Performance Measurement and Evaluation

Presented By: Thenera Bailey

Agenda
- Introductions and Icebreaker
- Theory of Change
- Outputs and Outcomes
- Data Collection
- Instrument Design Issues
- Transition from Performance Measurement to Evaluation
- Building Evidence of Effectiveness
- Evidence Continuum
- Resources

Theory of Change = Roadmap for Change
Theory of Change Elements

To document the community need you will need statistics and data on the problem, issue or concern.

- **Reputable primary sources**
- **Current**
- **Locally relevant**

*News reports are NOT primary sources. Data from multiple (reputable) sources increase reliability.*

Guides choice of intervention

Use evidence to support the intervention and cause effect relationship.

Supports cause-effect relationship

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**Example - Literacy Program**

**Community Problem/Need**
Children reading below grade level in grade 3

**Statistics on the number of students at below grade level in program’s service area**

**Research on why reading proficiency by 3rd grade is important.**

**School data over the last 3 years for target schools on grade 3 performance**

**Example - Literacy Program**

**Intended Outcome**
Students are able to read at 3rd grade level (as measured by 3rd grade reading exam)

**Research on building block skills leading to reading proficiency.**

**Research on design, frequency, duration of tutoring sessions.**
Example - Literacy Program
Specific Intervention

Individualized tutoring 3 times/week for 20 min on five “building block” literacy skills through reading, writing and verbal communication activities

Community Problem/Need

What is your community problem/need for your program?

What is the extent and severity of this need in the community?

Data documenting problem/need should answer these questions:

➔ **SCOPE**: Who and how many are directly affected? How severe is this?

➔ **SIGNIFICANCE**: What makes this a compelling need? Is it likely to become worse? What will happen if we do nothing?

➔ **CAUSE(S)**: Why does the need exist? How is it perpetuated?

Example: Healthy Futures

**Scope**: National Survey of Children and Health found childhood obesity in State X increased 23% between 2003 and 2007 – the 2nd fastest rate of increase in US (2010). CDC data show nearly one-third of children and teens are obese or overweight in Webb County (2009).

**Significance**:
- Obese children found to become obese adults
- Links between childhood obesity and early onset of cardiovascular disease, and Type II diabetes
- Webb County rising in state and national averages for cardiovascular disease
- Long term health care costs rising

**Causes**: Diet, sedentary lifestyle
Common Mistakes in Community Problem/Need

➢ Explains the intervention activities instead of presenting data demonstrating the specific problem/issue in the community the intervention will address.
➢ Uses state or national data instead of local data describing the need in the specific communities where the service will occur.
➢ Turns into a “data dump” with too many indirect or unrelated statistics provided.
➢ The community need and intended outcome are not closely related.

Intended Outcome

What change are you hoping to make related to the identified need?

Possible outcomes to measure:

✓ Increased knowledge of what is “healthy food”
✓ More frequent choice of healthy foods to eat
✓ More frequent involvement in physical activity or exercise
✓ Improved physical condition

Common Mistakes in Intended Outcome

➢ Isn’t likely to occur based on the specific intervention.
➢ Doesn’t directly relate to the community need.
An intervention is the specific set of activities in which participants and volunteers will be engaged. What is the best way to achieve the intended outcome?

**Intervention**

Describe the design and dosage of your intervention (service activity):

- **Design** (who does what with whom?)
- **Dosage**
  - **Frequency** (how many sessions a week?)
  - **Intensity** (length of each session)
  - **Duration** (how many total weeks of sessions?)

**Example: Healthy Futures**

**Design**: national service participants implement the Shape Up curriculum with economically disadvantaged urban girls ages 14-16 to increase physical activity (30 minutes/session) and educate them on healthy eating

**Frequency**: twice a week afterschool

**Intensity**: 60 minutes per session

**Duration**: 12 weeks

**Common Mistakes in Intervention**

- Description of the design and service dosage (frequency, intensity, and duration) is incomplete.
Test your Theory of Change

IS YOUR THEORY OF CHANGE:

PLAUSIBLE: Does the logic of the model seem correct: “if we do these things, will we get the results we expect?”

FEASIBLE: Are resources sufficient to implement the chosen intervention?

