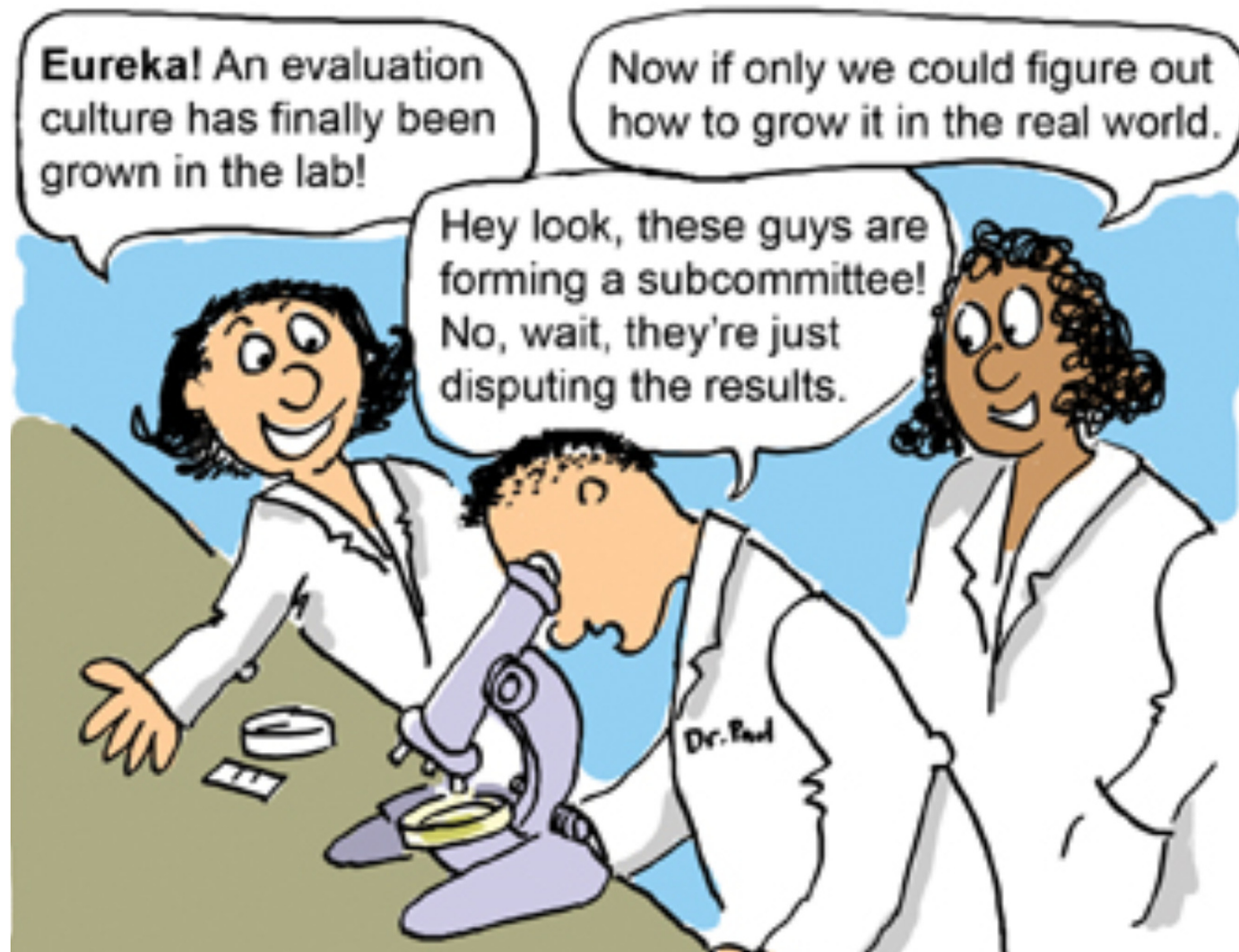


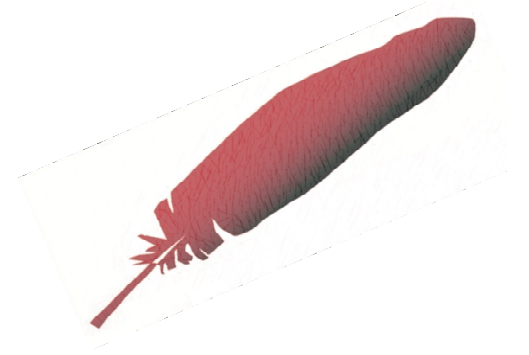
National Indian Health Board



Fundamentals of Evaluation for Public Health Programs



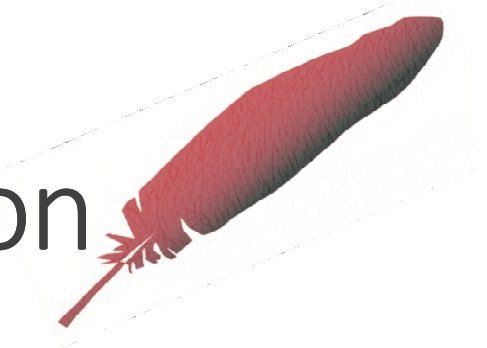
Objectives



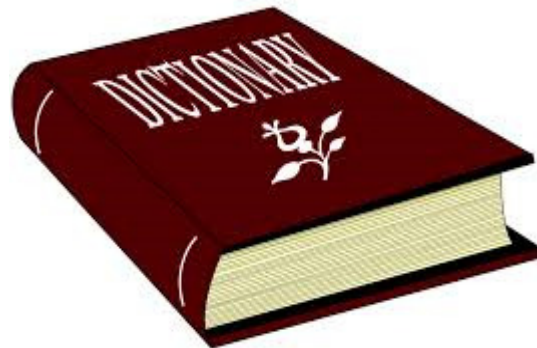
By the end of the workshop, participants will be able to:

