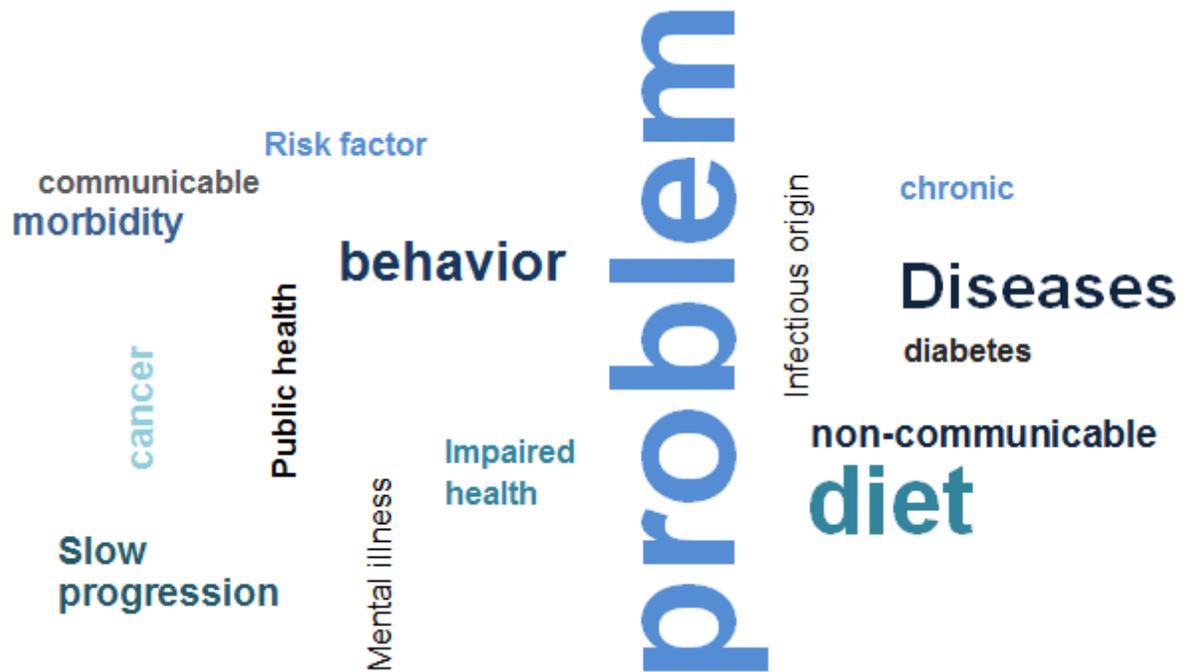


# FACILITATOR GUIDE



## Evaluating Public Health Programs

Created: 2013





*Evaluating Public Health Programs.* Atlanta, GA: Centers for Disease Control and Prevention (CDC), 2013.

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# Evaluating Public Health Programs

## LEARNING OBJECTIVES

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- At the end of the training, you will be able to follow CDC's framework to evaluate a public health program.

## ESTIMATED COMPLETION TIME

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- 565 minutes or approximately 9 ½ hours (*4 hours, 25 minutes presentation; 5 hours skill assessments*)

## TRAINING TECHNIQUES

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- Content and examples will be presented using lectures and group discussion. Participants will complete the six-part skill assessment in small groups.

## PREREQUISITES

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- Introduction to NCD Epidemiology, NCD Data Sources, Program Planning

## MATERIALS AND EQUIPMENT

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For the Facilitator:

- PowerPoint file for presentation
- Flip charts with markers

For the Participant:

- Participant Guide

## REFERENCES AND RESOURCES

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- MMWR, Framework for Program Evaluation in Public Health, September 17, 1999 / Vol. 48 / No. RR-11, <http://www.cdc.gov/mmwr/pdf/rr/rr4811.pdf>
- U.S. Department of Health and Human Services Centers for Disease Control and Prevention. Office of the Director, Office of Strategy and Innovation. Introduction to program evaluation for public health programs: A self-study guide. Atlanta, GA: Centers for Disease Control and Prevention, 2011.
- MacDonald G, Starr G, Schooley M, Yee SL, Klimowski K, Turner K. Introduction to Program Evaluation for Comprehensive Tobacco Control Programs. Atlanta (GA): Centers for Disease Control and Prevention; 2001.
- Yarbrough, D. B., Shulha, L. M., Hopson, R. K., and Caruthers, F. A. (2011). The program evaluation standards: A guide for evaluators and evaluation users (3rd ed.). Thousand Oaks, CA: Sage
- Program Evaluation Webinar Series Part 1: "Top Roadblocks on the Path to Good Evaluation– And How to Avoid Them", Presented by: Tom Chapel

- Program Evaluation Webinar Series Part 2: Getting Started and Engaging Your Stakeholders, Presented by: Leslie Fierro and Carlyn Orians
- Program Evaluation Webinar Series Part 3: Describing Your Program and Choosing an Evaluation Focus; Presented by Thomas J. Chapel, MA, MBA, Chief Performance Officer (Acting), CDC/Office of the Director/OCOO
- Program Evaluation Webinar Series Part 4: Gathering Data, Developing Conclusions, and Putting Your Findings to Use, presented by Christina A. Christie, Ph.D., Claremont Graduate University

## PREPARATION CHECKLIST

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The following are action items to be completed by the facilitator prior to training:

- \_\_\_ Review slides
- \_\_\_ Select a case study to use for the six parts of the module (Alcohol Injury, Hypertension, Tobacco) and make copies for the participants
- \_\_\_ Draw slide 20 (Describe a Program) on a flip chart (optional)
- \_\_\_ Prepare local examples for discussion on logic models
- \_\_\_ Prepare an example on evaluation findings and results (for slide 70) so that participants can help identify recommendations

## FONT GLOSSARY

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The following fonts are used in this guide:

Font Type	Font Meaning
Plain	Script
<b>Bold</b>	<b>Instructions</b>
<i>Italics</i>	<i>Answers</i>

## ICON GLOSSARY

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The following icons are used in this guide:

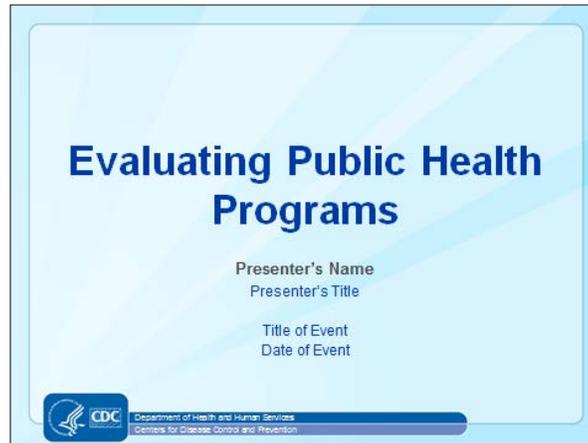
Image Type	Image Meaning
	Small group exercise.
Activity Icon	
	Write responses during facilitator-led discussions or debriefs.
Flip Chart Icon	

Image Type	Image Meaning
 Question Icon	Question for facilitator to ask participants.
 Tip Icon	Supplemental information discussion.
 Stop Icon	Do not start the assignment until your facilitator tells you to begin.

Duration/ Slide Number	What to Do/What to Say
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**3 minutes**

**Slide 1**



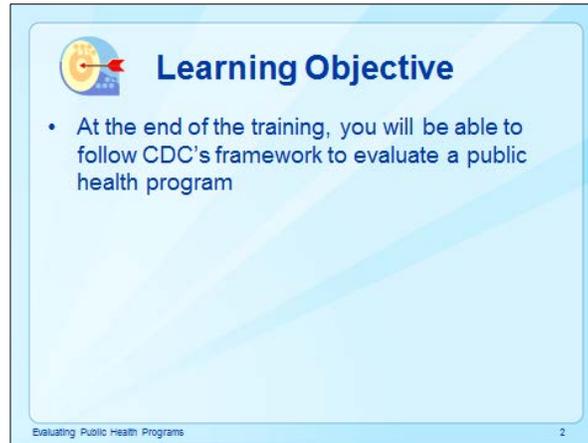
**Question**

- **Welcome participants to this module.**
- **Ask participants if they have experience evaluating public health programs. Ask what are the benefits or the outcomes of those evaluations.**
- **Explain that evaluation provides insights on the value, merit, and worth of public health programs, interventions, and projects. This helps decision-makers address accountability and proper use of limited resources, and it also helps programs make changes that can improve processes and outcomes.**
- **Tell participants that this lesson will take approximately 9 hours to complete.**

**Duration/  
Slide Number**

**What to Do/What to Say**

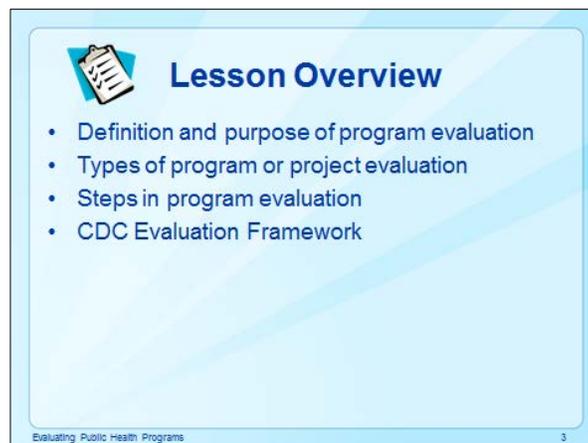
**1 minute  
Slide 2**



The slide features a light blue background with a subtle geometric pattern. In the top left corner, there is a circular icon containing a target symbol with a red arrow hitting the bullseye. To the right of this icon, the title "Learning Objective" is written in a bold, dark blue font. Below the title, a single bullet point is listed in a dark blue font. At the bottom left of the slide, the text "Evaluating Public Health Programs" is written in a small, light blue font. At the bottom right, the number "2" is displayed in a small, light blue font.

- **Direct participants to Slide two in their participant guides.**
- **Read the learning objective from this slide.**

**1 minute  
Slide 3**

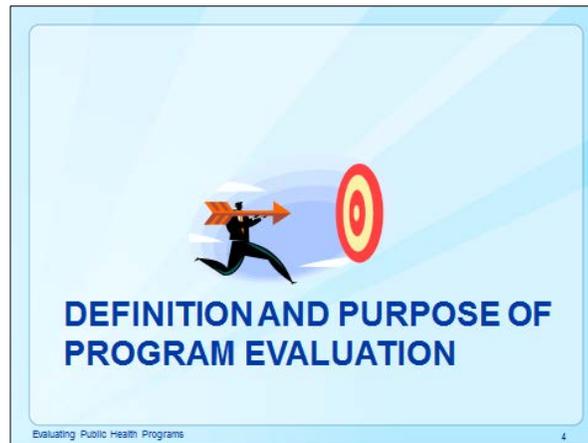


The slide features a light blue background with a subtle geometric pattern. In the top left corner, there is a circular icon containing a clipboard with a checklist. To the right of this icon, the title "Lesson Overview" is written in a bold, dark blue font. Below the title, four bullet points are listed in a dark blue font. At the bottom left of the slide, the text "Evaluating Public Health Programs" is written in a small, light blue font. At the bottom right, the number "3" is displayed in a small, light blue font.

