



Monitoring & Evaluation 101

An Online Presentation

September, 2017





Agenda

- Evaluation basics
- Creating measurable goals and objectives
- Evaluation resources





Learning Objectives

By the end of this webinar, you should be able to:

- Explain the importance of building evaluation into program design
- Create measurable goals and objectives
- Incorporate specific Komen reporting requirements into program design and application
- Where to look for evaluation assistance and resources





Acknowledgement

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Evaluation Basics

Evaluation: Definition

Evaluation is the systematic acquisition and assessment of information to provide useful feedback about some object.

-Trochim, W. M. K., The Research Methods Knowledge Base





Unpacking the Evaluation Definition

“Systematic acquisition of information”

- Information = Data
- Matching tool/method to desired information

“Systematic assessment of information”

“Useful feedback about some ‘object’”

- Program, policy, technology, person, need, activity, etc.





Common Evaluation Fears

- I don't speak the evaluation language
- I am not a numbers person
- Evaluation will drive the focus of the program
- It will make me/my program look bad
- It will distract from the “real” work
- It means reviewing long, dense reports





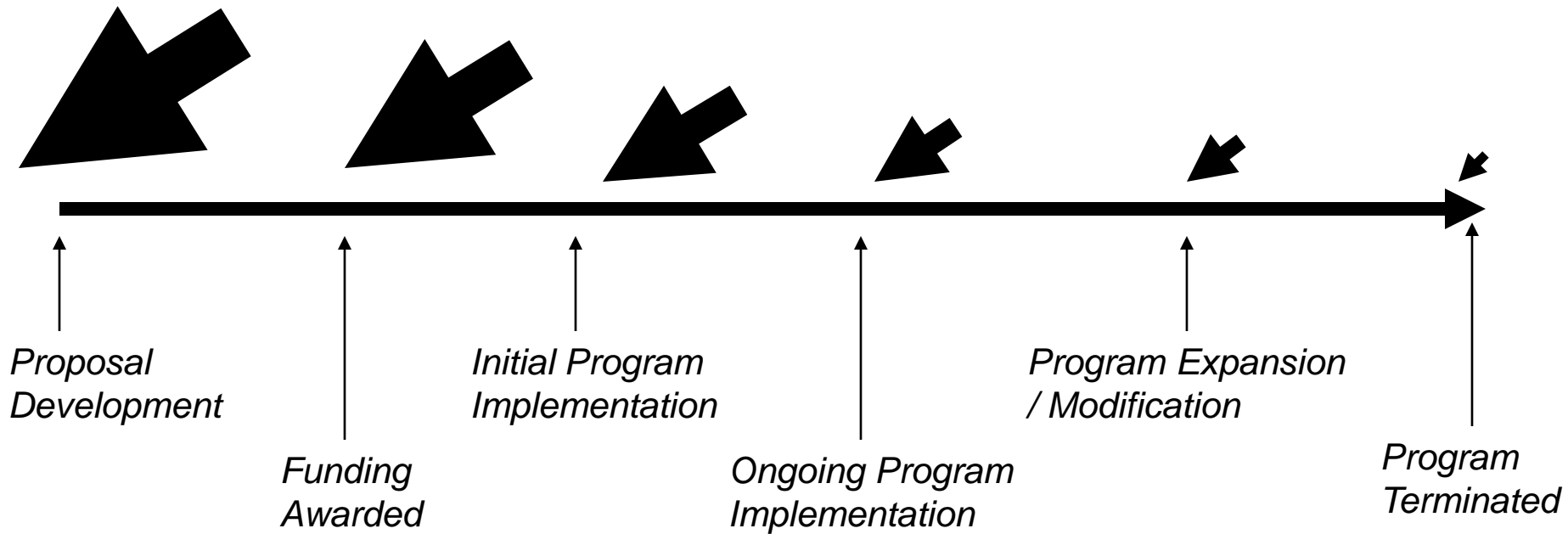
Evaluation Purpose

- To “tell the story” of your program/organization to stakeholders
- To understand the process by which you do the work you do
- To understand the impact and/or outcomes of your work