- Define common evaluation terms
- Explain the difference between outcome and process evaluation
- Describe methods for different evaluation
- Construct evaluation indicators
- Identify resources to assist with evaluation

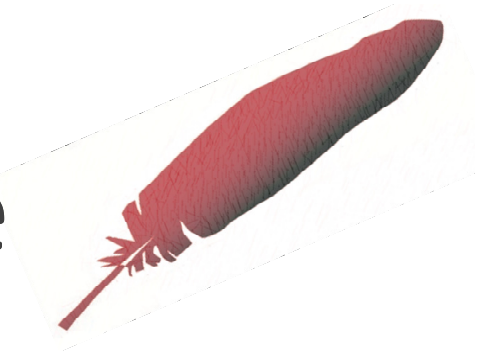
Definition of Evaluation



The systematic application of methods to collect and analyze information about the activities, characteristics, and outcomes of programs with the intent of furthering its development and improvement

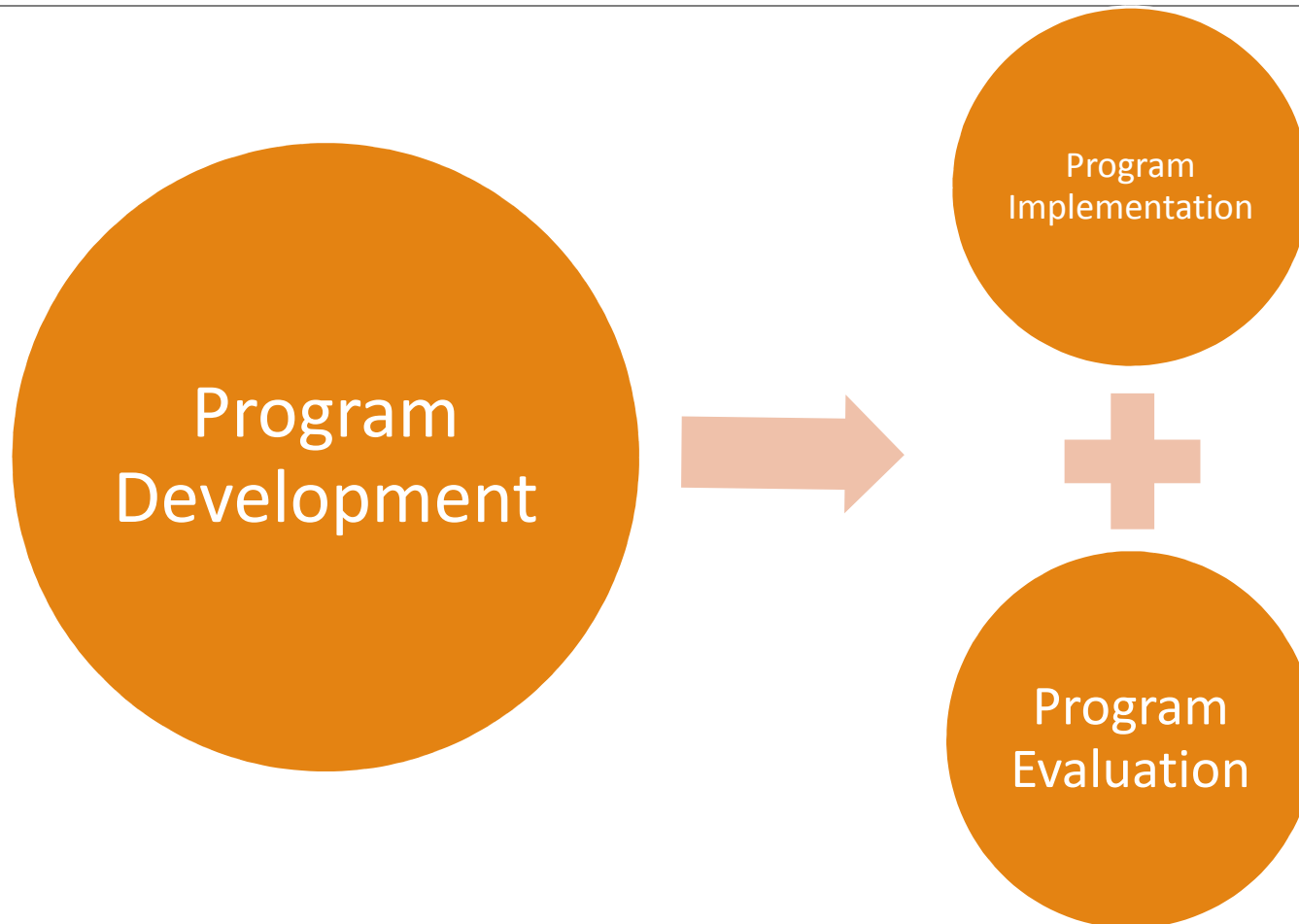
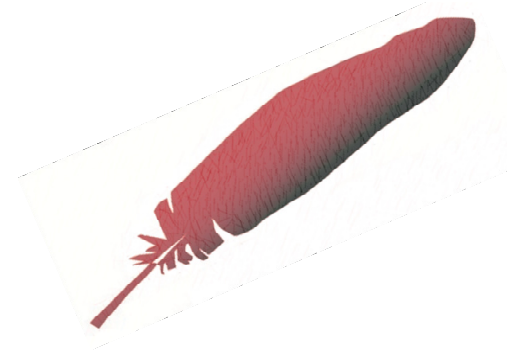


