

# EVALUATION AND REPORTING

Presenter

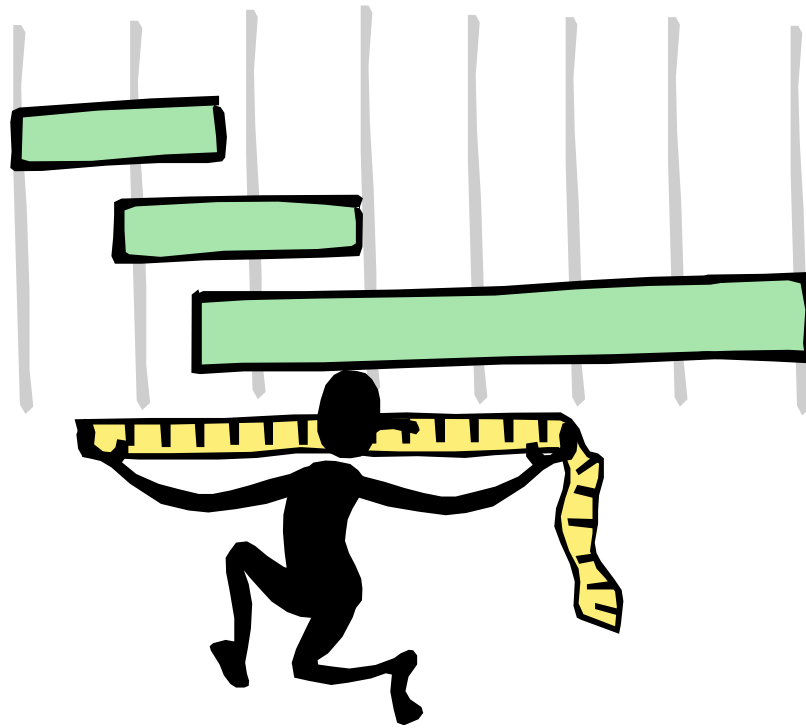
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# Today's Presentation

- Why we are having this presentation
- Review of the Logic Model (Evaluation Model)
- Sample model format received
- Reporting
- Summary of Changes
- Questions

# Evaluation as a Tool



# Evaluation

- Provides a common language
- Helps us differentiate between “what we do” and “results” --- **outcomes**
- Increases understanding about program
- Guides and helps focus work
- Leads to improved planning and management
- Increases intentionality and purpose
- Provides coherence across complex tasks, diverse environments

# Evaluation (cont.)

- Enhances team work
- Guides prioritization and allocation of resources
- Motivates staff
- Helps to identify important variables to measure; use evaluation resources wisely
- Increases resources, opportunities, recognition
- Supports replication
- Often is required!

# So, why bother?

## What's in this for you?

“This seems like a lot of work.”

“Where in the world would I get all the information to put in a logic model?”

“I'm a right brain type of person – this isn't for me.”

“Even if we created one, what would we do with it?”

# Benefits for Your Program

- Short term
- Medium
- Long term

# Benefits to ADD

- To have valid comparable results between programs
- To fully examine and describe the effective parts of a program for duplication elsewhere.
- To verify or show data that the program accomplished its goals

# ADD-YIC Evaluation Expectations

## Process Evaluation

## Outcome Evaluation that is:

- quantitative - focus on numbers, percentages of target reached based on goal
- qualitative - focus on how individuals and groups view and understand the program and gain meaning from their experiences. (based on participant observation, interview, etc)

Both related to the goals stated in the evaluation model

**The Logic Model**

**An Evaluation Tool**



*Where are you going?*

*How will you get there?*

*What will tell you that  
you've arrived?*

**A logic model is your  
program ROAD MAP**



# What Is A Logic Model

- Picture of your program or intervention
- Graphic representation of the “theory of action” – what is invested, what is done, and what are the results
- Core of planning and evaluation

Provides a common framework for your work

# Definition

## LOGIC

- *the principles of reasoning*
- *reasonable*
- *the relationship of elements to each other and a whole*

## MODEL

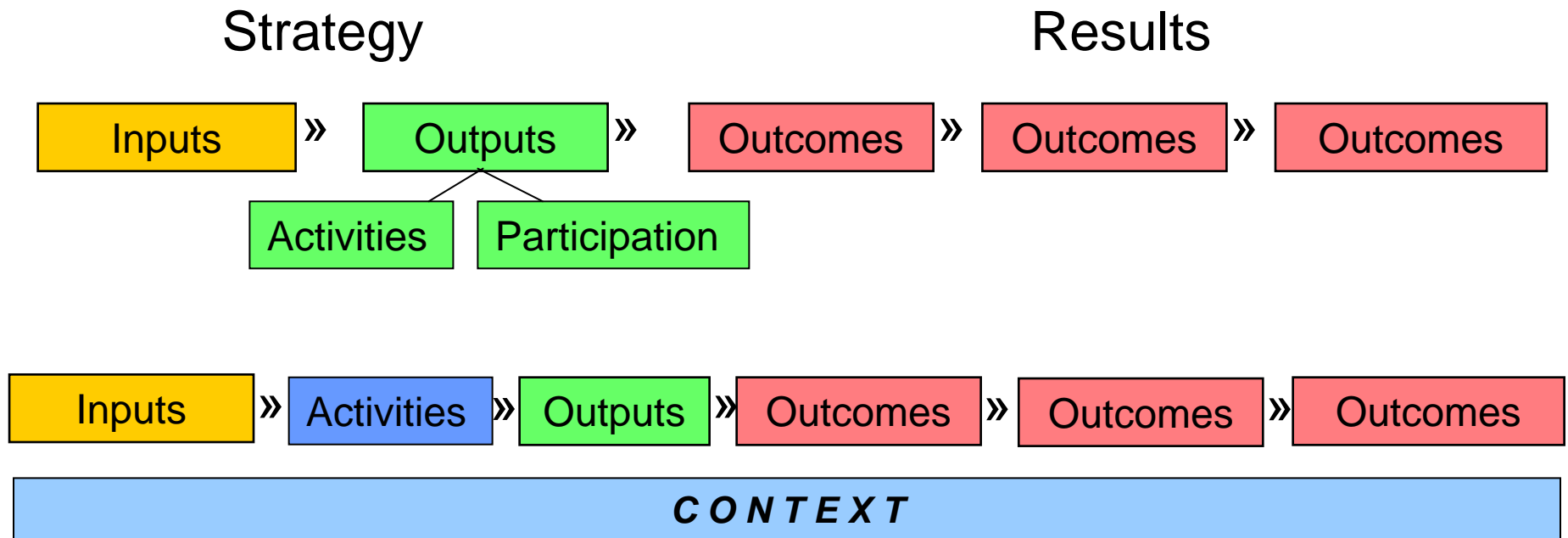
- *small object, representing another, often larger object (represents reality, isn't reality)*
- *preliminary pattern serving as a plan*
- *tentative description of a system or theory that accounts for all of its known properties*