MEANINGFUL: Are intended outcomes important? Is the magnitude of expected change worth the effort?

Example

We provide individualized tutoring 3 times/week for 20 min on five “building block” literacy skills through reading, writing and verbal communication activities.

SO THAT

Students have increased access to high quality literacy support during the academic day to practice their skills and build their knowledge.

SO THAT

Students are able to read at 3rd grade level by the end of the school year

SO THAT

Students on track with literacy in elementary school have increased academic performance in all subjects as they continue their education.

SO THAT

Students have equal opportunities to succeed in school.

Develop a “So That” Chain To Connect Your Strategies To Your Goals

"We do X strategy so that (blank) results for (Target Community)"

The answer should be the direct outcome or result of the strategy. Repeat this question until you have linked each strategy to your goal.

Your Turn..

1. Clarify your goal - identify the ultimate impact you want to achieve in your community. The impact will generally be an ambitious visionary statement that is not specific to your program or the results of a specific strategy. Your impact statement will involve the contributions of many strategies and partners.

2. Choose a specific strategy/ intervention or strategies/interventions that connects to your goal

3. Write your intended outcome as a “So That” chain for that strategy. You may need to add additional outcomes. Does it naturally and logically link to your goal?

If it is challenging to link your goal and strategy you may need to refine or rethink your outcomes or strategies.
A theory of change identifies cause/effect.

The three elements of a theory of change; community problem/need, intervention, intended outcome are supported by data and evidence.

Data documenting community need should show scope, significance, and causes.

**Output**

The amount of service provided.

Type of measure that tabulates, calculates, or records the actual products or services delivered by a program, such as students receiving tutoring or houses built.

**Outputs**

Measure the completion of activities and document the fact that individuals received services, products were created, or programs were developed.

They answer the question:

✓ “How much service did we perform?”
✓ “What products did we develop?”
**Outcome**
The changes or benefits that occur

Type of measure that indicates progress toward achieving the intended result of a program, which usually represents a change in the situation of beneficiaries of service, such as educational achievement or housing.

**Outcome**
Outcomes may be changes in **attitude** or **belief**, **knowledge** or **skills**, **behavior**, or **condition**.

They answer the question:
- “What difference did our service make for beneficiaries?”
- “How did the new system or product enhance the capacity of the organization to serve the community?”

Understanding the type of outcome will help to determine how to measure it.

**Attitude**
“Attitude” outcomes involve a change in thought or feeling.
**Knowledge**

"Knowledge" outcomes involve a change in understanding or ability - what a person learns or is able to do.

**Behavior**

"Behavior" outcomes involve changes in actions, such as conduct or habits, often in a specific context.

**Condition**

"Condition" outcomes involve a change in situation or circumstance.

**Common Questions**

How do I know if it is better (more appropriate) to measure attitude, knowledge, behavior, or condition for my intervention?
What are you trying to change?

Review your "theory of change".

Your theory of change drives the selection of an appropriate outcome to measure. What is the need or problem you are addressing? What is the most important, measurable change that will address this need or problem?

Changes in condition and behavior could be considered “stronger” outcomes than changes in attitude or knowledge, although this depends on your theory of change.

Are certain types of outcomes considered to be stronger than others, and if so, why?

Changes in condition (situation) and behavior (conduct and habits) often address the community need or problem more directly than internal changes that individuals experience (attitude, knowledge).
A change in condition will occur but not for some time. How do I connect it to my intervention?

You will need to measure a change that is observable in a shorter (i.e., one year) timeframe.

Consider measuring changes that lead up to the longer term condition change.

I know a change occurs but I don’t know how to “prove” it.
Performance measurement doesn’t seek to “prove” that an intervention caused a change. It can give you data that shows you are making progress.

From What We Want to Do
To Understanding What We Did or What We Are Doing

Data Collection

Data Collection - Travel Stories and Photos
Data Collection

Data: Information collected to answer a measurement question, also known as evidence.

Data collection occurs as a planned process that involves recording information in a consistent way.

Instruments aid in collecting consistent data.