Reasons to Evaluate

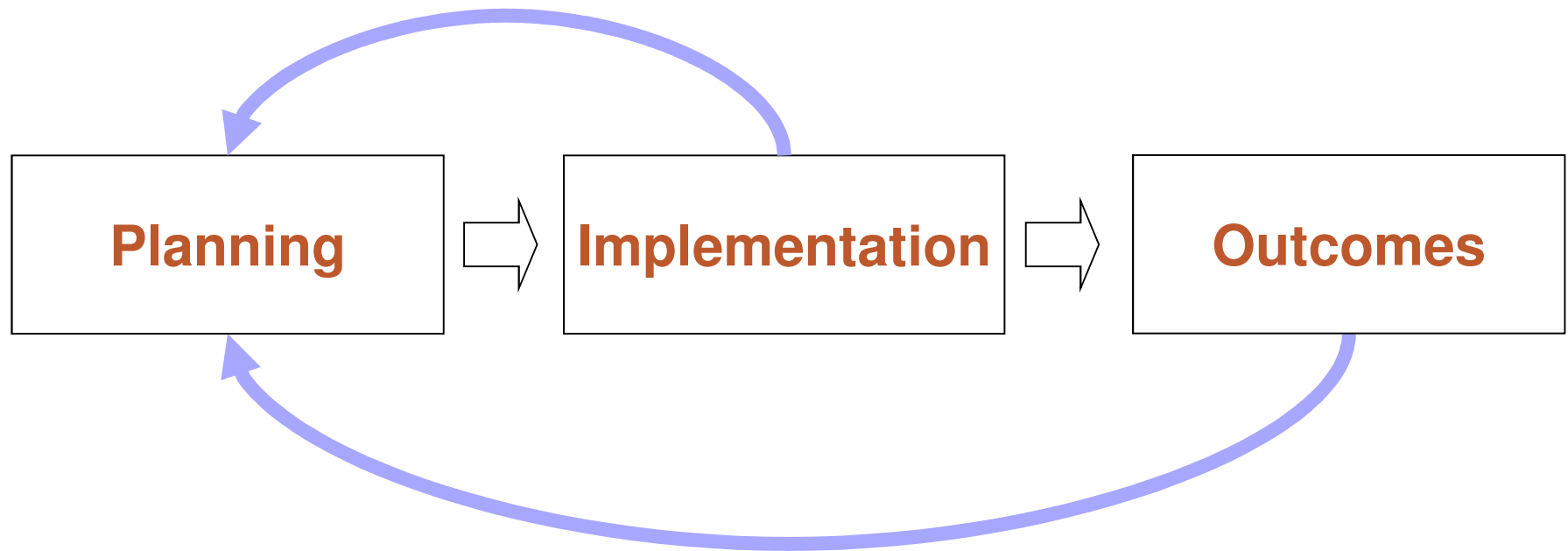


- Accountability to the funder, to the staff, to the clients, and to the community
- Evaluation can tell us if the most vulnerable populations are receiving appropriate and effective services
- Demonstrate effectiveness to funders, administration, community stakeholders, community leadership, clients
- Improve implementation and effectiveness of programs
- Better manage limited resources
- Document program accomplishments
- Justify current program funding
- Document program development and activities to help ensure successful replication and future planning

It Is All Connected



Relationship Between Planning, Implementation, and Outcomes



Implications of Not Knowing How an Intervention Was Implemented





Formative Evaluation

- Collects data describing the needs of the population and the factors that put them at risk

Answers questions such as:

- How should the intervention be designed or modified to address population needs?
- Is this standardized program appropriate for the needs of our community?



Process Monitoring

- Collects data describing the characteristics of the population served, the services provided, and the resources used to deliver those services

Answers questions such as:

- What services were delivered?
- Who was served?
- What resources were used?



Process Evaluation

- Collects and analyzes detailed data about how the program was delivered, differences between the intended population and the population served, and access to the intervention

Answers questions such as:

- Was the intervention implemented as intended?
- Did the program reach the intended audience?
- What barriers did clients experience in accessing the program?
- How did the population perceive the quality of the program?



Outcome Monitoring

- Collects information about client outcomes before and after the intervention, such as knowledge, attitudes, skills, or behaviors

Answers questions such as:

- What changes took place?
- What changes did our participants experience?
- Did the expected outcomes occur?



