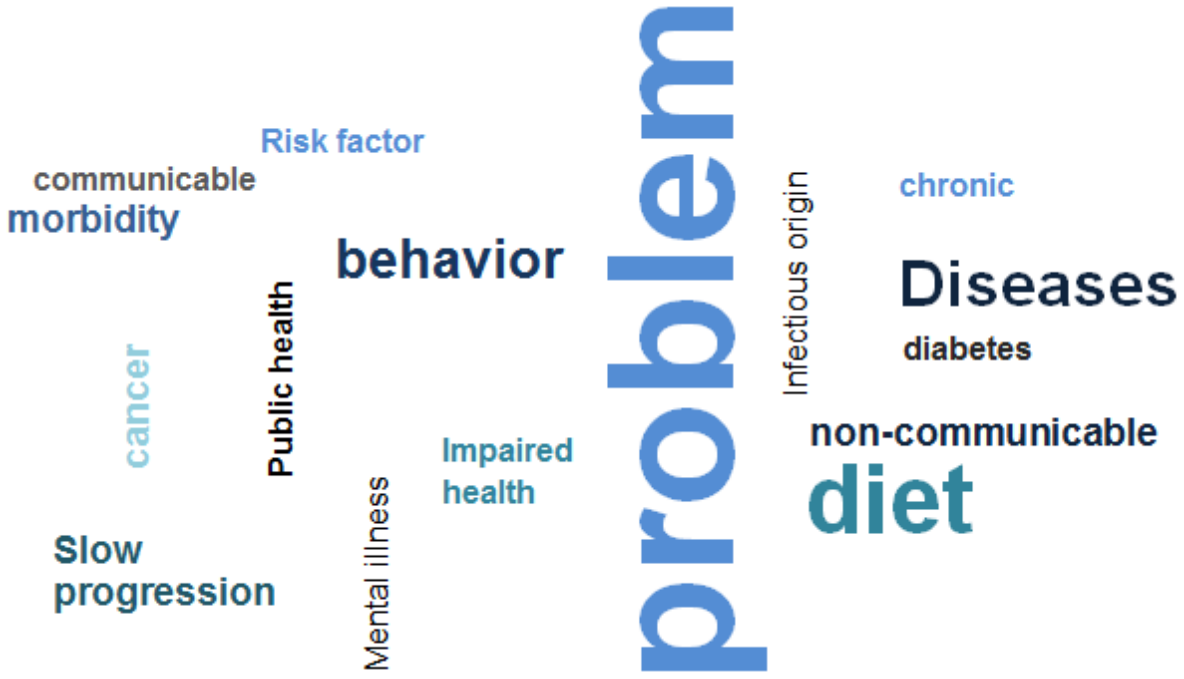
PARTICIPANT GUIDE



Evaluating Public Health Programs

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Evaluating Public Health Programs

LEARNING OBJECTIVES

At the end of the training, you will be able to:

- Follow CDC's framework to evaluate a public health program.

ESTIMATED COMPLETION TIME

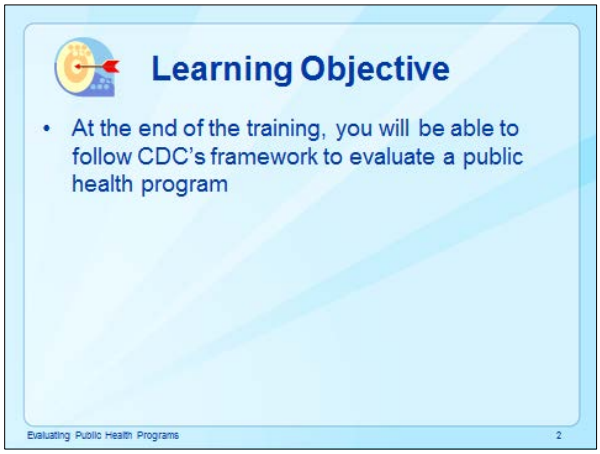
- 565 minutes or approximately 9 ½ hours *(4 hours, 25 minutes presentation; 5 hours skill assessments)*

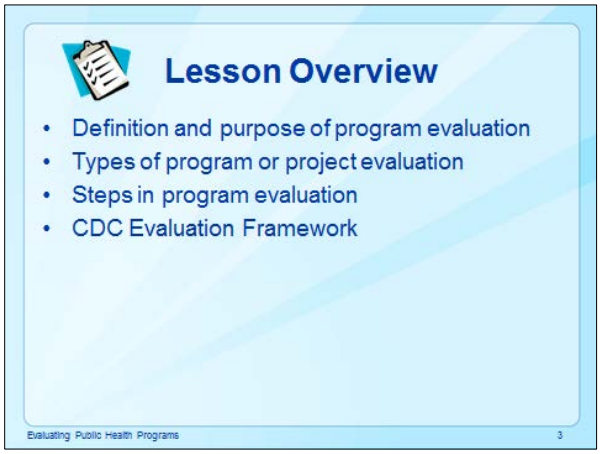
REFERENCES AND RESOURCES

- 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*

MODULE CONTENT

Slide	Notes





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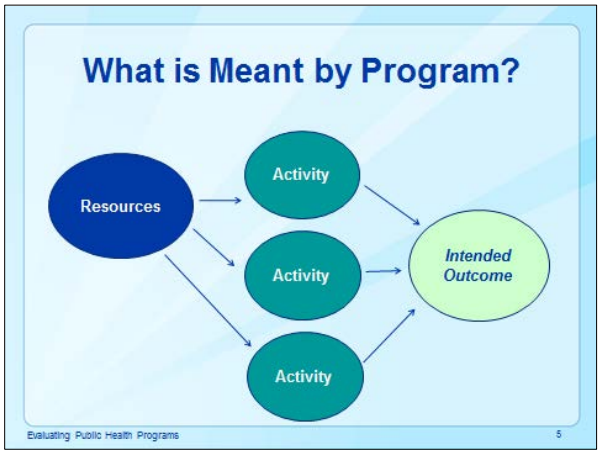
What is Meant by Program?
Resources
Activity
Activity
Activity
Intended Outcome
Evaluating Public Health Programs
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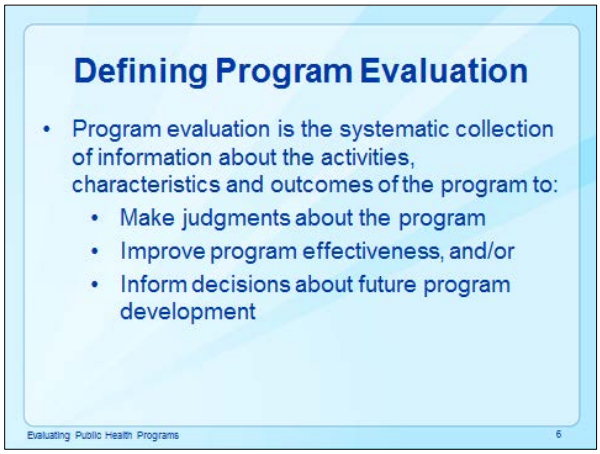
Defining Program Evaluation
• Program evaluation is the systematic collection of information about the activities, characteristics and outcomes of the program to:
• Make judgments about the program
• Improve program effectiveness, and/or
• Inform decisions about future program development
Evaluating Public Health Programs
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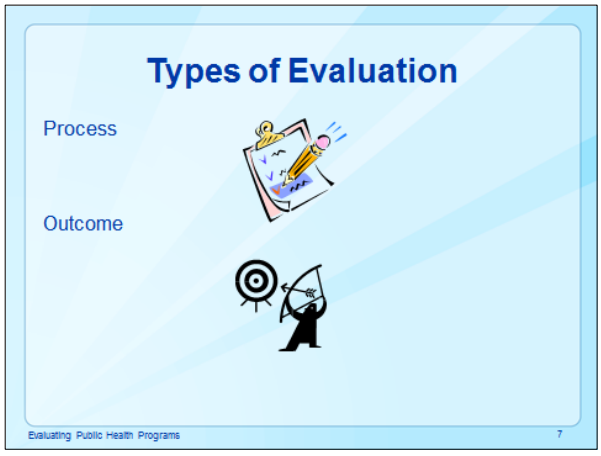
Types of Evaluation
Process
Outcome
Evaluating Public Health Programs
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STEPS IN PROGRAM EVALUATION
Evaluating Public Health Programs
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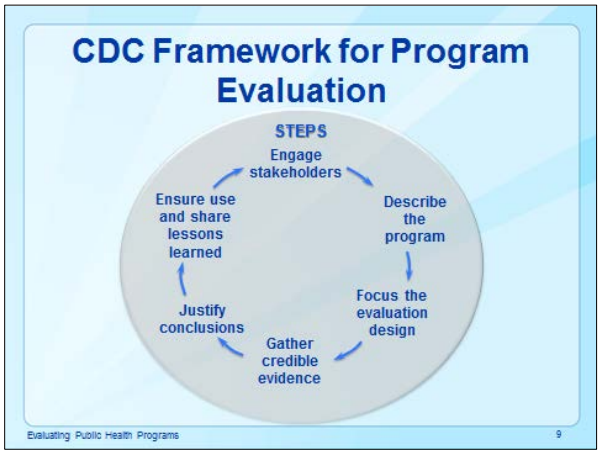
CDC Framework for Program Evaluation
STEPS
Engage stakeholders
Describe the program
Focus the evaluation design
Gather credible evidence
Justify conclusions
Ensure use and share lessons learned
Evaluating Public Health Programs
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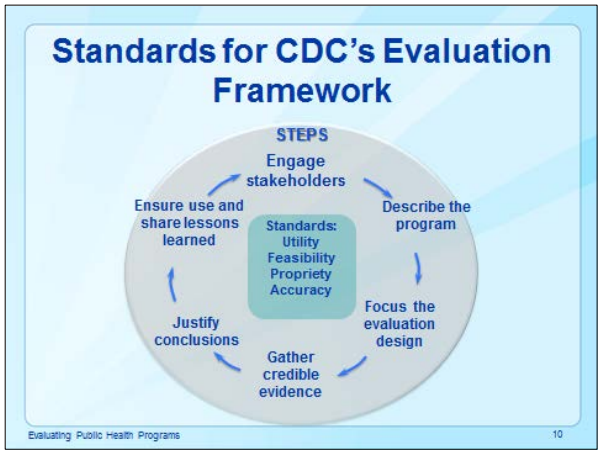
Standards for CDC's Evaluation Framework
STEPS
Engage stakeholders
Describe the program
Focus the evaluation design
Gather credible evidence
Justify conclusions
Ensure use and share lessons learned
Standards:
Utility
Feasibility
Propriety
Accuracy
Evaluating Public Health Programs
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Slide	Notes

