



Does It Work?

Collecting and Managing Data for
Program Evaluation

Why Here?

- o Logic model guides evaluation
- o Ideas for data collection
- o Role of data in process evaluation
- o Role of data in outcome evaluation

Getting to Outcomes™



*Getting To Outcomes™ 2004:
Promoting Accountability Through Methods and Tools for
Planning, Implementation, and Evaluation (GTO™-04)*

Evaluating & Improving Programs

- o Evaluate planning and implementation. How did it go? (Process evaluation)
- o Evaluate program's success in achieving desired results. (Outcome evaluation)
- o Make a plan for program improvement.
- o Consider how to keep the program going if it is successful.

Key Components of Logic Model



Program Evaluation

- o Identify what will be measured
- o Determine design
- o Decide methods
- o Collect data
- o Analyze data
- o Interpret results
- o Report findings
- o Share successes

Problem Statement: Youth on probation supervision have a violent re-offense rate of 30% demonstrating a need for a cognitive behavioral intervention program that addresses youth who experience difficulties with interpersonal relationships and prosocial behavior

Goal: To reduce recidivism by modifying the anti-social behavior of chronically aggressive youth through skill streaming, anger control and moral reasoning training

Target Population:	Resources:	Activities:	Outputs:	Outcomes:
<ul style="list-style-type: none"> • Ages 12-17 • Youth on probation • Identified as chronically aggressive through relevant assessments • Identified as accepting of anti-social behavior through relevant assessments 	<ul style="list-style-type: none"> • ART-trained group facilitators • Assessment personnel (e.g. trained probation officers or case managers) • Program materials • Space for groups of 8-12 youth to meet • Evaluation checklist • Budget 	<p>30 one-hour program sessions delivered 3 times per week over 10 weeks (1 hr. per component)</p> <ul style="list-style-type: none"> • 10 one-hour sessions, delivered 1 time per week over 10 weeks on Structured Learning Training: <ul style="list-style-type: none"> ○ Modeling ○ Role playing ○ Performance feedback ○ Transfer training • 10 one-hour sessions, delivered 1 time per week over 10 weeks on Anger Control Training: <ul style="list-style-type: none"> ○ Identifying triggers/cues ○ Using reminders/reducers ○ Self-evaluation • 10 one-hour sessions, delivered 1 time per week over 10 weeks on Moral Reasoning: <ul style="list-style-type: none"> ○ Moral dilemma exposure 	<p>Participants will attend at least # of the 30 program sessions</p> <ul style="list-style-type: none"> • # of Structured Learning Trainings given and attendance rate • # of Anger Control Trainings given and attendance rate • # of Moral Reasoning sessions given and attendance rate 	<ul style="list-style-type: none"> • At least XX% of participants will abstain from recidivating within 18 months of the date of program completion • At least XX% of participants will have significant improvements in parent- and teacher-reported scores on the Social Skills Rating System (SSRS) • At least XX% of participants will have significant improvements on parent-reported scores on the Child and Adolescent Disruptive Behavior Inventory 2.3 (CADBI) • At least XX% of participants will report significant improvement on the HIT instrument

Date Created/Modified:

Data Collection

o What, where, when, who

- o Program Records
- o Program Participants
- o Evaluator Observation

o Examples

- o Case Management System/JCMS
- o Excel

Case Management System

o Existing Fields

- o Program outcome
- o Educational status

o User Defined Fields

- o More detail about outcome
 - o Failure to comply reasons
- o More specific dates
 - o Test date

Excel

- o Attendance
- o Pre-Post
- o Surveys
- o Observations
- o Recidivism

Process Evaluation

- o How will you know if program implemented successfully?
- o Questions:
 - o What activities actually implemented?
 - o Program implemented on time?
 - o What was done well?
 - o Did program participants match target population?
 - o What changes need to be made?