- **Read the lesson overview.**

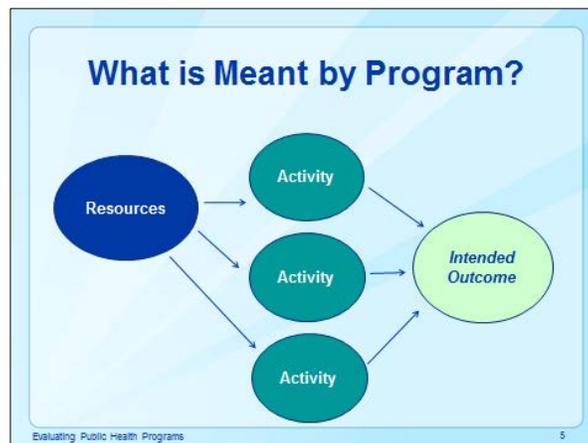
**Duration/  
Slide Number**
**What to Do/What to Say**

1 minute  
Slide 4



- Explain that we will begin by defining the word ‘program’ and then ‘evaluation.’

2 minutes  
Slide 5



Question



Tip

- **Ask:** Who can define what we mean by a program?
- **Note:** Participants should have completed the Program Planning module prior to this module.
- **Answer:** A program is used to describe the object of evaluation, which could be any set of organized activities supported by a set of resources to achieve a specific and intended result.
- Explain that the term *program* also refers to the effort that is being evaluated. It may apply to *any action* that seeks to improve outcomes for whole communities, for more specific sectors (e.g., schools, work places), or for sub-groups (e.g., youth, people experiencing violence).
- Explain that they can also think of a program as a field

Duration/  
Slide Number

What to Do/What to Say

project or an intervention.

2 minutes

Slide 6



Question

**Defining Program Evaluation**

- Program evaluation is the systematic collection of information about the activities, characteristics and outcomes of the program to:
  - Make judgments about the program
  - Improve program effectiveness, and/or
  - Inform decisions about future program development

- **Ask:** Who can define “program evaluation”?
- **Read the slide.**

2 minutes

Slide 7



Tip

**Types of Evaluation**

Process

Outcome

- **Explain the two types of evaluations that you will focus on in this lesson and include the following points:**
  - Process evaluation focuses on the internal dynamics and actual operations of a program to understand its strengths and weaknesses.
  - Outcome evaluation focuses on the results of the program. It helps you determine if you achieved the goals of the program.
- **NOTE:** Questions may arise regarding other terms students may have heard like formative and summative evaluation. Acknowledge these types of evaluations, but

Duration/  
Slide Number

## What to Do/What to Say



Question



Flip Chart

5 minutes

Slide 8

**explain that for the purpose of this training, you will only focus on process and outcome.**

- **Ask:** Given these main types of evaluation, what is the purpose of evaluating public health programs?
- **Record responses on a flip chart.**
- **Answers may include:**
  - *To monitor progress towards program goals*
  - *To demonstrate that a program or particular activity is effective*
  - *To determine whether the program is producing the desired results*
  - *To justify the need for further funding and support*
  - *To learn how to improve the program*



- **Explain that you will now discuss the steps in program evaluation.**
- **Ask participants to close their participant workbooks.**
- **Draw a blank CDC evaluation framework on a flip chart with only the numbers 1 – 6 around the circle.**
- **Tell participants that program evaluation involves 6 steps.**
- **Ask for a volunteer to fill in the names of the steps. (You may ask for more than one volunteer.)**



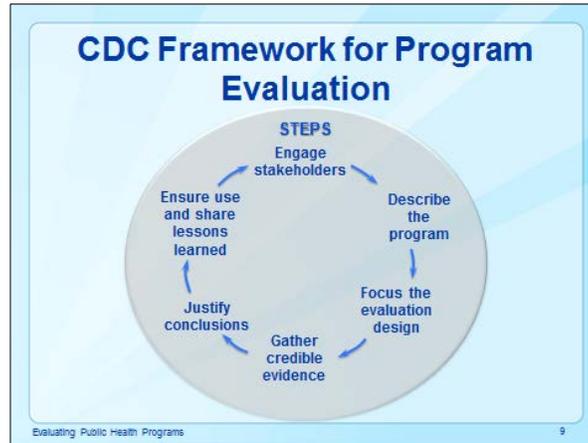
Question

Duration/  
Slide Number

What to Do/What to Say

3 minutes

Slide 9

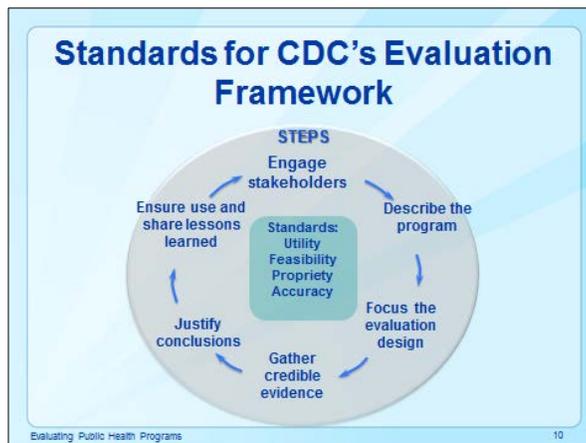


- **Read the steps on the graphic and briefly explain that the evaluation steps are not necessarily linear. Include these points:**
  - Although the first step is to engage stakeholders, it does not mean this is something you do only at the beginning of the evaluation process. You will engage stakeholders throughout the entire evaluation framework.
  - When you describe the program you will set a strong evaluation focus, making sure that the questions you ask are the ones that matter most to the people that matter most.
  - The first three steps are iterative, that is, they are repetitious. You can start with any of these steps, but you must complete them before moving on to step 4—gathering evidence.
  - Insights you make at any of the 3 steps can lead you to cycle back to revisit the other 2 steps.
  - To ensure proper evaluation and its use, it is recommended to get all the way around the circle.

**Duration/  
Slide Number**

**What to Do/What to Say**

**3 minutes  
Slide 10**



- Point out the “Standards” box on the slide and explain that there are actually 30 discrete standards that provide practical guidelines to follow when conducting an evaluation.
- Explain that these standards are used by many evaluators, not just for the CDC framework.
- Note: The standards are adopted from the Joint Committee on Standards for Educational Evaluation.
- Explain that the 4 standards listed in the center of the framework can be seen as lenses through which to view your choices at each step.
  - **Utility:** Will the evaluation meet the needs of the stakeholders? Will the evaluation provide relevant information in a timely manner?
  - **Feasibility:** Are the planned evaluation activities realistic? Are resources used reasonably? Is the evaluation minimally disruptive to your program?
  - **Propriety:** Is the evaluation ethical? Does the evaluation protect the rights of individuals and protect the welfare of those involved?
  - **Accuracy:** Will the evaluation produce valid and reliable findings?
- Tell participants that if they want additional information, they can refer to the Resources and References section in their participant guide and access the MMWR for CDC’s evaluation framework.



**Tip**

Duration/  
Slide Number

What to Do/What to Say

1 minute  
Slide 11



- Explain that you will now discuss step 1—engage stakeholders.

8 minutes  
Slide 12



Question

- **Ask:** What is meant by stakeholders?
- **Solicit responses;** then, read the three types of stakeholders by clicking one at a time.
- **Make the point** that a stakeholder may also be someone or some organization that does not support the program but still has a stake in the program.
- **Briefly discuss** the importance of involving stakeholders who are openly skeptical or antagonistic toward the program and how opposition to a program might stem from differing values regarding if/what change is needed or how to achieve it.
- **Ask:** How is it helpful to engage stakeholders who have opposing perspectives?



Question

Duration/ Slide Number	What to Do/What to Say
 Question	<ul style="list-style-type: none"> <li>• <b>Possible answer:</b> <i>Enlisting the help of program opponents in the early stages of evaluation is important because these efforts can strengthen the evaluation's credibility.</i></li> <li>• <b>Ask:</b> What are examples of persons involved in implementing the program?</li> </ul>
 Question	<ul style="list-style-type: none"> <li>• <b>Show answers by clicking on the slide.</b></li> <li>• <b>Ask:</b> Who are the persons or organizations served or affected by the program? What are some examples?</li> <li>• <b>Show answers by clicking on the slide.</b></li> </ul>
 Question	<ul style="list-style-type: none"> <li>• <b>Explain that the primary users of the evaluation are made up of people from the two other groups (those involved in implementing the program and those served or affected by the program). They are specific individuals or groups who are in a position to decide about and/or do something with the results.</b></li> <li>• <b>Say:</b> A successful evaluation will designate primary users early in its development and maintain frequent interaction with them so that the evaluation addresses their values and satisfies their unique information needs.</li> </ul>
 Question	<ul style="list-style-type: none"> <li>• <b>Ask:</b> What are examples of primary users of an evaluation?</li> <li>• <b>Show examples by clicking on slide.</b></li> </ul>
 Question	<ul style="list-style-type: none"> <li>• <b>Ask:</b> For example, if you are evaluating smoking cessation programs in communities, workplaces and schools for adults and young people, who might be some program stakeholders involved in the program operations?</li> </ul>
 Question	<ul style="list-style-type: none"> <li>• <b>Possible answers:</b> <i>school administrators, community leaders or elders, owners of companies</i></li> <li>• <b>Ask:</b> In our smoking cessation program example, who are the program stakeholders served or affected by the smoking cessation programs in the community, workplaces and schools?</li> </ul>
 Question	<ul style="list-style-type: none"> <li>• <b>Possible answers:</b> <i>adults and young people living and working in the community, young people at the schools, the families of the adults and young people, coworkers of the adults.</i></li> <li>• <b>Ask:</b> Who are the primary users of the evaluation findings for a smoking cessation program?</li> </ul>
 Question	<ul style="list-style-type: none"> <li>• <b>Possible answers:</b> <i>policy makers, advocates, funders,</i></li> </ul>

Duration/  
Slide Number

What to Do/What to Say

*administrators*

2 minutes

Slide 13

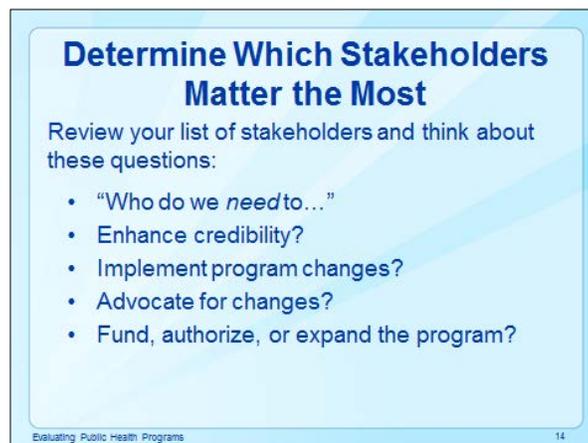


Question

- **Ask:** Why engage stakeholders in the evaluation process?
- **Reveal possible answers:**
  - *Help build trust and understanding among program constituents.*
  - *Can add credibility to the evaluation through support or provide feedback on relevance of approach or methods.*
  - *May have resources to help.*
  - *May be critical to implementing or advocating for action based on the results.*

2 minutes

Slide 14



- **Say:** For many programs, the list of stakeholders can be very long. It is important to consider which stakeholders matter the most. Consider who they are and their perspectives and interests.