Step 1- Engage Stakeholders
STEPS
Engage stakeholders
Describe the program
Focus the evaluation design
Gather credible evidence
Justify conclusions
Ensure use and share lessons learned
Standards:
Utility
Feasibility
Propriety
Accuracy
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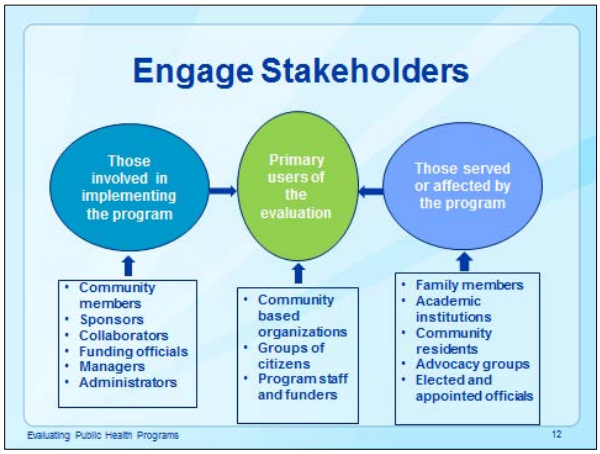
Engage Stakeholders
Those involved in implementing the program
Primary users of the evaluation
Those served or affected by the program
Community members
Sponsors
Collaborators
Funding officials
Managers
Administrators
Community based organizations
Groups of citizens
Program staff and funders
Family members
Academic institutions
Community residents
Advocacy groups
Elected and appointed officials
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Why Engage Stakeholders?
Build trust and understanding
Help implement or advocate for action
Have resources
Add credibility
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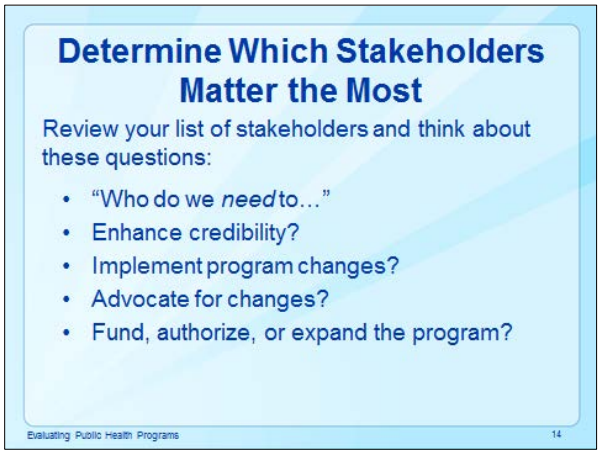
Slide	Notes


Determine Which Stakeholders Matter the Most
Review your list of stakeholders and think about these questions:
• "Who do we *need* to…"
• Enhance credibility?
• Implement program changes?
• Advocate for changes?
• Fund, authorize, or expand the program?
Evaluating Public Health Programs
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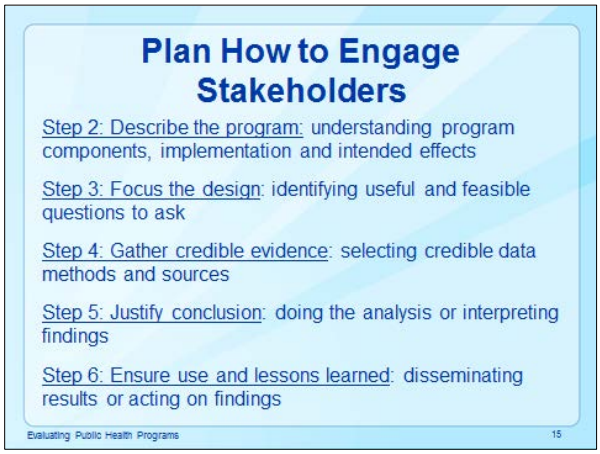
Plan How to Engage Stakeholders
Step 2: Describe the program: understanding program components, implementation and intended effects
Step 3: Focus the design: identifying useful and feasible questions to ask
Step 4: Gather credible evidence: selecting credible data methods and sources
Step 5: Justify conclusion: doing the analysis or interpreting findings
Step 6: Ensure use and lessons learned: disseminating results or acting on findings
Evaluating Public Health Programs
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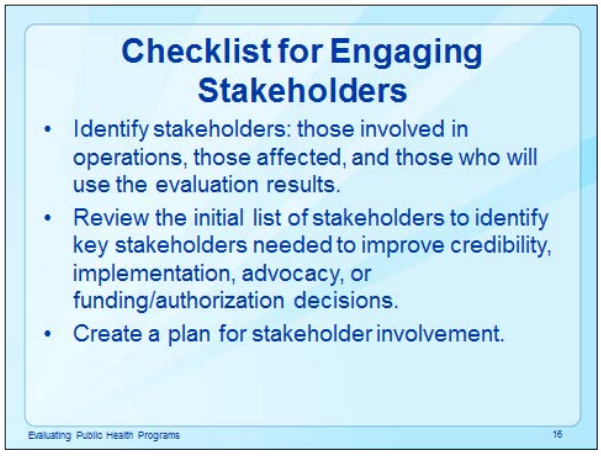
Checklist for Engaging Stakeholders
• Identify stakeholders: those involved in operations, those affected, and those who will use the evaluation results.
• Review the initial list of stakeholders to identify key stakeholders needed to improve credibility, implementation, advocacy, or funding/authorization decisions.
• Create a plan for stakeholder involvement.
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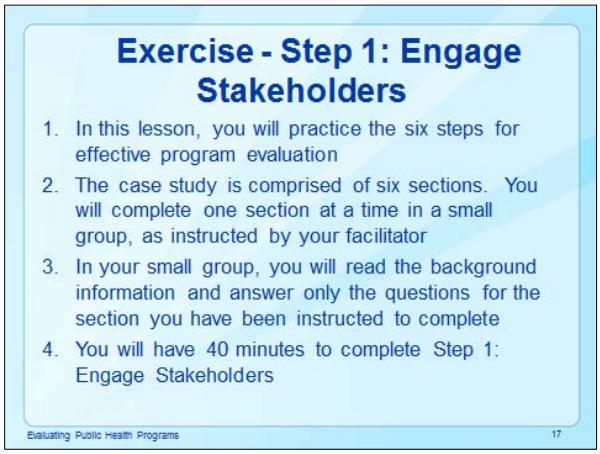
Exercise - Step 1: Engage Stakeholders
1. In this lesson, you will practice the six steps for effective program evaluation
2. The case study is comprised of six sections. You will complete one section at a time in a small group, as instructed by your facilitator
3. In your small group, you will read 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
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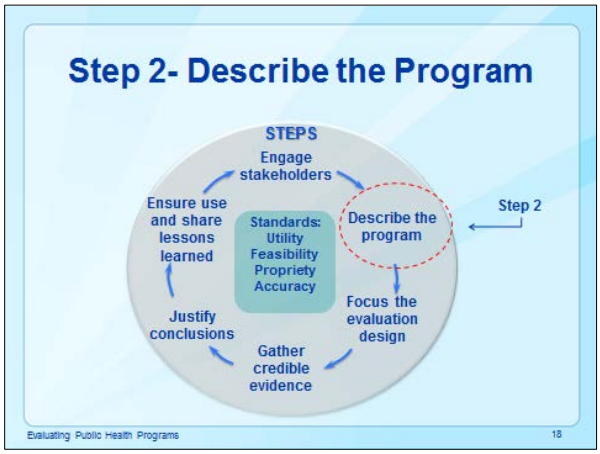
Step 2- Describe the Program
STEPS
Engage stakeholders
Describe the program
Focus the evaluation design
Gather credible evidence
Justify conclusions
Ensure use and share lessons learned
Standards: Utility Feasibility Propriety Accuracy
Step 2
Evaluating Public Health Programs
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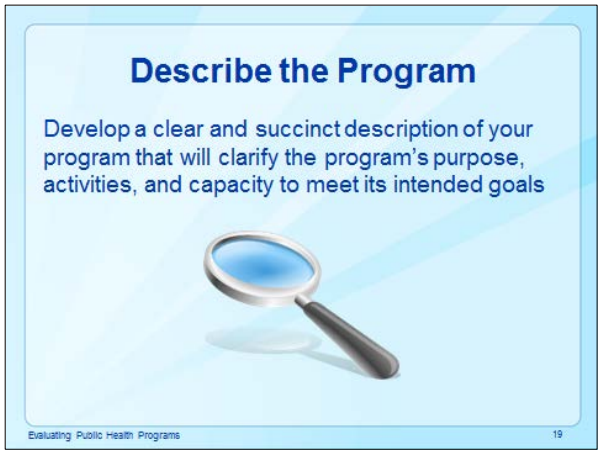
Describe the Program
Develop a clear and succinct description of your program that will clarify the program's purpose, activities, and capacity to meet its intended goals
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Slide	Notes

