Program Planning & Evaluation

Presented by:

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COMMUNITY RESOURCE CENTER
SUCCESS STRATEGIES FOR COLORADO NONPROFITS

Agenda

Introduction: What is your evaluation experience?
Evaluation Overview: Why should we evaluate?
Evaluation Design: What components should be included?
Logic Models: How can I use a Logic Model for evaluation?
Process Evaluation: How am I doing with program implementation?
Outcome Evaluation: What change is my program making?
Communicating Results: Effective communication of your results?

Overview of Evaluation

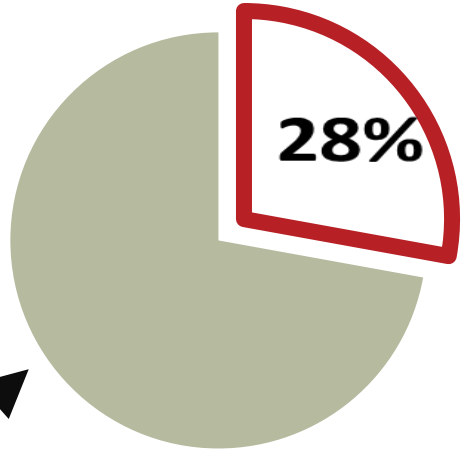
10% didn't evaluate work (52 of 535 organizations)

90% evaluate their work (483 of 535 organizations)

75% had medium to high internal evaluation capacity (359 of 483 organizations)

53% had a form of a Logic Model (359 of 483 organizations)

71% of the Logic Models were updated within the past year (149 of 209 organizations)



28% of nonprofit organizations have promising capacities and behaviors in place to meaningfully engage in evaluation (149 of 535 organizations)

Innovation Network, Inc State of Evaluation 2012

Overview of Evaluation

Evaluation is a systematic collection of information to better understand the program, improve its effectiveness, and make decisions about future programming.

An evaluation will answer the following questions:

What did we do?
How well did we do it?
What difference did it make?