**Duration/  
Slide Number**
**What to Do/What to Say**

- Explain that the questions on the slide can help them think about which stakeholders are the most important for their evaluation.
- Click on the bullets and read.

**2 minutes**
**Slide 15**

**Plan How to Engage Stakeholders**

Step 2: Describe the program: understanding program components, implementation and intended effects

Step 3: Focus the design: identifying useful and feasible questions to ask

Step 4: Gather credible evidence: selecting credible data methods and sources

Step 5: Justify conclusion: doing the analysis or interpreting findings

Step 6: Ensure use and lessons learned: disseminating results or acting on findings

Evaluating Public Health Programs 15

- **Say:** After you identify which stakeholders matter the most, you should plan how to involve them in the evaluation process.
- Read the slide and explain that you can engage stakeholders throughout the evaluation process, but the scope and level of involvement will vary for each program evaluation.

**2 minutes**
**Slide 16**

**Checklist for Engaging Stakeholders**

- Identify stakeholders: those involved in operations, those affected, and those who will use the evaluation results.
- Review the initial list of stakeholders to identify key stakeholders needed to improve credibility, implementation, advocacy, or funding/authorization decisions.
- Create a plan for stakeholder involvement.

Evaluating Public Health Programs 16


**Question**

- Ask for volunteers to provide the three main tasks for engaging stakeholders.
- Reveal and read bullets.

**Duration/  
Slide Number**

**What to Do/What to Say**

**55 minutes (40  
minutes plus 15-  
minute debrief)**

**Slide 17**

**Exercise - Step 1: Engage Stakeholders**

1. In this lesson, you will practice the six steps for effective program evaluation
2. The case study is comprised of six sections. You will complete one section at a time in a small group, as instructed by your facilitator
3. In your small group, you will read the background information and answer only the questions for the section you have been instructed to complete
4. You will have 40 minutes to complete Step 1: Engage Stakeholders

Evaluating Public Health Programs 17



**Activity**

- **Tell participants that throughout this lesson, they will work in small groups to complete a multi-part exercise.**
- **Explain that after learning each step of the evaluation process, they will practice that component in their participant guide.**
- **Read the slide.**
- **Tell them to turn to the appropriate Slide in their participant guide and complete ONLY part 1. Explain that they should spend no more than 40 minutes on part 1.**
- **Tell participants to begin.**
- **Walk around the room and assist the groups as needed.**
- **After 40 minutes, reconvene the groups and ask each group to provide their responses.**
- **Encourage the participants to provide feedback to each other.**



**Stop**

**Duration/  
Slide Number**

**What to Do/What to Say**

**1 minute  
Slide 18**



- **Tell participants that you will now go over the second step in the evaluation framework—describe the program.**

**2 minutes  
Slide 19**



**Question**

- **Say:** The goal of this step is to include a clear and succinct description of your program that will clarify the program's purpose, activities, and capacity to meet its intended goals.
- **Ask:** Why is it important to describe the program?
- **Answer:** *To ensure that the stakeholders share the same level of understanding about the program's components, implementation, and intended effects; to foster strategic thinking about the program.*

**Duration/  
Slide Number**

**What to Do/What to Say**

**2 minutes**

**Slide 20**



**Describe a Program**

- Document the need for the program
- State expected effects
- Identify program activities
- Determine program resources
- Recognize stage of development
- Describe program context
- Prepare a logic model (optional)

Evaluating Public Health Programs 20

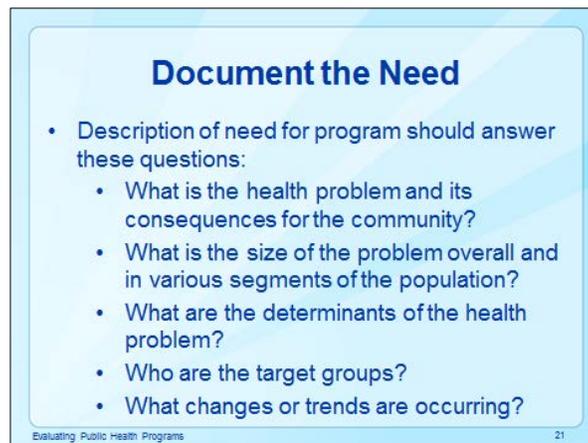


**Tip**

- **Note:** You may want to draw this slide on a flip chart ahead of time so that you can refer to it throughout this step of the framework, since there are many sub-steps to discuss.
- Briefly explain the points on the slide.
- Explain that they should be able to get most of the information on needs, resources, goals, objectives and activities from the program planning stage.

**2 minutes**

**Slide 21**



**Document the Need**

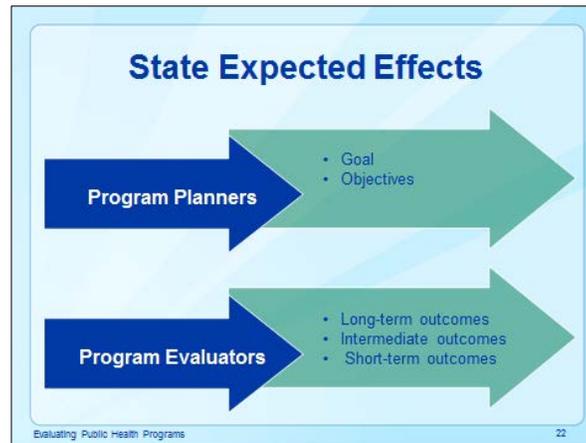
- Description of need for program should answer these questions:
  - What is the health problem and its consequences for the community?
  - What is the size of the problem overall and in various segments of the population?
  - What are the determinants of the health problem?
  - Who are the target groups?
  - What changes or trends are occurring?

Evaluating Public Health Programs 21

- Read the slide and explain that these questions should have been answered when they planned their intervention.
- Tell participants that for most of this information, they should refer to their program plan, other documents, and speak with key stakeholders.

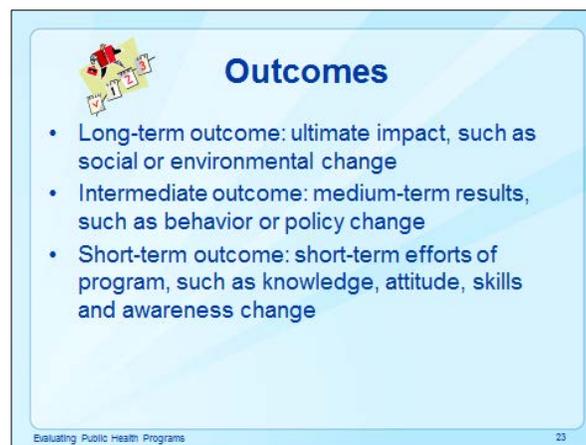
**Duration/  
Slide Number**
**What to Do/What to Say**

2 minutes  
Slide 22



- Explain that after documenting the program need, they should state the program expectations.
- Explain what is meant by expectations by reading the slide.
- Explain that as program *planners*, they should have identified goals and objectives for their program. As program *evaluators*, they will define outcomes, which is basically a different term for goals and objectives.

5 minutes  
Slide 23



- Explain that defining an outcome as long-term, intermediate, or short-term depends on the program objective and the length of the program. What is identified as a long-term outcome for one program could be an intermediate outcome for another.
- Read the slide.
- On a flip chart, write the goal from the secondhand



Flip Chart

Duration/  
Slide Number

What to Do/What to Say



Question

**smoking example from the Program Planning module:**

- Goal: to reduce exposure to secondhand smoke
- **Ask participants to provide you with examples of long-term, intermediate, and short-term outcomes for the goal.**
- **Possible answers:**
  - Long-term outcome: reduced exposure of adult nonsmokers to secondhand smoke (SHS); reduced exposure of young people to SHS.
  - Intermediate outcome: increased percentage of smoke-free homes
  - Short-term outcome: increased awareness of, and exposure to messages about the hazards of SHS; increased knowledge and improved attitudes and skills related to SHS.

4 minutes

Slide 24

**Identify Program Activities**

- Identify the activities that will produce or lead to your goal and outcomes
- What are the specific strategies and actions we need to take to meet our program expectations?

Evaluating Public Health Programs 24

- **Explain that after identifying the outcomes, they will identify the activities that produce or lead to the program goal and outcomes.**
- **Explain that another way of thinking of this step is to ask: What are the specific strategies and actions we need to take to meet the program expectations?**
- **Explain that during program planning, the activities needed to meet program goals and objectives should have been identified; but these activities might have changed between implementation and evaluation.**
- **Provide an example of activities, such as:** Possible tobacco control activities to reduce adult smoking rates might

**Duration/  
Slide Number****What to Do/What to Say**

include counter-marketing, community mobilization and policy or regulatory action.

- **Explain that it is important to describe the different activities, determine how they relate to each other and to the program's goals, and identify the different steps or actions expected to occur. It is also important to ensure that the activities are in a clear, logical sequence.**

**2 minutes**

**Slide 25**



- **Explain that the next step in describing the program is to document program resources.**
- **Reveal the bullets one at a time and discuss.**
- **Explain that program evaluation activities often include accountability for resources to funding agencies and stakeholders. Therefore, you should clearly identify the resources you need to administer the program.**
- **Ask:** Can anyone give examples of resources you would need for the secondhand smoke program?



**Question**

Duration/  
Slide Number

What to Do/What to Say

2 minutes

Slide 26

**Recognize Stage of Development**

- Maturity of a program
- Influences type of evaluation and outcomes to measure
- Three stages of development:
  1. Planning
  2. Implementation
  3. Maintenance / outcomes

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Question

- **Discuss the first two bullets explaining that programs that have recently received funding will have different results than those that have been operating for many years.**
- **Ask participants for the three stages of a program's development.**
- **Click until the list appears.**
- **Point out that at the last stage, enough time has passed for the program to show some outcomes.**

1 minute

Slide 27

**Describe Context**

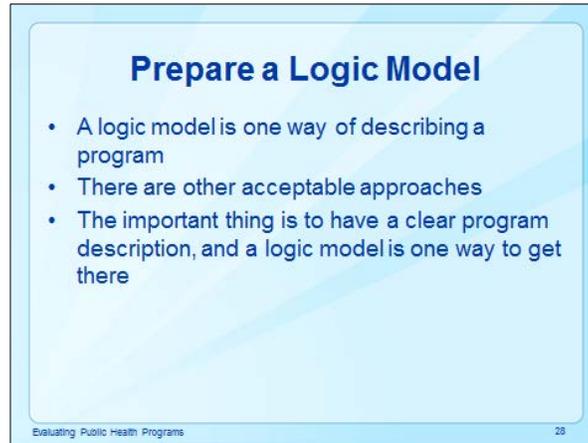
- Environment in which a program exists
- Factors that can influence program context:
  - Politics
  - Funding
  - Competing interests
  - Competing organizations
  - Social and environmental conditions
  - History (of program, agency, past collaboration)

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- **Explain that program resources may include money, staff, time, materials, and equipment.**
- **Say:** Program evaluation activities often include accountability for resources to funding agencies and stakeholders. Therefore, you should clearly identify the resources you need to administer the program.