# The Accountability Era

- What gets measured gets done
- If you don't measure results, you can't tell success from failure
- If you can't see success, you can't reward it
- If you can't reward success, you're probably rewarding failure
- If you can't see success, you can't learn from it
- If you can't recognize failure, you can't correct it.
- If you can demonstrate results, you can win public support.

Re-inventing government, Osborne and Gaebler, 1992

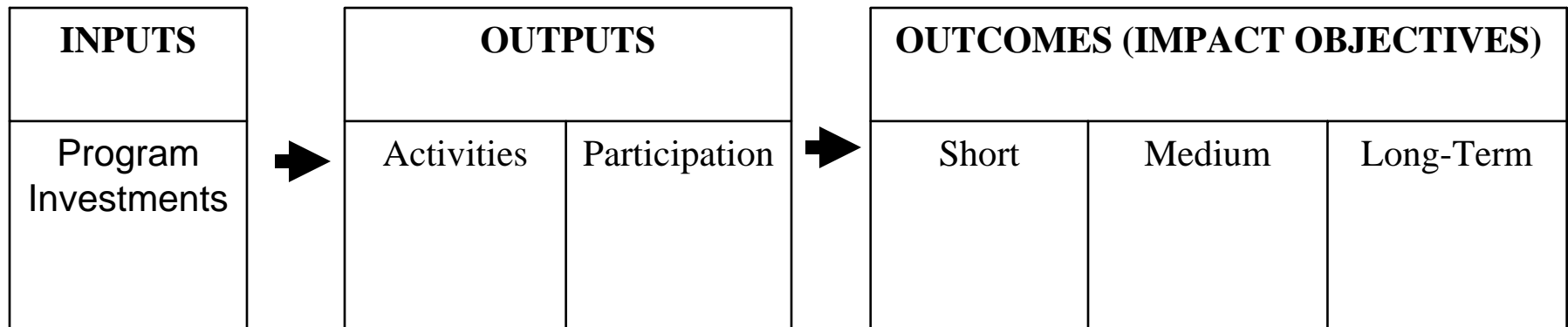
# Generic logic model



*A diagram of the theory of how a program is supposed to work*

