Overview

• Evaluation
• Data Collection
• Logic Models
• Black Hills Knowledge Network – Regina Jahr, Executive Director, Black Hills Area Community Foundation
EVALUATION
OVERVIEW
Purpose of an Evaluation

- Assessment of merit and worth
- Program and organizational improvement
- Oversight and compliance
- Knowledge development
Assessment of Merit & Worth

The development of warranted judgements, at the individual and societal level, of the value of a policy or program.

Informs the public and their representatives about the value of the policies and programs that have been selected or are being considered as instruments to realize social betterment.
Program & Organizational Improvement

The effort to use information to directly modify and enhance program operations.

The early detection and correction of performance problems as well as detection of opportunities for performance improvement.
Oversight & Compliance

The assessment of the extent to which a program follows the directives of statutes, regulations, rules, standards, procedures or any other formal expectation.
**Knowledge Development**

The discovery or testing of general theories, propositions, and hypotheses in the context of policies and programs.
Evaluation Provides:

• Information to help improve a project.

• Information on whether goals and objectives are being met.
Evaluation Provides:

- Information on how different aspects of a project are contributing to the continuous improvement process.

- New insights or new information that was not anticipated. *Unanticipated consequences* are among the most useful outcomes of the assessment enterprise.
Evaluation Provides:

• Evidence that your program or project is making a difference.

• Results / findings that can be shared with potential funders and donors.
Process and Outcomes Evaluation
Process Evaluation

• Purpose of process evaluation is to assess whether the project is being conducted as planned – how the project is being implemented.

• “When the cook tastes the soup, that’s process evaluation.”
Outcomes Evaluation

- Purpose of outcomes evaluation is to assess the quality and impact of a project – what the project achieved.

- “When the guests taste the soup, that’s outcome evaluation.”
Data Collection
Quantitative Data Collection

• Involves the use of numerical measurement and data analysis based on statistical methods; information that can be counted and measured.
  – Descriptive statistics (number of participants, demographics of participants, duration of program activity, etc.)
Quantitative Data Collection

- Surveys (attitudes, behaviors)
- Tests (knowledge or achievement)
- Record Review (e.g., monthly reports, activity logs, sign-in logs, financial documents, etc.)
Qualitative Data Collection

- Approach that is primarily descriptive and interpretive; used to describe how your project functions and what it may mean to the people involved.
  - Focus groups
  - Interviews
  - Observations
  - Case studies
Mixed Methods Data Collection

• Includes use of both quantitative and qualitative methods for data collection and analysis.

• Quantitative data doesn’t tell you anything if you don’t know how or why.

• Triangulation of data – an attempt to get corroboration on a phenomenon or measurement by approaching it by three or more independent routes (e.g., survey, focus group, interview).
Data Collection Framework

• Evaluation Questions
  – What do you want to know?
  – What information do you need?

• Indicator
  – How will you know?
  – What observable measure(s) will you use?
Data Collection Framework

• Data Source
  – From what or from whom will you obtain the information?

• Data Collection Method
  – How will you gather the information?

• Data Collection Timeline
  – When will you gather the information?
### Data Collection Framework

<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Indicator</th>
<th>Data Source</th>
<th>Data Collection Method</th>
<th>Data Collection Timeline</th>
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</thead>
<tbody>
<tr>
<td>What do you want to know?</td>
<td>How will you know?</td>
<td>From what or from whom will you obtain the information?</td>
<td>How will you gather the information?</td>
<td>When will you gather the information?</td>
</tr>
<tr>
<td>What information do you need?</td>
<td>What observable measures will you use?</td>
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<tr>
<td><strong>Example:</strong> What is the impact of training teachers in a new curriculum?</td>
<td><strong>Example:</strong> Teachers’ perceived confidence to teach the curriculum; teachers’ skills in teaching curriculum.</td>
<td><strong>Example:</strong> Training participants (teachers); Curriculum Coordinator</td>
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**Example:**
- Training participants (teachers);
- Curriculum Coordinator
- Pre/Post Survey;
- Classroom Observation of Teachers
- September 2012 - April 2013
Sample Evaluation Questions

Tobacco Prevention:

• (Q₁) Will the individuals participating in the educational sessions demonstrate an increased understanding of the dangers of tobacco use and exposure to second-hand smoke?