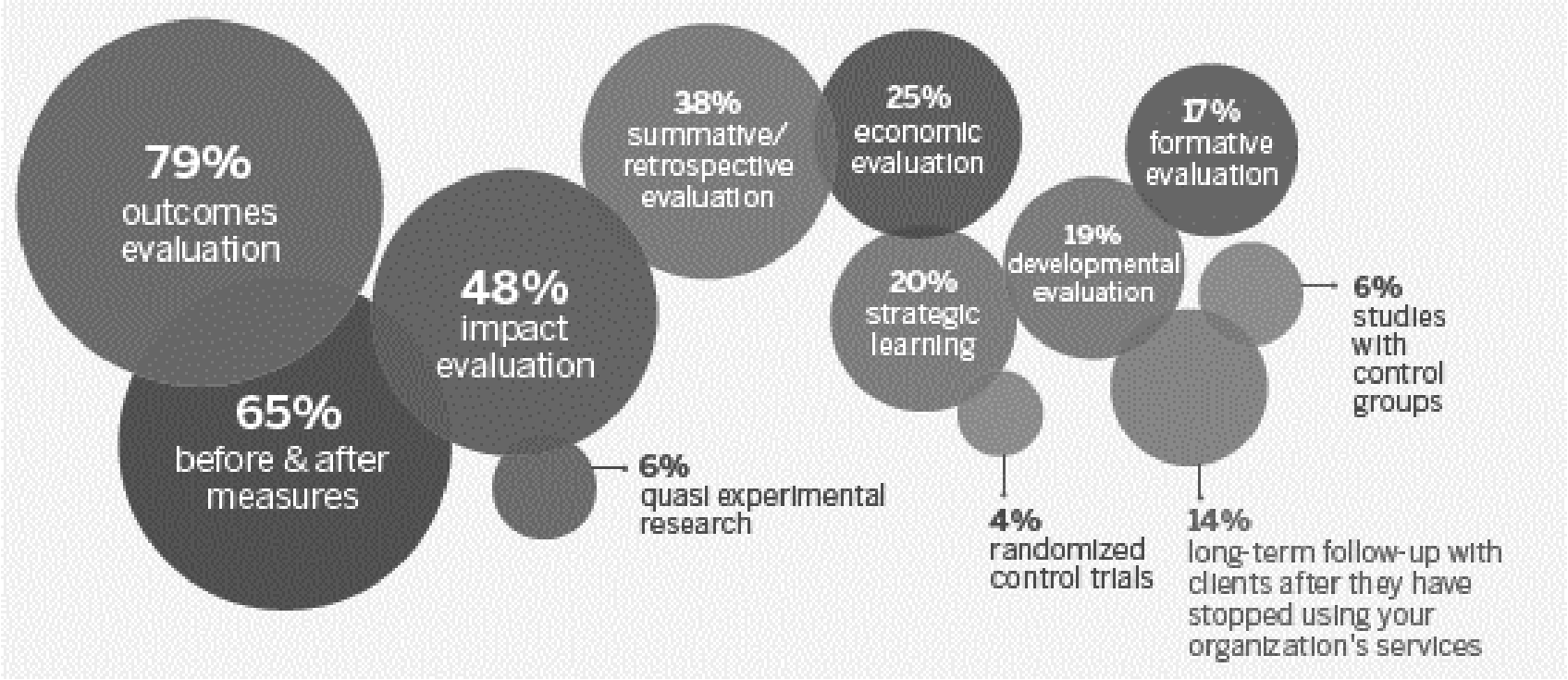
Overview of Evaluation

Evaluator	Benefits	Concerns
Staff	• Deep understanding of program • Minimal expenses	• May be biased in evaluation • Lack technical knowledge of evaluation processes • Staff time
Outside	• Knowledge of evaluation techniques • Objective	• Insufficient concern for organization's needs • May not understand complexities of program • Cost

Evaluation Design

- **WHO** is the audience?
- **WHAT** do you want to know?
- **WHY** are you evaluating your program?
- **HOW** will you collect data?

Evaluation Design



Innovation Network, Inc State of Evaluation 2012

Evaluation Design

WHO is the audience? | **WHAT** do you want to know? | **WHY** are you evaluating your program?

Identify the Stakeholder	Role of Stakeholder in Program	Involvement in Evaluation Process	Component of Evaluation that Matters Most to Stakeholder
• Involved in operations • Affected by results • Those who will utilize the results.	• Improve credibility • Funding implementation • Advocacy • Authorization of decisions.	• Design • Implementation • Questions for them	• Objectives • Process • Outcomes

Evaluation Design

Type	Description	Benefits
Focus Groups	A small-group discussion guided by a trained leader used to learn more about opinions on the topic.	• Considering the introduction of a new program or service. • Main concern is with depth of opinion rather than whether people agree or disagree. • Ask questions that can't easily be asked or answered on a written survey. • Supplement the knowledge you can gain from written surveys.
Surveys & Questionnaires	Collecting information through a series of questions that will represent the views of the group.	• You need a quick and effective way of getting information. • You need to reach a large number of people. • You need statistically valid information about a large number of people. • The information you need isn't readily available through other means.
Interviews	Conversation with the purpose of collecting in-depth information about assumptions and perceptions of activities.	• Best way to have an accurate and thorough communication regarding the program. • Control of the question order • Spontaneity
Observation	Gathering data by watching behavior, events, or noting physical characteristics in their natural setting.	• Trying to understand an ongoing process. • Subjects or population are unable to participate in other evaluation methods. • Setting in important.
Review Documents	Analysis of printed material including program records, research reports, census data, health records, budgets, etc.	• Trying to gain a baseline for data. • Understanding context.

Logic Models

Problem Statement: Problem statements briefly explain the situation that you are seeking to change, and should include *who, what, why, where, when, and how.*

Goals: convey the general direction or overall purpose of the program/project.

Objectives: are the measurable changes that you expect will result from the operation of the program /project.

Resources: Identify resources that are available for your program. They are also considered "inputs." May include Human resources, financial resources, space, technology, equipment, or materials.

Activities: Actions that are needed to implement your program, sometimes referred to as "processes," "strategies," or "action steps." May include developing products, providing services, engaging in policy advocacy, or building infrastructure.

Outputs: Measurable, tangible, and direct products or results of program activities, also known as "deliverables," "units of service," or "products." Highly quantifiable: numbers and descriptions.

Rationale: Beliefs about how change occurs in your field and with your specific clients, based on research, experience, or best practices.

Assumption: Conditions that are necessary for success and you believe are true.