Outcome Evaluation

- Collects data about outcomes before and after the intervention for clients as well as with a similar group that did not participate in the intervention being evaluated

Answers questions such as:

- Did the program cause the outcomes?
- How replicable is this?



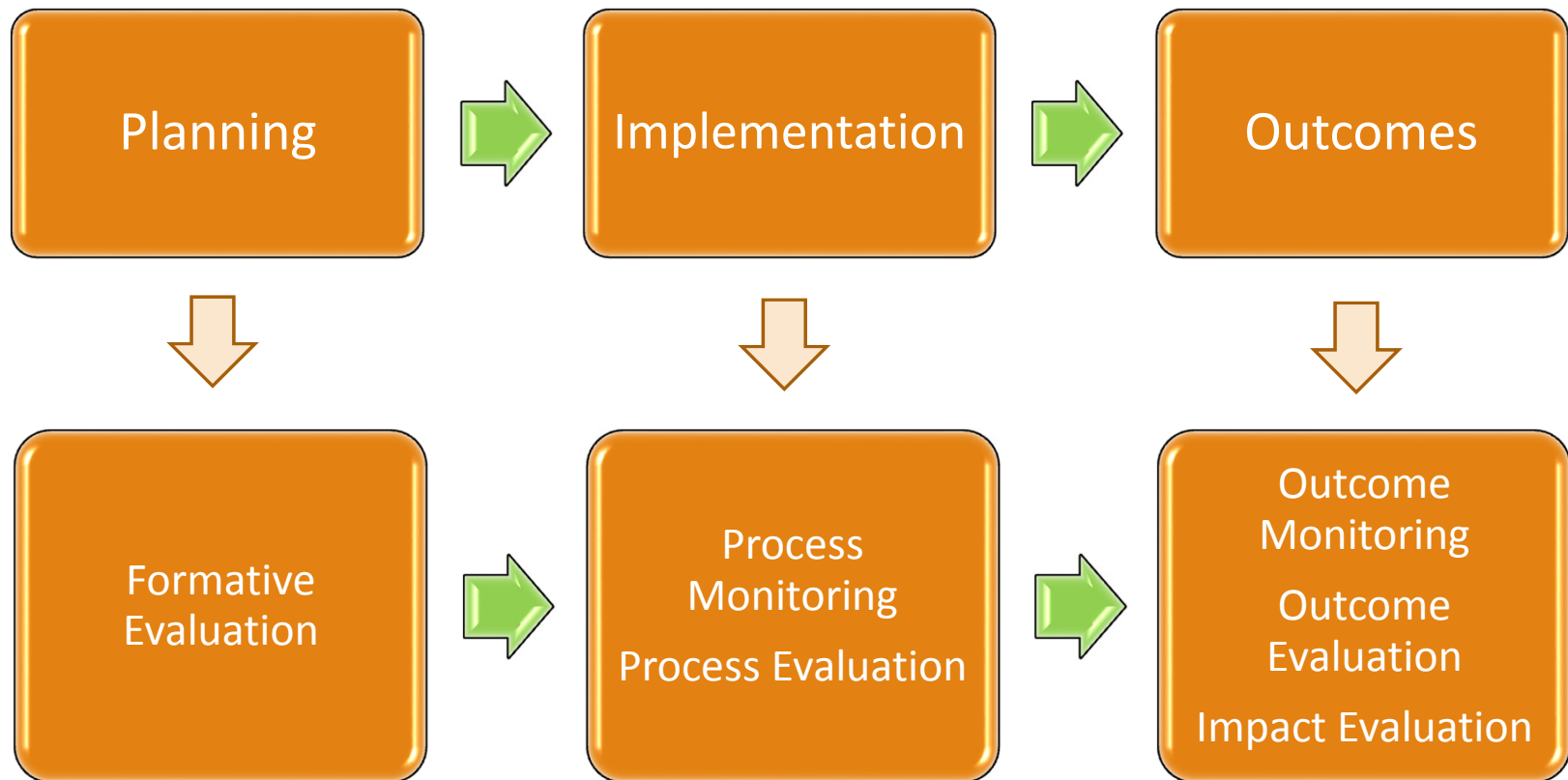
Impact Evaluation

- Collects data about health conditions at the reservation, state, regional, and/or national levels