• (Q₂) Will the individuals participating in the educational sessions demonstrate an increased awareness of the health consequences of tobacco use and exposure to secondhand smoke?
Sample Evaluation Questions

Tobacco Prevention:

• (Q₃) Will the individuals participating in the educational sessions who are currently tobacco users demonstrate an increased intent to stop using tobacco?

• (Q₄) Will the individuals participating in the educational sessions who do not use tobacco demonstrate an increased intent to remain nonusers?
Sample Evaluation Questions

Prevention of Risky Behaviors:

• (Q₁) Does the programming contribute to the reduction of substance use and other related risky behaviors for youth, ages 9 to 14?

• (Q₂) Does the programming contribute to the delayed onset of sexual activity for youth, ages 9 to 14?

• (Q₃) Does the programming help youth, ages 9 to 14, improve their levels of self-esteem and confidence after one year of participation?
LOGIC MODELS
What is a Program Logic Model?

- A conceptual map of your program
- A picture of the linkages between a program’s key components
- Places the process of conducting a program and the expected results from that process into a *linked* model
Purpose of a Logic Model

- Describes the elements of a program.
- Describes the chain of plausible linkages between those elements.
- Shows the sequence between program activities and expected outcomes.
Why a Logic Model

- One-page overview of a program.
- Keeps the program staff and the evaluator on the same page.
- Prevents possible miscommunications or pitfalls between program and evaluation staff when planning an evaluation.
- Identifies clearly the expectations for the program or project.
Logic Model

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>INPUTS</th>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Programmatic investments</td>
<td>Activities</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What we do</td>
<td>Who we reach</td>
</tr>
</tbody>
</table>

Adapted from UW Extension
<table>
<thead>
<tr>
<th>INPUTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAFF</td>
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<tr>
<td>MONEY</td>
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<tr>
<td>TIME</td>
</tr>
<tr>
<td>VOLUNTEERS</td>
</tr>
<tr>
<td>PARTNERS</td>
</tr>
<tr>
<td>EQUIPMENT</td>
</tr>
<tr>
<td>ACTIVITIES</td>
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<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Service Delivery</td>
</tr>
<tr>
<td>Workshops</td>
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<tr>
<td>Counseling</td>
</tr>
<tr>
<td>Facilitation</td>
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<tr>
<td>Curriculum design</td>
</tr>
<tr>
<td>Trainings</td>
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<tr>
<td>Conferences</td>
</tr>
</tbody>
</table>

Adapted from UW Extension
### OUTCOMES
*What results for individuals, businesses, communities . . .*

<table>
<thead>
<tr>
<th>SHORT</th>
<th>MEDIUM</th>
<th>LONG-TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>Action</td>
<td>Conditions</td>
</tr>
<tr>
<td>Awareness</td>
<td>Behavior</td>
<td>Human</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Practice</td>
<td>Economic</td>
</tr>
<tr>
<td>Attitudes</td>
<td>Decisions</td>
<td>Civic</td>
</tr>
<tr>
<td>Skills</td>
<td>Policies</td>
<td>Environment</td>
</tr>
<tr>
<td>Opinions</td>
<td>Social action</td>
<td></td>
</tr>
<tr>
<td>Aspirations</td>
<td></td>
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<tr>
<td>Motivation</td>
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</tbody>
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Adapted from UW Extension
Definitions

- **Problem /Issue:** A social, health, or other condition that requires action.

- **Goal:** A statement of an ideal or hoped for state or condition. It is usually general and abstract.

- **Objectives:** Statements of specific, achievable, and measurable desired accomplishments of a program that are derived from the goal.
Specific
Measurable
Achievable
Related to the goal
Time Limited
Definitions: Objectives

- **Outcome Objectives**: Statements that specify the desirable results of an intervention.

- **Process Objectives**: Statements that identify the steps to be taken (activities/interventions) toward accomplishing a desired end (outcome). Examples are service delivery, recruitment, instruction, referral.
Types of Outcome Objectives

- Knowledge
- Awareness
- Skills
- Attitudes
- Intent to Change Behavior
- Behaviors
Definitions: Process

- **Inputs** are resources a program uses to achieve program objectives.

- **Activities** are what a program does with its inputs - the services it provides - to fulfill its mission.