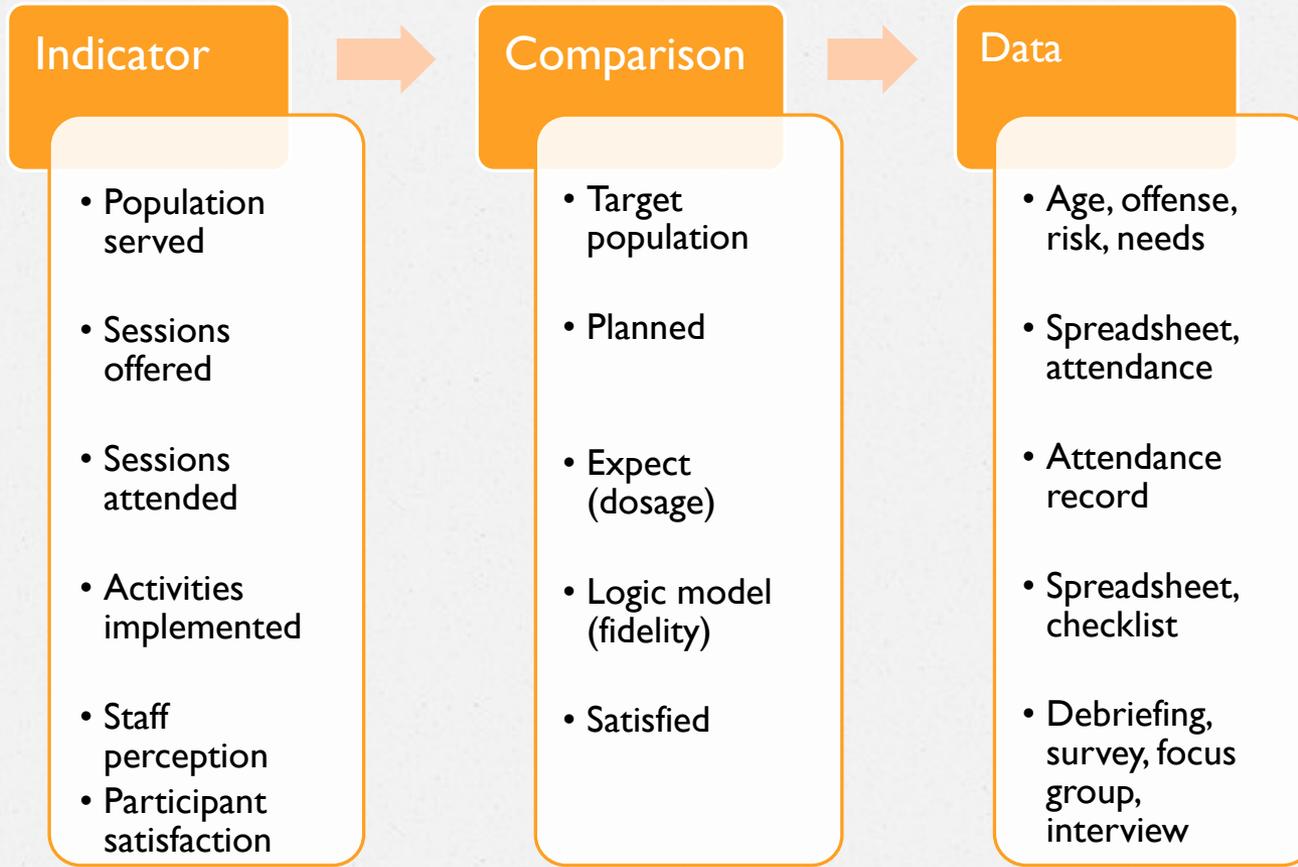
Process Evaluation

- o Why worry?
 - o Short-Term
 - o What's working well, what's not
 - o Show early successes
 - o Long-Term
 - o Help explain final evaluation results
 - o Help when repeat the program

Process Evaluation

- o Start before the program starts and continue while program running.
- o Decide how will collect data.
 - o How well stuck to plan (fidelity)
 - o Attendance
 - o Ask staff and/or program participants
- o Collect more specific data than think need!