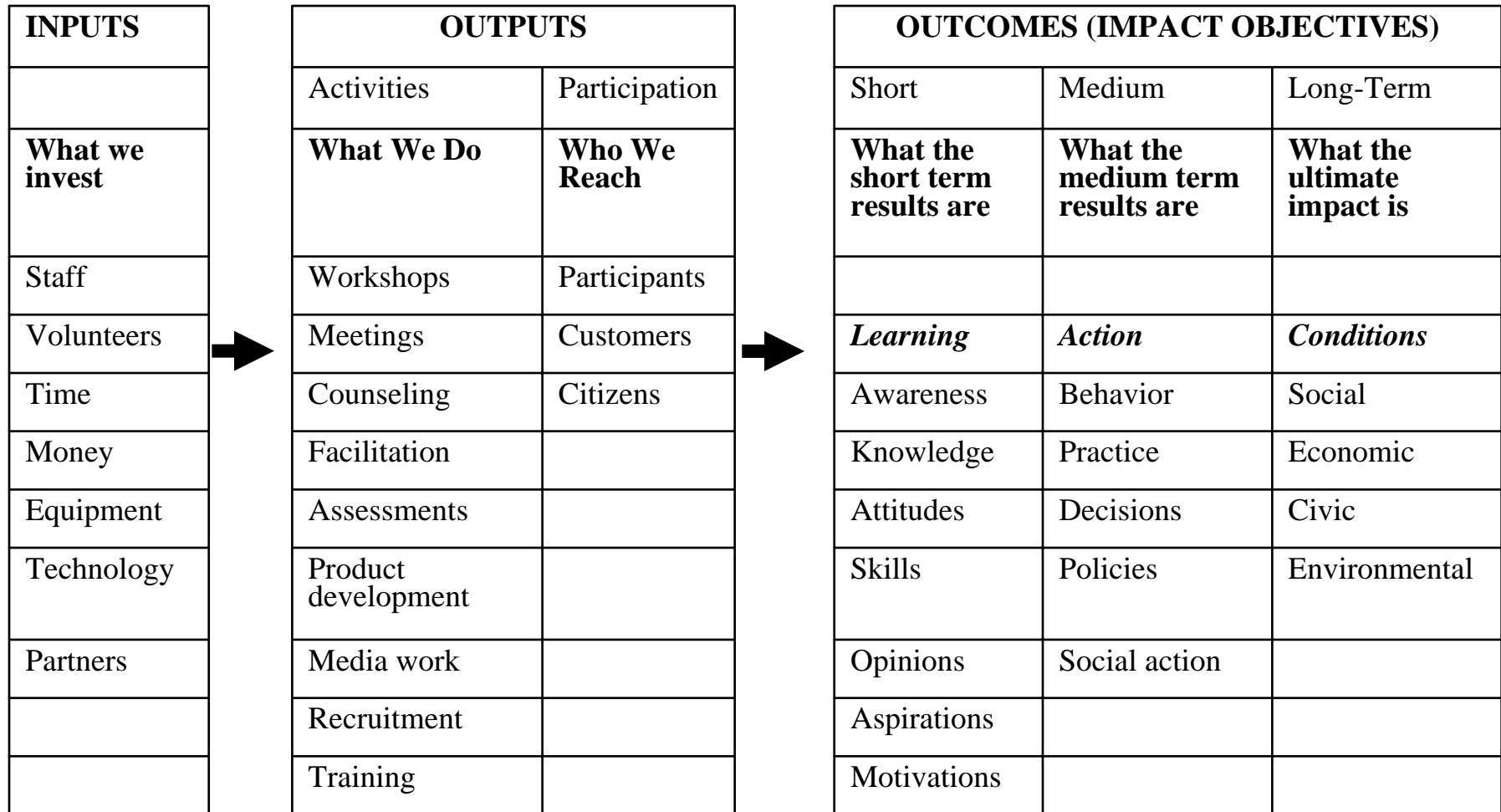
A graphic depiction of relationships between activities and results

# PLANNING

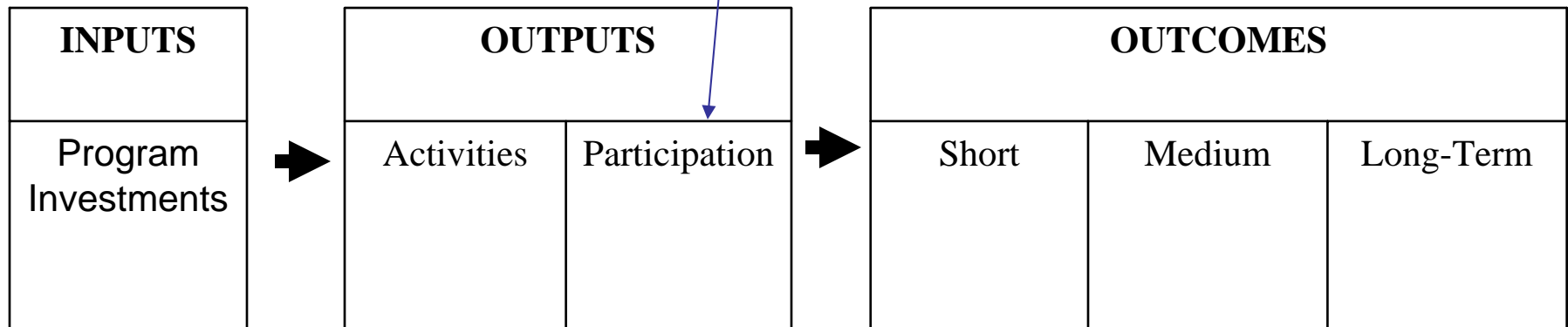


# EVALUATION

# Understanding Components



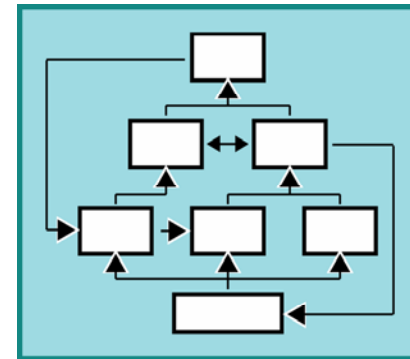
# Measurement



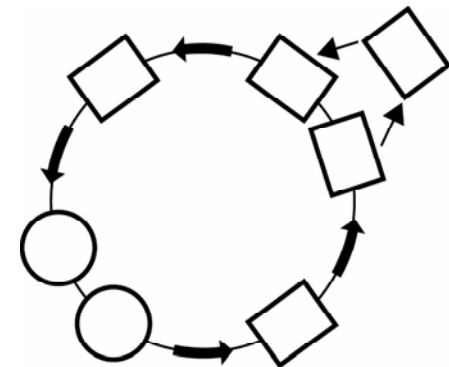
# EVALUATION

# What does a logic model look like?

- Graphic display of boxes and arrows; vertical or horizontal
  - Relationships, linkages
- Any shape possible
  - Circular, dynamic
  - Cultural adaptations; storyboards
- Level of detail
  - simple
  - complex
- Multiple models