Ensuring Data Quality: Reliability, Validity, Bias

- **Reliability** is the ability of a method or instrument to yield consistent results under the same conditions.
- **Validity** is the ability of a method or instrument to measure accurately.
- **Bias** involves systematic distortion of results stemming from how data are collected and how instruments are designed.

A measurement question is implied in your theory of change.

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<th>Problem/Need</th>
<th>Intervention</th>
<th>Intended Outcome</th>
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<tbody>
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<td>Students with poor attitudes towards school at risk of failing academically</td>
<td>Individualized mentoring to promote positive attitudes towards school.</td>
<td>Students improve attitudes towards school.</td>
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“Did students in the mentoring program improve their attitudes towards school?”

Measurement Questions based upon outcome type

- **Attitude**
  - Individuals increase interest in volunteering?
- **Knowledge**
  - Students improve reading skills?
- **Behavior**
  - Children improve exercise habits?
- **Condition**
  - Organization recruits more volunteers?
- **Capacity**
  - Did capacity building activities allow our organization to recruit more volunteers?

“Did students in the literacy tutoring program improve reading skills?”
Identifying a Data Source

Data source: The person, group or organization that has information to answer the measurement question

- Identify possible data sources; list pros and cons of each
- Identify a preferred data source; consider its accessibility
- Alternative data sources: consider if they can give you same or comparable data

Data Source and Type of Outcome

- Data on changes in attitudes or knowledge usually come directly from persons experiencing these changes.
- Data on changes in behavior or conditions can come from either persons experiencing these changes or from other observers.

“How did mentored students’ feelings towards teachers change over time?”

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<th>Data Source</th>
<th>Pros</th>
<th>Cons</th>
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<tr>
<td>Students</td>
<td>• In best position to describe how they feel about their teachers</td>
<td>• May not be open about their feelings towards teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>• May know how students feel towards them</td>
<td>• May not know how students feel about other teachers • May only spend one class period with students</td>
</tr>
<tr>
<td>Mentors</td>
<td>• May know how students feel about a wide range of issues, including teachers</td>
<td>• Depends on students’ willingness to share feelings with mentors • Students and mentors may not discuss this issue much</td>
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Consider Choice of Method

Method: Process or Steps Taken to Systematically Collect Data

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<th>Description</th>
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<tr>
<td>Survey</td>
<td>Written questionnaire completed by respondent</td>
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<tr>
<td>Interview</td>
<td>Interviewer poses questions and records responses; face-to-face or via telephone</td>
</tr>
<tr>
<td>Observation</td>
<td>Observer records behavior or conditions using via checklist or other form</td>
</tr>
<tr>
<td>Standardized Test</td>
<td>Used to assess knowledge of academic subjects (reading, math, etc.)</td>
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Consider Choice of Method

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<tr>
<td>Diaries, Journals</td>
</tr>
<tr>
<td>Secondary Data</td>
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<th>Data Source</th>
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<td>Survey</td>
<td>Very easy to use and analyze</td>
<td>May be difficult to find or create</td>
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<tr>
<td>Interview/Observation</td>
<td>Can provide data that cannot be gathered through surveys</td>
<td>Requires trained, skilled personnel</td>
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<tr>
<td>Tracking Sheet</td>
<td>Easy to develop and use</td>
<td>May not be completed consistently</td>
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<tr>
<td>Focus Group</td>
<td>Multiple Perspectives</td>
<td>Difficult to implement; generates large volume of qualitative data that are difficult to summarize</td>
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<tr>
<td>Diaries, Journals</td>
<td>In the moment information and data</td>
<td>Requires commitment on the part of subjects; data can be challenging to interpret and analyze</td>
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Method and Outcomes Type—Attitude and Knowledge

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<th>Attitude/Belief</th>
<th>Knowledge/Skill</th>
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</thead>
<tbody>
<tr>
<td>Definition</td>
<td>Thoughts, feelings</td>
</tr>
<tr>
<td>Examples</td>
<td>Attachment to school (academic engagement)</td>
</tr>
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Generally Preferred Data Source/Method

- Student: Survey or interview
- Learner: Standardized test*

*Use of standardized tests is mandated for certain performance measures in the Education Focus Area.

