Evaluation and Evidence Based Programs:

The Magi Group, LLC
OPGS Grant Writing Class

Evidence Based Practice Sites

National Registry of Evidence-Based Programs and Practices (190) www.nrepp.samhsa.gov

Compendium/Diffusion of Evidence Based Interventions (69) www.effectiveinterventions.org

What Works Clearinghouse www.ies.ed.gov/ncee/wwc

OJJDP Model Programs Guide (200) www.ojjdp.gov/mpg

Evidence-Based Disease and Disability Prevention Program www.aoa.gov/AoARoot/AoA_Programs/HCLTC/Evidence_Based/index.aspx

Harvard Family Research Project www.hfrp.org/out-of-school-time/ost-database-bibliography/database

Social Programs that Work www.evidencebasedprograms.org/wordpress

Why Evaluate?

- To improve, you must have baseline information about your programs and organization

- To be relevant, you must know if your services are aligned with your funder's goals

- To build a case for better support, you need data that demonstrates the value of your programs

Program Evaluation

- It is carefully collecting information about a program or some aspect of a program in order to judge whether it is being implemented as planned and to assess the extent to which stated goals and objectives are being met.

- The bottom line is to help you make necessary decisions about the program.

Five Common Types of Program Evaluation

- Outcome Evaluation (Summative)

- Impact Evaluation

- Process Evaluation

- Formative Evaluation

- Cost-benefit Evaluation

Outcome Evaluation

- Documentation of whether or not the program caused an improvement among the participants on certain areas of interest and by how much.

- Outcome evaluation answers:
  - Did your program work? Why? Why not?
  - Should you continue the program?
  - What can be modified that might make the program more effective?
  - What evidence proves that funders should continue to spend their money on your program.

Impact Evaluation

- Assesses the net effect of a program by comparing program outcomes with an estimate of what could have happened in the absence of the program.

(i.e. decline in gang participation due to an after-school program)

- Are useful when external, non-program factors are known to influence outcomes because they isolate the program's contribution

Process Evaluation

- Assesses the extent to which a program or process is operating as intended and identifies opportunities for streamlining the program or process.

(i.e. are the steps taken effective?"

- May assess the extent to which the program adheres to timelines, work plans, or guidelines.

Formative Evaluation

- Method of judging the worth of a program while the program activities are forming or happening

- Conducted in the planning stage or early in the implementation of a program, helps in defining project scope and in identifying appropriate goals and objectives. In addition, can be used to pre-test ideas, strategies, and communication tools. *(i.e. collecting continuous feedback from participants to revise a program as needed)*

- Often conducted more than once
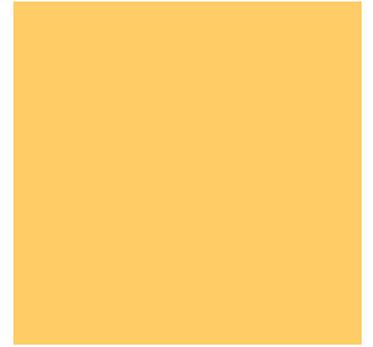
Cost-Benefit Evaluation

- Identifies program benefits, outputs, or outcomes and compares them with the internal & external costs to produce them.

(i.e. cost of prevention vs. treatment)

- Often asks are resources being used optimally.

Evaluation Model

1. Define the question.

2. Collect data – determine needed data and method of collection.

3. Analyze the data.

4. Draft report and recommendations.

5. Develop an action plan

Define the Question

- What need are you trying to address?

- How are these needs best identified? (Baseline Indicators)

- Who is your targeted audience?

- Why are you doing the evaluation?

- What do you need to know?

- Who needs the evaluation information?

Program Planning is the Key!!!!!

Collect Data – Determine Needed Data and Method of Collection

- Goals – what you hope to accomplish when your program is completed (broad)

- Objectives – specific event or action that has to occur before you can achieve your goal

- Indicators – Evidence that you are accomplishing your objectives

Indicator

- Indicators are demonstrate how the outcome is to be assessed.

- They state what you observe when a participant demonstrates evidence of an outcome. (i.e. accomplishments, changes, gains, improvements or behaviors)

- They need to show who will be counted AND they need to identify the extent to which the behavior, skill, knowledge needs to be demonstrated before the participant can be counted as having achieved the outcome.

Data Sources

Data sources used to confirm that a change in or establishment of a skill, knowledge, or behavior has occurred. It can be from:

- Objective sources (e.g., a test)

- Subjective sources (a self-reported answer in a survey)

- Quantitative nature (i.e., the percentage of students achieving a grade point average increase)

- Qualitative sources (observations from a teacher about a student's behavior in school)

It all depends on what is being measured and the availability.

Collect Data: Determine Needed Data and Method of Collection.

- Qualitative – information that is expressed in words
  - Open-ended questions
  - Focus groups
  - Case studies

- Quantitative – information that is expressed with numbers or statistics
  - Attendance records
  - Surveys/questionnaires
  - Statistics

Data Source Examples

- Pre and Post test scores

- Interviews

- Surveys (open and closed ended)

- Self-reports

- Program records (government, academic, business, attendance)

- Records from other organizations (law enforcement, health, social services)

- Observations

Analyze the Data

- Review the data periodically. (Look for changes across time)

- Look for recurring themes.

- Compare against your baseline data.

- How does the data relate to your indicators and final program outcomes?

- May want to obtain assistance in data analysis.

Evaluation as an Offensive Weapon

- Cost-saving

- Fund Development

- Marketing

- Setting the Agenda on funding priorities

- Staff Development

Evaluation Reporting

We address three (3) basic items:

1. What did you want to do?

2. What did you actually do?

3. So what? (intended/unintended impact and next steps)

Evaluation Reporting

Reporting in four (4) key areas:

Inputs: What did we use?

                              How much did we spend?

                              How much did we use?

                              Who did we use?

Activities/Services: What did we do?

Outputs: How much/many units did we produce?

                              Who specifically received outputs?

Outcomes: What was the benefit to the target?

QUESTIONS?