Process Evaluation



Attendance

o % Output = Actual/Anticipated*100

Class Name	Beginners Use of Excel for Analysis				
List of Students	8/1/2016	8/2/2016	8/3/2016	8/4/2016	8/5/2016
Duck, Donald	Attended	Attended	Excused Absence	Class Cancelled (approved)	Class Cancelled (unapproved)
Runner, Road					

o Classes held $3/5 * 100=60\%$

o Donald Duck $2/3 * 100=67\%$

Dosage

o How much did participants receive?

Attendance

- Very low
- Very low
- Very high

Outcomes

- Positive
- Negative
- Negative

Program

- Change not due to program
- Not enough
- Right program?

Process Evaluation

Planning Activities				
Component	Key Planning Activities	Scheduled Completion	Actual Completion	
Target Group				
Group	Anticipated Number	Actual Number	% (How identified)	
Outputs				
Component	Imp. as Planned?	Anticipated	Actual	% Output
Progress, Problems, Lessons Learned				

Process Evaluation

- Need both
 - Appropriate program and program theory
 - High quality implementation

Process

- High quality
- High quality
- Poor quality

Outcomes

- Positive
- Negative
- Negative

Program

- Appropriate
- Inappropriate
- ?

Outcome Evaluation

- o How will you know if program achieves its desired outcomes?
- o Questions
 - o Did the program work? Why? Why not?
 - o What improvement did see among participants? By how much?
 - o Should you continue the program?
 - o What can you show others?

Outcomes

- o Changes that occur as result of program
- o Knowledge, attitudes, skills, behaviors
- o Time frame for monitoring
 - o Short term – Successful completion
 - o Medium term – Decrease in disruptive behavior
 - o Long term - Recidivism

Outcomes

- o Targets
 - o Established program
 - o New program
 - o Similar program
 - o Similar setting
- o Realistic
- o Measureable

Analyze Data

- o Quantitative
 - o Frequency - # trainings attended
 - o Average - attendance, reading gain
 - o Percentage - skills, protective factors, AOD use, constructively engaged, recidivism
- o Qualitative
 - o Descriptive
 - o Content analysis

Pre-Post

- Depends on the criteria

Youth	1/1/2017	6/1/2017	12/1/2017	Difference	% Increase	Met Criteria
Duck, Donald	50	60	77	27	54%	Yes
Runner, Road	10	5	30	20	200%	Yes
White, Snow	40	44	60	20	50%	Yes
Cinderella	50	60	55	5	10%	No
All	38	42	56	18	48%	No

- 75% will show 50% increase in scores → Yes
- Overall 50% increase in scores → No

Successful Completion

- o Track individual and program level

Measure	Yes	No
Attendance		
Skills demonstration		
School or work		
No referrals		
Overall		

Interpret Results

- Explain what you think data means

Outcome	Measure	Met
Improve skills by 50%	Pre-Post	No
Improve attendance by 50%	Pre-Post	Yes
Reduce recidivism by 10%	Pre-Post	Yes

- Reduced recidivism → Yea!
- Due to program? If implemented with fidelity, what other programs youth enrolled in that could affect recidivism?
- Conclusions stronger with a control group

More Evidence

o Effect Size

- o Magnitude, or size, of an effect
- o Change behavior (recidivism)

o Cost

- o Cost vs. benefit
- o Compare across interventions

Program Improvement

o Document

- o Implemented with fidelity?
- o What worked well or didn't?
- o Modifications along the way?

o Ask

- o Reach intended participants?
- o Successful for subgroup of participants?
- o Resources available to make changes?

Program Sustainability

- o Ask

- o Program shown to be effective?
- o Does program continue to address needs?

- o Plan

- o Program champions
- o Train others
- o Cultivate additional resources
- o Integrate with existing programs/services

Plan for Data



References

- Chinman, M., Imm, P., & Wandersman, A. (2004). Getting To Outcomes™ 2004 Promoting accountability through methods and tools for planning, implementation, and evaluation (TR-101-CDC). Santa Monica, CA: RAND Corporation.
- Wiseman, S., Chinman, M., Ebener, P.A., Hunter, S., Imm, P., & Wandersman, A. (2007). Getting To Outcomes™ 10 steps for achieving results-based accountability. Santa Monica, CA: RAND Corporation.