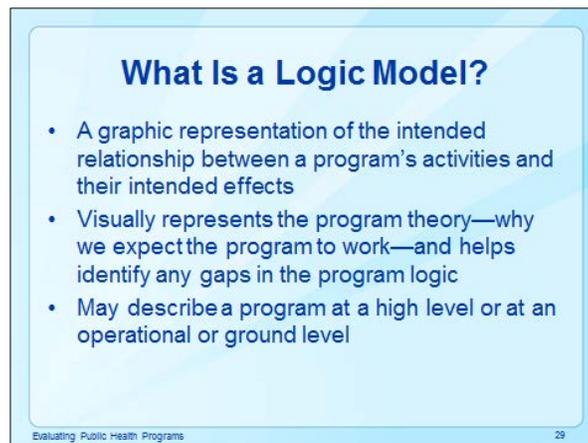
**Duration/  
Slide Number**
**What to Do/What to Say**

**2 minutes  
Slide 28**



- **Refer to the flipchart (or slide in participant guide) that lists the steps for describing a program. Explain that we will now learn how to prepare a logic model.**
- **Emphasize that the logic model is not truly an additional step in describing a program, but it is another way to lay out the elements of your program: activities, outcomes, resources, etc.**
- **Explain the points on the slide, stressing that you may not always need a logic model. What you really need out of this step is a clear program description.**
- **Explain that logic models are a common way of graphically showing program activities and intended outcomes.**

**2 minutes  
Slide 29**



- **Explain that there are different levels of logic models and the appropriate level depends on the needs of the users and who they are.**

**Duration/  
Slide Number**

**What to Do/What to Say**

- **Click and then read slide.**
- **Say:** The logic model answers the question, how do I think my program works? A logic model helps you see how your program activities fit together and the order in which they have to happen.

**3 minutes**

**Slide 30**

**Developing a Logic Model: Steps**

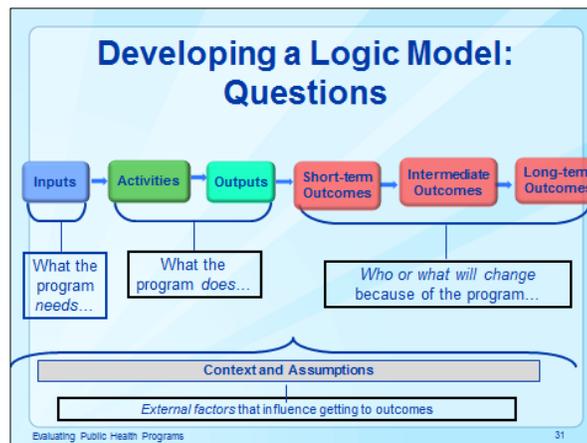
1. Identify and list:
  - a) Intended effects or "outcomes"
  - b) Activities
2. Order by time
3. Elaborate by:
  - a) Adding boxes to represent inputs (resources) and outputs (results of activities)
  - b) Drawing arrows to show relationships
  - c) Considering assumptions, context, and stage of development
4. Review and refine

Evaluating Public Health Programs 30

- **Read the slide and explain to participants that this is just ONE way of developing a logic model, not the only way.**

**5 minutes**

**Slide 31**



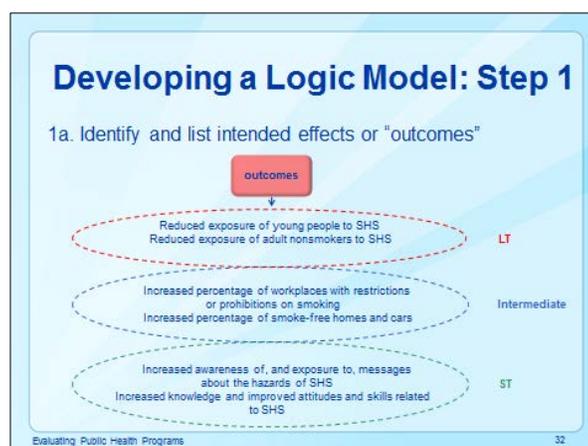
- **Explain that if they follow the steps just mentioned that these are the components of a logic model.**
- **Point out that the outcomes represent who or what will change because of the program.**
- **Point out that the activities and outputs represent what the program does and to whom (target population/program participants).**

**Duration/  
Slide Number**
**What to Do/What to Say**

- Point out that the inputs represent what the program needs.
- Point out the context and assumptions and explain that they are the external factors that facilitate or hinder getting to the outcomes.
- Tell participants that we will not be discussing context and assumptions in detail during the lesson, but it is something important you want them to consider, and that there are political, social, environmental and technological factors that might affect the results of their program.
- Tell participants that you will now walk them through developing a logic model.

4 minutes

Slide 32



- If you have the "Describe a Program" steps on a flip chart, refer to the "State Expected effects" step.
- Remind participants that they should have already identified outcomes or results, but that drawing a logic model can help them see any gaps or omitted items, such as short-term or intermediate outcomes.
- Click until the list of outcomes appears.
- Read one or two outcomes from the list.
- **Ask:** Which of these outcomes would be considered long-term?
- Click until the red oval and "LT" appears on the screen. (NOTE: This slide in the participant guide will not contain the ovals and labels.)
- Continue asking participants which outcomes are



Question

**Duration/  
Slide Number**

**What to Do/What to Say**

intermediate and short-term and click until all the ovals and labels appear.

- Remind participants that when they reach the last step of developing a logic model—review and refine—they may add additional outcomes.

**3 minutes**

**Slide 33**



- Explain to participants that they will next identify and list activities.
- Remind participants (by referring to the flip chart of how to describe a program) that they should have already identified program activities, but that drawing a logic model can help them see if they have omitted any activities.
- Click until the activities box and arrow appear.
- Ask participants if they remember the three activities they identified for the secondhand smoke example.
- Click on screen to reveal and read the three activities.



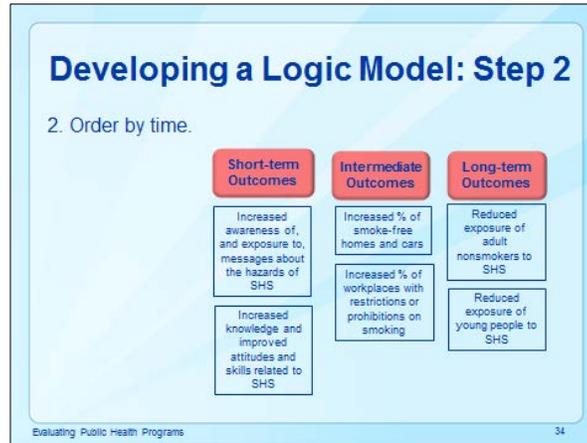
**Tip**



**Question**

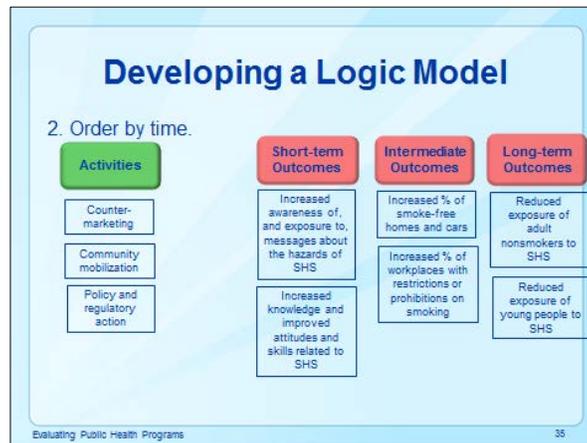
Duration/ Slide Number	What to Do/What to Say
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**2 minutes**  
**Slide 34**



- Tell participants that they will next order the outcomes by time.
- Explain that this is how the outcomes will be listed in the logic model.
- Remind participants that at a later step they will add arrows to show relationships between outcomes.

**2 minutes**  
**Slide 35**



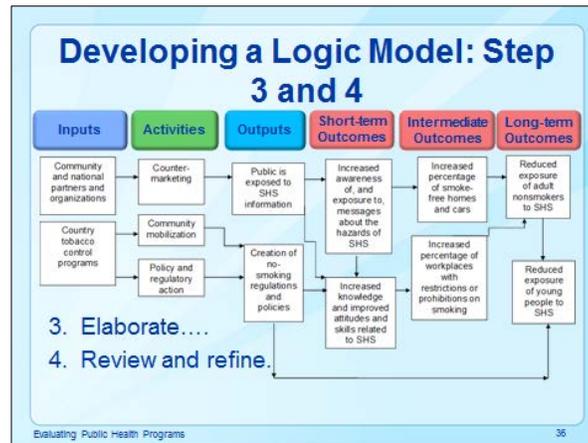
- Point out the three activities listed in the logic model and how they are arranged in order of when they will occur.

Duration/  
Slide Number

What to Do/What to Say

10 minutes

Slide 36



- **Discuss step 3 (elaborate by adding inputs and outputs, drawing arrows, and considering assumptions, context, and state.**
- **Point out the inputs and outputs in this example and how the outputs are products of the activities. Explain how the arrows are used:**
  - Inputs to activities: Which inputs produce which activities?
  - Activities to other activities: Which activities lead to which other activities?
  - Activities to outputs: Which activities produce which intended outputs?
  - Outputs to outcomes: Which outputs lead to which outcomes?
  - Outcomes to outcomes: Which early outcomes produce which later outcomes?
- **Discuss that in step 4, they will review the logic model to make sure they can answer questions such as: How do I think the program works? What is supposed to lead to what? Have I identified all the outcomes?**
- **Ask:** Would you change or add anything on this logic model?
- **Solicit responses and point out the policy and regulatory action activity and the creation of no-smoking regulations and policies output. Ask participants if this output would lead to a short-term and/or intermediate outcome.**
- **Point out that you could add a short-term outcome:**



Question

Duration/  
Slide Number

## What to Do/What to Say



## Flip Chart

**increased public support for no-smoking policies and an intermediate outcome: increased percentage of enclosed public places and restaurants with restrictions on smoking.**

- **If time permits, work through another example of a logic model on a flipchart with the help of participants. You may use the following information (and answers):**
  - Goal of a healthier worksite initiative: to reduce chronic disease risk factors and promote self-management of health issues.
  - Long-term outcome: to increase healthy (non-sick) days among employees.
  - Intermediate outcomes: increase in physical activity levels among employees, improved nutrition among employees, and increased participation in health screenings by employees
  - Short-term outcomes: to increase awareness of nutrition, increase knowledge and improve attitudes towards healthy food choices
  - Outputs: number of nutrition programs implemented and promoted; number of health screenings promoted
  - Activities: develop nutrition program, create marketing materials for nutrition program and health screenings
  - Inputs: worksites, community organizations to implement health screenings and nutrition programs

3 minutes

Slide 37

<b>Applying Standards: Figure 1</b>	
Standards	Question
Utility	<ul style="list-style-type: none"> <li>• Is the level of detail appropriate for the intended user(s)?</li> <li>• Is the logic model clear to those who need to use the information to make decisions related to the evaluation?</li> </ul>
Feasibility	<ul style="list-style-type: none"> <li>• Does the program description include at least some activities and outcomes that are in control of the program?</li> </ul>
Propriety	<ul style="list-style-type: none"> <li>• Does the description include sufficient detail for users to critically assess the content?</li> </ul>
Accuracy	<ul style="list-style-type: none"> <li>• Would diverse stakeholders consider the logic model a reasonable representation of the program?</li> </ul>

Evaluating Public Health Programs 37

- **Tell participants that for each step of the evaluation framework they should consider and apply the**

Duration/  
Slide Number

What to Do/What to Say



Question

standards.