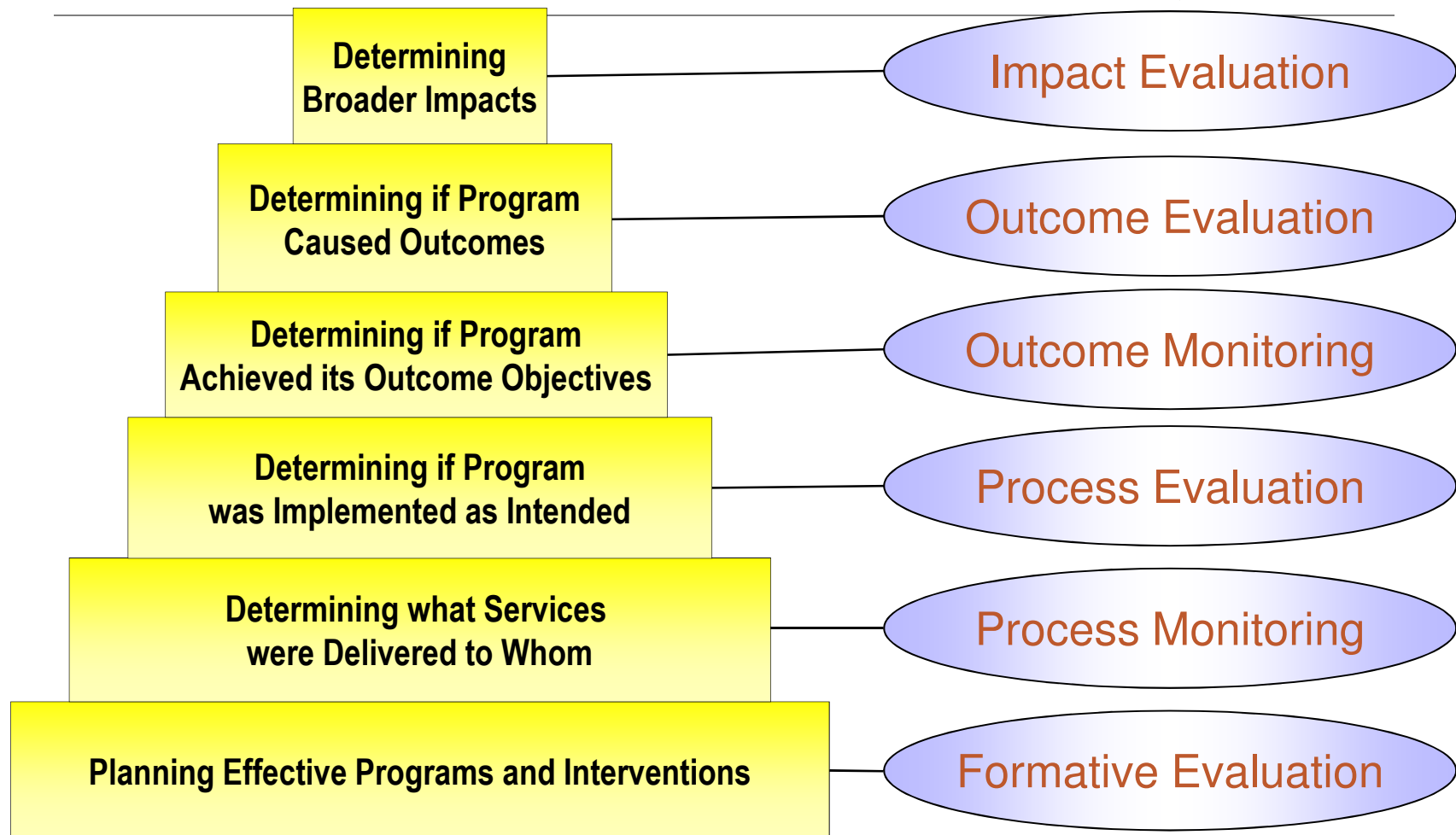
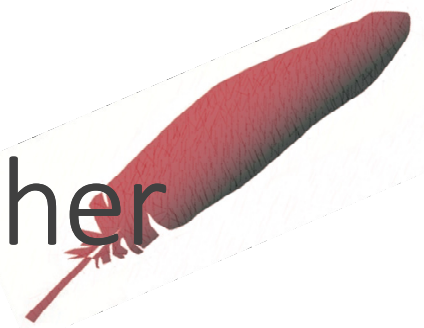
Answers questions such as:

- What long-term effects do all of the related programming have on the health condition?

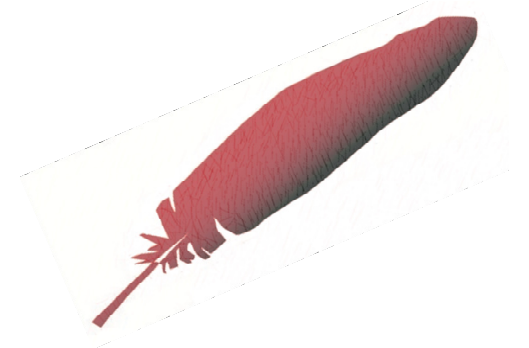
Evaluation Related to Planning, Implementation, and Outcomes



Building Upon One Another



Data Collection



Process Monitoring

Sign-in
Sheets

Demographic &
Participant
Information

Participant
Counts

Process Evaluation

Satisfaction
Surveys &
Questionnaires

Focus Group

Comparison of
what happened
vs intent

Outcome Monitoring

Pre-post Tests
on Knowledge,
Attitudes, etc.