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)
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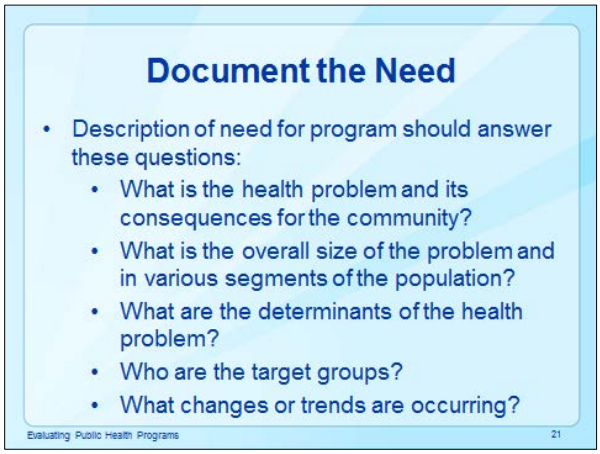
Document the Need
• Description of need for program should answer these questions:
• What is the health problem and its consequences for the community?
• What is the overall size of the problem and in various segments of the population?
• What are the determinants of the health problem?
• Who are the target groups?
• What changes or trends are occurring?
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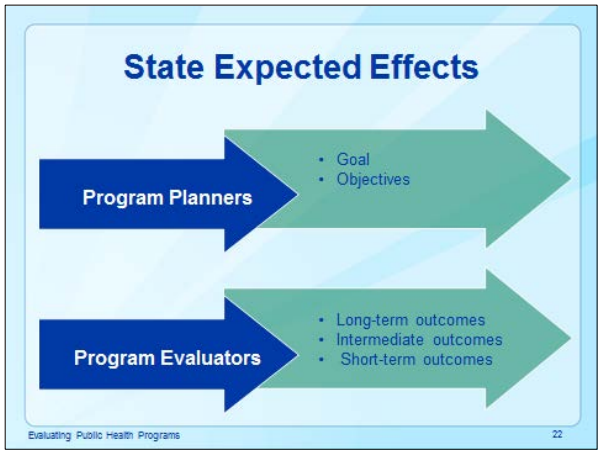
State Expected Effects
Program Planners
• Goal
• Objectives
Program Evaluators
• Long-term outcomes
• Intermediate outcomes
• Short-term outcomes
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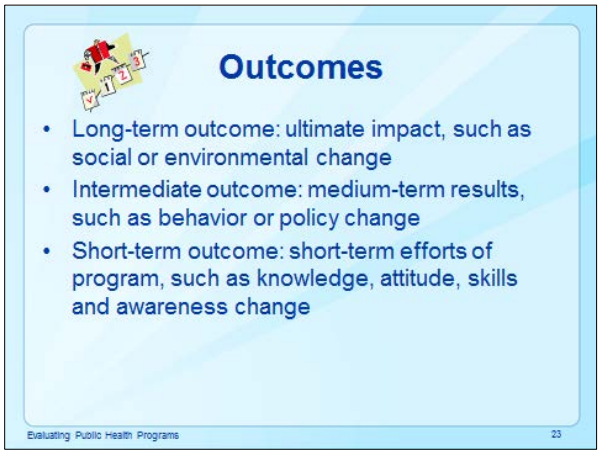
Slide	Notes


