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

- 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)
- 10% didn’t evaluate work (52 of 535 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

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>Benefits</th>
<th>Concerns</th>
</tr>
</thead>
</table>
| **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

- 79% outcomes evaluation
- 65% before & after measures
- 48% impact evaluation
- 38% summative/retrospective evaluation
- 25% economic evaluation
- 17% formative evaluation
- 19% developmental evaluation
- 4% randomized control trials
- 6% quasi experimental research
- 6% studies with control groups
- 14% long-term follow-up with clients after they have stopped using your organization’s services
## Evaluation Design

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

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

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

## Logic Models

<table>
<thead>
<tr>
<th>PROGRAM GOALS</th>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>convey the general direction or overall purpose of the program or project for which funding is requested.</strong></td>
<td><strong>are the measurable changes that you expect will result from the operation of the program or project.</strong></td>
</tr>
</tbody>
</table>

- “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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Are there any goals that do not contribute directly or indirectly to the mission of the organization?</td>
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<tr>
<td></td>
<td></td>
<td>Do your goals state what you are trying to achieve?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do your staff, board and other stakeholders agree that these are the program’s goals?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Can you measure whether or not you have achieved (or will achieve) each objective?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do all of the objectives help you reach your goal?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can your objectives be completed within one year or program cycle?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Do all of these activities help you accomplish your goal and objectives? Are they all directly related to your goal?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.)</td>
</tr>
</tbody>
</table>
# Logic Models

## Outputs

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

## 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

- Immediate changes
- KNOWLEDGE
- SKILL
- ATTITUDES
- OPINIONS

### Intermediate Outcomes

- Intermediate changes
- BEHAVIOR
- ATTITUDE
- POLICY
- ACTION

### Long-term Outcomes

- Final changes
- 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
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
# 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.

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**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.

Process Evaluation
Process evaluation strives to identify areas of improvement within a program’s services.

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.
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.

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

<table>
<thead>
<tr>
<th>Activities</th>
<th>Outputs &amp; Implementation Questions</th>
<th>Data Collection Method</th>
</tr>
</thead>
</table>
| 1-month GED preparation class | **Outputs:**  
# of Classes Offered  
Attendees at each class  
**Questions:**  
Are we reaching those we want to reach?  
Is the material high quality?  
Do participants feel secure enough to take the GED? | **Data Collection Method:**  
Exit Surveys  
Interviews  
• Participants  
• Those who don’t want to participate  
GED Scores |
Outcomes Evaluation

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

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

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

Please rank your agreement on the following statements regarding your service. "Participation on the Steering Committee..."

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
## Communicating Results

### Attendees

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td># of Grantmakers who reported</td>
<td>11</td>
<td>17</td>
<td>6</td>
<td>21</td>
<td>16</td>
<td>9</td>
<td>11</td>
<td>14</td>
<td>105</td>
</tr>
<tr>
<td># of Grantmakers in attendance</td>
<td>21</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>17</td>
<td>28</td>
<td>21</td>
<td>21</td>
<td>180</td>
</tr>
<tr>
<td>% of Grantmakers reported</td>
<td>52%</td>
<td>74%</td>
<td>25%</td>
<td>84%</td>
<td>94%</td>
<td>32%</td>
<td>52%</td>
<td>67%</td>
<td>58%</td>
</tr>
<tr>
<td># of Organizations Registered for Roundtables</td>
<td>113</td>
<td>127</td>
<td>79</td>
<td>128</td>
<td>107</td>
<td>20%</td>
<td>158</td>
<td>108</td>
<td>102%</td>
</tr>
<tr>
<td>% of Grantseekers registered:</td>
<td>54%</td>
<td>107%</td>
<td>62%</td>
<td>136%</td>
<td>104%</td>
<td>63%</td>
<td>92%</td>
<td>108%</td>
<td>90%</td>
</tr>
</tbody>
</table>

### Light Levels

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># of Green</td>
<td>36</td>
<td>98</td>
<td>27</td>
<td>121</td>
<td>84</td>
<td>59</td>
<td>109</td>
<td>84</td>
<td>618</td>
</tr>
<tr>
<td># of Yellow</td>
<td>18</td>
<td>32</td>
<td>18</td>
<td>41</td>
<td>27</td>
<td>46</td>
<td>27</td>
<td>27</td>
<td>236</td>
</tr>
<tr>
<td># of Red</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>12</td>
<td>0</td>
<td>24</td>
<td>10</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Total # Reported</td>
<td>61</td>
<td>136</td>
<td>49</td>
<td>174</td>
<td>111</td>
<td>129</td>
<td>146</td>
<td>118</td>
<td>924</td>
</tr>
<tr>
<td>% of Green</td>
<td>59%</td>
<td>72%</td>
<td>55%</td>
<td>70%</td>
<td>76%</td>
<td>46%</td>
<td>75%</td>
<td>71%</td>
<td>67%</td>
</tr>
<tr>
<td>% of Yellow</td>
<td>30%</td>
<td>24%</td>
<td>37%</td>
<td>24%</td>
<td>24%</td>
<td>38%</td>
<td>18%</td>
<td>23%</td>
<td>26%</td>
</tr>
<tr>
<td>% of Red</td>
<td>11%</td>
<td>4%</td>
<td>8%</td>
<td>7%</td>
<td>0%</td>
<td>19%</td>
<td>7%</td>
<td>6%</td>
<td>8%</td>
</tr>
</tbody>
</table>

### Regional Breakdowns

- **Mountain 2011**
  - Green: 72%
  - Yellow: 24%
  - Red: 4%

- **Northwest 2013**
  - Green: 76%
  - Yellow: 24%
  - Red: 0%

- **Northeast 2012**
  - Green: 37%
  - Yellow: 53%
  - Red: 3%

- **Overall**
  - Green: 67%
  - Yellow: 20%
  - Red: 4%
Questions?

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