have 45 minutes to complete the activity.

Allow 45 minutes for the groups to complete the activity. Then bring the groups back together to assemble the Short-term Outcome/Long-term Outcome Evaluation Plan wall chart. Systematically go through all four groups having the spokespersons tape their half-sheets on the wall chart in the appropriate places. As they tape their half-sheets to the wall, be sure to have the groups explain what is on each half-sheet. After all of the groups have taped their half-sheets to the wall and the chart is complete, take some time to discuss the completed Short-term Outcome/Long-term Outcome Evaluation Plan using the following guided discussion.

Discussion

This guided discussion will help participants process and apply what they learned during this activity.

Take a look at the completed Short-term Outcome/ Long-term Outcome Evaluation Plan. What do you see? Does anything jump out at you?

> Encourage comments that are very objective and concrete, such as the overall look of the chart, where there is a lot of information and where there is not, etc.

Do you have any reaction to what you see? Any surprises?

> Encourage comments that are reactive and express feelings, not interpretive.

What is the exercise really about? What is significant about this activity? What does it mean?

> Encourage comments about the value and meaning of applying what they have learned in the previous sessions to this activity.

How does this activity influence your work with your project?

> Ask for concrete ways they will apply what they have learned to their own projects.

Thank you for participating in this activity and thinking about what it all means with me.

TIME	MATERIALS	Summary & Recap
5 minutes	None	Thank participants for their active involvement. Ask if there are any final questions or comments. Then provide a recap of what was covered during the training.

In Part 1, we discussed some of the benefits and challenges to evaluation. Through the balloon activity we identified our own preconceptions about evaluation and we learned about the importance of a team approach to evaluation.

In Part 2, we learned how to distinguish between 4 components of evaluation - community assessment, process evaluation, short-term outcome evaluation and long-term outcome evaluation. We also talked about the concepts of a logic model and how evaluation is logical.

In Part 3, we discussed how program design, implementation and evaluation all fit together and developed a simple logic model.

In Part 4, we applied what we learned in Parts 1-3. Together we developed a comprehensive Short-term Outcome/Long-term Outcome Evaluation Plan.

We hope this training provided you with some practical evaluation concepts and skills that you will be able to apply to your work on your projects. If you have any further questions, please contact us. |

REFERENCES

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United Way of America. (1996). <u>Measuring program outcomes: A practical approach.</u> Item #0989. Alexandria, VA: Author.

W. K. Kellogg Foundation. (2000, October). <u>W. K. Kellogg Foundation logic model development guide.</u> Item #1209. Battle Creek, MI: Author.

<u>OVERVIEW OF TRAINING</u>

In PART 1 we will:
Discuss the benefits and challenges to evaluation.
Identify our preconceptions about evaluation.
Learn about the importance of a team approach.

In PART 2 we will:
Learn about how to distinguish between four components of evaluation - community assessment, process evaluation, short-term outcome evaluation and long-term outcome evaluation.
Discuss the concepts of a logic model and how evaluation is logical.

In PART 3 we will:
Discuss how program design, implementation and evaluation all fit together.
Develop a simple logic model.

In PART 4 we will:
Apply what we learn in Parts 1-3 and develop a comprehensive Short-term Outcome/Long-term Outcome Evaluation Plan.

Four Types of Evaluation

\#   Community Assessment

\#   Process Evaluation

\#   Short-term Outcome Evaluation

\#   Long-term Outcome Evaluation

Community Assessment

Needs Assessment

    # What is...and...
What SHOULD be

Assets Assessment

    # Strengths and
opportunities

Process Evaluation

\#   Who did what? with whom? when?

\#   Did we do what we said we would do?

\#   Used to document how the program was implemented, to the necessary number of consumers, on schedule, etc.

Short-term Outcome Evaluation

\#   Did the program work?

\#   Did the program do what it claimed it would do?

\#   Short-term outcomes are the immediate program effects that the program directly changes:
   \# Knowledge, Opinions, Skills and Aspirations (KOSA)
   \# Behavior Change

<u>Long-term Outcome Evaluation</u>

\#   Did the program make a difference in Social, Economic or Environmental conditions (SEE)?

\#   Did the program impact the "bigger picture?"

\#   Did the program cause changes that are powerful enough to impact lives?

\#   Long-term outcomes may take three or more years to come to fruition.

Be Sure You Include ALL Four Types of Evaluation

\#   A community assessment is necessary to define your program.