- Tell participants that this slide just shows *some* of the questions you would ask.
- Ask participants to refer to the secondhand smoke (SHS) logic model in their participant guide as you briefly review how to apply the standards.
- Read the slide and ask participants to answer these questions for the SHS example.

5 minutes

Slide 38

**Checklist for Describing the Program**

- Document the need for the program
- State expected effects
- Identify program activities
- Determine program resources
- Recognize stage of development
- Describe program context
- Prepare a logic model (optional)

Evaluating Public Health Programs 38



Question

- Ask for volunteers to provide the main tasks for describing the program.

90 minutes (60  
minutes plus 30-  
minute debrief)

Slide 39

**Exercise - Step 2: Describe Program**

1. In your small group, complete step 2 of the evaluation process— describe the program
2. You will have 1 hour to complete this part of the exercise
3. Be prepared to share your work with the rest of the class

Evaluating Public Health Programs 39



Activity

- Read the instructions to the participants.
- Have participants continue to work with their same groups.
- Tell them to turn to the appropriate Slide in their

Duration/  
Slide Number

## What to Do/What to Say



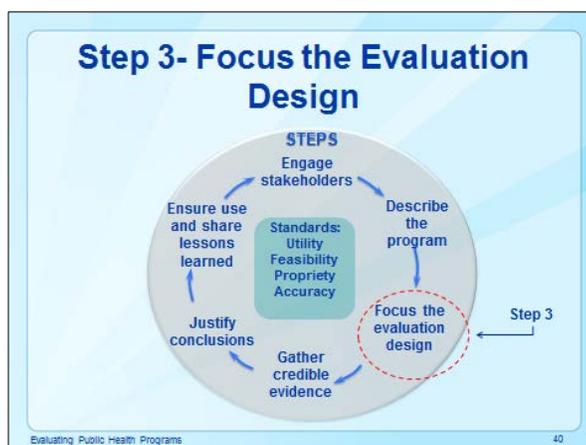
Stop

participant guide and to complete **ONLY** step 2. Explain that they should spend no more than 1 hour on that section.

- Tell participants to begin.
- After 1 hour, ask each group to present their logic models to the rest of the class.
- Encourage the participants to provide each other with feedback.

1 minutes

Slide 40



- Explain that steps 1 and 2 prepare you to decide what to evaluate. Explain that in step 3, focusing the evaluation design helps you conduct a *quality* evaluation.

3 minutes

Slide 41

- Read the slide.
- **Say:** The answers to these questions will help you define what part of the logic model you are going to focus on for the evaluation: the outcome side (short-term, intermediate

**Duration/  
Slide Number**

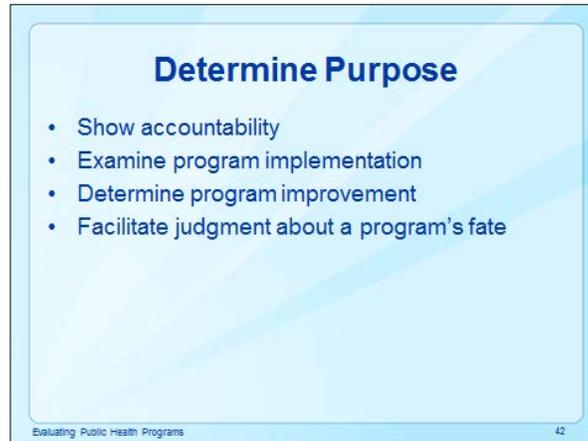
**What to Do/What to Say**

and long-term outcomes) or the process side (inputs, activities and outputs).

- **Say:** We will now discuss the different purposes of evaluation.

**3 minutes**

**Slide 42**

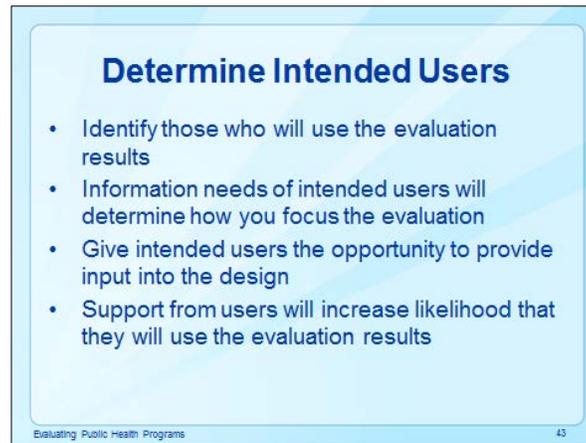


**Question**

- **Ask:** What are some purposes of evaluating a program?
- **Read the slide and include these points:**
  - Show accountability: focuses primarily on inputs such as money and other resources and how well these are accounted for, traced, monitored and reported.
  - Examine program implementation: this is often known as “process evaluation”. You may not look at any outcomes at all and look primarily at *outputs*. You will try to answer the question: Was the program implemented as it was intended?
  - Determine program improvement: helps you answer: How do I improve my program to reach objectives? It can help you determine what is wrong with the program if it is not producing the outputs or achieving short-term outcomes.
  - Facilitate judgment about a program's fate: focuses mainly on **outcome** evaluation. Helps you answer: “Does the program provide good value for the investment of time, money, and other resources? Should the program be continued, expanded, or ended?”
- **Say:** These are four potential purposes for evaluation that are very different from each other; each one will lead you to a different part of the logic model.

**Duration/  
Slide Number**
**What to Do/What to Say**

**3 minutes  
Slide 43**



**Determine Intended Users**

- Identify those who will use the evaluation results
- Information needs of intended users will determine how you focus the evaluation
- Give intended users the opportunity to provide input into the design
- Support from users will increase likelihood that they will use the evaluation results

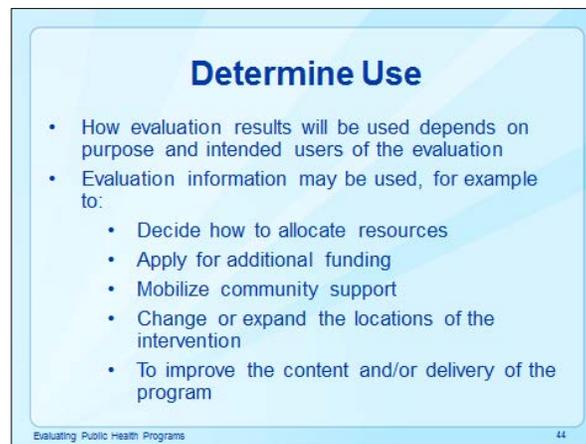
Evaluating Public Health Programs 43



**Question**

- **Read the slide.**
- **Ask:** In the second-hand smoke example, who are the intended users of the evaluation?
- **Answer:** *legislators, school administrators, workplace owners*

**3 minutes  
Slide 44**



**Determine Use**

- How evaluation results will be used depends on purpose and intended users of the evaluation
- Evaluation information may be used, for example to:
  - Decide how to allocate resources
  - Apply for additional funding
  - Mobilize community support
  - Change or expand the locations of the intervention
  - To improve the content and/or delivery of the program

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**Question**

- **Read the slide.**
- **Ask:** What are some examples of how evaluation information results may be used?
- **Solicit answers. Click on the slide and reveal (additional) answers.**

**Duration/  
Slide Number**

**What to Do/What to Say**

**3 minutes  
Slide 45**



- **Read the first two bullets on the slide.**
- **Explain that when they design questions, they must consider the stage of their program's development. Include these points:**
  - If your program is in the planning stages, you may not be ready to conduct any type of evaluation.
  - If your program is in the implementation stage, you can conduct a process evaluation to make sure the program is on track.
  - During the maintenance stage, you should have a well-established, mature program. You may wish to evaluate changes in intermediate or long-term outcomes.
  - You may also be able to ask questions about short-term outcomes for a program in the implementation stage.
- **Tell participants that you will now go over two scenarios to practice determining evaluation purpose, user, use, and questions.**

**Duration/  
Slide Number**

**What to Do/What to Say**

**5 minutes**

**Slide 46**

### Focus the Evaluation: Scenario 1

After one year of implementing your program to reduce exposure to secondhand smoke, other communities/ organizations are interested in adapting your model/ program

**Purpose:**

To examine program implementation

**User:**

Other communities/organizations

**Use:**

To determine whether to adopt the program

Evaluating Public Health Programs

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**Question**



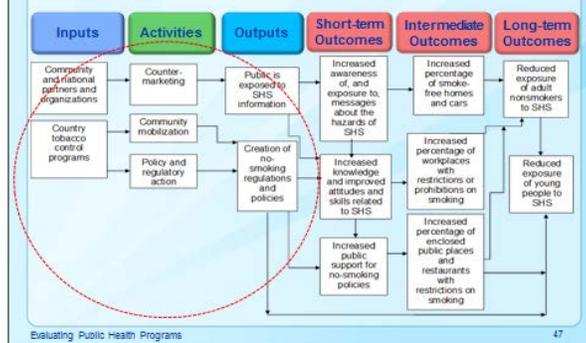
**Question**

- **Read the scenario.**
- **Ask participants for the purpose, user, and use of the evaluation.**
- **Click on the slide until the answers appear.**
- **Ask:** For this example, what type of evaluation would you focus on: process or outcome?
- **Show the answer on the next slide.**

**5 minutes**

**Slide 47**

### Focus on Process Evaluation



Evaluating Public Health Programs

47



**Question**

- **Explain that this example is focusing on process evaluation.**
- **Ask:** What are some examples of questions you would ask for this type of evaluation?
- **Possible Answers:**
  - *Have the campaign produces (posters, billboards, radio and television advertisements) been produced?*

**Duration/  
Slide Number**

**What to Do/What to Say**

- *How many advertisements are being shown? When? Where?*
- *Who is the marketing campaign's target audience?*
- *What is the estimated number of people who see or hear the advertisements?*
- **Tell participants that you will look at one more evaluation scenario.**

**5 minutes**

**Slide 48**

**Focus the Evaluation: Scenario 2**

After 5 years of implementation, you need to demonstrate to legislators the importance of your efforts for a secondhand smoke program in order to justify continued funding

**Purpose:**  
To facilitate judgment about a program's fate

**User:**  
Your organization and/or the legislators

**Use:**  
To show evidence that proves sufficient effectiveness to warrant funding

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**Question**



**Question**

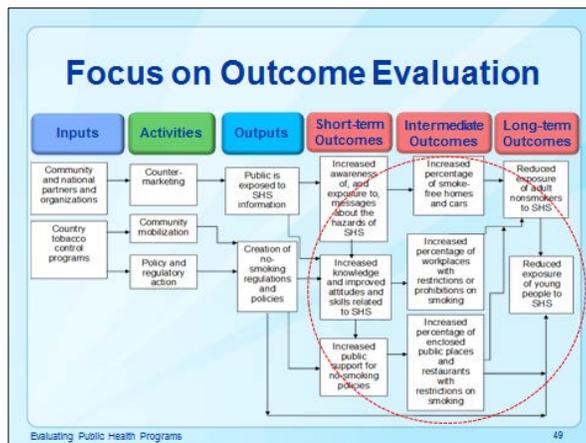
- **Read the scenario.**
- **Ask participants for the purpose, user, and use of the evaluation.**
- **Click on the slide until the answers appear.**
- **Explain that the purpose is to facilitate judgment about a program's fate.**
- **Ask:** For this example, what type of evaluation would you focus on: process or outcome?
- **Show the answer on the next slide.**