Case
Reviews

Long term
Follow-up

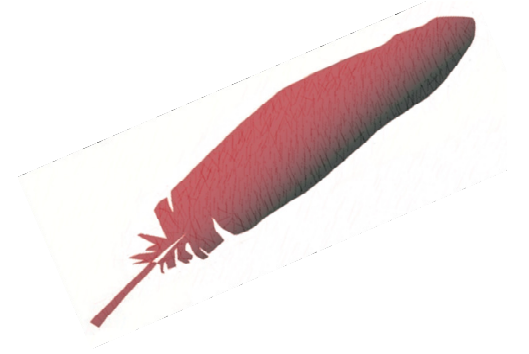
Outcome Evaluation

Experimental
and Control
Groups

Replication

Using Same
Outcome
Monitoring

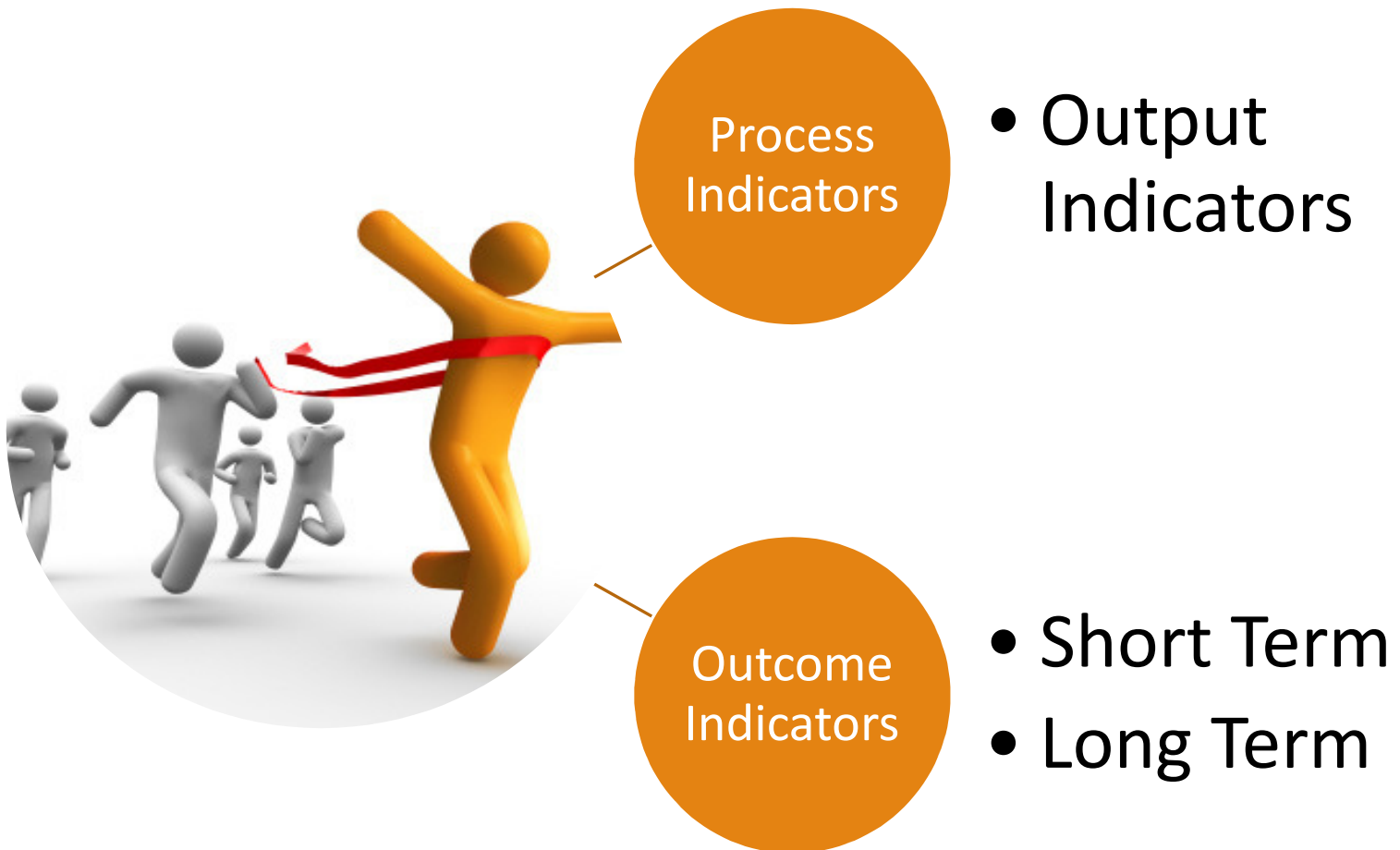
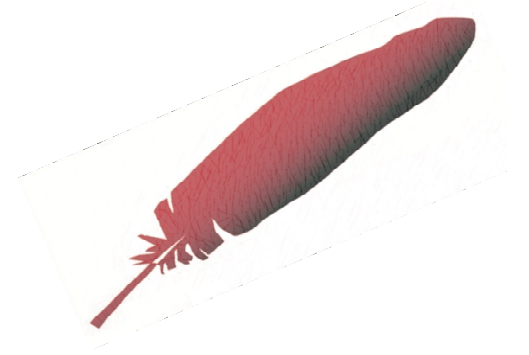
PLAN FIRST!