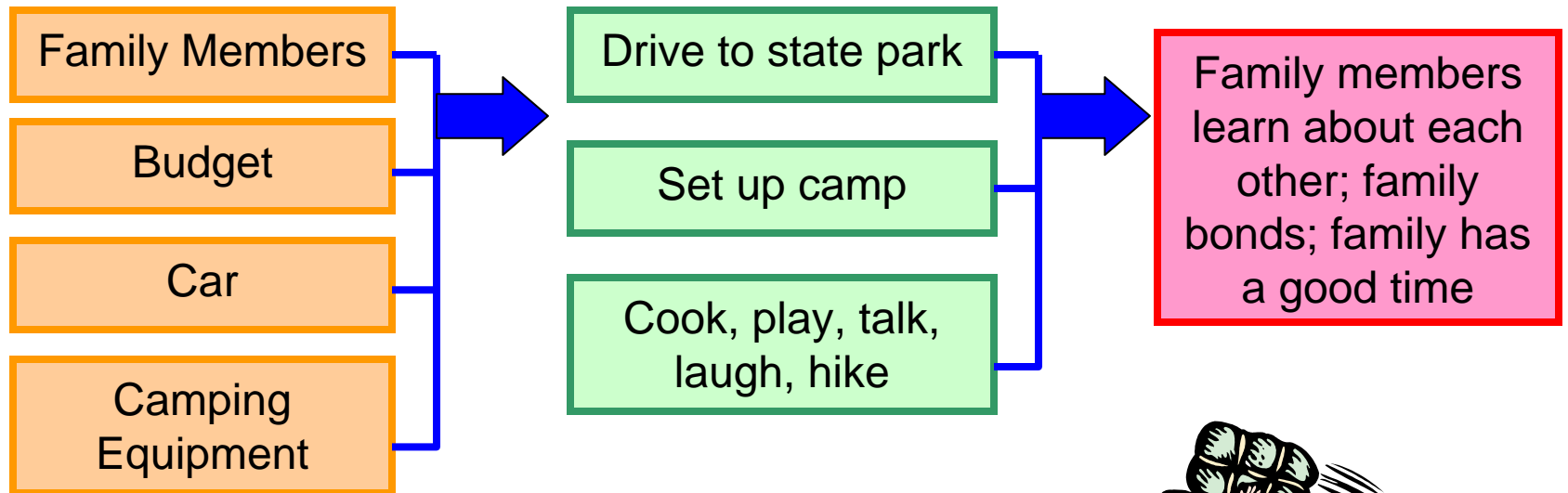
Inputs	Outputs	Outcomes
	1	1a b
	2	
	3	2a b c
	4	
		3a b



# EXAMPLES

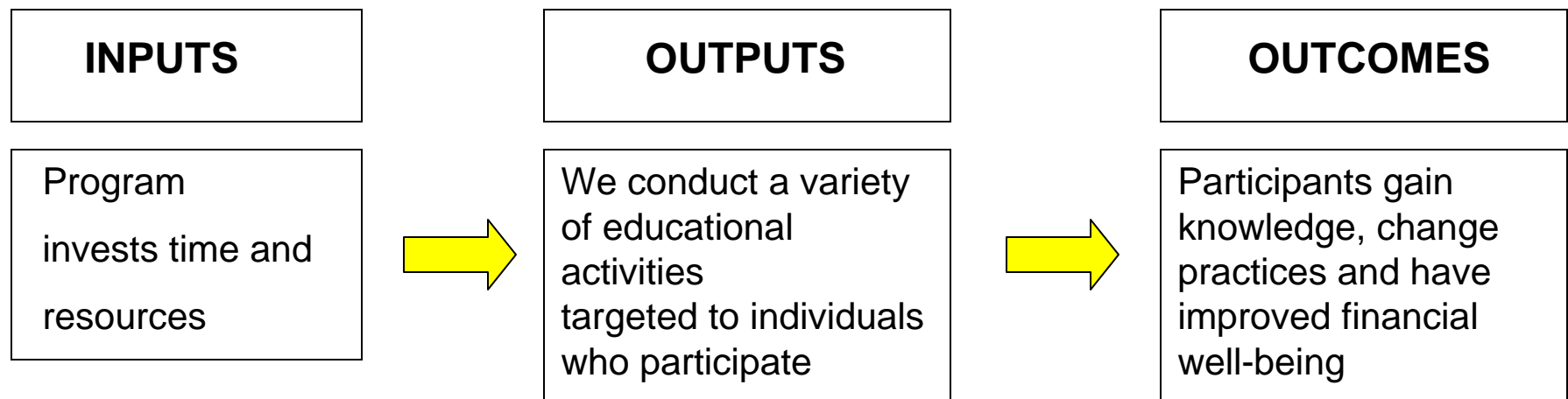
# Example

## Every day logic model – Family Vacation



# Example: Financial management program

**Situation:** Individuals with limited knowledge and skills in basic financial management are unable to meet their financial goals and manage money to meet their needs.