When to Engage in Evaluation



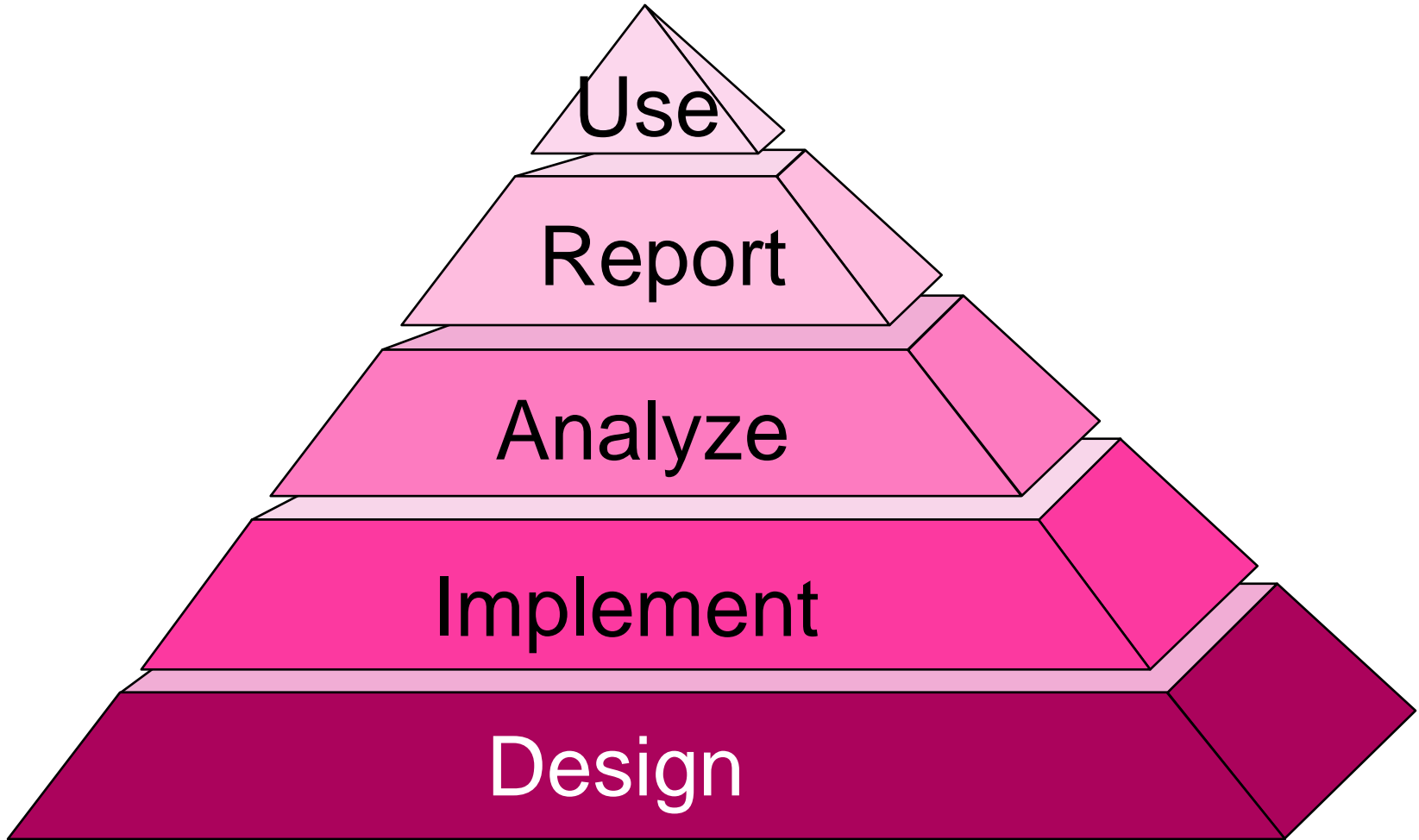


Questions Answered Via Evaluation

1. Are we on the way to our planned activities?
2. To what extent are planned activities being implemented (actually realized)?
3. Are project activities being carried out correctly, on-time, and within budget?
4. How well are services being provided?
5. What services are we providing to whom, when, how often, for how long, and in what context?
6. Are the objectives and targets of the project reasonable?