- **Outputs** are the products of program activities and are measured in terms of what was done, how it was done, and who received it.
Definitions: Outcomes

• **Outcomes**: Benefits or changes for individuals or populations during or after participation in program activities. They are influenced by a program’s outputs.

• **Short-term Outcomes**: Example: an increase in *intention* to remain abstinent due to an abstinence education intervention. [First Year]
Definitions: Outcomes

• **Intermediate Outcomes:** Example: an increase in reported abstinence due to an abstinence education intervention. [Second to Fifth Years]

• **Long-term Outcomes:** Example: a decrease in *STI rates* due to an abstinence education intervention. [Five or more years]
Pregnancy/STI Prevention Program

Small group sessions / advocacy / referral

Increased knowledge/ Increased assertiveness/ decreased sexual behavior intent

Decrease in Sexual Activity and/or in risky sexual behavior

Decrease in Pregnancy Rates/ STIs

Decrease in Sexual Activity and/or in risky sexual behavior

(Intermediate Outcome)

Process

(Short Term Outcome)
OUTCOME LINKAGE EXAMPLE
Teen Parenting Program

Coordinated Case Management

Increased Services (Outputs)

Increase in Repeat Pregnancies (Intermediate Outcome)

Increased Financial Independence (Long Term Outcome)
LEGIS (Legislative Education for Greater Inquiry & Study) Logic Model

**Problem Issue**: The public is lacking in knowledge, understanding, and support of the United States Congress and their State legislatures.

**Goal**: To improve the quality of civic education that advances public knowledge, understanding, and support of the United States Congress and the South Dakota State Legislature.

**Outcome Objectives**
- Participants will improve their knowledge and understanding of the principles that make a democratic government.
- Participants will improve their knowledge and understanding of how the U.S. government fits the model of a democracy.
- Participants will improve their knowledge and understanding of the role and functions of the U.S. Congress and SD State Legislature as defined by their Constitutions.
- Participants will improve their knowledge and understanding of the rights and responsibilities of an American citizen.
- Participants will be able to discuss the effectiveness of the U.S. Congress and SD State Legislature in addressing public policy.
- Teachers will increase their use of primary source documents for civic education.

**Intervention (Process)**
- South Dakota Kids Voting for grades K-12
- Project Citizen for middle school
- South Dakota Youth Congress for high school
- Issues Forums/ Roundtables for Adults
- Statewide Civic Education Conference for Educators
- Professional Development for Teachers (including KVSD, Project Citizen, and use of Primary Source Documents)

**Outputs**
- Improved public (students and adults) knowledge and understanding of the role and functions of the Legislature.
- Improved public (students and adults) understanding of and participation in making changes for the betterment of State and Federal government.

**Inputs**
- Chiesman Foundation for Democracy
- Kids Voting South Dakota
  - Project Citizen
  - SD Youth Congress
  - SD Issues Forums
- Institute for Educational Leadership & Evaluation
- SD Department of Education
- Educational Service Agencies
- SD Council of Social Studies Teachers

**Short-term Outcomes**
- Improved public (students and adults) knowledge and understanding of the role and functions of the Legislature.
- Improved public (students and adults) knowledge and understanding of and participation in making changes for the betterment of State and Federal government.

**Long-term Outcomes**
- Improved public (students and adults) knowledge, understanding, and support of the United States Congress and State Legislatures.

**Outputs**
- 100 school districts, 3,500 teachers, 95,000 students in KVSD and Project Citizen
- 35 students in SD Youth Congress
- 100 teachers receiving P.D.
- 12 Issues Forums/ Roundtables
- 420 adults in Issues Forums
Logic Model
[Name of Project]

**Problem Issue**
[Problem/issue you are trying to address.]

**Goal**
[Overall goal of project.]

**Interventions**
[Activities, interventions, strategies you are using to achieve outcomes; e.g. support groups, mentoring, classes, etc.]

**Short-Term Outcomes**
[Short-term outcomes – usually achievable within one year. Outcomes are always about change: change in knowledge, skills, attitudes, intent to change behavior, behavior, etc. Change in behavior is usually a medium term outcome.]

**Medium-Term Outcomes**
[Medium-term outcomes – usually achievable within two to three years. Change in behavior is usually a medium term outcome.]

**Long-Term Outcomes**
[Long-term outcomes – usually achievable within 3-5 years. Long-term outcomes may be more systemic in nature and are not necessarily achievable within the grant period.]