\#   Process data monitors program implementation.

\#   Short-term outcome data documents immediate change.

\#   Long-term outcome data shows whether the program has made a lasting difference.

Sorting the Four Types of Evaluation

Place the corresponding letter by each number: C - Community Assessment Data
P - Process Data
S - Short-term Outcome Data
L - Long-term Outcome Data

1. ___ Seventy-five parents attended the initial orientation meeting for the Improving Study Habits workshop.

2. ___ 130 (60%) children who participated in the XYZ Elementary Afterschool Program remained in school through 10th grade.

3. ___ 90% of the single mothers living in Wonderful County work outside the home.

4. ___ Child care providers report a 50% increase in knowledge about afterschool safety after attending the child care safety training.

5. ___ XYZ After School Program is being offered at 15 sites in Wonderful County.

6. ___ The Parent-Provider Association met on January 5th.

7. ___ Fifty-six (56) phone calls were received by the XYZ School Program inquiring about the availability of an after-school program.

8. ___ Teachers report that there is a 40% increase in the math skills of XYZ math tutoring program participants.

9. ___ Participant's self-esteem has risen an average of 30% due to increased school competency from receiving daily tutoring.

10. ___ Prior to the XYZ Program, 85% of those parents questioned reported that they don't think their children are performing in school up to their ability.

11. ___ Parents of 5-10 year old children in Wonderful County report that they have high anxiety over their children's after school hour activities.

12. ___ Vandalism in the communities with XYZ Program is 50% lower than in communities without XYZ Program.

13. ___ When surveyed, 50% of the parents of children enrolled in XYZ Program report that their children have more positive attitudes toward school attendance.

14. ___ 75% of children in Wonderful County are being served by XYZ Program.

Sorting the Four Types of Evaluation

Place the corresponding letter by each number: C - Community Assessment Data
                                                 P - Process Data
                                                 S - Short-term Outcome Data
                                                 L - Long-term Outcome Data

1. _P__   Seventy-five parents attended the initial orientation meeting for the Improving Study Habits workshop.

2. _L__   130 (60%) children who participated in the XYZ Elementary School Afterschool Program remained in school through 10th grade.

3. _C__   90% of the single mothers living in Wonderful County work outside the home.

4. _S__   Child care providers report a 50% increase in knowledge about afterschool safety after attending the child care safety training.

5. _P__   XYZ After School Program is being offered at 15 sites in Wonderful County.

6. _P__   The Parent-Provider Association met on January 5th.

7. _C__   Fifty-six (56) phone calls were received by the XYZ School Program inquiring about the availability of an after-school program.

8. _S__   Teachers report that there is a 40% increase in the math skills of XYZ math tutoring program participants.

9. _S__   Participant's self-esteem has risen an average of 30% due to increased school competency from receiving daily tutoring.

10. _C__ Prior to the XYZ Program, 85% of those parents questioned reported that they don't think their children are performing in school up to their ability.

11. _C__ Parents of 5-10-year-old children in Wonderful County report that they have high anxiety over their children's after school hour activities.

12. _L__ Vandalism in the communities with XYZ Program is 50% lower than in communities without XYZ Program.

13. _S__ When surveyed, 50% of the parents of children enrolled in XYZ Program report that their   children have more positive attitudes toward school attendance.

14. _P__ 75% of children in Wonderful County are being served by XYZ Program.

Evaluation is Logical

\# What is the problem?
\# Community Assessment

\# How will we address it?
\# Process Evaluation

\# How will the situation change?
\# Short-term Outcome Evaluation

\# So what? What difference will it make?
\# Long-term Outcome Evaluation

Evaluation is Logical

(continued)