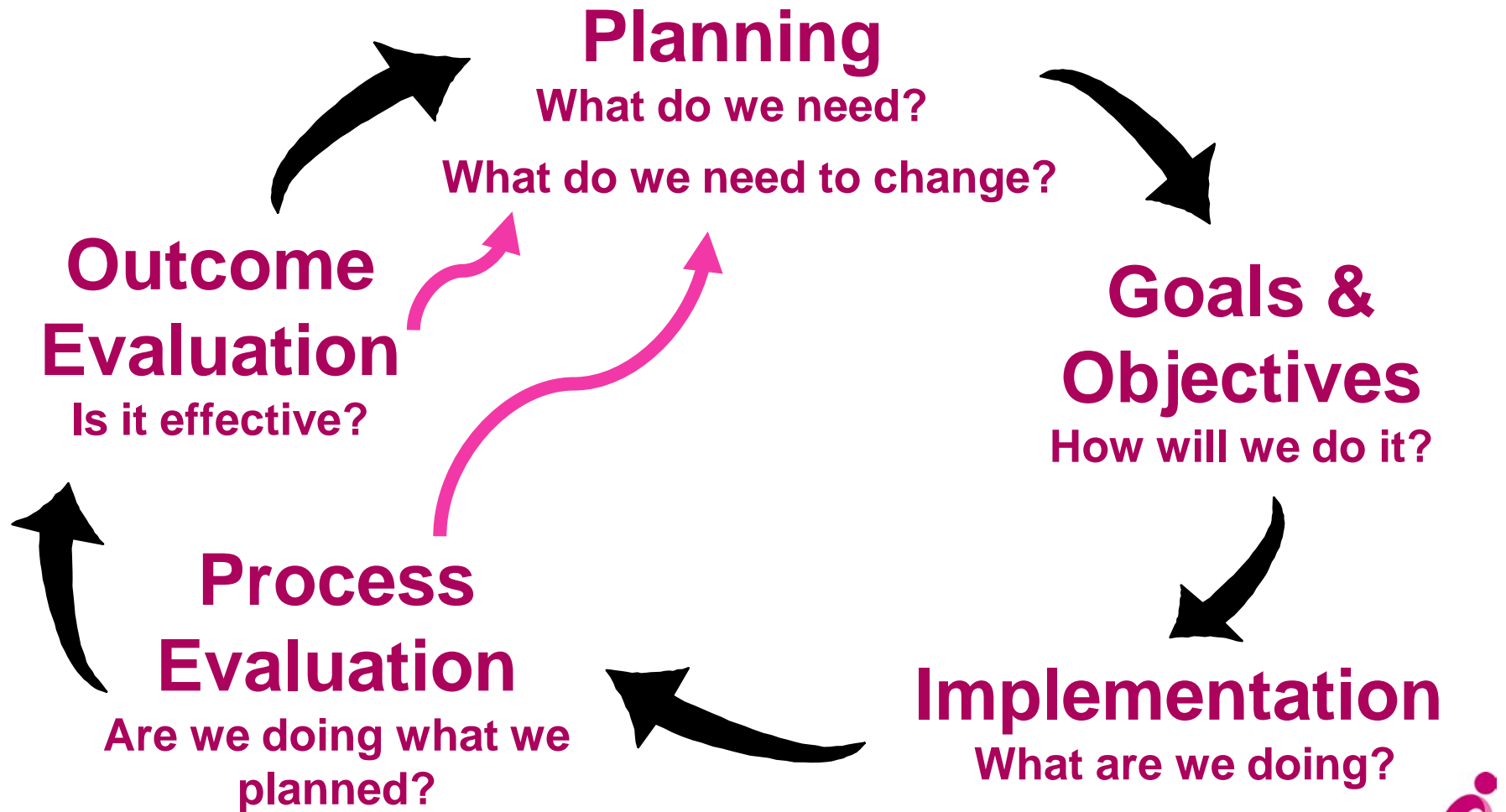


Steps in Evaluation





Evaluation Process





Evaluation Approaches

Traditional Evaluation

- Logic Models
- Predictable “flow” of program, measurement that follows
- Process, Outcome, Formative, Summative

Developmental Evaluation

- Complex, Innovative, Dynamic Programs
- Evaluator as part of the program’s development
- Evaluator feeds back into program work continuously
- (Gamble, 2008)



Logic Models

More information on how to develop logic models can be found in the

Grant Writing 101 presentation

on Komen Northeast Ohio's [website](#).





Process for Evaluation

A typical evaluation strategy includes the following components:

- Planning
- Data collection
- Data analysis
- Reporting
- Application





Identify Evaluation Questions I

Remember, logic models illustrate...