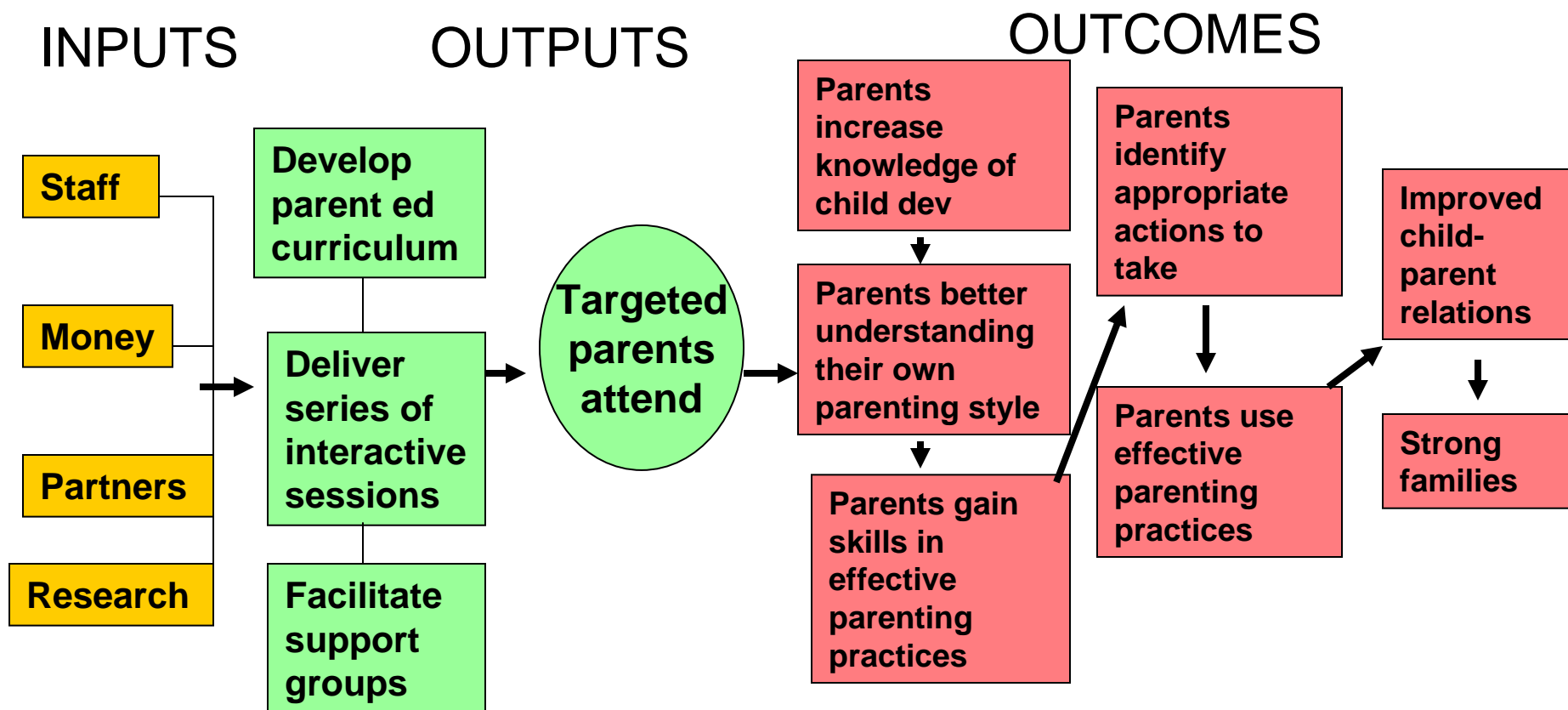
**WHAT WE INVEST**

**WHAT WE DO (How Many Groups or Persons)**

**WHAT RESULTS**

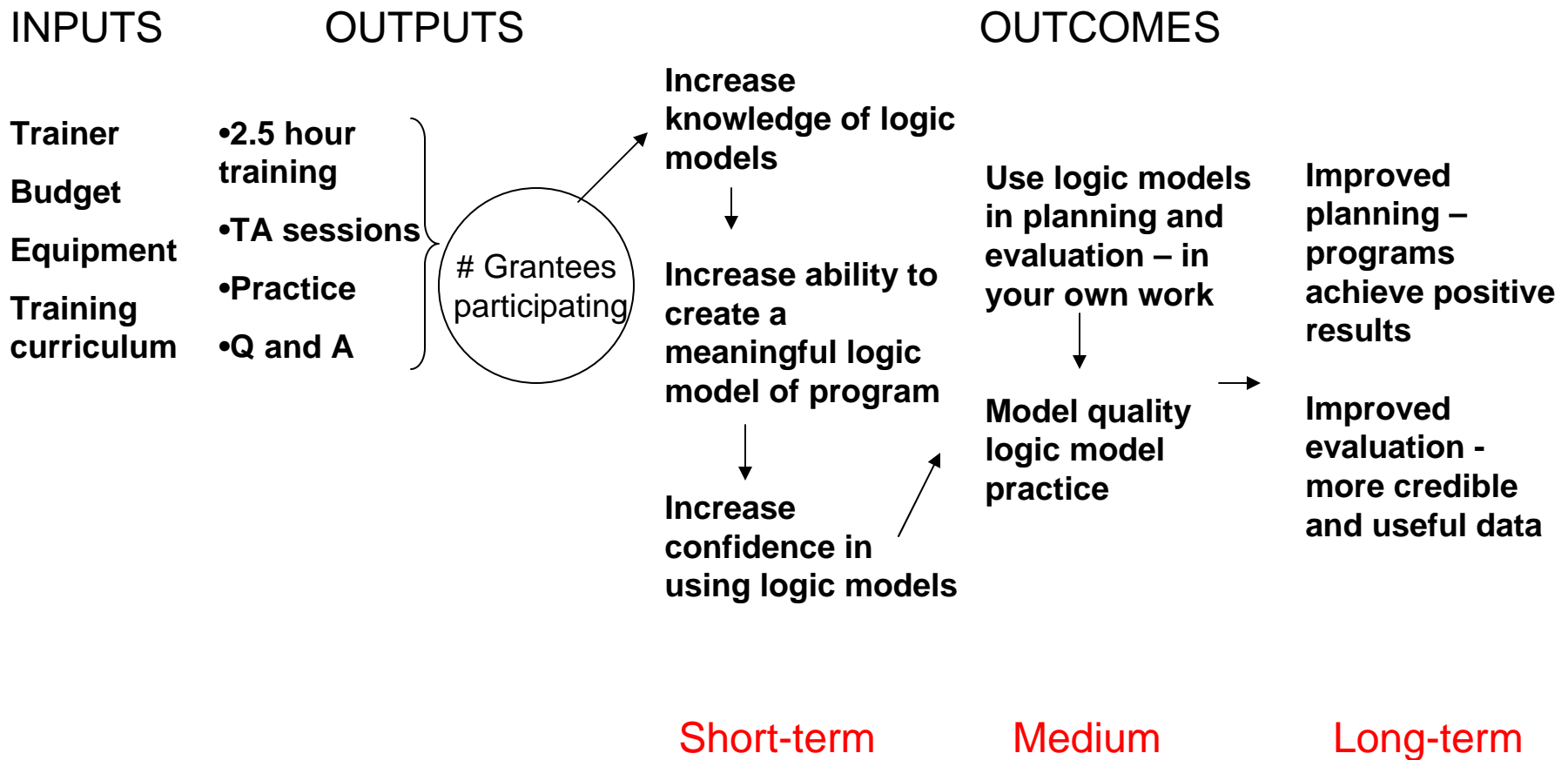
## Example: One component of a comprehensive parent education and support initiative