Outcomes

Long-Term: Changes in Condition
- Human
- Economic
- Civic
- Environmental

Mid-Term: Changes in Action
- Modified Behavior or Practice
- Change Decisions
- Policy Changes

Short-Term: Changes in Learning:
- New Knowledge
- Increased Skills
- Change in Attitudes, Opinions or Values
- Change in Motivation or Aspirations

http://www.innonet.org/client_docs/File/logic_model_workbook.pdf

Logic Models

PROGRAM GOALS ***convey the general direction or overall purpose of the program or project for which funding is requested.***

"What does my organization hope to accomplish with this program/project?"

"How are we addressing this issue/opportunity (i.e. problem statement)?"

"What are the intended impacts over the life of the program/project?" The identified goal will determine the objectives, activities.

VS

OBJECTIVES ***are the measurable changes that you expect will result from the operation of the program or project.***

"What does my organization hope to accomplish with this program/project?"

"How are we addressing this issue/opportunity (i.e. problem statement)?"

"What are the intended impacts over the life of the program/project?" The identified goal will determine the objectives, activities.

Logic Models

Example 1: Elko Youth Homeless Shelter

GOAL 1: Empowering homeless youth to become self-sufficient adults

Objective 1: Seventy-five percent of participants exiting the program at age 24 or prior will have stable employment or perusing higher education

Activity 1a: Provide Educational Classes: GED, Financial Management, Workforce Expectations, etc.

Activity 1b: Develop partnerships with businesses to train youth for employment opportunities

Objective 2: Sixty percent of participants who exit the program at age 24 or prior will have sustainable housing.

Activity 2a: Develop resources library for low-income housing opportunities

Activity 2b: Mentors assist youth with making transition to safe, sustainable housing opportunities

Logic Models

Yes	No	GOALS
		Are there any goals that do not contribute directly or indirectly to the mission of the organization?
		Do your goals state what you are trying to achieve?
		Do your staff, board and other stakeholders agree that these are the program's goals?
Yes	**No**	**OBJECTIVES**
		Can you measure whether or not you have achieved (or will achieve) each objective?
		Do all of the objectives help you reach your goal?
		Can your objectives be completed within one year or program cycle?
Yes	**No**	**ACTIVITIES**
		Do all of these activities help you accomplish your goal and objectives? Are they all directly related to your goal?
		Do the activities represent actions that can be taken by a person or group of people? (Hint: This is a double-check to ensure these are activities, and not goals or objectives.)

Logic Models

Outputs

- *Counting activities and the number of people that are served*
- *Measures QUANTITY not QUALITY*
- *Product of the Activity*
- *Specific, Measured*

ACTIVITIES	PARTICIPATION
What You Do	Who You Reach
SERVICES **PRODUCTS** **ITEMS PROVIDED** **PARTNERSHIPS**	**PARTICIPANTS** **CLIENTS** **AGENCIES** **CUSTOMERS**

VS

Outcomes

- *Impact of the program*
- *Describes the results of the program*
- *Reports changes in Knowledge, Behavior, and Conditions*
- *Vague, more difficult to track*

SHORT-TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG-TERM OUTCOMES
Immediate changes	Intermediate changes	Final changes
KNOWLEDGE **SKILL** **ATTITUDES** **OPINIONS**	**BEHAVIOR** **ATTITUDE** **POLICY** **ACTION**	**CONDITION** **IMPACTS**

Logic Models

Example: Elko Youth Homeless Shelter

Outputs:

- # of Participants at Educational Classes: GED, Financial Management, Workforce Expectations, etc.
- # of Youth in Mentorship Programs
- # of New Partnerships Developed with Businesses
- # of Resources in Housing Library

Logic Models

Example: Elko Youth Homeless Shelter

Outcomes:

Short-Term Outcome: Change in Condition
Participants develop a desire to achieve self-sufficiency

Mid-Term Outcome: Change in Behavior
Participants participate in educational opportunities

Long-Term Outcome: Change in Condition
Participants lead stable self-sustaining lives

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http://www.innonet.org/client_docs/File/logic_model_workbook.pdf

Logic Models

Logic Model	Resources	Activities	Outputs	Outcomes
Process Evaluation Process evaluation strives to identify areas of improvement within a program's services.		**Activities**	**Outputs**	**Data Collection**
Outcome Evaluation Outcome Evaluations are concerned with assessing the program impact, or determining the extent to which the program is resulting in the desired impact.		**Outcomes**	**Indicators**	**Data Collection**

Process Evaluation

Process evaluation provides program staff information on how well they are implementing the program. The lessons learned in a process evaluation provide program staff a personal benchmark for future evaluations.