- Expectations (e.g., goals and objectives)
- Relationships between program elements and expected changes
- Multiple stages of development
- Context within which a program operates
- How the program is linked to other efforts





Identify Evaluation Questions II

University of Wisconsin-Extension

- Logic model resources -

<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

- Evaluation resources -

<http://fyi.uwex.edu/programdevelopment/developing-programs/design/>





Identify Evaluation Questions III

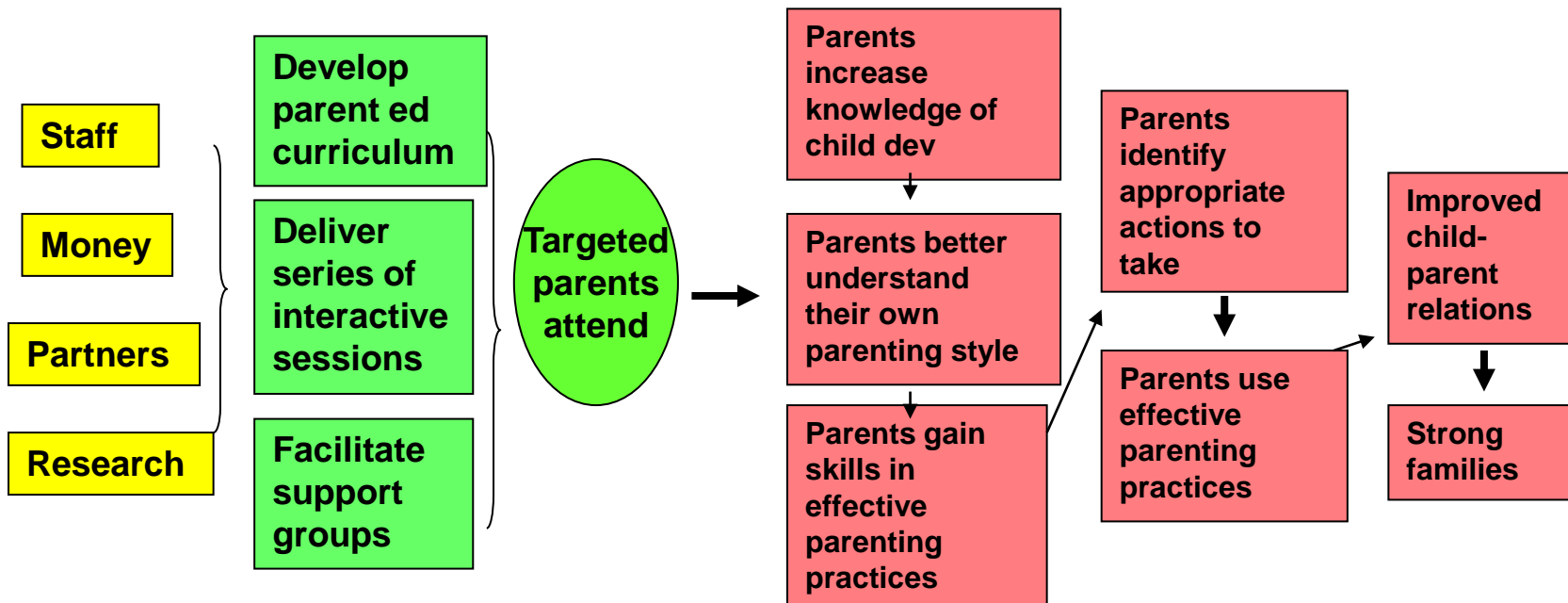
Useful evaluations begin with questions stakeholders care about. The purpose of the evaluation is to answer these questions.





EVALUATION:

What do you (and others) want to know about this program?



EVALUATION: What do you (and others) want to know about this program?

What amount of \$ and time were invested?

Were all sessions delivered? How effectively?

Did all parents attend that we intended? Who did/not? Did they attend all sessions?

To what extent did knowledge and skills increase? For whom? Why? What else happened?

To what extent did behaviors change? For whom? Why? What else happened?

To what extent are relations improved? Does this result in stronger families?



Next Steps

Once you've exhausted the logic model...

- Check back with stakeholders for any new questions (see table on next slide for tool on collecting new questions).
- Refer to any theoretical constructs that informed your program. Does the evaluation ask questions that will explore the relationships proposed by your chosen theory(ies)?