Outcomes
Long-term outcome: ultimate impact, such as social or environmental change
Intermediate outcome: medium-term results, such as behavior or policy change
Short-term outcome: short-term efforts of program, such as knowledge, attitude, skills and awareness change
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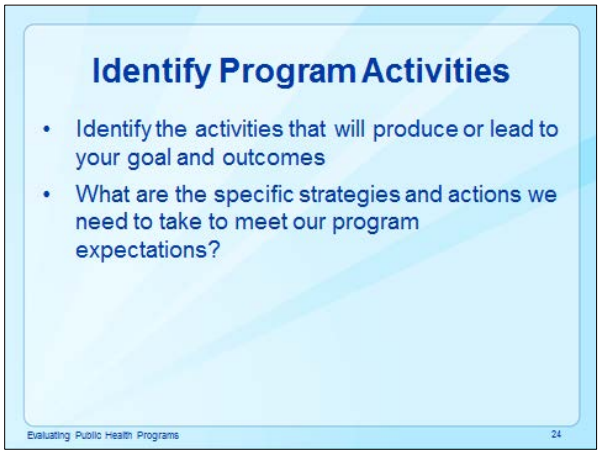
Identify Program Activities
Identify the activities that will produce or lead to your goal and outcomes
What are the specific strategies and actions we need to take to meet our program expectations?
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Determine Program Resources
Money
People / Organizations
Time
Materials
Equipment
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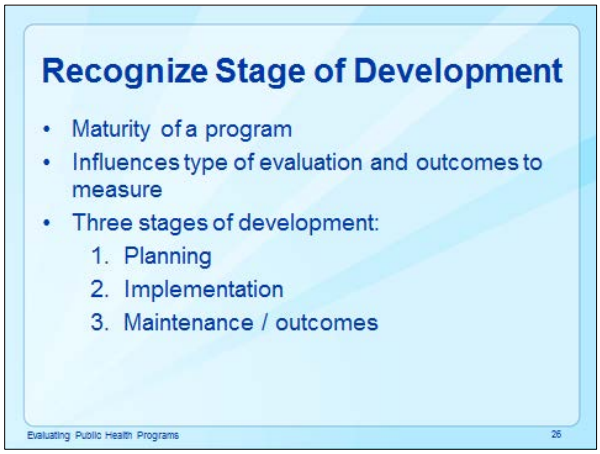
Recognize Stage of Development
• Maturity of a program
• Influences type of evaluation and outcomes to measure
• Three stages of development:
1. Planning
2. Implementation
3. Maintenance / outcomes
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Describe Context
• Environment in which a program 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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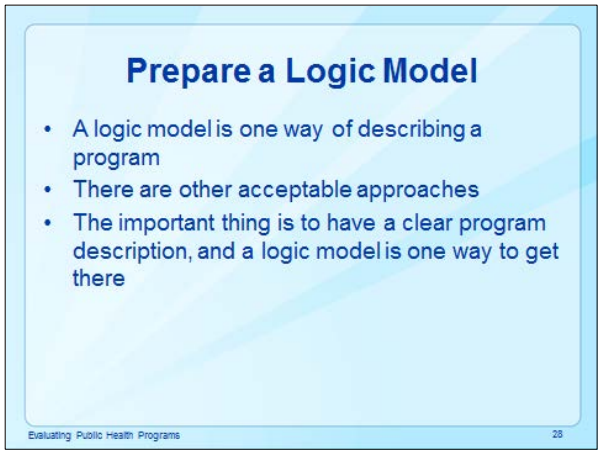
Prepare a Logic Model
• A logic model is one way of describing a program
• There are other acceptable approaches
• The important thing is to have a clear program description, and a logic model is one way to get there
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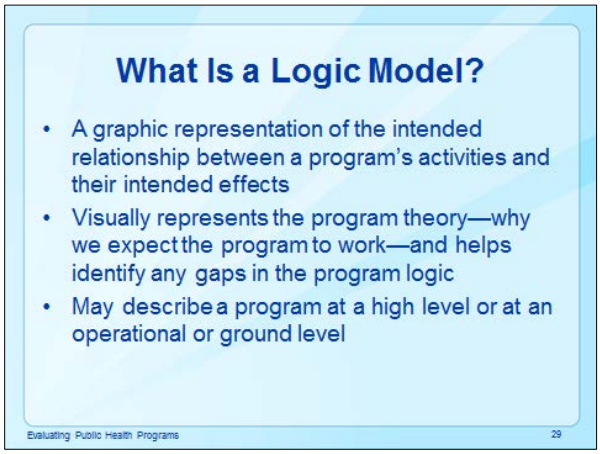
What Is a Logic Model?
• A graphic representation of the intended relationship between a program's activities and their intended effects
• Visually represents the program theory—why we expect the program to work—and helps identify any gaps in the program logic
• May describe a program at a high level or at an operational or ground level
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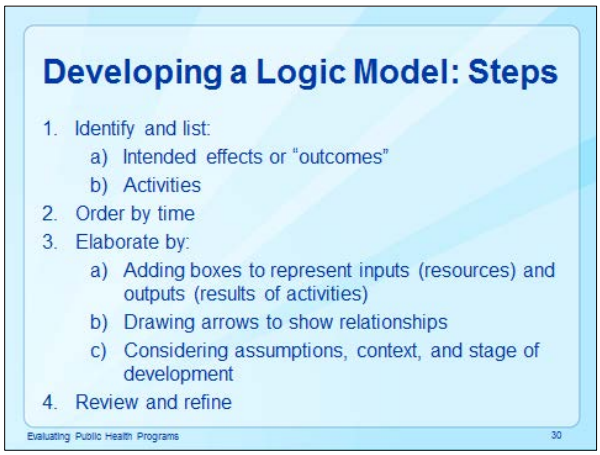
Developing a Logic Model: Steps
1. Identify and list:
a) Intended effects or "outcomes"
b) Activities
2. Order by time
3. Elaborate by:
a) Adding boxes to represent inputs (resources) and outputs (results of activities)
b) Drawing arrows to show relationships
c) Considering assumptions, context, and stage of development
4. Review and refine
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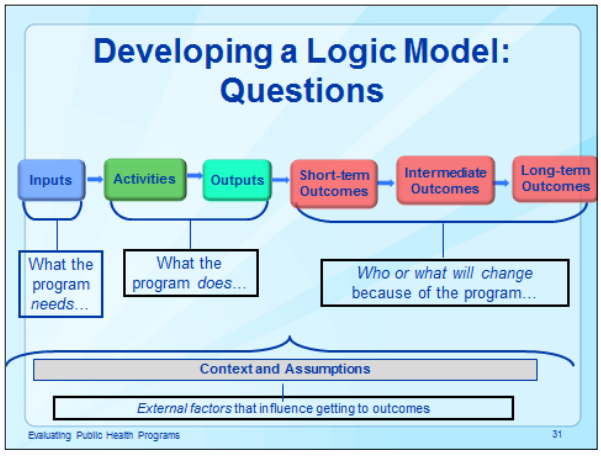
Developing a Logic Model: Questions
Inputs
Activities
Outputs
Short-term Outcomes
Intermediate Outcomes
Long-term Outcomes
What the program needs…
What the program does…
Who or what will change because of the program…
Context and Assumptions
External factors that influence getting to outcomes
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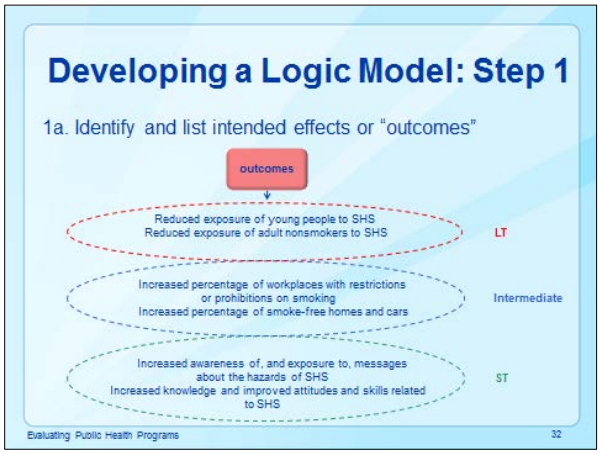
Developing a Logic Model: Step 1
1a. Identify and list intended effects or "outcomes"
outcomes
Reduced exposure of young people to SHS
Reduced exposure of adult nonsmokers to SHS
LT
Increased percentage of workplaces with restrictions or prohibitions on smoking
Increased percentage of smoke-free homes and cars
Intermediate
Increased awareness of, and exposure to, messages about the hazards of SHS
Increased knowledge and improved attitudes and skills related to SHS
ST
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Developing a Logic Model: Identify and List Activities
1b. Identify and list activities
Activities
Policy and regulatory action
Counter-marketing
Community mobilization
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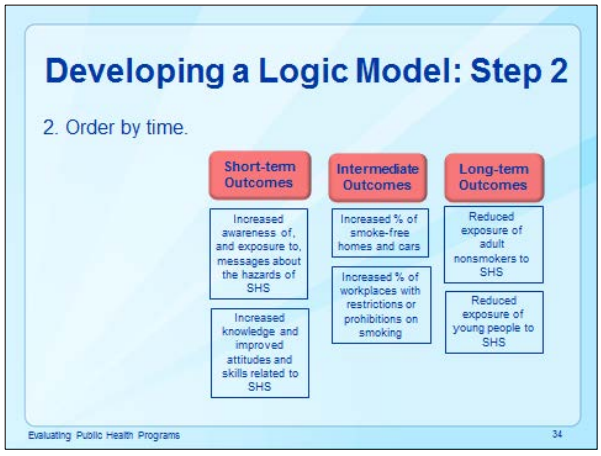
Developing a Logic Model: Step 2
2. Order by time.
Short-term Outcomes
Increased awareness of, and exposure to, messages about the hazards of SHS
Increased knowledge and improved attitudes and skills related to SHS
Intermediate Outcomes
Increased % of smoke-free homes and cars
Increased % of workplaces with restrictions or prohibitions on smoking
Long-term Outcomes
Reduced exposure of adult nonsmokers to SHS
Reduced exposure of young people to SHS
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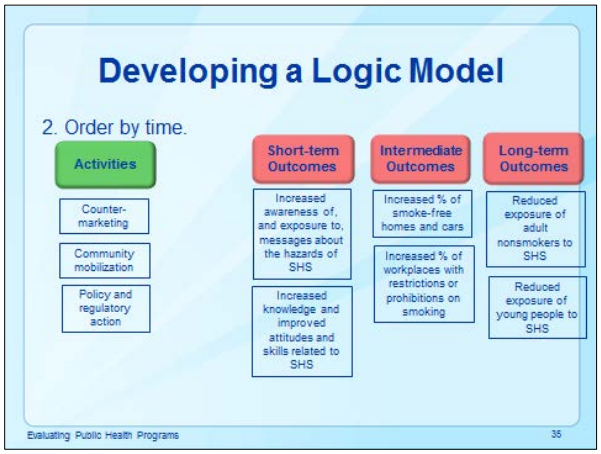
Developing a Logic Model
2. Order by time.
Activities
Counter-marketing
Community mobilization
Policy and regulatory action
Short-term Outcomes
Increased awareness of, and exposure to, messages about the hazards of SHS
Increased knowledge and improved attitudes and skills related to SHS
Intermediate Outcomes
Increased % of smoke-free homes and cars
Increased % of workplaces with restrictions or prohibitions on smoking
Long-term Outcomes
Reduced exposure of adult nonsmokers to SHS
Reduced exposure of young people to SHS
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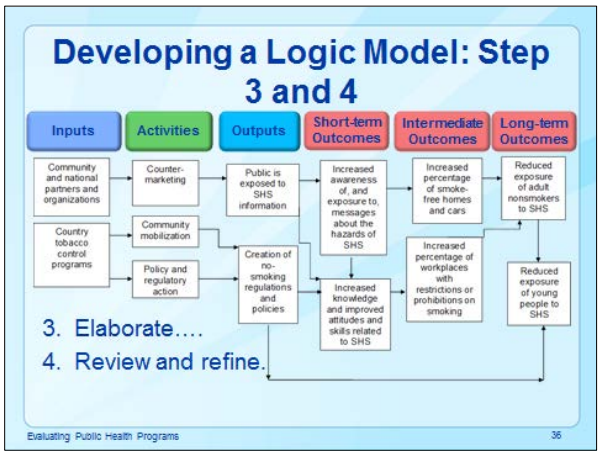
Developing a Logic Model: Step 3 and 4
Inputs
Activities
Outputs
Short-term Outcomes
Intermediate Outcomes
Long-term Outcomes
Community and national partners and organizations
Country tobacco control programs
Counter-marketing
Community mobilization
Policy and regulatory action
Public is exposed to SHS information
Creation of no-smoking regulations and policies
Increased awareness of, and exposure to, messages about the hazards of SHS
Increased knowledge and improved attitudes and skills related to SHS
Increased percentage of smoke-free homes and cars
Increased percentage of workplaces with restrictions or prohibitions on smoking
Reduced exposure of adult nonsmokers to SHS
Reduced exposure of young people to SHS
3. Elaborate….
4. Review and refine.
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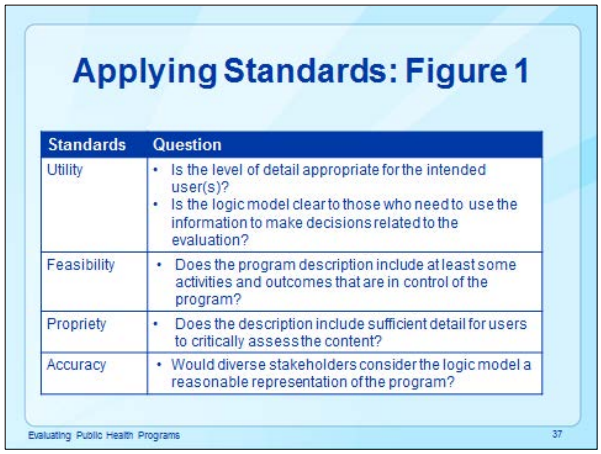
Applying Standards: Figure 1
Standards
Question
Utility
• Is the level of detail appropriate for the intended user(s)?
• Is the logic model clear to those who need to use the information to make decisions related to the evaluation?
Feasibility
• Does the program description include at least some activities and outcomes that are in control of the program?
Propriety
• Does the description include sufficient detail for users to critically assess the content?
Accuracy
• Would diverse stakeholders consider the logic model a reasonable representation of the program?
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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)

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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

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Step 3- Focus the Evaluation Design

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Focusing the Evaluation

- What is the purpose of the evaluation?
- Who is the user?
- What use will they make of the evaluation?
- What questions need to be answered?

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Determine Purpose

- Show accountability
- Examine program implementation
- Determine program improvement
- Facilitate judgment about a program's fate

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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

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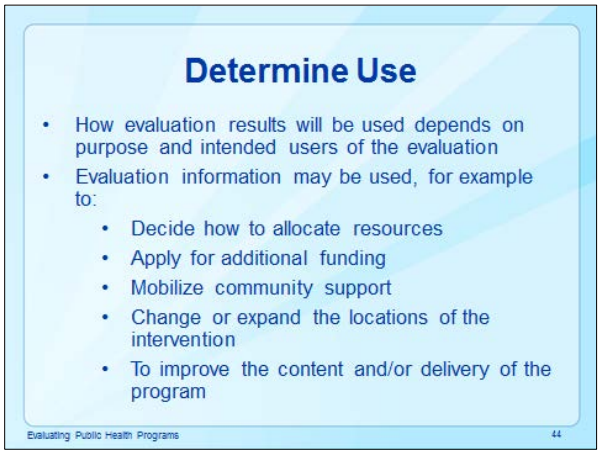
Slide	Notes