Method and Outcomes Type—Behavior and Condition/Status

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<tr>
<th>Behavior</th>
<th>Condition/Status</th>
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</thead>
<tbody>
<tr>
<td>Definition</td>
<td>Action, conduct, habits</td>
</tr>
<tr>
<td>Examples</td>
<td>Exercising more frequently</td>
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Generally Preferred Data Source/Method

- Beneficiary: Exercise log
- Land manager: Observation checklist or rubric
Evaluating Instruments

Pre-post measurement is preferable to post-only

Can the instrument measure the outcome?

• Appropriate for your intervention?
• Appropriate for your beneficiaries?
• How many questions measure the outcome?
  ➢ Single question → low-quality data
  ➢ Series of questions: Too long or complex?
  ➢ Instrument should not exceed 2 pages
• Do questions cover all relevant aspects of your intervention? Can questions not specific to your intervention be removed?

Define Outcome Dimensions

Outcome Dimensions: The main aspects, features, or characteristics that define an outcome and that should be taken into account for measurement to be valid

Example: Increased attachment to school:
• Feelings about being in school
• Feelings about doing school work
• Feelings towards teachers
• Feelings towards students

Identifying Data Dimensions

• National performance measures: look at performance measurement instructions
• Look at your theory of change
• Talk to stakeholders and program staff
• Build up a list of dimensions; look for repeated themes

Instrument Design Issues

• Crowded layout
• Double-barreled questions
• Biased or "leading" questions
• Questions that are too abstract
• Questions that use unstructured responses inappropriately
• Response options that overlap or contain gaps
• Unbalanced scales
Most of the time, how do you feel about doing homework?
☐ I usually hate doing homework  ☐ I usually don’t like doing homework  ☐ I usually like doing homework  ☐ I usually love doing homework

Solution: Don’t use crowded layouts

Most of the time, how do you feel about doing homework?
☐ I usually hate doing homework  ☐ I usually don’t like doing homework  ☐ I usually like doing homework  ☐ I usually love doing homework

Problem: Asking two questions in one

How do teachers and students at your school feel about the mentoring program?

<table>
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<tr>
<th>The Strongly Like It</th>
<th>The Like it</th>
<th>The Are Undecided</th>
<th>They dislike it</th>
<th>They strongly dislike it</th>
</tr>
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Solution: Break out questions separately

How do teachers at your school feel about the mentoring program?

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How do students at your school feel about the mentoring program?

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### Biased or “Leading” Question

**Problem:** Biased or “leading” questions

Has the mentoring program improved how you feel about going to school?
- ☐ Yes
- ☐ No
- ☐ No opinion

**Solution:** Use neutral questions

How has the mentoring program affected how you feel about going to school?
- ☐ I feel better about going to school.
- ☐ I feel worse about going to school.
- ☐ I feel about the same about going to school.
- ☐ No opinion

### Abstract or Broad Question

**Problem:** Questions are too abstract or broad.

Did you enjoy the mentoring program?
- ☐ Yes  ☐ No  ☐ Not Sure

**Solution:** Make questions more concrete and specific.

Would you recommend the mentoring program to other students?
- ☐ Yes  ☐ No  ☐ Not Sure

### Not Using Structured Responses

**Problem:** Using unstructured responses when structured responses are appropriate

How much do your grades matter to you?
- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ A lot

**Solution:** Provide structured responses when appropriate

How much do your grades matter to you?
- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ A lot
Response Options with Overlaps or Gaps

Approximately how many hours a day do you typically spend doing homework?

☐ Less than 1 hour
☐ 0 to 2 hours
☐ 4 to 5 hours
☐ More than 5 hours

Response Options with Overlaps or Gaps

Approximately how many hours a day do you typically spend doing homework?

☐ Less than 1 hour
☐ About 1 hour
☐ About 2 hours
☐ About 3 hours
☐ About 4 hours
☐ More than 4 hours

Problem: Using unbalanced scales

<table>
<thead>
<tr>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
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</table>

Solution: Use balanced scales

<table>
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<th>Very Poor</th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
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What else to look for in selecting an instrument

- Can the instrument work in your context?
- Does the instrument use simple and clear language?
- Is the instrument appropriate for the age, education, literacy, and language preferences of respondents?
• Does the instrument rely mostly on multiple choice questions?
• Is the instrument ready for use, or does it need to be modified?
• How will you extract information from the instrument to address performance measurement targets?