Duration/  
Slide Number

What to Do/What to Say

5 minutes

Slide 49

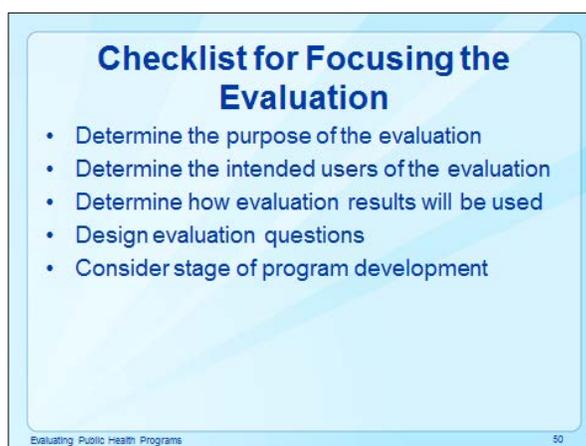


Question

- **Explain that this scenario is focusing on outcome evaluation, the right side of the logic model.**
- **Ask:** What are some examples of questions you would ask for this type of evaluation?
- **Possible Answers**
  - *Has there been an increase in knowledge and attitudes about the dangers of smoking?*
  - *Have there been changes in tobacco-related attitudes and beliefs?*
  - *What percentage of parents are smoking in front of their children?*
  - *What is the prevalence of exposure to secondhand smoke?*
  - *Has there been a decrease in tobacco-related morbidity and mortality?*

5 minutes

Slide 50



Duration/  
Slide Number

What to Do/What to Say



Question

45 minutes (30  
minutes plus 15-  
minute debrief)

Slide 51

- Ask for volunteers to provide the main tasks for focusing the evaluation.
- Show and discuss bullets.

### Exercise - Step 3: Focus the Evaluation Design

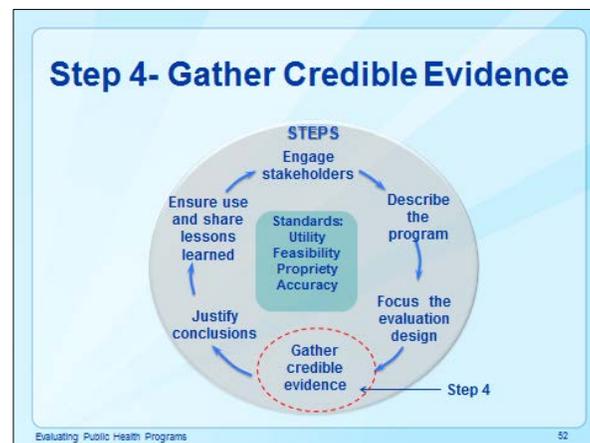
1. In your small group, complete step 3 of the evaluation process—focus the evaluation design
2. You will have 30 minutes to complete this part of the exercise
3. Be prepared to share your work with the rest of the class

Evaluating Public Health Programs 51

- Read the instructions to the participants.
- Tell participants to continue working in their small groups.
- Tell participants to turn to the appropriate Slide in their participant guide and to complete **ONLY** part 3. Explain that they should spend no more than 30 minutes on that section.
- Tell participants to begin.
- After 30 minutes, reconvene the groups and have each group take turns answering the questions.

1 minute

Slide 52



- Explain that, at this point, they have developed their

**Duration/  
Slide Number****What to Do/What to Say**

**program description, including a logic model, and determined the questions the evaluation should answer. They should have involved stakeholders in these steps to ensure that the data collected will be perceived as reliable and relevant.**

- **Explain that in this next step, “gather credible evidence,” they will determine how to collect the data to answer the questions identified in the previous step.**

**2 minutes**

**Slide 53**

**Gather Credible Evidence**

- Information must be perceived as trustworthy and relevant by the evaluation's primary users
- When stakeholders find evaluation data to be credible, they are more likely to accept the findings and to act on the recommendations

Evaluating Public Health Programs 53

- **Read the slide.**
- **Explain that if the information is not considered to be credible to the people who have to make the decision in the end, then they are not likely to use it.**

**2 minutes**

**Slide 54**

**How to Gather Credible Evidence**

- Identify indicators to answer each evaluation question
- Indicators should be:
  - Specific
  - Observable
  - Measurable
  - Relevant
  - Identify where or how you will get the data

Evaluating Public Health Programs 54

- **Read the slide and explain that indicators help you answer the evaluation questions you identified in step 3.**

Duration/  
Slide Number

What to Do/What to Say

- Explain that you will next discuss examples of indicators.

2 minutes

Slide 55

Evaluation Question	Indicators
Was the public exposed to second hand smoke information?	<ul style="list-style-type: none"> <li>• The number of news stories on secondhand smoke in major newspapers</li> <li>• The number of advertisements on billboards, radio and television</li> </ul>

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Question

- Read the evaluation question and then click and read the example of indicators.
- Ask participants for additional indicators for that question.

2 minutes

Slide 56

Evaluation Question	Indicators
Is there an increase in the number of workplaces with restrictions or prohibition on smoking?	<ul style="list-style-type: none"> <li>• The percentage of workplaces with policies that prohibit or restrict smoking</li> <li>• The percentage of adults employed at work sites with formal policies that prohibit smoking</li> </ul>

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Question

- Read the evaluation question.
- **Ask:** What are some examples of indicators for this evaluation question?
- Click and read the example of indicators.

**Duration/  
Slide Number**
**What to Do/What to Say**

**2 minutes  
Slide 57**



**Question**

- **Read the evaluation question.**
- **Ask:** What are some examples of indicators for this evaluation question?
- **Click and read the example of indicators.**

**5 minutes  
Slide 58**



**Question**



**Question**

- **Explain** that now they have identified what kind of data they need, they will determine where and how to collect the data.
- **Read** the four key data collection sources and/or methods.
- **Ask:** What are some examples of people data sources?
- **Possible answers:** *conducting surveys, interviews, focus groups.*
- **Ask:** What are some examples of data sources from reviewing documents?

Duration/  
Slide Number

## What to Do/What to Say



Question

- **Possible answers:** *medical records, needs assessments, surveillance summaries*
- **Ask:** What are some examples of data sources to use through observations?
- **Possible answers:** *Meetings, public activities, for example in parks, restaurants.*
- **Explain that the last type of data source, secondary data analysis, is data that has already been collected.**
- **Ask:** What are some examples of secondary data analysis?
- **Possible answers:** *census data, hospital discharge data*



Question

5 minutes

Slide 59

### Choosing Data Collection Methods

Function of context:

- Time
- Cost
- Ethics

Function of content to be measured:

- Sensitivity of the issue
- Validity
- Reliability

Evaluating Public Health Programs 59



Question

- **Ask:** What are the various factors that might help us to decide to use one data collection method over another?
- **Read the slide and include these points:**
  - **Time:** Consider how much time it will take to collect the data. Secondary data analysis is going to be quickest and anything involving individual review is going to take the longest: document review, observation, and personal interviews.
  - **Cost:** Consider how much money it will take to collect the data and whether it will fit within your budget. If you are conducting surveys, sending them out in the mail might be less expensive than doing them in person (although it will take a long time to collect the data).
  - **Ethics:** Consider whether the data collection method is

**Duration/  
Slide Number**
**What to Do/What to Say**

ethical.

- **Sensitivity of the issue:** If the issue is one a person is sensitive to, select a method that protects anonymity. Online survey, mail survey, or secondary data analysis are potential options.
- **Validity:** Degree to which the data collection method reliably captures the concept being measured.
- **Reliability:** Degree to which the data collection method consistently measures each time.

**3 minutes**

**Slide 60**

Example 1-Data Collection Sources/Methods		
Question	Indicator	Data Source / Method
Was the public exposed to second-hand smoke information?	<ul style="list-style-type: none"> <li>• The number of news stories on secondhand smoke in major newspapers</li> <li>• The number of advertisements on billboards, radio and television</li> </ul>	Analysis of media materials

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**Question**

- **Read the example on the slide.**
- **Ask participants to provide you with additional data sources or methods to use.**

**3 minutes**

**Slide 61**

Example 2-Data Collection Sources/Methods		
Question	Indicator	Data Source / Method
Is there an increase in the number of workplaces with restrictions or prohibition on smoking?	<ul style="list-style-type: none"> <li>• The percentage of workplaces with policies that prohibit or restrict smoking</li> <li>• The percentage of adults employed at work sites with formal policies that prohibit smoking</li> </ul>	Behavioral Risk Factor Surveillance System, State or local policy tracking
Have there been changes in tobacco-related attitudes and beliefs?	<ul style="list-style-type: none"> <li>• The percentage of adults who believe breathing secondhand smoke is bad for them</li> <li>• The percentage of adults who believe smoking around children is harmful</li> </ul>	Global Adult Tobacco Survey

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**Question**

- **Point out the first question and indicator on the slide.**
- **Ask participants to provide you with data sources or**

**Duration/  
Slide Number**

**What to Do/What to Say**

methods to use.

- Click to show answer.
- Go over the next question and ask about the data sources/methods to use by clicking through the slide.

**3 minutes**

**Slide 62**

Applying Standards: Figure 2	
Standards	Question
Utility	<ul style="list-style-type: none"> <li>• Have <u>existing</u> data sources been considered prior to <u>new</u> data collection?</li> <li>• Will specific methods or data sources enhance credibility of the data with stakeholders?</li> </ul>
Feasibility	<ul style="list-style-type: none"> <li>• Can proposed data and analysis be implemented within the time line and budget?</li> </ul>
Propriety	<ul style="list-style-type: none"> <li>• Do issues of safety or confidentiality exist that must be addressed?</li> </ul>
Accuracy	<ul style="list-style-type: none"> <li>• Does data collection address how good the findings need to be?</li> </ul>

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- Tell participants that when choosing data collection sources or methods, they should apply the standards.
- Discuss the standards and questions that apply to this step.

**5 minutes**

**Slide 63**

Checklist for Gathering Credible Evidence	
<ul style="list-style-type: none"> <li>• Identify specific indicators to answer each evaluation question</li> <li>• Identify where or how you will get the data</li> <li>• Choose data collection methods by considering:               <ul style="list-style-type: none"> <li>• Time</li> <li>• Cost</li> <li>• Ethics</li> <li>• Sensitivity of the issue</li> <li>• Validity</li> <li>• Reliability</li> </ul> </li> </ul>	

Evaluating Public Health Programs 63



**Question**

- Ask for volunteers to provide the main tasks for gathering credible evidence.
- Show and discuss bullets.