Activities	Outputs & Implementation Questions	Data Collection Method
Activities: Insert the previously identified *Activities* from the Logic Model. If there are several activities, it might help to classify the activities.	**Outputs**: Identify the *Outputs* that link directly to the *Activities.*	**Data Collection Method:** Identify what method will be used to answer each question associated with an activity.
	Questions: Identify questions that help your organization determine how well you completed activities.	

Process Evaluation

Types of Questions: The following questions are meant to be a starting point for evaluators to use as they determine the appropriate questions for the process evaluation. These questions should address how you are doing your job, rather than the change that occurs in those who are receiving services.

- **Participation:** Did the targeted audience participate in the activities as expected? Why? Were some individuals over- or under-represented? Why?
- **Quality:** Were the services/materials you provided perceived as valuable by the intended audience? Were they appropriate? How did others in the field view their quality?
- **Satisfaction:** Did those affected by your program's services approve of them? Why? Who was most/least satisfied? Why were those individuals most/least satisfied?
- **Context:** What other factors influenced your ability to implement your program as planned? What political, economic, or leadership issues intervened, changing the expected outcomes in your program?

Process Evaluation

GED Classes

Activities	Outputs & Implementation Questions	Data Collection Method
1-month GED preparation class	**Outputs:** # of Classes Offered Attendees at each class	**Data Collection Method:** Exit Surveys Interviews • Participants • Those who don't want to participate GED Scores
	Questions: Are we reaching those we want to reach? Is the material high quality? Do participants feel secure enough to take the GED?	

Outcome Evaluation

Outcome Evaluations are concerned with assessing the program impact, or determining the extent to which the program is resulting in the desired impact.

Outcomes	Indicators	Data Collection Method
The changes that occur at an individual, group or community level as a result of the activities and outputs.	To determine an indicator, it is helpful to ask: “What does the outcome look like when it occurs?”	Identify what method will be used to determine success of indicators. .

Outcome Evaluation

Indicators: An indicator is a measurable and observable characteristic that will serve as tell you whether your program is achieving its intended outcomes. Indicators answer the question, “How will we know change has occurred?” Elements of strong indicators include:

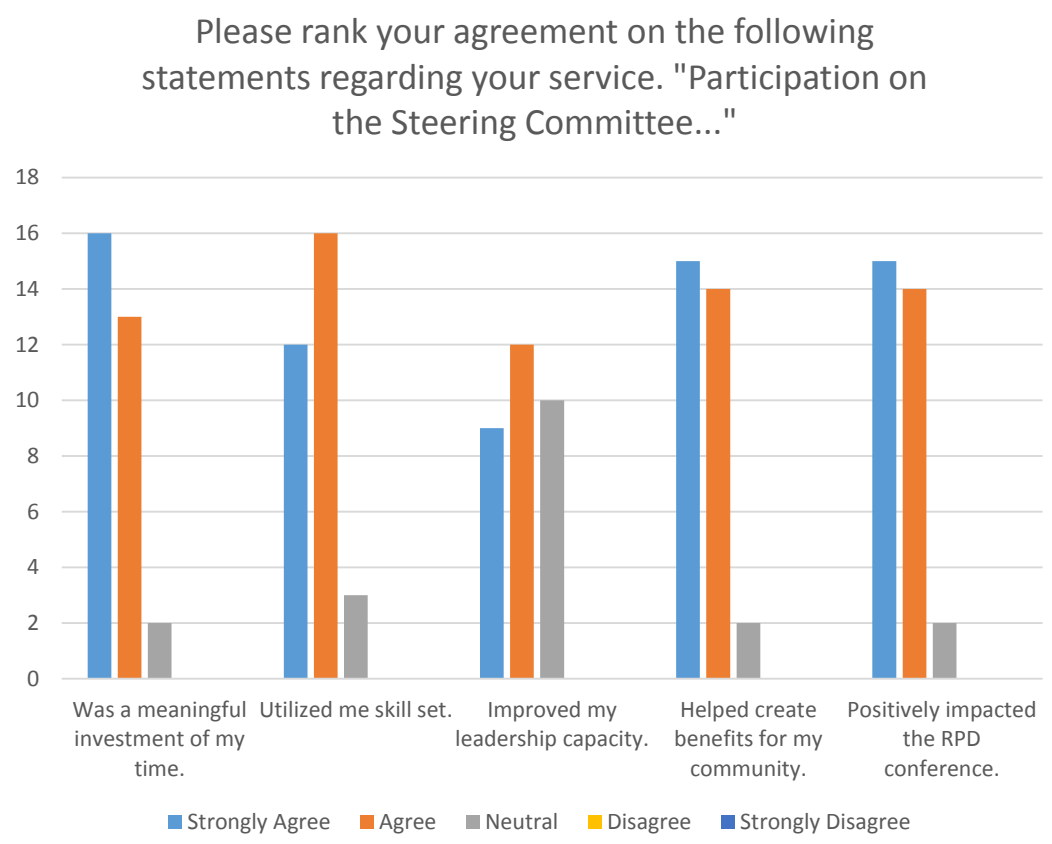
1) Indicate what success looks like for your program using a number.
2) Specify who will be served by your program.
3) Describe the change that is occurring.
4) Identify a timeframe for the change to occur.
5) Indicators relate directly to the outcomes that are being evaluated.

