



Evaluation Ideas: Team Evaluation Activity

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Learning Objectives

- To discuss why we do evaluation
- To learn about tools for doing evaluation
- To learn the first step in evaluation: using logic models to describe programs
- To create a logic model for BCI for your community (Team Evaluation Activity)

Why Do Evaluation?

- What is evaluation? What is its purpose?
- Why do evaluation?
- How do you think evaluation might be useful to your team/community?

Some Tools for Doing Evaluation

- Overall Tools for Designing and Conducting Evaluations
- Tools for Developing Surveys, Questionnaires and Measures
- Tools for Understanding Evaluations of Community Interventions

Logic Models

A logic model is a visual representation of how a program will work.

■ A logic model

- Provides a sense of scope of your program
- Ensures that systematic decisions are made about what is to be measured
- Makes evaluation a realistic and integral part of program operations by distinguishing between short, intermediate and long-range outcomes.

Why Build a Logic Model?

- To increase understanding and communication
- To monitor progress
- To develop clear goals and not over-promise what a program can achieve
- To serve as a framework for evaluation
- To understand your assumptions about how a program is supposed to work

Logic Model Framework: Innovation Network

Figure 1: Logic Model Components

Problem Statement:

A description of the problem that a program seeks to solve

Goal

The intended aim or impact over the life of a program

Outcomes:

The changes expected to result from a program – changes among clients, communities, systems, or organizations

Rationales:

Why will program activities produce results?

Assumptions:

What factors necessary for program success are already in place?

Resources:

People, time, materials, funds dedicated to or consumed by a program

Activities:

The actions a program takes to achieve desired results

Outputs:

The tangible, direct products of program activities

External Factors:

Other influences on program results; circumstances beyond program control

Problem Statement

- Briefly explain why there is a need for your intervention:
 - What community problem does the program solve?
- Include: Who, what, why, where, and how in your statement.
- Sample:
 - “In Townsville, low-income residents with bad or no credit do not have resources available to help them improve their current living situations.”

Goal

- Overall purpose of program:
 - What are you trying to accomplish over the life of the program?
- Goals should include:
 - General intended result
 - Target population
- Sample:
 - “Improve the health status of children ages birth to 8 years old living in Harris County.”

Rationale and Assumptions

- Rationale: beliefs about how change occurs
 - “Success in moving individuals from welfare to work and achieving economic self-sufficiency is closely related to the availability of jobs, education and training.”
- Assumptions: conditions that are necessary for the program to succeed and that you believe are true
 - “There are living wage jobs for welfare recipients located within a reasonable distance from the low-income neighborhood where they live, with adequate public transportation.

External Factors

- Can help or hinder a program's success
- Types of External Factors
 - Political environment
 - Economic situation
 - Social/cultural context
 - Geographic or other natural constraints
 - Other?
- Sample question:
 - “Is the current political environment supportive of your program strategies?”

Resources

- Resources you currently have to support your program.
- Common types of resources:
 - Human
 - Financial
 - Space
 - Technology
 - Equipment and other materials
- Sample:
 - Staff: 3 full-time and 1 part-time staff
 - Supplies: art supplies

Activities

- Actions that are needed to implement your program.
- Common activities:
 - Developing products
 - Providing services
 - Engaging in public advocacy, planning, etc.
 - Building infrastructure
- Sample:
 - “research best practices”
 - “develop curriculum”
 - “prepare materials”
 - “arrange logistics”
 - “select trainer”
 - “conduct training”
 - “develop and implement feedback survey”

Outputs

- Measurable, tangible, and direct products or results of program activities. These lead to desired outcomes.
- They refer to quantities or reflect the existence of something new.
- Sample:
 - Number of classes taught
 - Number of community planning meetings held
 - Materials developed or distributed
 - Partnerships or coalitions formed

Outcomes

- Changes that occur or the difference made for individuals, groups, families, organizations, and/or communities during and/or after the program.
- Types of changes:
 - Learning (e.g., knowledge, opinions)
 - Action (e.g., modified behavior, decisions)
 - Condition (e.g., economic, civic)
- Short-term, intermediate, or long-term outcomes
- Sample:
 - “Decreased violence in the southwest end of the Westwood neighborhood over the next 2 years.”
 - “Increased collaboration with other organizations over the next 6 months.”

Team Evaluation Activity

- Using the Logic Model Template, develop a preliminary logic model for BCI in your community.
- Group Discussion Questions:
 - How easy and/or difficult was it for you to develop the logic model?
 - Do you think it helped you clarify how BCI will work in your community?
 - How could the logic model help you to monitor progress in your community?