- Measures
 - How and what do we measure so that we can show if we were successful?
 - The number of people enrolling in treatment
 - The knowledge of community members

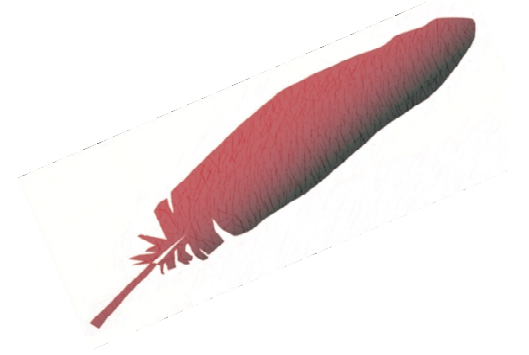
- Indicators
 - What indicates that we were successful in our program?
 - An increase in the number of people enrolling in methamphetamine treatment.
 - An increase in the knowledge of community members regarding the impact of methamphetamine on the body

Kinds of Indicators



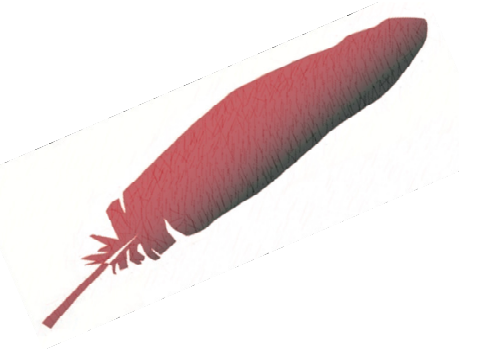


CASE STUDY



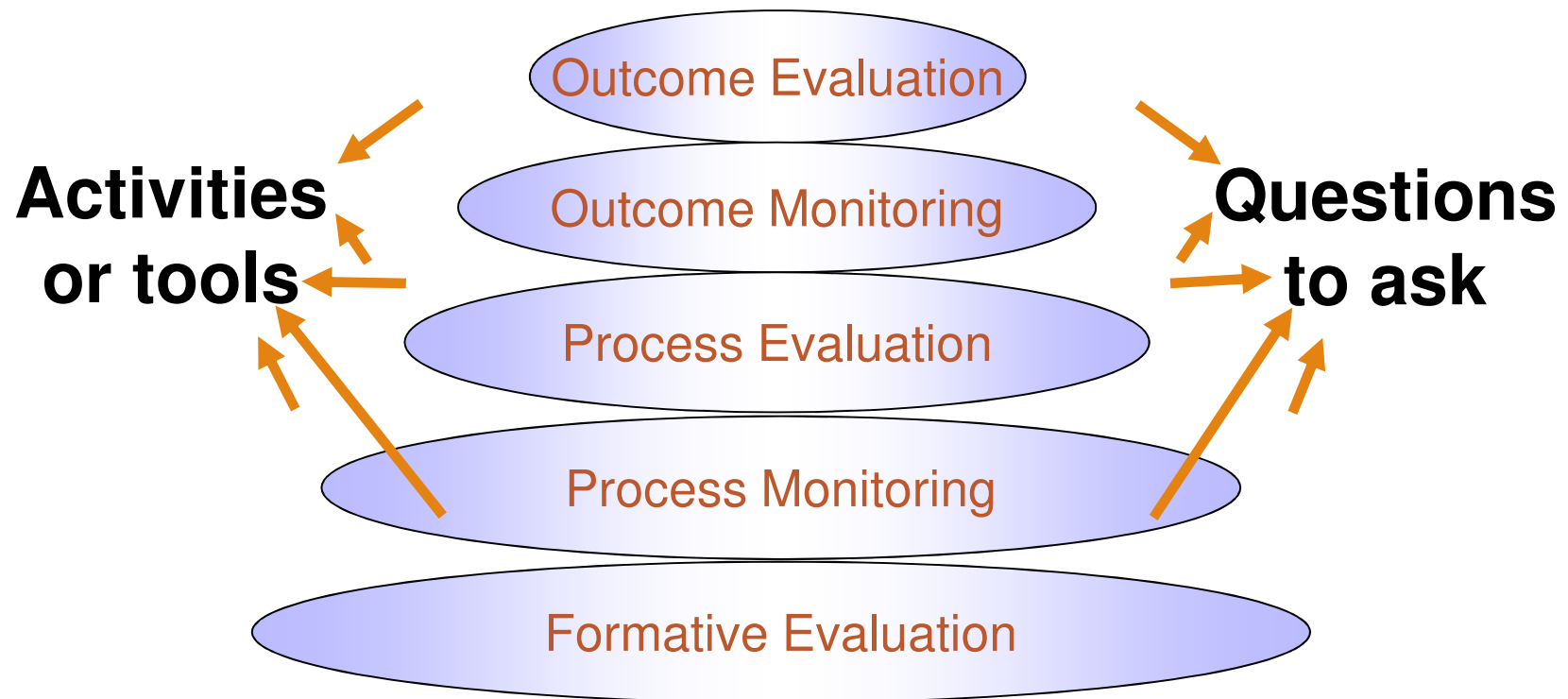
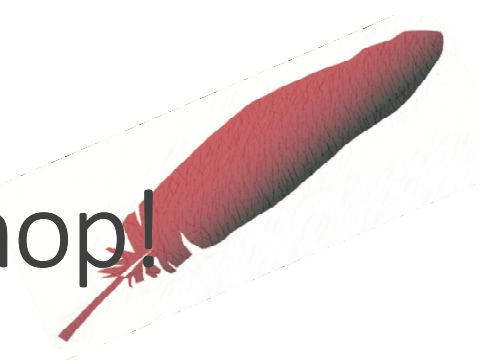
- We are designing a project that will target methamphetamine prevention through the implementation of a structured 8-session intervention. We will recruit 10-12 youth to attend the intervention sessions and go through all 8 sessions. The intervention is designed to teach them about methamphetamine and raise their confidence to say no to peer pressure to use. We will have a series of 3 total cohorts (for a total of 30-36 youth).

