FIVE STEPS OF PROGRAM EVALUATION

IGP COUNTY PROJECT EVALUATIONS - AUGUST 30, 2017

BENJAMIN GIBBS AND MARY BETH VOGEL-FERGUSON

PRE-EVALUATION – IDENTIFYING THE PROGRAM

- Determine what issue you want to address

  Option 1:

- Identify an existing program that addresses the issue
  - Has good chance of being successful
  - Connects other programs, agencies
  - Assessment benefits other goals (grants, mandated reports)
  - Does the program already have identified measurements to track?

PRE-EVALUATION – DETERMINE PROGRAM STRUCTURE

Option 2:

Design program or intervention to address issue

- Identify an entry point for service delivery (i.e. school, service provider, etc.)
- Insure participants in program are likely to have a large portion who have experienced IGP
  - Proxy measures might include: income, education level, occupation type, wealth, poverty as a child, receipt of public assistance or information could be volunteered

FIVE STEPS OF PROGRAM EVALUATION

- **1) Developing and defining goals**
  - What is the goal you are trying to reach?
- **2) Identifying and recruiting participants**
  - How do you identify the right people and get them involved in the program?
- **3) Data collection process**
  - How will you collect information on their experiences to show if the program is working?
- **4) Creating a data assessment plan and timeline**
  - What is a reasonable timeline for your program?
- **5) Analyzing and reporting data**
  - How will you crunch the numbers to see if the program worked?

1: DEVELOPING AND DEFINING GOALS

- What is the specific issue of interest in this program?
- What do you want to know? (research question)
  - What do we hope will change or improve because of this program/ intervention? What is the goal?
- Developing a goal:
  - S.M.A.R.T. goals (see handout)
  - Aligns with the Commission (identified in County Plans)
  - Already collected / can easily be implemented
  - Can sort IGP from non-IGP

2: IDENTIFYING AND RECRUITING PARTICIPANTS

- Participant contact:
  - Who is most likely to know the answer to the question?
  - Are any potential sub-groups adequately represented?
  - What might hinder respondent participation?
  - If more than one site, might response depend on location?
  - What participant needs should be considered to support participation in the evaluation?
  - Protection of Human Subjects (What are potential risks to participants? Will you need IRB approval?)

3: DATA COLLECTION PROCESS

Determine what data is needed to answer your research question or help you determine how well you have met your goal such as:

- Relationship to the program: duration, type, outputs
- Attitudes, thoughts, feelings
- Are standardized measures available?
- Have other studies researched similar questions?
- Match question type to what you want to know:
  - Quantitative = numeric; likely can be counted
  - Qualitative = more open-ended; broader range of answers
- Demographic data: age, sex, race/ethnicity, etc.

3: DATA COLLECTION PROCESS

Two Pathways for data collection:

Administrative Data / Participant Contact

- Administrative Data
  - What permissions are needed to access the data?
  - How will the data be transferred to you from the data source?
  - How frequently are data collected and does that frequency meet your evaluation timeline?
  - Does it cover the time frame you need?
  - How accurate is the data?

3: DATA COLLECTION PROCESS

Participant contact:

Practical Considerations

- Length, language (both type and level)
- Location, time, accessibility to participant
- Relationship between participant and data collection person
- Know your constraints (time, relationship)
- Know your population or system
- Consent process (even with no IRB); freedom to decline

3: DATA COLLECTION

Tools for data collection and storage

- Where will data be stored?
- Who will have access?
- How will it be kept secure and confidential?
  - Do you need to track individuals for comparisons over time?
- Using Excel: setting up cases and variables

4: CREATING A DATA ASSESSMENT PLAN AND TIMELINE

Timeline

- When will evaluation data be collected?
- Does data need to be collected before the program starts?
- How can questions be tested to make sure they are asking what they are intended to ask?
- How often should data be collected? For how long?
- How long might it be between starting the program and when changes might be expected to be measurable?

4: CREATING A DATA ASSESSMENT PLAN AND TIMELINE

When will evaluation data be collected?

EXAMPLE

- Phase I: Pilot
- Phase II: Pre-assessment
- Phase III: Data collection check during data gathering
- Phase IV: Assess first wave of data
- Phase V: Assess second wave of data

5: ANALYZING AND REPORTING DATA

- What resources do we need to assist with analyzing the data?
- How frequently should be data be reviewed?
- Who should be included in reviewing the data and drawing conclusions?
- What should be included in the report to help inform decision making in the future?

OTHER CONSIDERATIONS

- At all stages define clear roles and responsibilities (Who does what and when?)
- Determine what budget needs should be considered and how these will be addressed

Moving Forward:

- What stage of assessment is your county?
- Other questions?