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
Evaluating Public Health Programs
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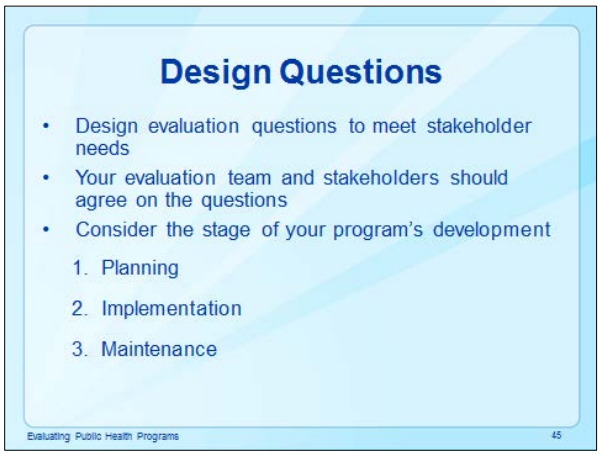
Design Questions
Design evaluation questions to meet stakeholder needs
Your evaluation team and stakeholders should agree on the questions
Consider the stage of your program's development
1. Planning
2. Implementation
3. Maintenance
Evaluating Public Health Programs
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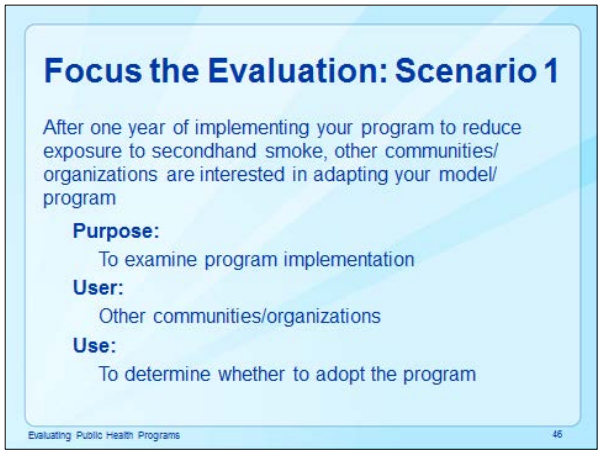
Focus the Evaluation: Scenario 1
After one year of implementing your program to reduce exposure to secondhand smoke, other communities/ organizations are interested in adapting your model/ program
Purpose:
To examine program implementation
User:
Other communities/organizations
Use:
To determine whether to adopt the program
Evaluating Public Health Programs
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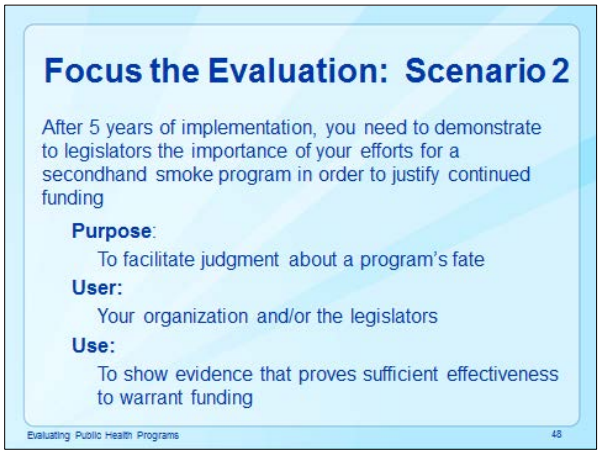
Slide	Notes


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
Evaluating Public Health Programs
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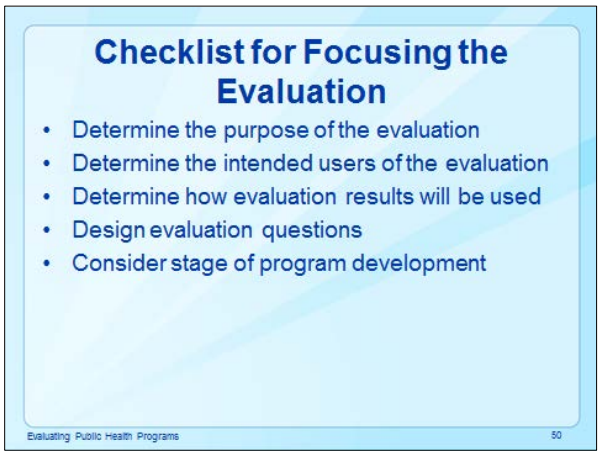
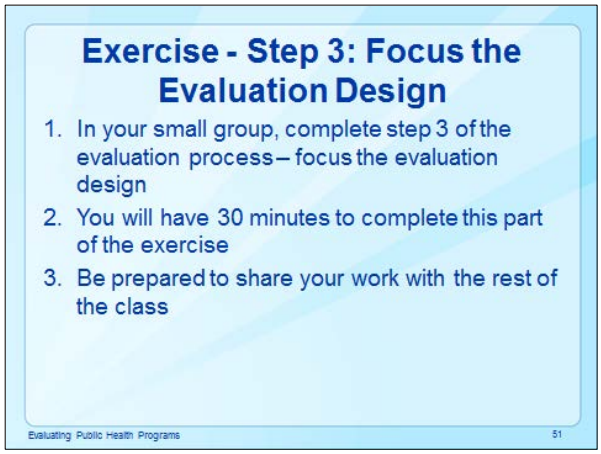

Checklist for Focusing the Evaluation
• Determine the purpose of the evaluation
• Determine the intended users of the evaluation
• Determine how evaluation results will be used
• Design evaluation questions
• Consider stage of program development
Evaluating Public Health Programs
50


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
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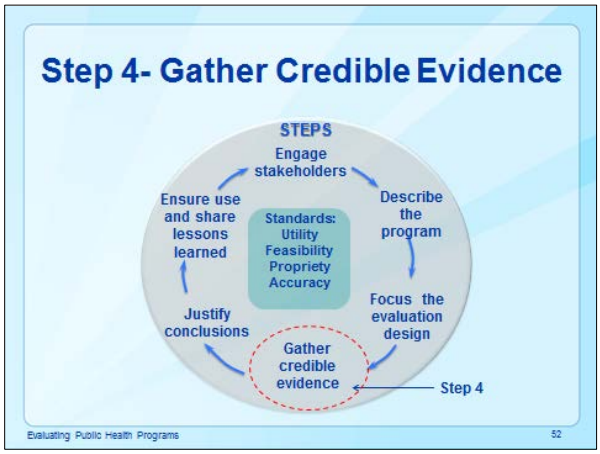
Slide	Notes


Step 4- Gather Credible Evidence
STEPS
Engage stakeholders
Describe the program
Focus the evaluation design
Gather credible evidence
Step 4
Justify conclusions
Ensure use and share lessons learned
Standards:
Utility
Feasibility
Propriety
Accuracy
Evaluating Public Health Programs
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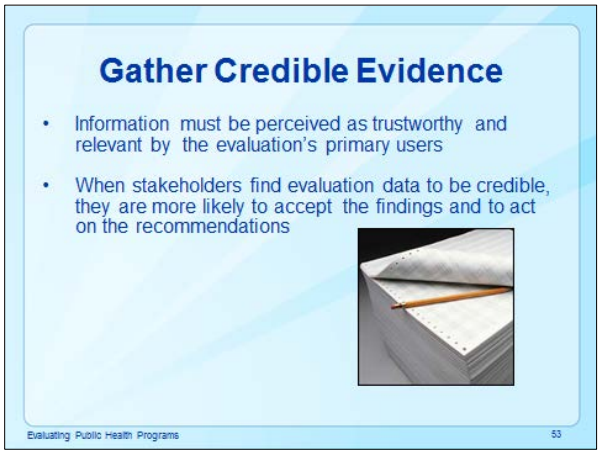
Gather Credible Evidence
Information must be perceived as trustworthy and relevant by the evaluation's primary users
When stakeholders find evaluation data to be credible, they are more likely to accept the findings and to act on the recommendations
Evaluating Public Health Programs
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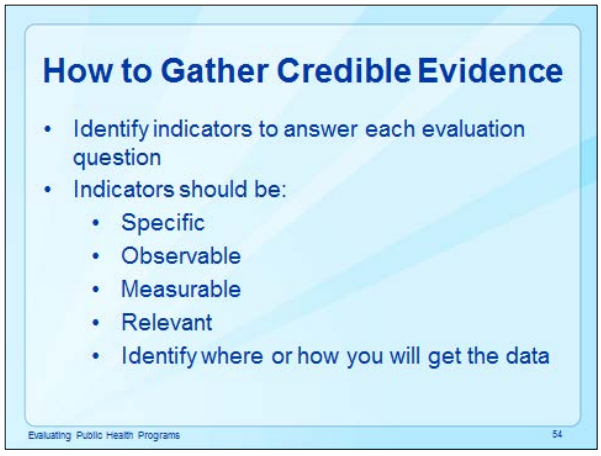
How to Gather Credible Evidence
Identify indicators to answer each evaluation question
Indicators should be:
Specific
Observable
Measurable
Relevant
Identify where or how you will get the data
Evaluating Public Health Programs
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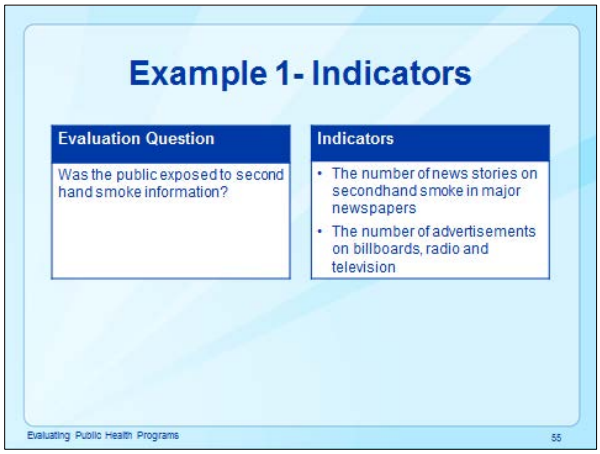
Slide	Notes