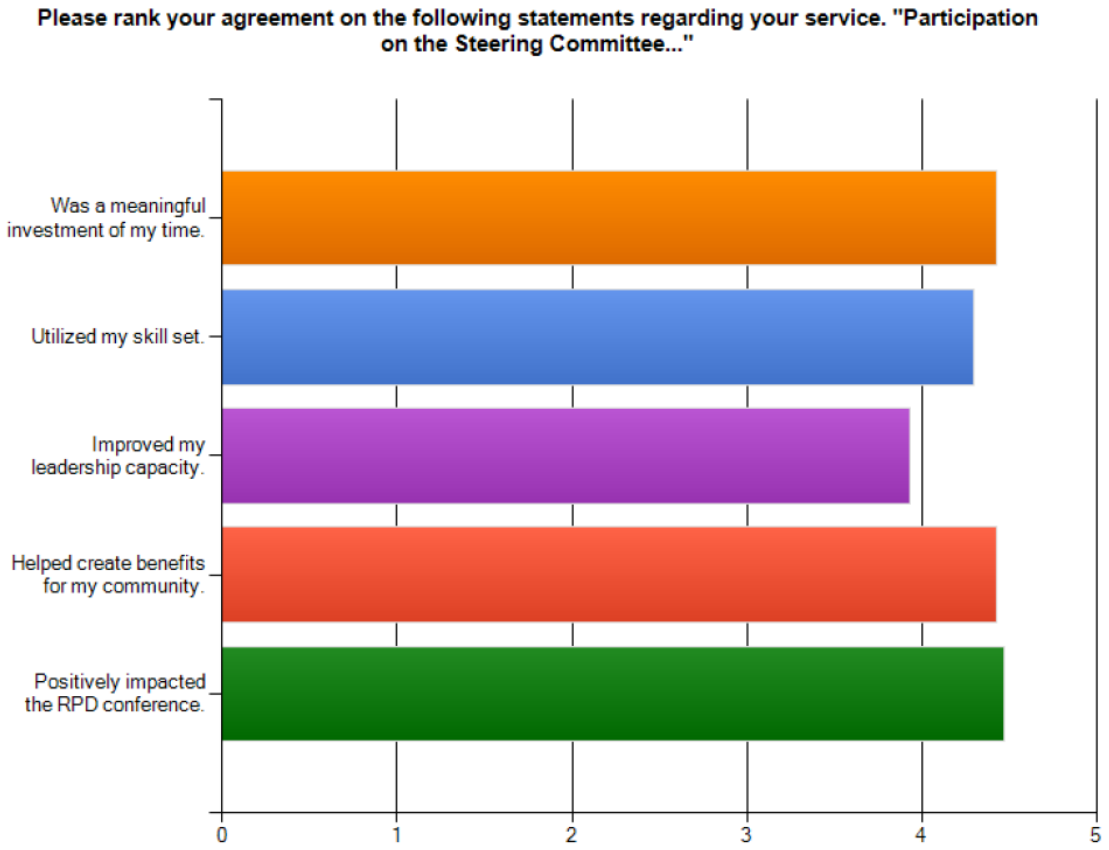
Outcome Evaluation

Long-Term Outcome: Change in Condition

Outcome	Indicators	Data Collection Method
Participants lead stable self-sustaining lives	Seventy-five percent of participants exiting the program at age 24 or prior will have stable employment or they will pursue higher education	Interviews: Staff will interview former participants 1 year, 5 years, and 10 years after leaving program