Data Collection Planning

• Choose an instrument you are using with your program and complete the instrument assessment checklist.

Transition from Performance Measurement to Evaluation

Definition of Performance Measurement

Performance measurement is the process of systematically and regularly collecting and monitoring data related to the direction of observed changes in communities, participants (members), or end beneficiaries receiving your program’s services. It is intended to provide an indication of your program’s operations and performance. - §2522.700
Definition of Evaluation

...evaluation uses scientifically-based research methods to assess the effectiveness of programs by comparing the observed program outcomes with what would have happened in the absence of the program.

Comparing Performance Measurement and Evaluation

**Performance Measurement**

To gauge program delivery, quality, participant satisfaction and engagement; to improve products, services, and efficiency; to inform/enhance decision making, and support planning and program development.

**Evaluation**

A formal scientific process for collecting, analyzing, and interpreting data about how well a program was implemented (process evaluation) or how effectively the program accomplished desired outcomes/impacts (outcome/impact evaluation).

**What is it?**

**Performance Measurement**

To assess program effectiveness and determine whether the program is responsible for changes found.

**Evaluation**

Comprehensively examines programs using systematic, objective, and unbiased procedures in accordance with social science research methods and research designs.

**Why is it typically used?**

**Performance Measurement**

Monitors a few vital signs related to program performance objectives, outputs, and/or outcomes.

**Evaluation**

A system of tracking progress in accomplishing specific pre-set targets (activities, outputs, and/or outcomes).

**How does it work?**
### Comparing Performance Measurement and Evaluation

**Performance Measurement**
- Program Staff

**Evaluation**
- An experienced researcher (often external to the program) who has formal training in evaluation

#### Who typically does it?

#### When is it done?

### Evaluation Requirements

*What is Due When? § 2522.730*

<table>
<thead>
<tr>
<th>If you are competing for...</th>
<th>Submit evaluation plan</th>
<th>Submit evaluation report</th>
<th>If funded...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your first three-year competitive grant (and you have had less than three years formula funding)</td>
<td>✓</td>
<td>✓</td>
<td>Begin the evaluation planning process.</td>
</tr>
<tr>
<td>Your first three-year competitive grant (and you have had three or more years of formula funding)</td>
<td>✓</td>
<td>✓</td>
<td>Complete evaluation during the three-year grant period.</td>
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<td>A competitive AmeriCorps grant beyond your third three-year grant</td>
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### Evidence Continuum
Building Evidence of Effectiveness

Evidence Informed
- Identify a strong program design
- Ensure effective implementation
- Assess program’s outcomes
- Obtain evidence of positive program outcomes
- Attain strong evidence of positive program outcomes

Evidence Based

CNCS MODEL EVIDENCE OF EFFECTIVENESS

Building Evidence of Effectiveness

Evidence Informed
- Gather evidence supporting the intervention
  - Design / Adopt a strong program
  - Develop a Logic Model
  - Create Implementation Materials
  - Pilot implementation

Evidence Based

Building Evidence of Effectiveness

Evidence Informed
- Document program process(es)
- Ensure fidelity in implementation
- Evaluate program’s quality and efficiency
- Establish continuous process improvement protocols

Evidence Based

Building Evidence of Effectiveness

Evidence Informed
- Develop indicators for measuring outcomes
- Conduct pre-/post- intervention evaluation to measure outcomes
- Conduct process evaluation

Evidence Based

Performance Measures - Outputs

Performance Measures - Outputs
Building Evidence of Effectiveness

Examine linkage between program activities and outcomes
- Perform multiple pre- and post-evaluations (time series design)
- Conduct independent (unbiased) outcome evaluation(s)
- Conduct meta-analysis of various studies

Identify a strong program design
Attain strong evidence of positive program outcomes
Assess program’s outcomes
Obtain evidence of positive program outcomes
Ensure effective implementation