**Outputs**
[Outputs of the project, such as number of children served, number of hours of training provided, etc. Outputs are things that you “count”.]

**Inputs**
[Resources you put into the project, such as staff, curriculum, supplies, transportation, etc.]
Fetal Alcohol Spectrum Disorders (FASD) Center
Logic Model

**Problem Issue**
Children and adults with FASD are at high risk for speech and language disorders, learning disabilities, hearing impairments, mental retardation, attention deficit disorders, depression, and other health impairments. Individuals in South Dakota with FASD are going undiagnosed.

**Goal**
To improve long-term social, emotional, academic, and health outcomes for individuals with FASD and their families.

**Outcome Objectives**
- To increase knowledge of signs and symptoms of FASD among families, educators, and service providers.
- To increase early diagnosis, referral, and treatment of individuals with FASD.
- To improve intervention/treatment options for individuals with FASD.
- To increase family, educator, and service provider knowledge of FASD using evidence-based learning strategies.

**Interventions (Process)**
- Identify and disseminate best practices and standard protocols for screening and diagnosis of FASD.
- Provide culturally appropriate outreach and education strategies to encourage screening and early diagnosis of FASD.
- Identify and disseminate information on effective FASD medical interventions and treatment strategies.
- Develop and provide professional development for educators on successful instructional strategies for FASD students.
- Provide resources and technical assistance for professionals in field.

**Short-term Outcomes**
- Increased knowledge of the signs and symptoms of FASD.
- Increased early diagnosis of children and youth with FASD.
- Improved treatment options for individuals with FASD.
- Improved academic, emotional, and social outcomes for individuals with FASD and their families.
- Establishment of an FASD network of service providers, educators, and parents.

**Long-term Outcomes**
- More individuals with FASD are academically successful and fewer are in the criminal justice system.
- Individuals with FASD are healthy, productive, and participating members of a democratic society.
- Increased number of individuals with FASD who are healthy, productive, and participating members of a democratic society.

**Inputs**
- Safe Kids Project
- Chiesman Center for Democracy
- FASD Consultants
- Medical Service Providers
- Public and Private School Districts
- Teachers and Administrators
- USD Medical School
- Sanford Medical Center
- Nine Tribes
- Advisory Board

**Outputs**
- 450 children and families served
  - 3 levels of FASD training workshops: (1) families/caregivers, (2) professionals (educators, counselors, medical personnel, etc.), (3) other providers (prison system workers, etc.)
- 350 participants/year receiving training workshops
  - Website
  - Resources
LOGIC MODEL - Examples

- **Evaluating 4-H Youth Development Programs** - View some logic models developed by 4-H Youth Development colleagues.
  - *Teaching about the Environment* (1 page, 45 KB) - Prepared by Jessica Jens, 4-H Youth Development Educator.
  - *Developing Youth Leaders* (1 page, 43 KB) - Prepared by Jessica Jens, 4-H Youth Development Educator.
  - *4-H Club Leadership* (1 page, 46 KB) - Prepared by Jessica Jens, 4-H Youth Development Educator.
  - *Reducing Underage Drinking* (1 page, 20 KB) - Prepared by Annie Lisowski, 4-H Youth Development Educator.
  - *Technology and Safety* (1 page, 20 KB) - Prepared by Annie Lisowski, 4-H Youth Development Educator.

- **Agribusiness Incubator Project Logic Model** (1 page, 70 KB) - A new example logic model from our Marathon County colleagues.

- **Community Nutrition Education Program** (1 page, 272 KB)

- **Water Quality Program** (1 page, 72 KB)

- **Water Quality Program with Evaluation Questions and Indicators** (1 page, 110 KB)

- **Smoke free environments** (5 pages, 35 KB)

- **Reducing and preventing youth tobacco use** (5 pages, 50 KB)

- **Treatin addiction - Adults** (6 pages, 50 KB)

- **Treatin addiction - Youth** (6 pages, 50 KB)

- **Local evaluation project** (1 page, 50 KB)

- **Parenting education program** (1 page, 14 KB)
**Program: Reducing Under Age Drinking - Logic Model**

**Situation:** Buffalo County faces prevalent youth alcohol use; ease of alcohol access; community tolerance for underage drinking; lack of alcohol-free alternatives for youth; adults provide alcohol to youth; limited consequences for alcohol offenders; lack of law enforcement and consistent enforcement.

