Measuring Success of CMV Initiatives: Evaluation 101

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Learning Objectives

1: Participants will be able to describe the steps in the Centers for Disease Control and Prevention (CDC) framework for program evaluation.

2: Participants will be able to compare process measures of fidelity, reach, response, and satisfaction.

3: Participants will be able to outline an evaluation for a CMV initiative.
Evaluation

What: Systematic collection of information

About: the activities, characteristics and outcomes of programs

Purpose:  
- make judgments about the program  
- improve program effectiveness and/or  
- inform decisions about future program development
Introduction to Program Evaluation for Public Health Programs:

A Self-Study Guide

http://www.cdc.gov/eval/guide/index.htm
Interdependent

Sequential

Standards
- Utility
- Feasibility
- Propriety
- Accuracy

Engage Stakeholders

Describe the Program

Focus Evaluation Design

Gather Credible Evidence

Justify Conclusions

Use and Share Lessons Learned

Source: http://www.cdc.gov/eval/materials/frameworkoverview.PDF
1. Engage Stakeholders
Stakeholders

Invested  Interested  Involved
Key Tasks at this Step

1. Identify
2. Discover
   - What do they want from the evaluation?
   - How will they use the results?
   - Reason they are interested?
2. Describe the Program
Key Tasks at This Step

1. **Program is described**
   - In writing
   - In a visual (logic model)

2. **Agreement obtained**
   - Among stakeholders
<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Participation</th>
<th>Short Term Outcomes</th>
<th>Long Term Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff: Executive Director</td>
<td>Schedule screenings for children in child care facilities, libraries and school districts.</td>
<td>900 Children and five Professional screeners</td>
<td>10-17% of the children screened will require further evaluations</td>
<td>Parents will demonstrate an increase in knowledge of how to access community resources to address identified area of need.</td>
<td>Denver II/Preschool/Infant Toddler Developmental Screening Assessment</td>
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<tr>
<td>Program Manager</td>
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<tr>
<td>Data Specialist</td>
<td>Provide parents with resources about healthy child development.</td>
<td>900 parents</td>
<td>Increase in knowledge about developmental milestones child has achieved.</td>
<td>Increased ability to advocate on behalf of their children.</td>
<td>Childhood Autism Rating Scale (CARS) Screening Assessment</td>
</tr>
<tr>
<td>Volunteers: Data Specialist, Interpreter</td>
<td>Distribute “Getting Ready for Kindergarten” Calendars.</td>
<td>900 Parents and Children</td>
<td>Increase in number of families that have access to activities to do at home with their child.</td>
<td>Increase in the amount of time parents interact in a nurturing and positive manner with their child.</td>
<td>PediVision Screening Assessment</td>
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<tr>
<td>Materials, Supplies Technology Printing, Advertising, Occupancy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Audiologic Hearing Screening Assessment</td>
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<tr>
<td>Professional Screeners Community Agencies:</td>
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<td></td>
<td>Parent Satisfaction Survey in Spanish and English</td>
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<tr>
<td>Pocono Services for Families and Children, Developmental Education Services, Center for Vision Loss and East Stroudsburg University’s Speech&amp; Language Department, Easter Seals</td>
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<td>Community partners providing space for screenings: Schools, child care facilities, and libraries.</td>
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<td></td>
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<tr>
<td>Financial resources Media outlets Data sources</td>
<td></td>
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</tr>
</tbody>
</table>
Key Tasks at This Step

- **Need.** What problem or opportunity does the program address? Who experiences it?
- **Expected effects.** What changes resulting from the program are anticipated? What must the program accomplish to be considered successful?
- **Activities.** What steps, strategies, or actions does the program take to affect change?
- **Resources.** What assets are available to conduct program activities (e.g., time, talent, technology, information, money, etc.)?
- **Stage of development.** How mature is the program (i.e., is the program mainly engaged in planning, implementation, or effects)?
- **Context.** What is the operating environment around the program? How might environmental influences (e.g., history, geography, politics, social and economic conditions, secular trends, efforts of related or competing organizations) affect the program and its evaluation?
- **Logic model**
3. Focus Evaluation Design
Key Task in This Step

- Decide the type of evaluation you will do
EVALUATION PURPOSES

Accountability  Effectiveness  Improvement
4. Gather Credible Evidence
Key Tasks in This Step

- Identify
  - Indicators

- Write
  - Questions for a survey, focus group, in-depth interview, etc.

- Decide
  - How or where to get data
  - Sample size and selection
PROCESS MEASURES

Fidelity  Reach  Response  Satisfaction
"The way you frame the question is key. It can result in garbage or gold."
Choosing Between Methods

Who are respondents?

What am I asking?

Time?

Money?
Is this a topic that is going to generate group discussion, or when I ask a question is everyone going to take their turn talking about his/her personal experience?
Resources for Data Collection

- Qualtrics.com
- SurveyMonkey.com
- Research Methods Knowledge Base
  [http://www.socialresearchmethods.net/]
5. Justify Conclusions
Key tasks in this step

1. Analyze data
2. Interpret data
   - What does this mean?
3. Make judgements
4. Recommend actions
6. Ensure Use and Share Lessons Learned
Key Tasks at this Step

1. Communicate findings
   - Know what is important to stakeholders
   - Tailor reports

2. Think stories
12 FACTS ABOUT WAL-MART THAT WILL BLOW YOUR MIND

Wal-Mart averages a profit of $1.8 million every hour.

37 million people shop at Wal-Mart every day; that's more than the population of Canada.

Wal-Mart's $288 billion U.S. retail sales exceed those of Kroger, Target, Costco combined.

The average Wal-Mart Supercenter sells 140,000 items.
STUDY HABITS
How students learn

70% take notes on digital devices
78% claim they cannot study without the aid of various technologies
91% communicate with professors via email
65% create digital presentations

3/4 of students who own tablet computers prefer them to textbooks
86% of students claim to study better with tablets
48% of students believe tablets will completely replace textbooks in the coming 5 years
<table>
<thead>
<tr>
<th>State Awardee</th>
<th>Grant Amount</th>
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<td>Alaska</td>
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<td>California</td>
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<td>Virginia</td>
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<tr>
<td>Total</td>
<td>22,959,824</td>
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</table>

SOURCE: Authors’ analysis.

http://www.rand.org/pubs/research_reports/RR1439.html
Resources for Presenting Findings

Evergreen Data
Intentional Reporting & Data Visualization

Presenting data effectively changes the conversation.

Let's talk about how to change your conversations.

I wrote a book!

Presenting Data Effectively: Communicating Your Findings for Maximum Impact, about how to better design our reports, slideshows, research posters, and graphs.

The Checklists!

Research-based design guidelines for reports, slides, and data visualizations. Download Stephanie's popular Evaluation Report Layout Checklist based on her dissertation. For slideshows, review this checklist Stephanie made for the Potent Presentations Initiative. New release! The Data Visualization Checklist will rock your world.

http://stephanieevergreen.com/
Resources for Presenting Findings
General Evaluation Resources

American Evaluation Association
http://www.eval.org/

Community Tool Box
http://ctb.ku.edu/en