Logic Model

<table>
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<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs Short-Term</th>
<th>Outputs Medium-Term</th>
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<td>Changes in knowledge, skills, attitudes, opinions</td>
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INPUTS | ACTIVITIES | OUTPUTS | Outcomes
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Building Evidence of Effectiveness

Evidence Informed
Identify a strong program design
Ensure effective implementation
Obtain evidence of positive program outcomes
Attain strong evidence of positive program outcomes

Evidence Based
- Establish causal linkage between program activities and intended outcomes/impact (e.g. Conduct quasi-experimental evaluation using a comparison group, evaluation with random assignment (RCT), regression analysis, or other appropriate study design)
- Conduct Multiple independent evaluations using strong study designs

Building Evidence of Effectiveness

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<td>Changes in knowledge, skills, attitudes, opinions</td>
<td>Changes in behavior or action that result from participants' new knowledge</td>
<td>Meaningful changes, often in their condition or status in life</td>
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INPUTS | ACTIVITIES | OUTPUTS | Outcomes Short-Term | Outcomes Medium-Term | Outcomes Long-Term |
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<td>What we invest</td>
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</tr>
<tr>
<td>Agency/ Program Resources</td>
<td>Core Agency/ Program Components</td>
<td>Evidence of Program Implementation and Participation</td>
<td>Evidence of Change of Program</td>
<td>LOGIC MODEL</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
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<td>-------------</td>
<td></td>
</tr>
<tr>
<td>1.0 Inputs</td>
<td>2.0 Activities</td>
<td>3.0 Outputs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What we invest</td>
<td>What we do</td>
<td>Changes in knowledge, skills, attitudes, opinions, capacities</td>
<td>Changes in behaviors or actions, effectiveness &amp; accountability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Funding</td>
<td>2.1 Homework Assistance</td>
<td>4.1 Students feel a closer connection to school</td>
<td>5.1 Increased school attendance</td>
<td>6.1 Students have an improvement in grades</td>
<td></td>
</tr>
<tr>
<td>1.2 Staff</td>
<td>2.2 Financial Literacy</td>
<td>4.2 Students have greater knowledge of financial literacy</td>
<td>5.2 Students start saving money</td>
<td>6.2 Students save enough money to pay for a semester of college</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation Plan**

<table>
<thead>
<tr>
<th>Evaluation Topic</th>
<th>Evaluation Questions</th>
<th>Indicators</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Inputs</td>
<td>1.1 Funding</td>
<td>1.1.1 Is the level of funding adequate for the program?</td>
<td>Incoming funds and program expenses</td>
</tr>
<tr>
<td></td>
<td>2.0 Activities</td>
<td>2.1.1 What process was used to develop the homework assistance activity?</td>
<td>Development process</td>
</tr>
<tr>
<td></td>
<td>3.0 Outputs</td>
<td>3.1.1 How many students are receiving homework assistance a week?</td>
<td># of students attending each session</td>
</tr>
</tbody>
</table>

**Data Collection Matrix**

<table>
<thead>
<tr>
<th>Evaluation Topic</th>
<th>Evaluation Questions</th>
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<th>Data Sources</th>
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</thead>
<tbody>
<tr>
<td>4.0 Short Term Outcomes</td>
<td>4.1.1 Did students report greater feelings of connectedness to school over the school year?</td>
<td>School connectedness measure (e.g., Resnick et al., 1997)</td>
<td>Survey instrument with school connectedness measure</td>
</tr>
<tr>
<td>5.0 Medium Term Outcomes</td>
<td>5.1.1 Did students have an increased school attendance rate over the school year?</td>
<td># of days students attended school</td>
<td>School attendance records</td>
</tr>
<tr>
<td>6.0 Long Term Outcomes</td>
<td>6.1.1 Did students grades increase over the school year?</td>
<td>An increase in students' grades during the school year</td>
<td>School report cards</td>
</tr>
</tbody>
</table>

**Evidence Based Continuum**

Key expectations and steps
Evidence Continuum

- **Tier 1** - Theory of Change
- **Tier 2** - Performance Measurement
- **Tier 3** - Outcome Measurement
- **Tier 4** - Outcome Evaluation
- **Tier 5** - Impact Evaluation