Example 1- Indicators
Evaluation Question
Was the public exposed to second hand smoke information?
Indicators
• The number of news stories on secondhand smoke in major newspapers
• The number of advertisements on billboards, radio and television
Evaluating Public Health Programs
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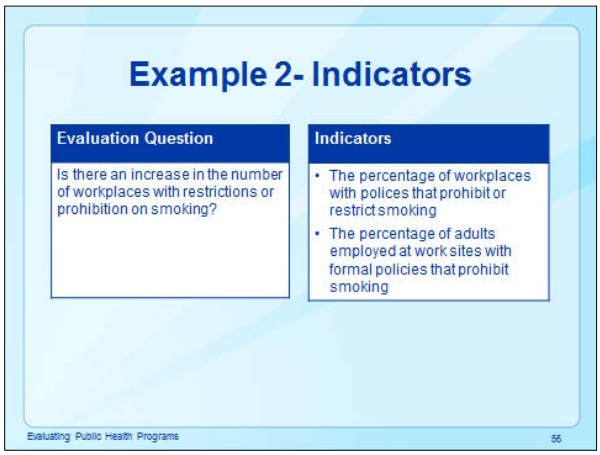
Example 2- Indicators
Evaluation Question
Is there an increase in the number of workplaces with restrictions or prohibition on smoking?
Indicators
• The percentage of workplaces with polices that prohibit or restrict smoking
• The percentage of adults employed at work sites with formal policies that prohibit smoking
Evaluating Public Health Programs
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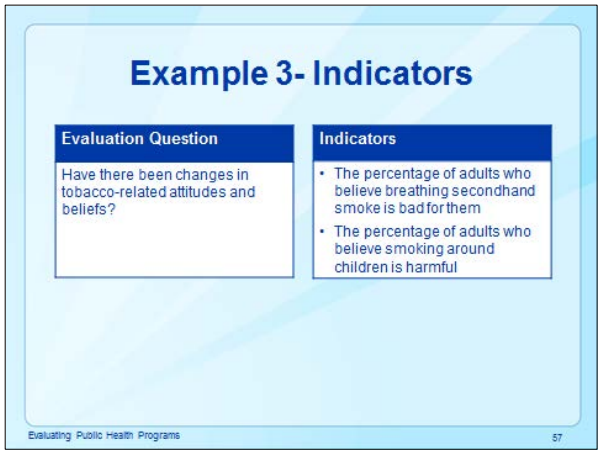
Example 3- Indicators
Evaluation Question
Have there been changes in tobacco-related attitudes and beliefs?
Indicators
• The percentage of adults who believe breathing secondhand smoke is bad for them
• The percentage of adults who believe smoking around children is harmful
Evaluating Public Health Programs
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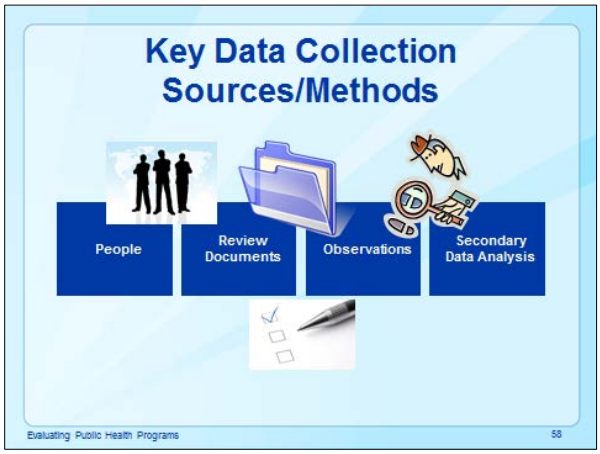
Slide	Notes


Key Data Collection Sources/Methods
People
Review Documents
Observations
Secondary Data Analysis
Evaluating Public Health Programs
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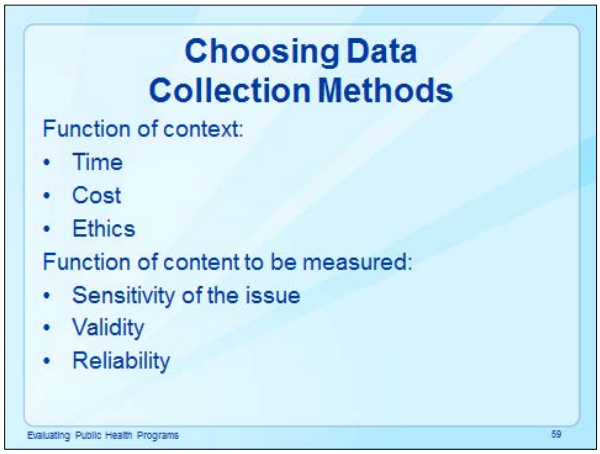
Choosing Data Collection Methods
Function of context:
• Time
• Cost
• Ethics
Function of content to be measured:
• Sensitivity of the issue
• Validity
• Reliability
Evaluating Public Health Programs
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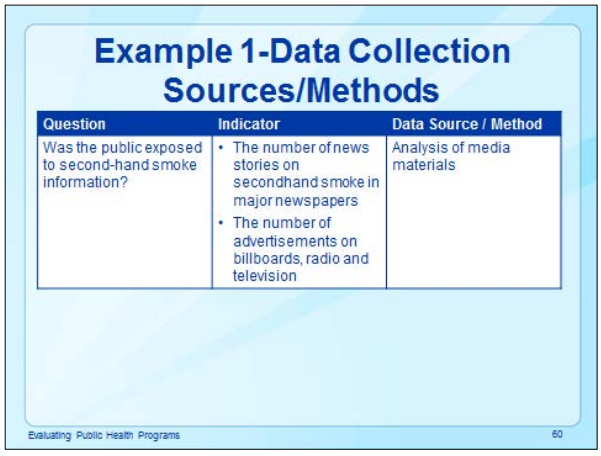
Example 1-Data Collection Sources/Methods
Question
Indicator
Data Source / Method
Was the public exposed to second-hand smoke information?
• The number of news stories on secondhand smoke in major newspapers
• The number of advertisements on billboards, radio and television
Analysis of media materials
Evaluating Public Health Programs
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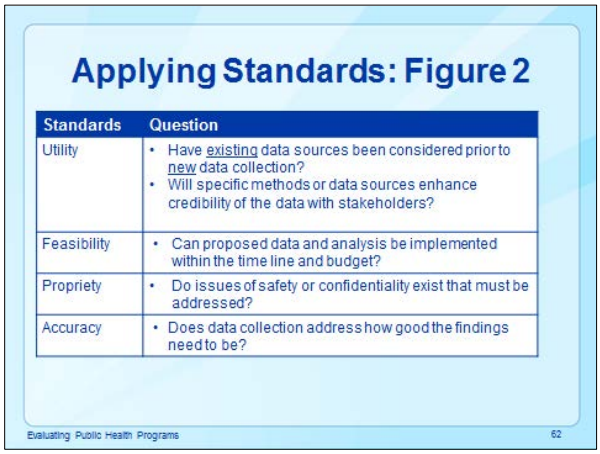
Slide	Notes


Applying Standards: Figure 2
Standards
Question
Utility
• Have existing data sources been considered prior to new data collection?
• Will specific methods or data sources enhance credibility of the data with stakeholders?
Feasibility
• Can proposed data and analysis be implemented within the time line and budget?
Propriety
• Do issues of safety or confidentiality exist that must be addressed?
Accuracy
• Does data collection address how good the findings need to be?
Evaluating Public Health Programs
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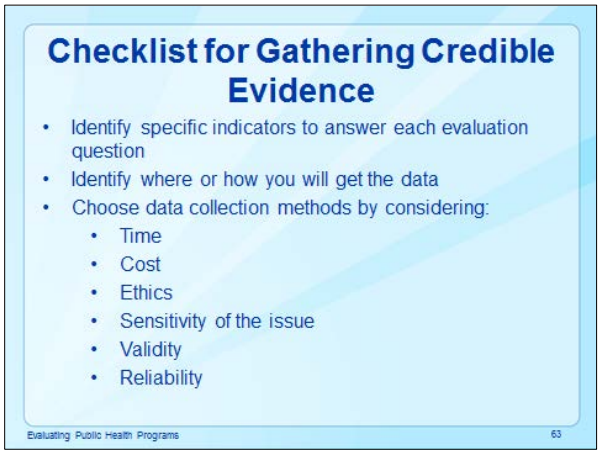
Checklist for Gathering Credible Evidence
• Identify specific indicators to answer each evaluation question
• Identify where or how you will get the data
• Choose data collection methods by considering:
• Time
• Cost
• Ethics
• Sensitivity of the issue
• Validity
• Reliability
Evaluating Public Health Programs
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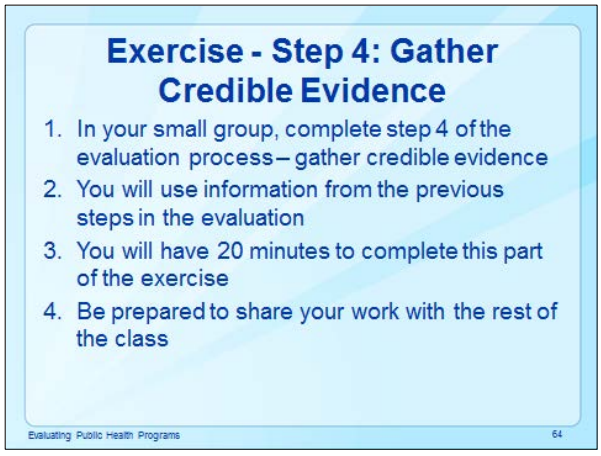
Exercise - Step 4: Gather Credible Evidence
1. In your small group, complete step 4 of the evaluation process – gather credible evidence
2. You will use information from the previous steps in the evaluation
3. You will have 20 minutes to complete this part of the exercise
4. Be prepared to share your work with the rest of the class
Evaluating Public Health Programs
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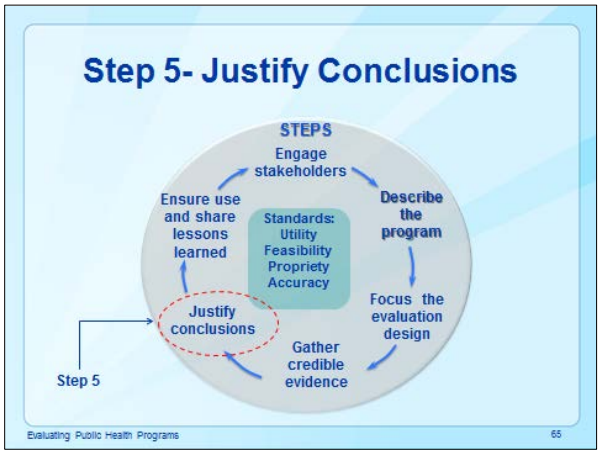
Slide	Notes