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Participation</th>
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<tbody>
<tr>
<td>• Funding / Grant Dollars</td>
<td>Support, facilitate and be a member of the Buffalo County Substance Abuse Task Force to</td>
<td>• Public</td>
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<tr>
<td>• Staff</td>
<td>• Deliver prevention education programs</td>
<td>• Parents</td>
<td></td>
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<tr>
<td>• Research Base</td>
<td>• Carry out town hall meetings</td>
<td>• Youth</td>
<td></td>
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<tr>
<td>• Equipment</td>
<td>• Conduct alcohol compliance checks</td>
<td>• Youth offenders</td>
<td></td>
</tr>
<tr>
<td>• Materials</td>
<td>• Develop restorative education program for youth offenders</td>
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<tr>
<td>• Time</td>
<td>• Develop resources</td>
<td></td>
<td></td>
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<tr>
<td>• Volunteers</td>
<td>• Provide alcohol-free alternatives for youth</td>
<td></td>
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</tr>
<tr>
<td>• Community Partners</td>
<td>• Facilitate active enforcement of alcohol laws</td>
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<tr>
<td>• BCPC</td>
<td>• Promote initiative via media</td>
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<tr>
<td>• Existing Resources</td>
<td>• Engage youth and build relationships</td>
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<tr>
<td></td>
<td>• Conduct trainings for alcohol retailers</td>
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<tr>
<td></td>
<td>• Work with Teen Court to deliver consequences and education</td>
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<td></td>
<td>• Secure funding</td>
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| | | Short | Outcomes -- Impact |
| | | Medium | Long |
| | | | |
| • Increased awareness of need to eliminate youth access to alcohol | • Increased compliance and enforcement of alcohol laws | • Social norms less supportive of youth alcohol use |
| | • Increased knowledge about effects and consequences of youth alcohol use | • Increased alcohol-free alternatives for young people | • Decreased ease of alcohol access for youth |
| | • Increased commitment from parents, youth, and community partners to participate in reducing youth alcohol access and use | • Increased supply of alcohol to minors | • Delayed average age of first alcohol use |
| | • Increased communication b/w community, schools, services, and youth serving org. | • Increased number of and youth participation in prevention programs and rehabilitative services | • Increased youth who discontinue alcohol use after first law violation |

Assumptions: communities will come together to combat youth alcohol use; resources and funding can be secured.

External Factors: competing interests/social problems within communities; supportive norms: alcohol industry.
Why Bother?

• The logic model clarifies the difference between activities and intended outcomes.

• Helps develop a common understanding of the program between managers, staff, other stakeholders, and the evaluator.
Why Bother?

Has a wide variety of uses including program monitoring, quality assurance, benchmarking, and evaluation.

Can be used as a map for managers, board members, staff, evaluators, and stakeholders.
Basic Considerations When Developing a Logic Model

• No one way to do it.
• Keep the model simple to begin. Add elements as you go along.
• The logic model should show clear, logical relationships between components.
Developing a Logic Model

• Identify the *problem or issue* that the program will address.

• Identify the ultimate *goal* of the program in addressing the problem.

• The *objectives* lead to the conduct of a variety of activities (intervention, training, service delivery).
Developing a Logic Model

• Each activity is assumed to result in *short-term* outcomes.

• The *short-term* outcomes lead to intermediate outcomes.
Developing a Logic Model

- The intermediate outcomes lead to long-term outcomes.

- Long-term outcomes should have an impact on the ultimate program goal.
Check Your Logic Model

• Are the outcomes really outcomes?

• Is the longest-term outcome meaningful and achievable?

Adapted from UW Extension
Check Your Logic Model

- Is it logical?
- Is it realistic?
- Does it represent the program’s purpose; a response to the situation?

Adapted from UW Extension
Contact Information

- Pat Schulte, Director
- Institute for Educational Leadership and Evaluation
- Chiesman Center for Democracy
- 1641 Deadwood Avenue
- Rapid City, SD 57702
  - 605-341-4311
- pschulte@chiesman.org
  - www.chiesman.org
Link to PPT, Logic Model Template, and Data Collection Framework

http://www.chiesman.org/publications.php