### Building Evidence of Effectiveness

- Ensure fidelity in implementation
- Attain strong evidence of positive program outcomes
- Assess program's outcomes
- Obtain evidence of positive program outcomes
- Identify a strong program design
- Ensure effective implementation

### Evidence Based

---

### Process/Implementation Evaluation

<table>
<thead>
<tr>
<th>Process</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>INPUTS</td>
<td>ACTIVITIES</td>
</tr>
<tr>
<td></td>
<td>Short-term</td>
</tr>
</tbody>
</table>

### 6 Steps for Process Evaluation

1. Review Program Documents and Note Underlying Assumptions
6 Steps for Process Evaluation

2. Identify the Program Elements Crucial to Successful Implementation and Determine Which May Be Vulnerable

3. Select Well-Suited Data Collection Methods

4. Identify Problems

5. Probe for Sources of Problems to Help Stakeholders Choose Remedial Action
6 Steps for Process Evaluation

6. Submit Findings to Stakeholders and Document Changes They Make Based on the Findings

4 Types of Process Evaluation

- On-Site Observation and Checking
- Intensive Interviews
- Focus Group Meetings
- Comprehensive Scanning

Building Evidence of Effectiveness

- Evidence Informed
- Ensure effective implementation
- Assess program’s outcomes
- Obtain evidence of positive program outcomes
- Attain strong evidence of positive program outcomes

Conclude process evaluation

Process Evaluation for Mature Stages

- Conclusive Process Evaluation
  - Designing a conclusive evaluation
**Process Evaluation for Mature Stages**

- Example Conclusive Process Evaluations
  - Intervention Fidelity Evaluation
  - Referral Fidelity Evaluation
  - Service Delivery Fidelity Evaluation
  - Target Population Fidelity Evaluation

**Program Monitoring**

Program monitoring is helpful as a provider of the kind of basic information to which nearly all programs wish to have access: a set of vital statistics concerning the program’s implementation and outcomes.

**Building Evidence of Effectiveness**

Perform multiple pre and post-evaluations (time series design)

**Program Monitoring**

Program Monitoring is a practical program evaluation tool, with a focus on evidence-based approaches. It involves tiered evaluation strategies, as follows:

1. **Tier 4 - Outcome Evaluation**
   - Identify a strong program design
   - Ensure effective implementation
   - Assess program’s outcomes
   - Obtain evidence of positive program outcomes
   - Attain strong evidence of positive program outcomes

**An evaluation that calls for periodic collection of quantitative information about a program’s process and outcomes is called program monitoring.**
Process Monitoring

- Sociodemographic backgrounds of recipients
- Kind of risk behavior recipients represent and the severity of their need
- Number of intervention activities service recipients have completed
- Process Monitoring (Over time) vs Process Evaluation (Set Time)

Outcome Monitoring/Evaluation

<table>
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<tr>
<th>Inputs</th>
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Outcome Monitoring

- Outcome Monitoring
  - Identification of goals
  - Identification of goal indicators and data sources
  - Determination of needed background information
  - Pre- and post-intervention collection of data

Non Experimental Design

Potential Participants → Pretest → Program → Posttest
Outcome Monitoring vs. Impact Evaluation

- Cannot determine program effectiveness
- Can provide rapid data on service recipients’ progress (or lack thereof)
- Affordable

Building Evidence of Effectiveness

- Establish causal linkage between program activities and intended outcomes/impact
- Conduct Multiple independent evaluations using strong study designs

Tier 5 - Impact Evaluation

- Identify a strong program design
- Ensure effective implementation
- Assess program’s outcomes
- Obtain evidence of positive program outcomes

- Attain strong evidence of positive program outcomes

Experimental Design

- Randomly Sorted
- Pretest
- Program
- Posttest
- Compare

Quasi-Experimental Design

- Statistically Matched
- Pretest
- Program
- Posttest
- Compare
Resources Available

• CNCS Evaluation Support:
https://www.nationalservice.gov/resources/evaluation

• Program Officer

Technical Assistance through March

Schedule an evaluation review and TA call with me at:
calendly.com/thenera
tbailey@sisgigroup.org

One week prior to the call email
- Evaluation plan
- Instruments
- Past reports or results
- List of questions or concerns