Step 5- Justify Conclusions
STEPS
Engage stakeholders
Describe the program
Focus the evaluation design
Gather credible evidence
Justify conclusions
Ensure use and share lessons learned
Standards: Utility Feasibility Propriety Accuracy
Step 5
Evaluating Public Health Programs
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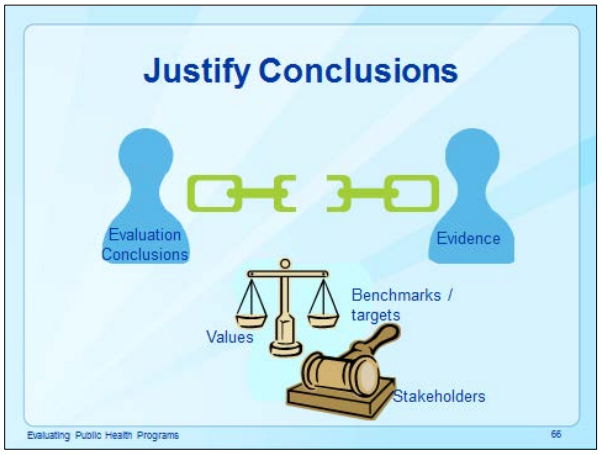
Justify Conclusions
Evaluation Conclusions
Evidence
Benchmarks / targets
Values
Stakeholders
Evaluating Public Health Programs
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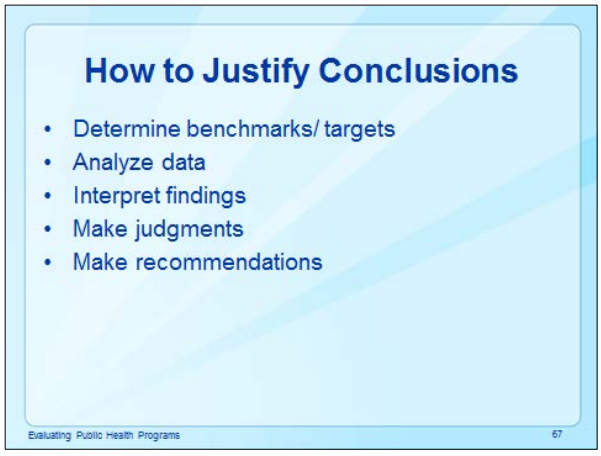
How to Justify Conclusions
Determine benchmarks/ targets
Analyze data
Interpret findings
Make judgments
Make recommendations
Evaluating Public Health Programs
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Slide	Notes

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
Evaluating Public Health Programs
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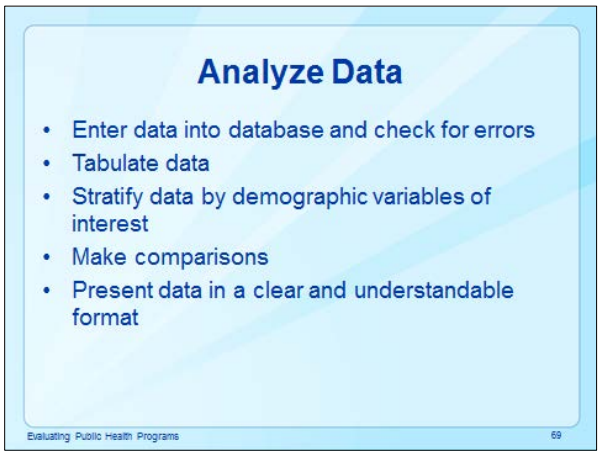
Analyze Data
• Enter data into database and check for errors
• Tabulate data
• Stratify data by demographic variables of interest
• Make comparisons
• Present data in a clear and understandable format
Evaluating Public Health Programs
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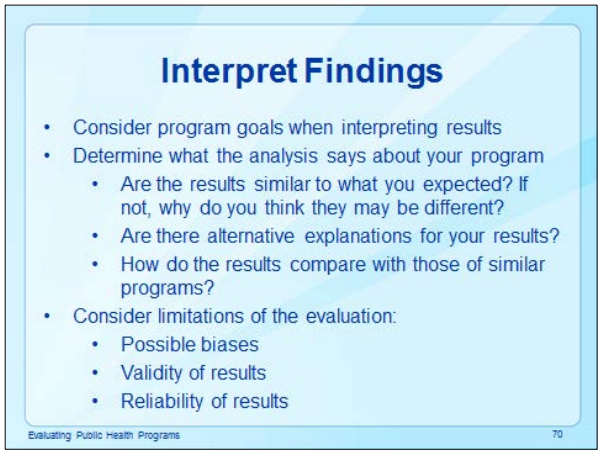
Interpret Findings
• Consider program goals when interpreting results
• Determine what the analysis says about your program
• Are the results similar to what you expected? If not, why do you think they may be different?
• Are there alternative explanations for your results?
• How do the results compare with those of similar programs?
• Consider limitations of the evaluation:
• Possible biases
• Validity of results
• Reliability of results
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Slide	Notes

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
Evaluating Public Health Programs
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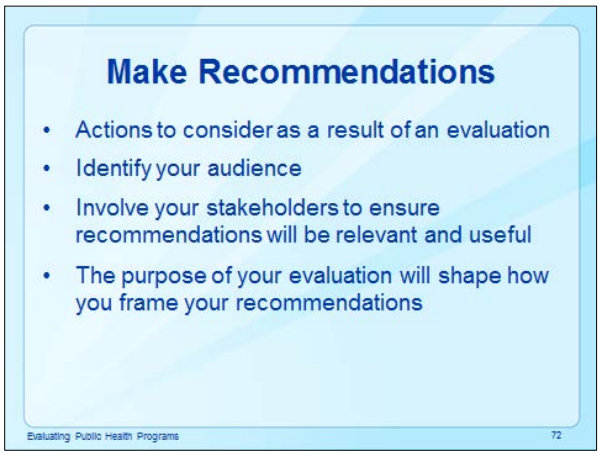
Make Recommendations
• Actions to consider as a result of an evaluation
• Identify your audience
• Involve your stakeholders to ensure recommendations will be relevant and useful
• The purpose of your evaluation will shape how you frame your recommendations
Evaluating Public Health Programs
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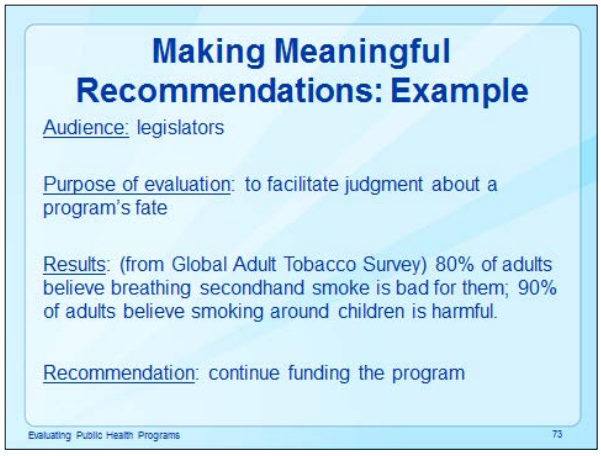
Making Meaningful Recommendations: Example
Audience: legislators
Purpose of evaluation: to facilitate judgment about a program's fate
Results: (from Global Adult Tobacco Survey) 80% of adults believe breathing secondhand smoke is bad for them; 90% of adults believe smoking around children is harmful.
Recommendation: continue funding the program
Evaluating Public Health Programs
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Slide	Notes

Applying Standards: Figure 3

Standards	Example Questions
Utility	• Have you carefully described the perspectives, procedures, and rationale used to interpret the findings? • Have stakeholders considered different approaches for interpreting the findings?
Feasibility	• Is the approach to analysis and interpretation appropriate to the level of expertise and resources? • Are the recommendations realistic for the program to implement?
Propriety	• Are the conclusions and recommendations reflective and respectful of key stakeholders, including those served by the program?
Accuracy	• Can the conclusions explicitly be justified? • Are the conclusions understandable to stakeholders?

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Checklist for Justifying Conclusions

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

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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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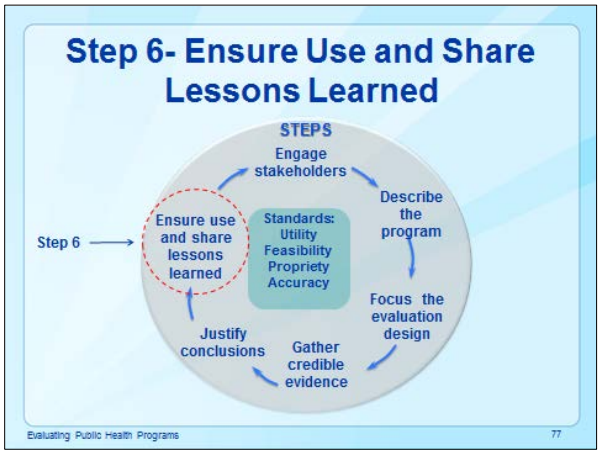
Slide	Notes