**Situation:** During a county needs assessment, majority of parents reported that they were having difficulty parenting and felt stressed as a result

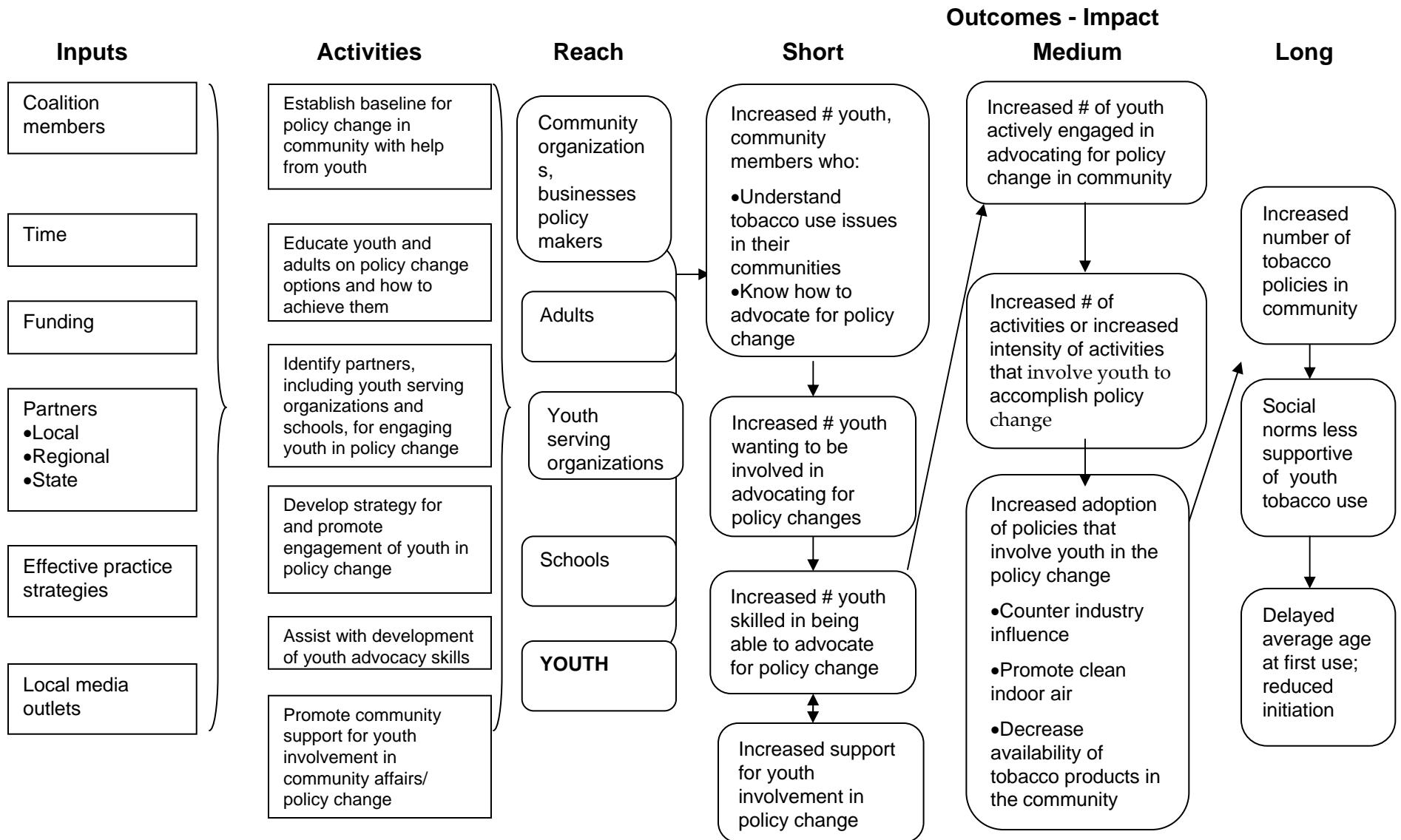


# Example: Logic model training session

**Situation: ADD requires grantees to include a logic model in conducting their program evaluation; grantees have limited understanding of logic models and are unable to fulfill the reporting requirement**



# Component Logic Model Youth: Youth Advocating for Policy Change



# Multiple logic models

Multiple models may be needed to describe and explain complex initiatives or systems.