Who wants to know what about your program?

<i>WHO might use the evaluation?</i>	<i>WHAT do they want to know?</i>	<i>HOW will they use the info?</i>
You – staff		
Participants		
Funder		





Evaluation Standards I

Once all potential questions have been generated, view them in light of these evaluation standards:

- **Utility**
- **Feasibility**
- **Propriety**
- **Accuracy**

Evaluation standards can assist in eliminating unnecessary questions.





Evaluation Standards II

Utility: Focus is on meeting the information needs of evaluation users (e.g., program staff, community members, funders). This affects considerations such as:

- Amount of info collected
- Type of info collected
- Values used when interpreting findings
- Clarity and timeliness of reports

Feasibility: Standards that ensure evaluation is pragmatic/practical. Standards state evaluation should:

- Use practical procedures
- Use non-disruptive procedures
- Acknowledge differing political interests of those involved
- Use of resources for generating findings should be reasonable





Evaluation Standards III

Propriety

- Evaluation should be ethical
- Protocols for data collection developed
- Human subjects protected
- Conflicts of interest out in the open

Accuracy: Evaluation of findings should be correct

- Program should be described in context
- Purpose and methods of evaluation should be stated in detail
- Collection of valid and reliable data should be ensured





The Evaluation Matrix

An evaluation matrix is an effective way to organize the multi-phase evaluation process. It is also an effective way to communicate your evaluation plans to potential funders.





Example Evaluation Matrix

Evaluation Question	Stage of Evaluation*	Data Source	Data Collection	Schedule (6 mos, 1 yr., 1.5 yrs.)
How many people attended workshops? (PROCESS)	Formative	Program staff	Program records	6 mos, 1 yr & 1.5 yrs
Has the # of smokers in intervention group declined? (IMPACT)	Formative & Summative	Program participants	Survey or interviews	6 mos, 1 yr, 1.5 yrs
Has the # of heart attacks in community dropped? (OUTCOME)	Needs assessment (baseline) & summative	Local health care providers (e.g., hospitals)	Hospital records	1 yr, 2 yrs, etc.



A Note About Evaluation...

Impact Evaluation: Assesses the changes that can be attributed to a particular intervention, such as a project, program or policy. Impact Evaluation helps us to answer key questions such as, what works, what doesn't, where, why and for how much.

Process Evaluation: Assesses the delivery of programs. Process evaluation verifies what the program is and whether it is being implemented as designed. It answers the questions of what is delivered in reality and where gaps exist between program design and delivery.

Outcome Evaluation: Assesses the long-term effects of the program.





Types of Evaluation I

Process evaluation asks “What did we do?” The evaluation compares what was planned to what actually occurred.

Examples of process data include:

- # activities/sessions provided
- # of people who attended
- Demographics of attendees
- Number, type, and content of media activities
- Activities completed to help bring about policy and environmental change





Types of Evaluation II

Impact evaluation looks at the short-term effects of a program. For example:

- Changes in knowledge, skills, and attitudes
- Changes in behaviors
- Increases in desired services and activities

Examples of process data include:

- Have we achieved our attendance goals?
- Has the # of smokers in intervention group declined?
- Have grocery stores begun offering low-fat foods?
- Changes in how community agencies work together.





Types of Evaluation III

Outcome evaluation looks at the long-term effects of the program. For example:

- Has the # of deaths due to breast cancer dropped? (morbidity)
- Has the quality of life improved?

Evaluating outcomes is a challenge when a program is limited to a short time frame. In these instances, **changes in risk factors related to long-term outcomes can be monitored** (e.g., prevalence of late-stage diagnosis vs. decrease in mortality from breast cancer).





Evaluation Terminology at Different Grant Time Periods

<i>During the grant period</i>	<i>Conclusion of grant period</i>	<i>Beyond the grant period</i>
Process	Outcome	Impact
• Structure	• Outputs	
• Process	• Outcomes	
Formative	Summative	Impact
Immediate outcomes	Short-term outcomes	Long-term outcomes
Initial outcomes	Immediate outcomes	

Source: Miner JT, Miner LE. Proposal planning and writing. Greenwood Pub Group; 2008.





Creating Measurable Goals and Objectives



Developing Goals and Objectives

Goals: A future event toward which a committed endeavor is directed.