\#   Community Assessment - Lack of afterschool programs

\#   Develop and implement an afterschool tutoring program

\#   Short-term Outcome Evaluation - Improved grades

\#   Long-term Outcome Evaluation - Less likely to drop out of high school

Logic Model for an Afterschool Program

Lack of Afterschool Programs

↓

Develop / Implement Afterschool Programs

↓

Improved Grades

↓

Less Likely To Drop Out of High School
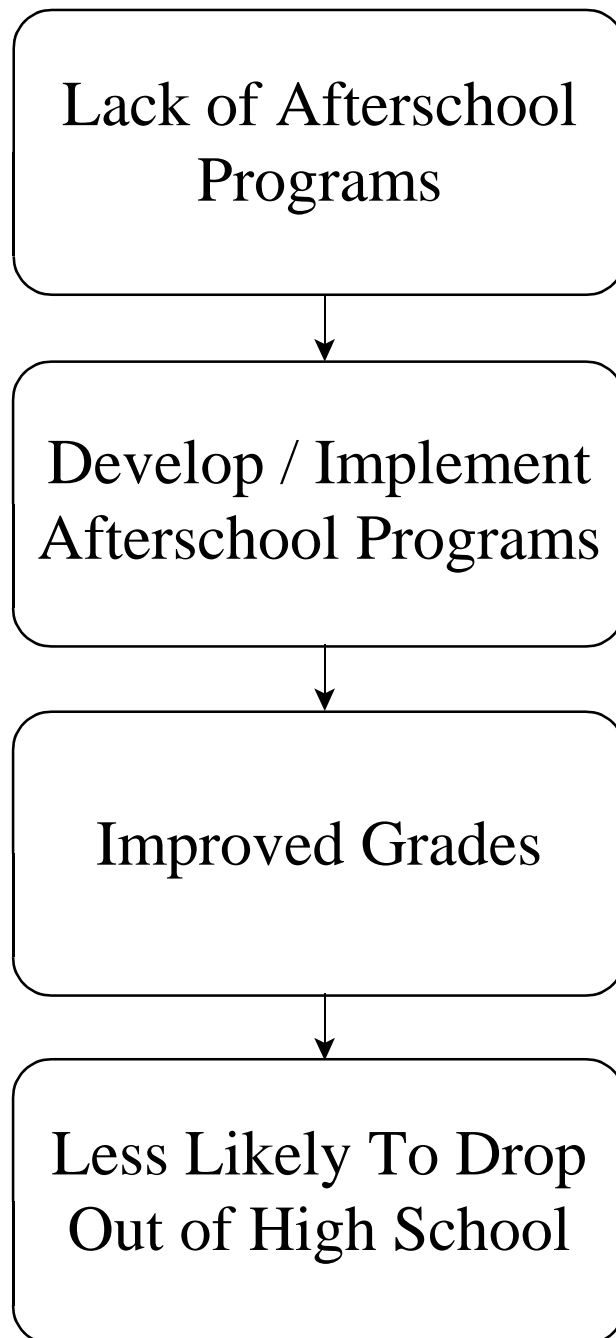
<u>Where We've Been</u>

Evaluation is not easy, BUT

There are things that help!

  # Use an evaluation team, don't go it alone!

  # Seek to understand your program and make it better.

  # Let your evaluation develop with your program.

Instructions for Group Exercise

Your group will be asked to think about key outcome(s) for your area (children, youth, parents/families, or community) based on a program example provided. Using the key outcome(s) agreed upon by the group, your group will build an evaluation plan as outlined in the Short-term Outcome/Long-term Outcome Evaluation Plan handout. Each group will share their evaluation plan with the larger group, so that together, we can build a comprehensive evaluation plan for the program. To do this, follow these directions:

1.   Individually, read the program example.

2.   Select one person to write key phrases (on the colored half sheets of paper) that will be posted on the large wall chart. Select another person(s) to present your evaluation plan to the larger group.

3.   As a group, talk about relevant short-term outcomes/long-term outcomes for your outcome area.

4.   Look at your list of short-term outcomes/long-term outcomes and decide which ones are feasible to measure. If more than one or two, choose the one (or two) that your group feels is/are most central to communicating program effectiveness or success. Write the short-term outcome(s) on one half-sheet and write your long-term outcome(s) on another half-sheet.

5.   For the identified outcome(s) determine key indicators. Write the key indicators on a colored half-sheet.

6.   Brainstorm about different ways you can measure your indicators. Answer the questions asked in the Methods/Design Instructions box in the evaluation plan handout. Agree as a group on ways to measure the indicators. Write your plan (use enough key words so we get the general idea) on the colored half-sheets.

7.   Determine a general timeline for your evaluation plan. Are there any special timeline issues? Write on colored half-sheet.

8.   Determine evaluation tasks and determine who might be responsible for accomplishing them. Write on colored half-sheet.

9.   Discuss resources needed to accomplish the evaluation tasks. Write on colored half-sheet.

10.   Determine how results might be used. Write on colored half-sheet.

11.   Post your colored half-sheets on the wall chart where appropriate!!

Program Example for Part 4

A brief description of the community and project context: This small mining town has undergone radical changes due to the closure of a mine that affected approximately 35% of the town's households. The closure of the mine was a real hardship for the community that was already somewhat economically disadvantaged. Interviews with a subgroup of affected families indicated four major needs: 1) a need for alternative job skills training for parents, 2) a need to boost academic success for children, 3) a need to increase computer skills for parents and children, and 4) a need to aid families in dealing with stress.