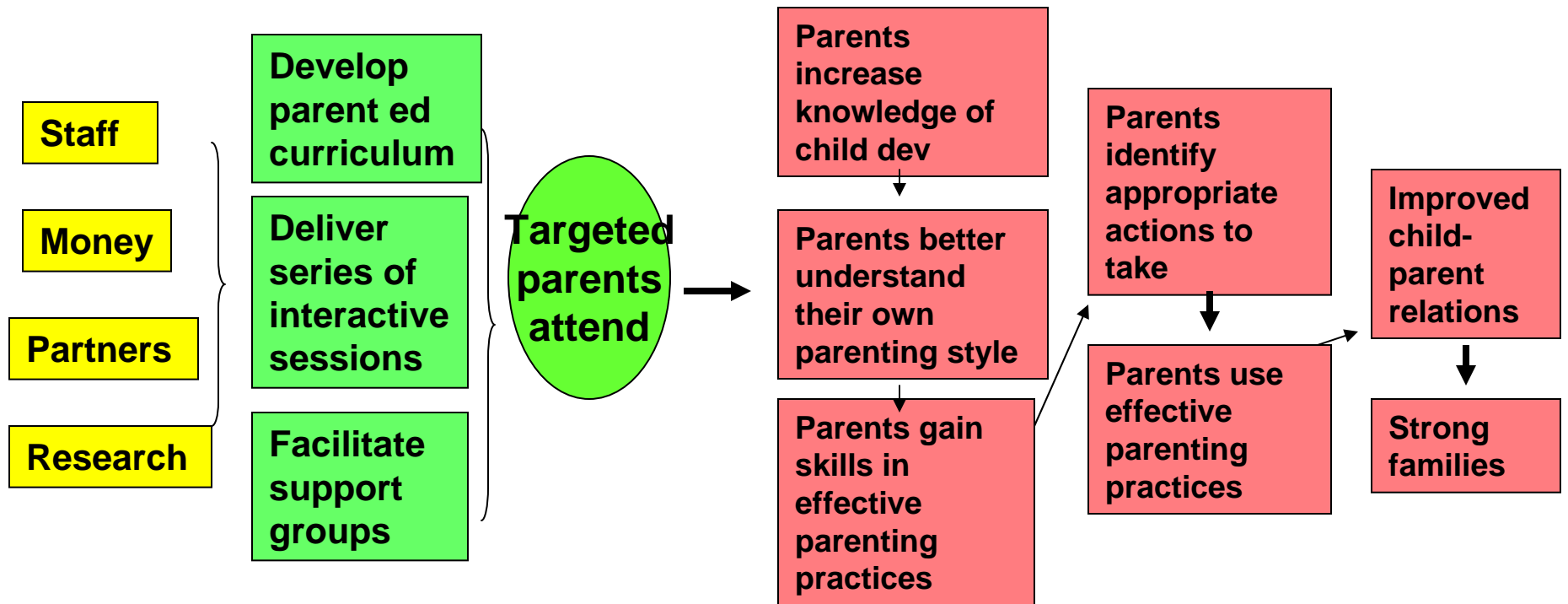
1. Multi-level programs: A series of linked models that depict varying levels such as national-state-county levels OR, institution-division-unit levels
2. Multi-component programs: A series of models to depict various components (goals, sites, target populations) within a comprehensive initiative

# REPORTING

# USING THE MODEL TO WRITE YOUR PROGRESS REPORT

- Submitting the updated model with your semi- annual reports
- Using the model to enhance what is reported
- Incorporating the model results into the current reporting format