**Duration/  
Slide Number**
**What to Do/What to Say**

**35 minutes (20  
minutes  
assessment; 15  
minutes review)**

**Slide 64**

### Exercise - Step 4: Gather Credible Evidence

1. In your small group, complete step 4 of the evaluation process—gather credible evidence
2. You will use information from the previous steps in the evaluation
3. You will have 20 minutes to complete this part of the exercise
4. Be prepared to share your work with the rest of the class

Evaluating Public Health Programs 64



**Activity**

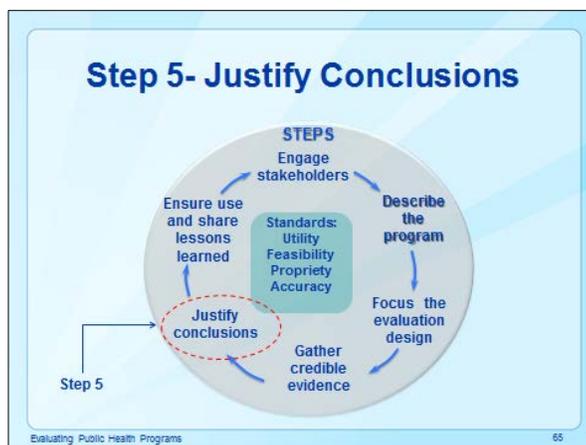


**Stop**

- **Read the instructions to the participants.**
- **Tell participants to continue working in their small groups.**
- **Tell participants to turn to the appropriate Slide in their participant guide and to complete ONLY part 4. Explain that they should spend no more than 20 minutes on that section.**
- **Tell participants to begin.**
- **After 20 minutes, reconvene the class and ask the groups to share their responses.**

**1 minute**

**Slide 65**

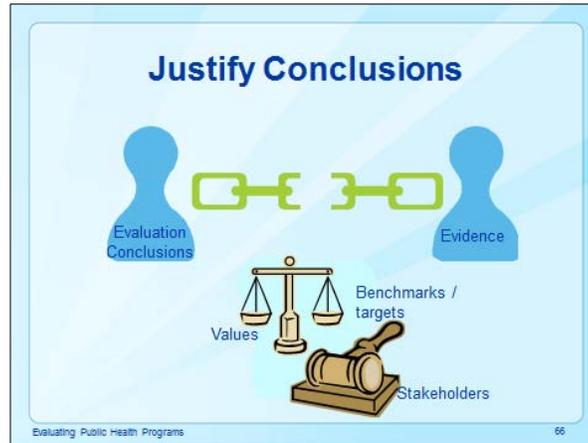


- **Tell participants that you will now go over the fifth step in the evaluation framework – justify conclusions.**

Duration/  
Slide Number

What to Do/What to Say

2 minutes  
Slide 66



- **Say:** Evaluation conclusions are justified when they are linked to the evidence gathered. They are judged against agreed-upon values and benchmarks or targets set by the stakeholders.
- **Explain that when you engage your stakeholders you should determine their values and benchmarks or targets for what makes a program successful.**

5 minutes  
Slide 67



- **Discuss the steps for justifying conclusions.**
- **Explain that you will spend the next few minutes discussing each step.**

**Duration/  
Slide Number**
**What to Do/What to Say**

**3 minutes  
Slide 68**

**Determine Benchmarks / Targets**

- Determine which stakeholder values provide the basis for forming judgments
- Articulate and negotiate the values that will be used to consider a program "successful", "adequate", or "unsuccessful".
- Possible standards that might be used in determining these benchmarks:
  - Needs of participants
  - Program goals and objectives
  - Community values, expectations, and norms
  - Performance by similar programs
  - Performance by a comparison group

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**Question**

- **Read and discuss the first two bullets on the slide.**
- **Ask:** What are some possible standards that might be used to determine benchmarks?
- **Click on slide to reveal and discuss potential answers.**

**5 minutes  
Slide 69**

**Analyze Data**

- Enter data into database and check for errors
- Tabulate data
- Stratify data by demographic variables of interest
- Make comparisons
- Present data in a clear and understandable format

Evaluating Public Health Programs 69

- **Read the slide and provide a brief overview of what is meant by “analyze data”. Include these points:**
  - Data analysis is the process of organizing and classifying the information you have collected, tabulating it, analyzing it, comparing the results with other appropriate information, and presenting the results in an easily understandable manner. There are five steps in data analysis:
    1. Enter the data into a database and check for errors. If you are using a surveillance system such as Behavior Risk Factor Surveillance System (BRFSS), the data

Duration/ Slide Number	What to Do/What to Say
	<p>have already been checked, entered, and tabulated by those conducting the survey. If you are collecting data with your own instrument, you will need 1) to select the computer program you will use to enter and analyze the data, and 2) to determine who will enter, check, tabulate, and analyze the data.</p> <p>2. Tabulate the data. The data need to be tabulated to provide information (such as a number or percentage) for each indicator. Some basic calculations include determining—</p> <ul style="list-style-type: none"><li>■ The number of participants.</li><li>■ The number of participants achieving the desired outcome.</li><li>■ The percentage of participants achieving the desired outcome.</li></ul> <p>3. Analyze and stratify your data by various demographic variables of interest, such as participants' sex, age, or geographic location.</p> <p>4. Make comparisons. Use statistical tests to show differences between comparison and intervention groups, between geographic areas, or between the pre-intervention and post-intervention status of the target population.</p> <p>5. Present your data in a clear and understandable form. To interpret your findings and make your recommendations, you must ensure that your results are easy to understand and clearly presented. Data can be presented in tables, bar charts, pie charts, line graphs, and maps.</p>

**Duration/  
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**What to Do/What to Say**

**5 minutes  
Slide 70**

### Interpret Findings

- Consider program goals when interpreting results
- Determine what the analysis says about your program
  - Are the results similar to what you expected? If not, why do you think they may be different?
  - Are there alternative explanations for your results?
  - How do the results compare with those of similar programs?
- Consider limitations of the evaluation:
  - Possible biases
  - Validity of results
  - Reliability of results

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- **Explain that interpretation of findings is strengthened through active stakeholder participation and interaction.**
- **Read the first two bullets and the first sub-bullet on the slide.**
- **Ask participants for other questions they might ask when interpreting findings.**
- **Click on the slide to show the two additional types of questions.**
- **Other possible questions include:**
  - *Have the different data collection methods used to measure your progress shown similar results?*
  - *Are your results consistent with theories supported by previous research?*

Duration/  
Slide Number

What to Do/What to Say

5 minutes  
Slide 71

**Make Judgments**

- Judgments:
  - Statements about a program's merit, worth or significance
- Compare findings and interpretations against one or more selected program standards
- Stakeholders may reach different or conflicting judgments

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Question

- **Ask participants to define “judgments”.**
- **Click on the slide and read the definition.**
- **Continue clicking on the slide and read the bullets.**
- **Explain that conflicting claims about a program's quality, value, or importance may indicate that stakeholders are using different program standards (benchmarks) or values in making their judgments.**

7 minutes  
Slide 72

**Make Recommendations**

- Actions to consider as a result of an evaluation
- Identify your audience
- Involve your stakeholders to ensure recommendations will be relevant and useful
- The purpose of your evaluation will shape how you frame your recommendations

Evaluating Public Health Programs 72



Question

- **Read the slide, including the following statements and questions.**
- **Say:** The recommendations you make will depend on the audience.
- **Ask:** What are some examples of an audience to whom you will report recommendations about a program to eliminate exposure to secondhand smoke?
- **Possible answers:** *legislators, schools, workplace*

**Duration/  
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**What to Do/What to Say**

*owners, parents, restaurant managers, smoking-cessation programs*

- **Say:** It is critical to involve your stakeholders so that the recommendations that you eventually make are relevant and useful to them.
- **Say:** You need to know the information your stakeholders want and what is important to them. Their feedback will make their eventual support of your recommendations more likely.
- **Say:** The purpose of your evaluation (e.g., improve your program, demonstrate its effectiveness, or demonstrate accountability to stakeholders) will also shape how you frame your recommendations.

**3 minutes  
Slide 73**

### Making Meaningful Recommendations: Example

Audience: legislators

Purpose of evaluation: to facilitate judgment about a program's fate

Results: (from Global Adult Tobacco Survey) 80% of adults believe breathing secondhand smoke is bad for them; 90% of adults believe smoking around children is harmful.

Recommendation: continue funding the program

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- **Read the example on the slide.**

**2 minutes  
Slide 74**

### Applying Standards: Figure 3

Standards	Example Questions
Utility	<ul style="list-style-type: none"> <li>• Have you carefully described the perspectives, procedures, and rationale used to interpret the findings?</li> <li>• Have stakeholders considered different approaches for interpreting the findings?</li> </ul>
Feasibility	<ul style="list-style-type: none"> <li>• Is the approach to analysis and interpretation appropriate to the level of expertise and resources?</li> <li>• Are the recommendations realistic for the program to implement?</li> </ul>
Propriety	<ul style="list-style-type: none"> <li>• Are the conclusions and recommendations reflective and respectful of key stakeholders, including those served by the program?</li> </ul>
Accuracy	<ul style="list-style-type: none"> <li>• Can the conclusions explicitly be justified?</li> <li>• Are the conclusions understandable to stakeholders?</li> </ul>

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- **Tell participants that they need to apply the standards**

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**What to Do/What to Say**

to this step of the evaluation framework.

- Explain that these are some of the questions to ask during this step.
- Read the slide.

**5 minutes**

**Slide 75**



**Checklist for Justifying Conclusions**

- Determine benchmarks/ targets
- Analyze data
- Interpret findings
- Make judgments
- Make recommendations

Evaluating Public Health Programs 75

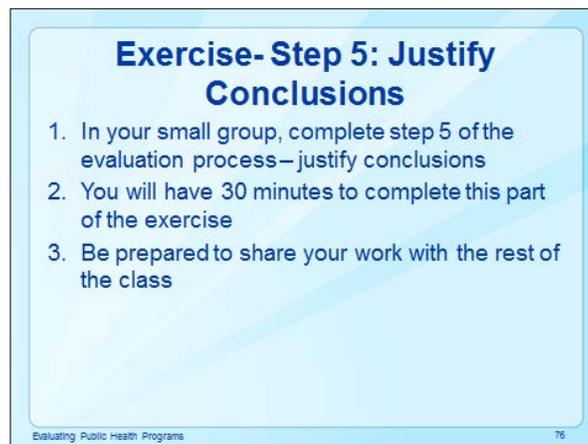


**Question**

- Ask for volunteers to provide the main tasks for justifying conclusions.
- Show and discuss bullets.

**45 minutes (30  
minutes plus a 15-  
minute debrief)**

**Slide 76**



**Exercise- Step 5: Justify Conclusions**

1. In your small group, complete step 5 of the evaluation process—justify conclusions
2. You will have 30 minutes to complete this part of the exercise
3. Be prepared to share your work with the rest of the class

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**Activity**

- Read the instructions to the participants.
- Tell participants to continue working in their small groups.
- Tell participants to turn to the appropriate Slide in their participant guide and to complete **ONLY** part 4. Explain that they should spend no more than 30 minutes on that section.