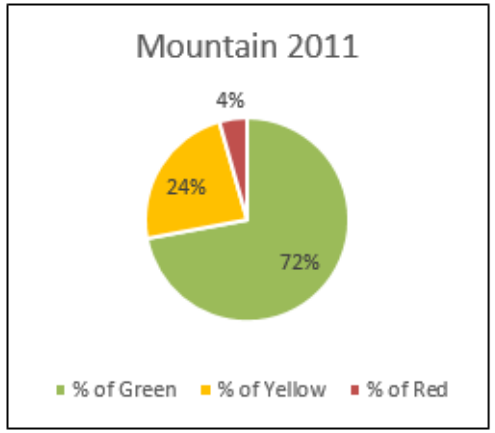
Communicating Results

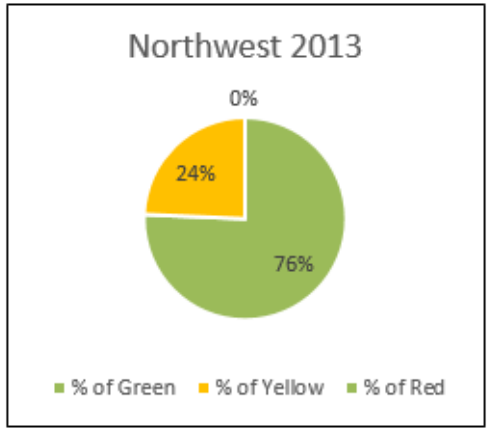


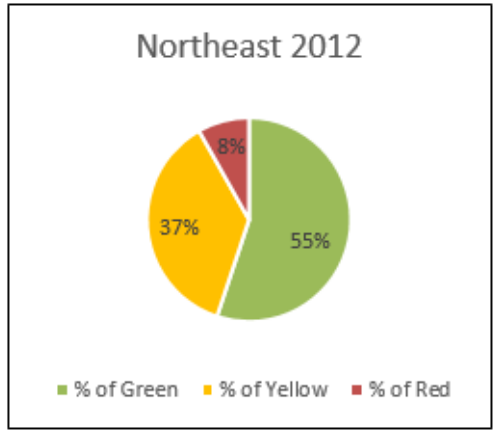


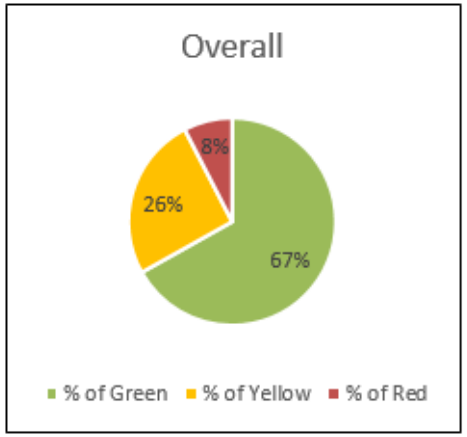
Communicating Results

		SLV 2011	MTN 2011	NE 2012	HOC 2012	NW 2013	WS 2013	SW 2014	SE 2014	OVERALL
ATTENDEES	# of Grantmakers who reported	11	17	6	21	16	9	11	14	105
	# of Grantmakers in attendance	21	23	24	25	17	28	21	21	180
	% of Grantmakers reported	52%	74%	25%	84%	94%	32%	52%	67%	58%
	# of Organizations Registered for Roundtables	113	127	79	128	107	205	158	108	1025
	% of Grantseekers reported:	54%	107%	62%	136%	104%	63%	92%	109%	90%
LIGHT LEVELS	# of Green	36	98	27	121	84	59	109	84	618
	# of Yellow	18	32	18	41	27	46	27	27	236
	# of Red	7	6	4	12	0	24	10	7	70
	Total # Reported	61	136	49	174	111	129	146	118	924
	% of Green	59%	72%	55%	70%	76%	46%	75%	71%	67%
	% of Yellow	30%	24%	37%	24%	24%	36%	18%	23%	26%
	% of Red	11%	4%	8%	7%	0%	19%	7%	6%	8%









Questions?

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