Objectives: Steps to be taken in pursuit of a goal.

- **Specific, Measurable, Attainable, Realistic, Timebound**
- Should always correspond to a related goal
- Use objectives outlined in national initiatives as a guide
- Continually refer to goals and CP priority to ensure consistency
- Use a logic model!





Indicators of Progress

- Individual behaviors
- Professional practices
- Service availability
- Community attitudes
- Insurance status
- Service enrollment
- Policy enactment
- Voluntary participation in employer programs
- Organizations offering health promotion programs
- Policy compliance
- Population screening results
- Occurrence of events that suggest breakdown in system





A Note On Interventions

Interventions (a.k.a. activities, strategies, methods)

- WHAT will be done with the grant money
- An outline of your plan for achieving goals and objectives





Selecting Appropriate Interventions

- Use logic
- Use theory
- Use evidence
- Use a table to organize your information





Sample Activities/Interventions I

Educational Interventions

- Public education
- Group education
- One-on-one education
- Material development and dissemination
- Events in accessible venues
- Health care professional training and provider education

Screening Interventions

- Reminder systems directed to patients
- Reminder systems directed to providers
- Outreach programs
- In-reach programs
- Reduce costs for mammography
- Expanded clinic hours
- Reduce other barriers to mammography

Diagnosis Interventions

- Provide translation services
- Reduce costs for diagnostic services
- Patient navigation
- Reduce other barriers to diagnostic services



Sample Activities/Interventions II

Treatment Interventions

- Reduce out-of-pocket costs for treatment
- Reduce costs for treatment services
- Clinical trials
- Patient navigation

Treatment Support Interventions

- Provide financial assistance for day-to-day costs during treatment
- Reduce other barriers to treatment
- Support groups
- Side-effect management
- Nutrition services
- Complementary therapies
- End of life care
- Legal services
- Caregiver support

Survivorship Interventions

- Support groups
- Individual counseling/psychotherapy
- Exercise or nutrition programs
- Complementary therapies
- Side-effect management

Healthcare Delivery/Systems Change

- Interventions to increase the quality of health care delivery
- Process improvement strategies



Goals and Objectives in GeMS

- Applicants may only provide one overarching program goal in GeMS
- Activities/Interventions must be incorporated into objectives – **applicants are required to incorporate only one intervention per objective**



Sample Goal and Objectives

Goal: Increase knowledge of breast health screening guidelines and facilitate access to mammography for uninsured patients in Cuyahoga County.

Objective I: By the first quarter of the funding year, train 100 primary care and breast health providers at collaborative organizations on Susan G. Komen breast health screening guidelines and Breast Self-Awareness messages, the benefits of early detection in breast cancer, and culturally appropriate methods of providing breast health information.





Sample Goal and Objectives

Objective II: By the first quarter of the funding year, train 10 patient navigators from participating facilities on breast health resources and culturally appropriate methods of communication to break down barriers to mammography.

Objective III: Through pre-and post-tests, at least 75% of the women seen by trained providers and navigators will demonstrate increased understanding of the importance of early detection of breast cancer and mammography.





Komen NEO's Required Reporting

If approved for a Komen Northeast Ohio grant, grantees will be expected to report on all components of the project funded by Komen Northeast Ohio.

In other words, grantees will be required to report interim and final numbers for each objective in the approved Project Work Plan.





Evaluation Resources

Writing SMART Objectives

Handout developed by Komen Headquarters

Available at <http://komenneohio.org/grants/additional-support-tools/>



Evaluation Resources

- Centers for Disease Control and Prevention - <http://www.cdc.gov/eval/resources/>
- National Network of Libraries of Medicine: Outreach Evaluation Resource Center - <https://nnlm.gov/evaluation>
- Agency for Healthcare Research and Quality - <http://www.ahrq.gov/professionals/index.html>
- Northwest Center for Public Health Practice - <https://www.nwcphp.org/evaluation/tools-resources>



Evaluation Resources

- The Community Toolbox - <http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/framework-for-evaluation/main>
- Center for Evaluation Innovation - <http://www.evaluationinnovation.org/>
- Institute of Education Sciences: What Works Clearinghouse - <http://ies.ed.gov/ncee/wwc/>
- National Registry of Evidence-Based Programs and Practices - <http://nrepp.samhsa.gov/>





If you have any additional questions, please
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