# EXAMPLE



## 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 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?

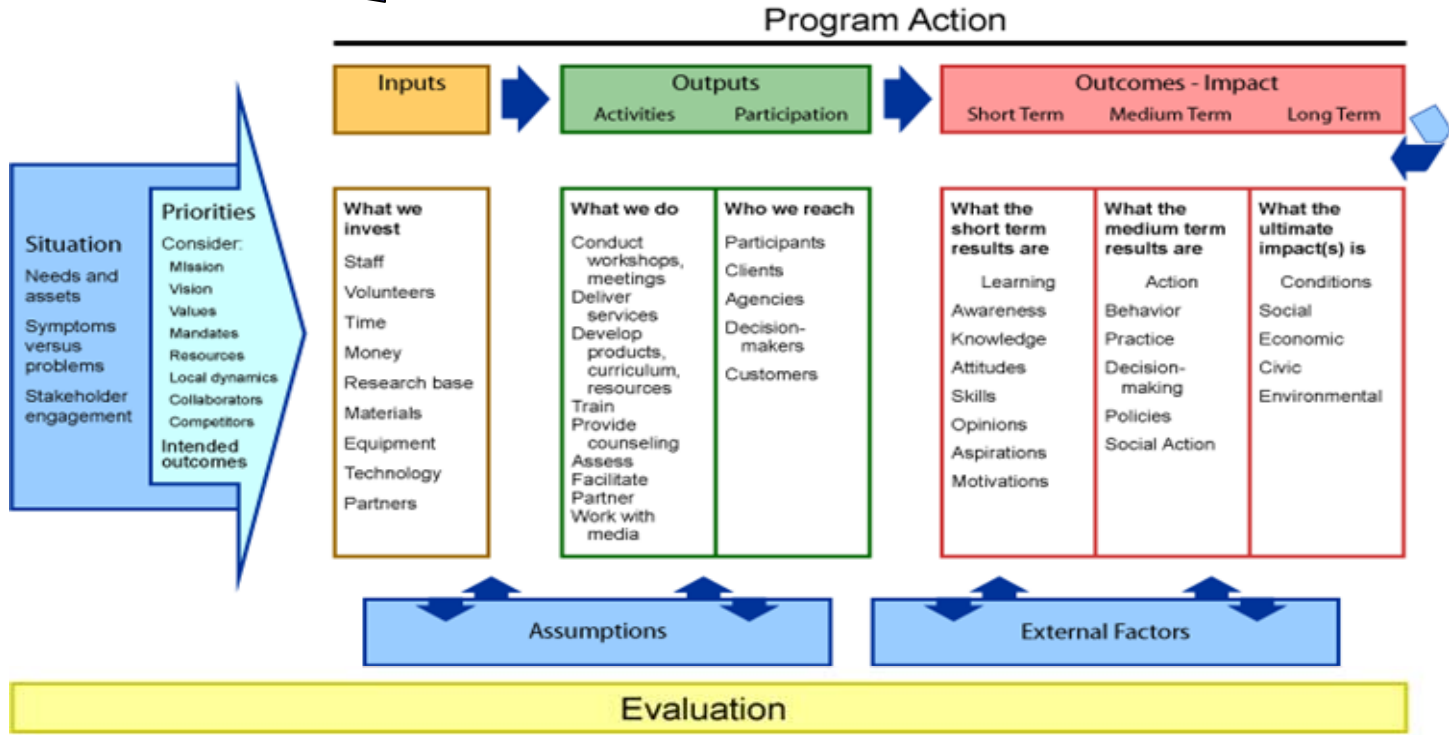
# REPORT FORMAT

## Goals/Objectives

- Major Activities and Accomplishments
- Problems
- Significant Findings and Events
- Dissemination activities
- Other Activities
- Activities Planned for Next Period: as before

# SUMMARY

**PLANNING: start with the end in mind**



**What do you want to know?**

**How will you know it?**

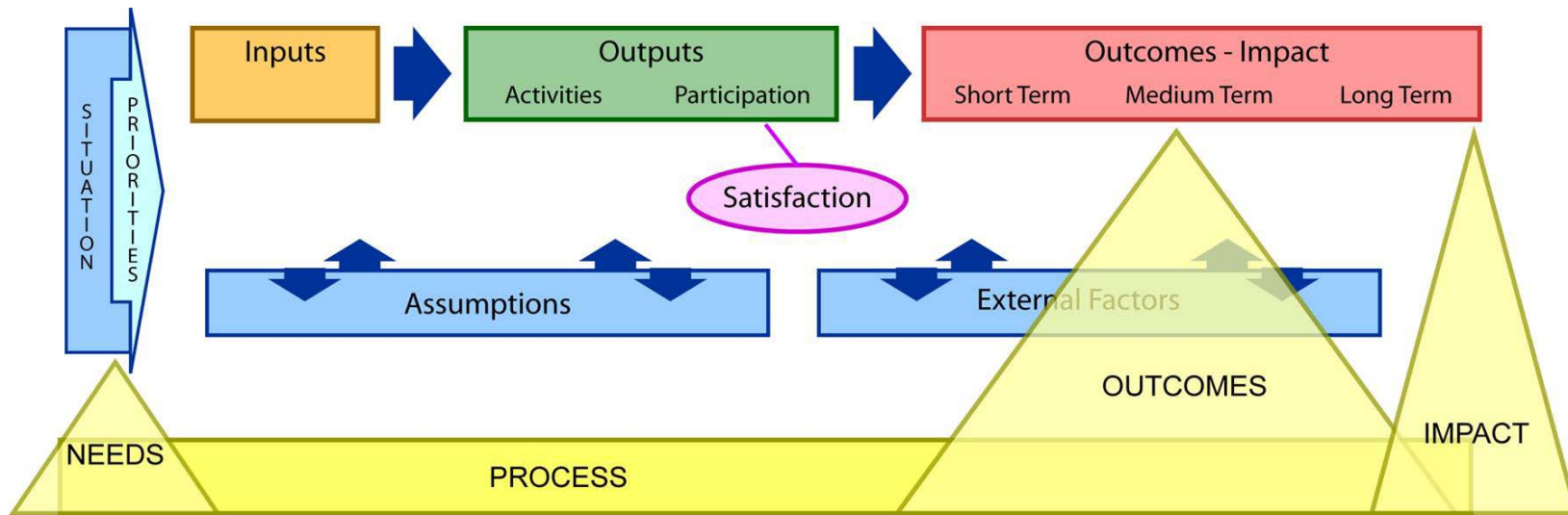
**EVALUATION: check and verify**

# Limitations

## Logic Model...

- **Represents reality, is not reality**
- **Focuses on expected outcomes**
- **Challenge of causal attribution**
  - ✓ *Many factors influence process and outcomes*
- **Doesn't address: Are we doing the right thing?**

# Logic Model and Evaluation



## Evaluation

Process evaluation:

How is program implemented?  
Fidelity of implementation?

Are activities delivered as intended?

Are participants being reached as intended?

What are participant reactions?

Outcome evaluation:

To what extent are desired changes occurring? For whom?

Is the program making a difference?

What seems to work? Not work?

What are unintended outcomes?

# Semi-annual Report

## Goals/Objectives

- Major Activities and Accomplishments
- Problems
- Significant Findings and Events
- Dissemination activities
- Other Activities
- Activities Planned for Next Period: as before



**QUESTIONS**