Step 6- Ensure Use and Share Lessons Learned
STEPS
Engage stakeholders
Describe the program
Focus the evaluation design
Gather credible evidence
Justify conclusions
Ensure use and share lessons learned
Step 6
Standards:
Utility
Feasibility
Propriety
Accuracy
Evaluating Public Health Programs
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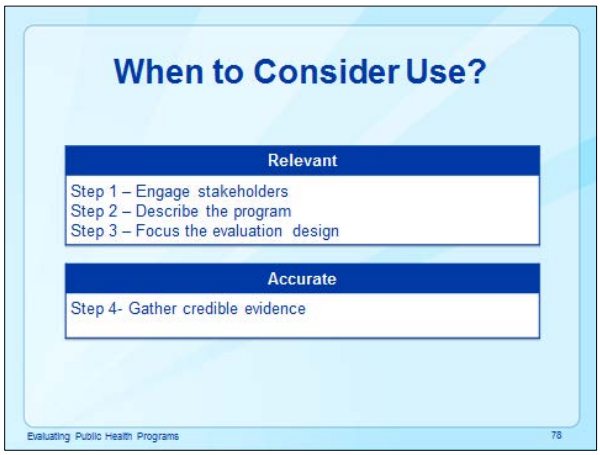
When to Consider Use?
Relevant
Step 1 – Engage stakeholders
Step 2 – Describe the program
Step 3 – Focus the evaluation design
Accurate
Step 4- Gather credible evidence
Evaluating Public Health Programs
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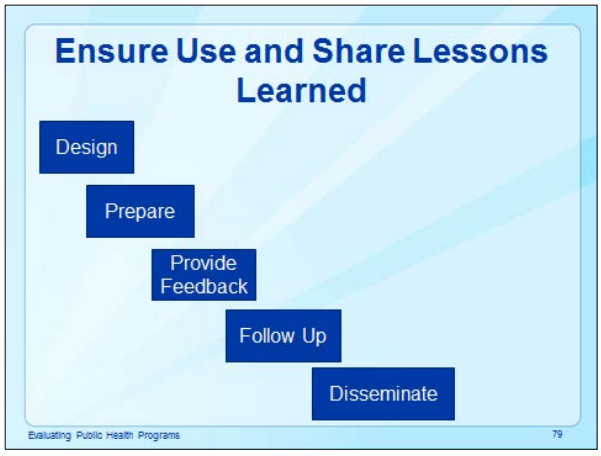
Ensure Use and Share Lessons Learned
Design
Prepare
Provide Feedback
Follow Up
Disseminate
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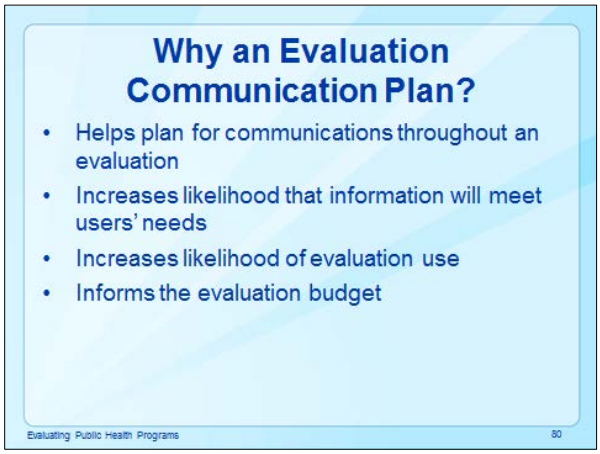
Slide	Notes


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
Evaluating Public Health Programs
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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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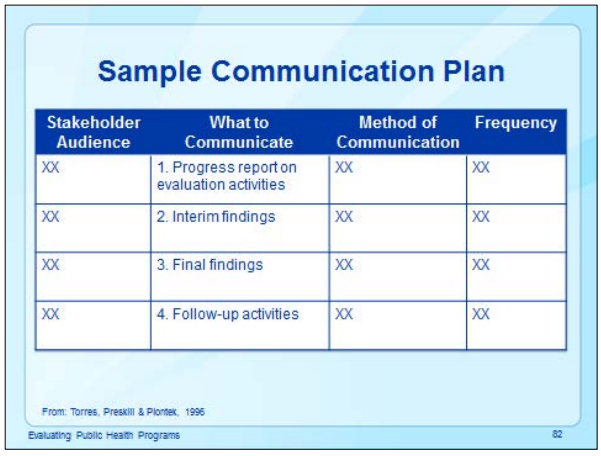
Sample Communication Plan
Stakeholder Audience
What to Communicate
Method of Communication
Frequency
XX
1. Progress report on evaluation activities
XX
XX
XX
2. Interim findings
XX
XX
XX
3. Final findings
XX
XX
XX
4. Follow-up activities
XX
XX
From: Torres, Preskill & Piontek, 1996
Evaluating Public Health Programs
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Slide	Notes

Formal Communication Formats
• Verbal presentations
• Videotape presentations
• Conferences
• Public meetings
• Written reports
• Executive summaries
• Chart essays
• Poster sessions
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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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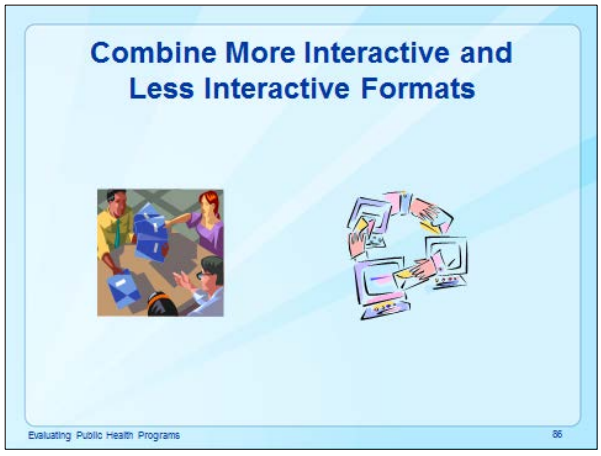
Combine More Interactive and Less Interactive Formats
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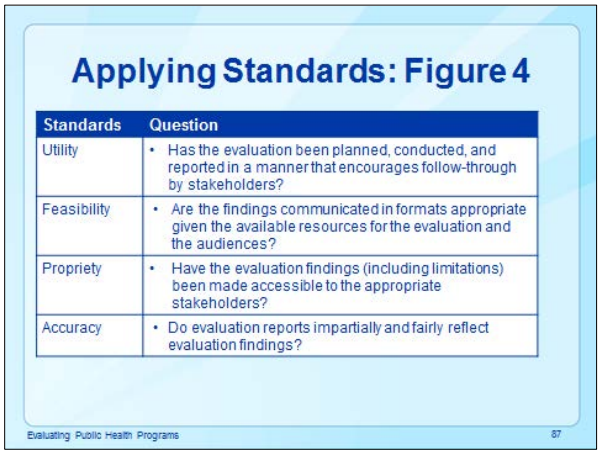
Slide	Notes


Applying Standards: Figure 4
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?
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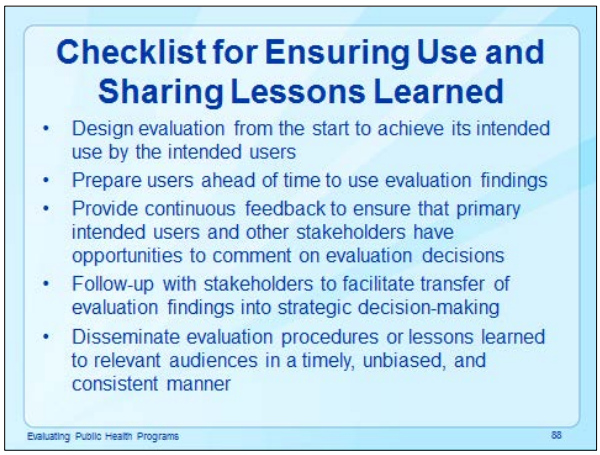
Checklist for Ensuring Use and Sharing Lessons Learned
• Design evaluation from the start to achieve its intended use by the intended users
• Prepare users ahead of time to use evaluation findings
• Provide continuous feedback to ensure that primary intended users and other stakeholders have opportunities 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
Evaluating Public Health Programs
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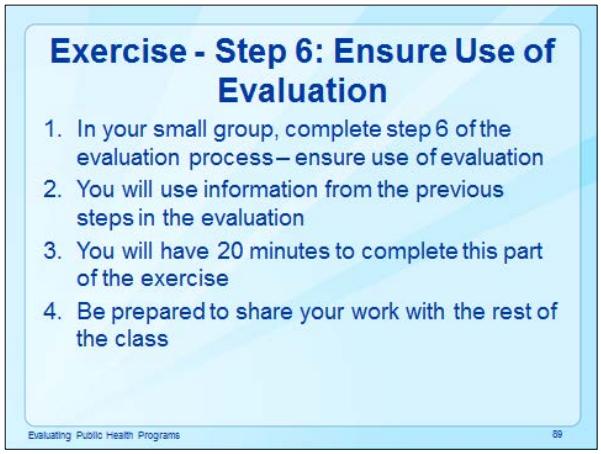
Exercise - Step 6: Ensure Use of Evaluation
1. In your small group, complete step 6 of the evaluation process – ensure use of evaluation
2. You will use information from the previous steps in the evaluation
3. You will have 20 minutes to complete this part of the exercise
4. Be prepared to share your work with the rest of the class
Evaluating Public Health Programs
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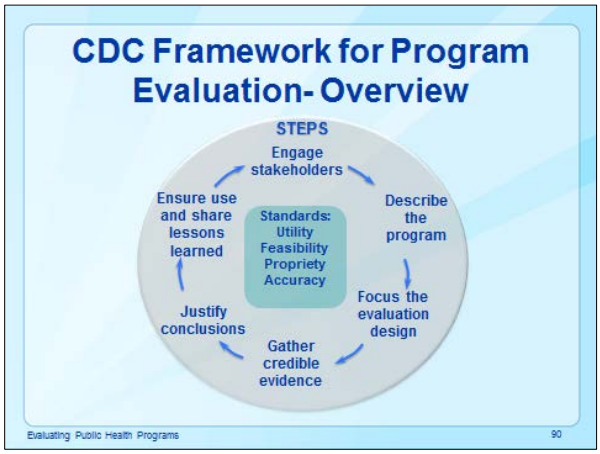
Slide	Notes


CDC Framework for Program Evaluation- Overview
STEPS
Engage stakeholders
Describe the program
Focus the evaluation design
Gather credible evidence
Justify conclusions
Ensure use and share lessons learned
Standards:
Utility
Feasibility
Propriety
Accuracy
Evaluating Public Health Programs
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