Duration/  
Slide Number

## What to Do/What to Say



Stop

2 minutes

Slide 77

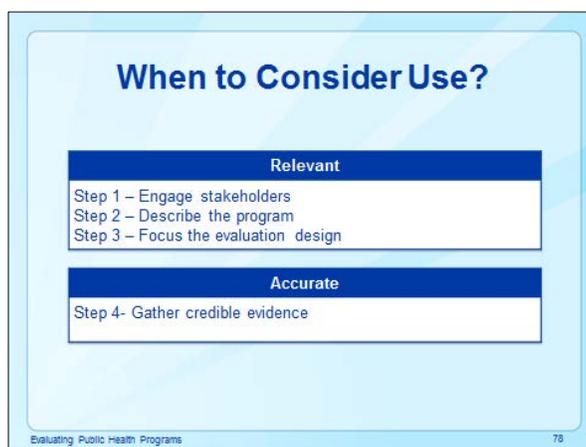
- Tell participants to begin.
- After 30 minutes, reconvene the class and ask the groups to share their responses.



- Explain that you will now go over the final step of the evaluation framework – ensure use and share lessons learned.
- Explain that you cannot assume that the lessons learned throughout the evaluation process will automatically translate into informed decision making and appropriate action.
- **Say:** Preparing for use involves thinking strategically and being persistent, which begins in the earlier stages of this evaluation process when you are engaging the stakeholders.

2 minutes

Slide 78



- **Say:** Consider ensuring use from the *start* of the evaluation

Duration/  
Slide Number

What to Do/What to Say

AND *throughout* the evaluation... This will lead to use both *during* AND at the *conclusion* of the evaluation.

- Explain that research shows that for evaluation results to be used, evaluation activities, processes, and findings must be accepted as accurate and relevant.
- Explain how accuracy relates to step 4—gather credible evidence and *relevant* ties back to step 1, 2, and 3.
- Also point out that “relevant” is another word for “utility” (from the standards).

4 minutes

Slide 79



- Explain the five main areas that deal with ensuring use and sharing lessons learned. Include these points:
- Design: As mentioned previously, ensure that the evaluation is systematically designed from the start to achieve its intended use by the intended users.
- Prepare: refers to the steps taken to get ready to eventually use the evaluation findings. Through preparation, stakeholders can:
  - Strengthen their ability to translate new knowledge into appropriate action.
  - Discuss how potential findings might affect decision-making.
  - Explore positive and negative implications of potential results and identify different options for program improvement.
- Provide Feedback: the communication that occurs among everyone involved in the evaluation. Feedback, which is

**Duration/  
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**What to Do/What to Say**

**Question**

necessary at all stages of the evaluation process, creates an atmosphere of trust among stakeholders. Early in an evaluation, the process of giving and receiving feedback keeps an evaluation on track by keeping everyone informed about how the program is being implemented and how the evaluation is proceeding. As the evaluation progresses and preliminary results become available, feedback helps ensure that primary intended users and other stakeholders have opportunities to comment on evaluation decisions.

- Valuable feedback can be obtained by holding discussions and routinely sharing interim findings, provisional interpretations, and draft reports.
- Follow up: refers to the support that is needed after users receive evaluation results and begin to reach and justify their conclusions.
- **Ask:** What can active follow-up achieve?
- **Possible answers: It can:**
  - Remind users of the intended uses of what has been learned.
  - Help to prevent misuse of results by ensuring that evidence is applied to the evaluation questions.
  - Prevent lessons learned from becoming lost or ignored in the process of making complex or political decisions.
- **Say:** Determine what you will do to help stakeholders use their findings after you make recommendations. Schedule follow-up meetings with intended users to facilitate the transfer of evaluation findings into strategic decision making.
- **Say:** Communicate evaluation procedures or lessons learned to relevant audiences in a timely, unbiased, and consistent manner.
- **Tell participants that you will next discuss a communication plan, which includes how to disseminate evaluation results.**

**Duration/  
Slide Number**

**What to Do/What to Say**

**3 minutes  
Slide 80**

**Why an Evaluation Communication Plan?**

- Helps plan for communications throughout an evaluation
- Increases likelihood that information will meet users' needs
- Increases likelihood of evaluation use
- Informs the evaluation budget

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- **Explain that you should present stakeholders with a plan for communication throughout the evaluation.**
- **Point out that evaluators should expect to negotiate the communication plan with stakeholders since they may have other ideas or suggestions on how to disseminate information related to the evaluation.**
- **Ask:** How else does a communication plan help?
- **Read the possible answers on the slide.**



**Question**

**2 minutes  
Slide 81**

**Elements of a Communication Plan**

- Identify the intended audience
- Tailor format and style of the communication
- Specify reporting frequency and timing
- Attend to deadlines

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- **Explain the elements of a simple communication plan.**

**Duration/  
Slide Number****What to Do/What to Say****3 minutes****Slide 82**

**Sample Communication Plan**

Stakeholder Audience	What to Communicate	Method of Communication	Frequency
XX	1. Progress report on evaluation activities	XX	XX
XX	2. Interim findings	XX	XX
XX	3. Final findings	XX	XX
XX	4. Follow-up activities	XX	XX

From: Torres, Preskill & Piortek, 1996  
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- Explain this example of a sample communication plan, pointing out that you would have one plan for each stakeholder, based on his or her needs. Explain that the format can be informal or formal, and you will go over this in more detail next.
- Explain that the citation is a book published by Torres and Preskill that offers some good examples of communication plans.

**2 minutes****Slide 83**

**Informal Communication Formats**

- Short communications: memos, faxes, email
- Personal discussions
- Working sessions

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**Question**

- Ask participants for examples of informal communication formats.
- Show possible answers on the slide.

**Duration/  
Slide Number**

**What to Do/What to Say**

**2 minutes  
Slide 84**

**Formal Communication Formats**

- Verbal presentations
- Videotape presentations
- Conferences
- Public meetings
- Written reports
- Executive summaries
- Chart essays
- Poster sessions

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**Question**

- **Ask participants for examples of formal communication formats.**
- **Show possible answers on the slide.**

**2 minutes  
Slide 85**

**Choosing Communication Format**

- Accessibility
- Reading ability
- Familiarity with the program and/or the evaluation
- Role in decision making
- Familiarity with research and evaluation methods
- Experience using evaluation findings

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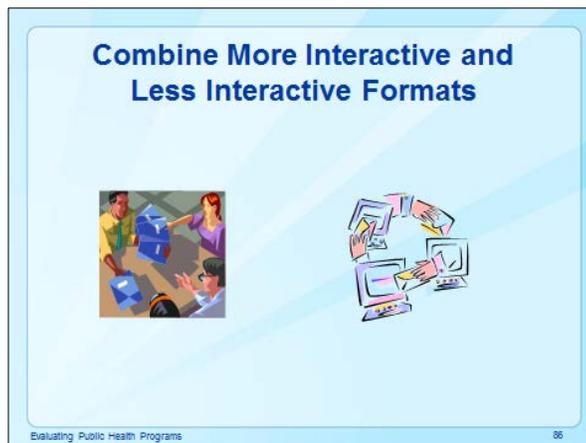


**Question**

- **Ask:** What are some things to consider when choosing communication format?
- **Click on slide and discuss the bullets. Include these points:**
  - Accessibility: There are some stakeholders and users that may not have easy access to email.
  - Familiarity with research and evaluation methods: Sometimes other evaluators and researchers want to see the methods section, but other program people, particularly politicians, are not interested. For these people, you may want to put the methods section at the end of your evaluation report as an appendix.

**Duration/  
Slide Number**
**What to Do/What to Say**

**2 minutes  
Slide 86**



- **Explain that since most adults learn with some combination of an interactive and a less interactive product, it may be ideal to have a presentation of the findings coupled with an executive summary or a report.**
- **Say:** Engaging people and getting them to talk, like we are doing with this presentation, can be a very useful strategy.

**3 minutes  
Slide 87**

Standards	Question
Utility	• Has the evaluation been planned, conducted, and reported in a manner that encourages follow-through by stakeholders?
Feasibility	• Are the findings communicated in formats appropriate given the available resources for the evaluation and the audiences?
Propriety	• Have the evaluation findings (including limitations) been made accessible to the appropriate stakeholders?
Accuracy	• Do evaluation reports impartially and fairly reflect evaluation findings?

- **Tell participants that this slide shows some of the ways they can apply the standards to this step.**
- **Read the slide.**

**Duration/  
Slide Number**

**What to Do/What to Say**

**2 minutes  
Slide 88**

### Checklist for Ensuring Use and Sharing Lessons Learned

- Design evaluation from the start to achieve its intended use by the intended users
- Prepare users ahead of time to use evaluation findings
- Provide continuous feedback to ensure that primary intended users and other stakeholders have opportunities to comment on evaluation decisions
- Follow-up with stakeholders to facilitate transfer of evaluation findings into strategic decision-making
- Disseminate evaluation procedures or lessons learned to relevant audiences in a timely, unbiased, and consistent manner

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**Question**

- **Ask for volunteers to provide the main tasks for justifying conclusions.**
- **Show and discuss bullets.**

**35 minutes (20  
minutes exercise  
plus 15-minute  
debrief)  
Slide 89**

### Exercise - Step 6: Ensure Use of Evaluation

1. In your small group, complete step 6 of the evaluation process—ensure use of evaluation
2. You will use information from the previous steps in the evaluation
3. You will have 20 minutes to complete this part of the exercise
4. Be prepared to share your work with the rest of the class

Evaluating Public Health Programs

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**Activity**

- **Read the instructions to the participants.**
- **Tell participants to continue working in their small groups.**
- **Tell participants to turn to the appropriate Slide in their participant guide. Explain that they should spend no more than 20 minutes on the exercise.**
- **Tell participants to begin.**
- **After 20 minutes, reconvene the class and ask the groups to share their responses with the class.**

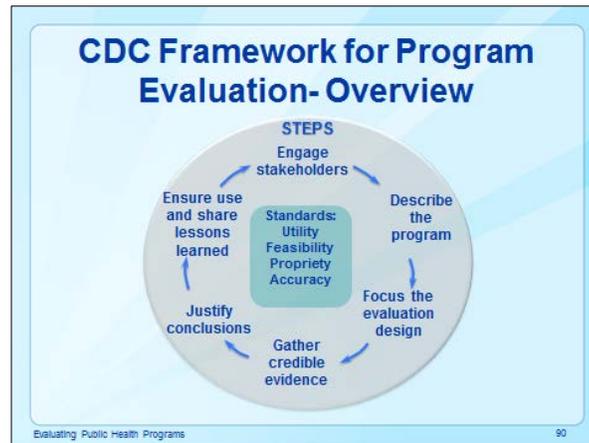


**Stop**

**Duration/  
Slide Number**

**What to Do/What to Say**

**5 minutes  
Slide 90**



- **Tell participants that they have reached the end of the evaluation steps and the end of the lesson.**
- **To ensure proper evaluation and its use, it is recommended to get all the way around the circle.**
- **Briefly review each step of the CDC evaluation framework by saying key points such as:**
  - Engaging stakeholders ensure that the focus and the results of the evaluation support the needs of those who will use the recommendations.
  - Describing your program helps to ensure that stakeholders share the same level of understanding about the program's components, implementation and intended effects.
  - When you focus the evaluation design, consider the *purpose, user, and use*. To ensure evaluation questions are feasible, consider the program's stage of development, intensity and resources.
  - Gathering credible evidence involves first identifying the indicators and where and how you will get the required data.
  - Evaluation conclusions are justified when they are linked to the evidence gathered.
  - Ensuring use occurs at the start of the evaluation and throughout the evaluation, which will lead to use both during and at the conclusion of the evaluation.