Evaluation Planning

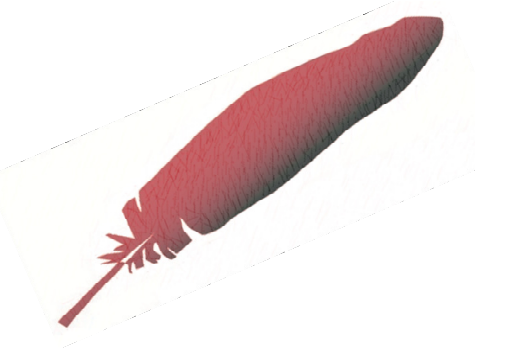


- Example:
 - Process Indicator: An increase in the number of people enrolling in the intervention
 - Process Objective: By the end of the first year, there will be a 10% increase in the number of youth enrolling in the intervention
- Example:
 - Outcome Indicator: An decrease in the self-reported use of methamphetamine by youth on the Reservation
 - Outcome Objective: Within two years after the end of the intervention, there will be a 20% decrease in the self-reported use of methamphetamine by youth between the ages of 13 and 18 on X Reservation

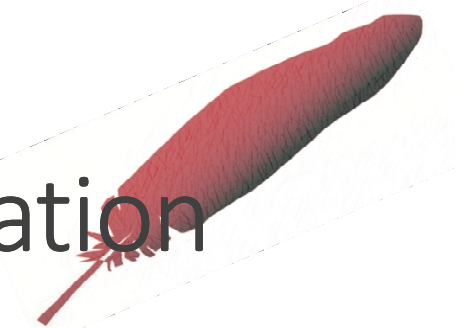
Activity: Let's Evaluate this Workshop!



Evaluation Planning

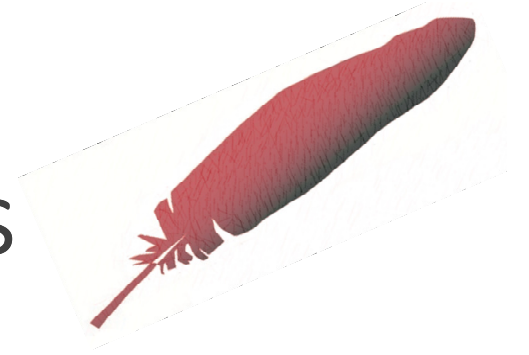


Strategies to Promote Utilization



- Develop buy-in among evaluation stakeholders
- Clearly identify the intended users of the evaluation data
- Identify evaluation questions meaningful to the intended users
- Decide how the data will be used before the evaluation is conducted
- Present data in a user-friendly format
- Define clear responsibilities for data collection, analysis, storage and reporting

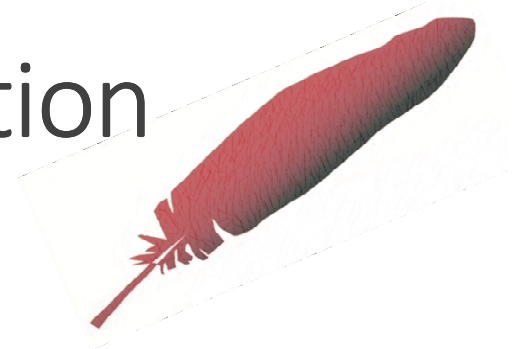
Evaluation Technical Assistance Resources



- National Indian Health Board
- NCUIH
- Tribal Epidemiology Centers
- Websites
- Volunteers (e.g., skilled board members)
- TCU and university faculty
- Program officers
- Evaluation consultants

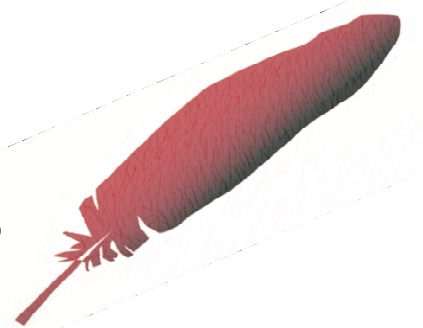


Working with an Evaluation Consultant



-
- Select a consultant who knows the topic
 - Select a consultant who is culturally competent and can communicate clearly with different stakeholders (e.g., program managers, front line staff, community members)
 - Clarify the roles and responsibilities of the consultant and stakeholders
 - Establish a workplan and timeline with deliverables for the consultant
 - Meet regularly with the consultant to monitor progress
 - Use the consultant to build internal capacity

Take Home Messages



- Evaluation is only valuable if it is used
- Evaluation should be part of a program implementation
- All team members should be involved in evaluation efforts
- Planning is key

Evaluation is FUN!

National Indian Health Board



Thank you!