Project title and description: "On Route to the Superhighway and Beyond!"
This project targets both parents and school-aged children (K-8) of affected families. Local high school students will be recruited to work with the school-aged children to help them use computers to help them with their homework including accessing information from the World Wide Web. The high school youth will also help their younger counterparts to become proficient in computer and Internet usage through computer games such as Internet treasure hunt games. Parents will take more formalized classes in which they learn key software programs on word processing, spreadsheets, databases, and navigating the Internet (including key employment sites). Each parent class will also include a component on family stress management.

Resources: Funding ($25,000) from the State Department of Education and a donation from a local philanthropist ($7,000), County Extension educators willing to invest staff time, support of the county board and local agencies including the Family Resource Center (will help recruit participants), the local elementary and middle schools (will donate space and computer labs), local high school (will help recruit high school youth), and commitment from the university to provide a research base as well as technical expertise on program development and evaluation.

Program activities: Advertisements in high school newsletter, morning announcements, and flyers will be used to recruit local high school students. The local Family Resource Center staff and local employment agency will refer families (with at least one school-aged child) to the program. One introduction to program/sign-up session will be held in the middle school for interested families. Parents will come to the middle school computer lab and participate in eight 2-hour classes which include 1) computer sessions designed to build their computer skills and investigate on-line employment sites; and 2) family stress management. The high school youth will work with the children at the elementary school (close to the middle school) to help with homework, provide tutoring, teach basic computer skills, and use computers (word processing and Internet) to facilitate school work. Each 2-hour session will be split with half the children working on homework/tutoring and the other half working on computers in the first hour, then children switching places for the second hour.

Program outputs: Number of sessions and duration: Eight 2-hour sessions for parents and children. One weekend training for high school youth.
Number of participants: 20 families served including 26 adults (in some cases both parents participated) and 41 children ages 5-13. Twelve high school youth.

SHORT-TERM OUTCOME/LONG-TERM OUTCOME EVALUATION PLAN

	What change do we want to show?			How are we going to show it?	Who will do it/how will it happen?				What will we do with the results?		
	Long-term Outcomes	Short-term Outcomes	Indicators	Method and Design	Timeline	Tasks	Personnel	Resources	Reporting	Dissemination	Program Improvement
Children											
Youth											
Parents/ Families											
Community											

INSTRUCTIONS

What change do we want to show?

Long-term Outcome: generally asks the question, "What difference are you making in the quality of life of children, youth, families and communities?" Impacts tend to be long-term, usually influences many parts of participants' lives over a lifetime.	**Short-term Outcomes: What new knowledge or skills will be learned, what attitudes, beliefs, values or aspirations will be changed? How will participants behave or live differently as a result of the program?**	**Indicators: What evidence is needed to show change in the outcome? (What are we measuring?)** **Example: outcome-healthy baby** **Measurable Indicators of a healthy baby - adequate weight and height, high APGAR score, no abnormalities, full-term**

How are we going to show it?

Methods/Design: How will you measure it? Given the outcomes and indicators, what is the best way to collect the information/data? Who or what will be the source of information? How will you obtain the information? For example: Self-administered questionnaires, Tests, Trained observer ratings, Focus groups, Interviews, Search exiting records. How often and at what intervals will you collect information? Will you have comparison groups?

Who will do it and how will it happen?

Timeline: When do you need to collect the information? For example: At program entry, during, or exit? At other intervals? If after program exit, how long after? Are there time constraints? Is timing of data collection a key issue (e.g., must be collected during the holidays)?	Tasks: What are all the tasks related to the evaluation? Do you have the resources (materials, time, expertise, staff) to accomplish them?	Responsible persons: Who will be responsible for each task? For example, who will put together the survey, interview schedules, etc. (if part of design) Who will collect the data? Who will analyze the data? Who will put together a report?	Resources: What Resources are needed to accomplish the evaluation plan? For example: staff, funds, supplies, time, etc.

What will we do with the results?

Utilization, reporting, dissemination: What will happen to the results? What are the plans for the data? For example: improving the program, communicating success to key stakeholders, obtaining additional funding, reporting to funders, etc.