



# **Program Evaluation and Design Workshop**

**Saturday June 22, 2013  
Budapest, HU**





**Welcome!**





**who**





**What**



# Program

A group of related projects and activities that share the same objective, are repeated on a regular basis and are based on a similar theory of change while using similar processes and interventions to make that change happen.



# Characteristics of a Program

- **Shared objective:** a group of related projects and activities that share the same objective / goal
- **Sustained:** a group of related projects and activities that are repeated on a regular basis / that involve a long term commitment
- **Similar Model:** a group of related projects and activities that share a similar theory of change and that use similar processes and interventions to make that change happen



# Program Evaluation

The *systematic* collection of information about the activities, characteristics, and outcomes of programs to find out whether the program is achieving its goals, how to improve the program's effectiveness, and make informed decisions about which programs to fund.



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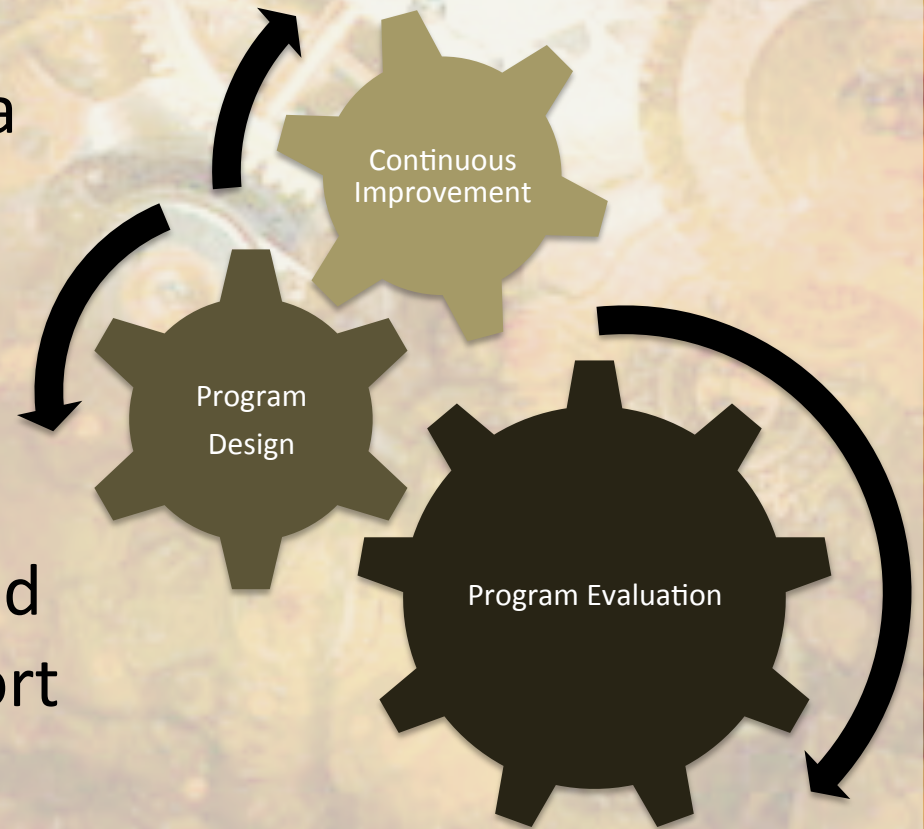


**Why**



# Why is Evaluation Important?

- Provides information for decisions and for improving/strengthening a program
- Provides accountability to funders and other stakeholders
- Transparency of efforts and outcomes increases support
- Measures progress in meeting goals







# The Scatter Plot



# How





# Our Approach

- We're all in this together – this is a *continuous process of learning* for everybody involved
- We're doing this collaboratively (no top-down approach)



# Goals of this Workshop

- Gain a basic shared understanding of program evaluation; share a common language of evaluation
- Work collaboratively to map and prioritize measurable outcomes
- To learn about different sources for data and how to extract data
- Build a community of people who are committed to working on program evaluation



# More about this Workshop

- This is a pilot: we are taking an iterative approach and improve things along the way
- We're listening to your feedback  
Materials will be shared online



# Pickles







# **Stages and Types of Evaluation**



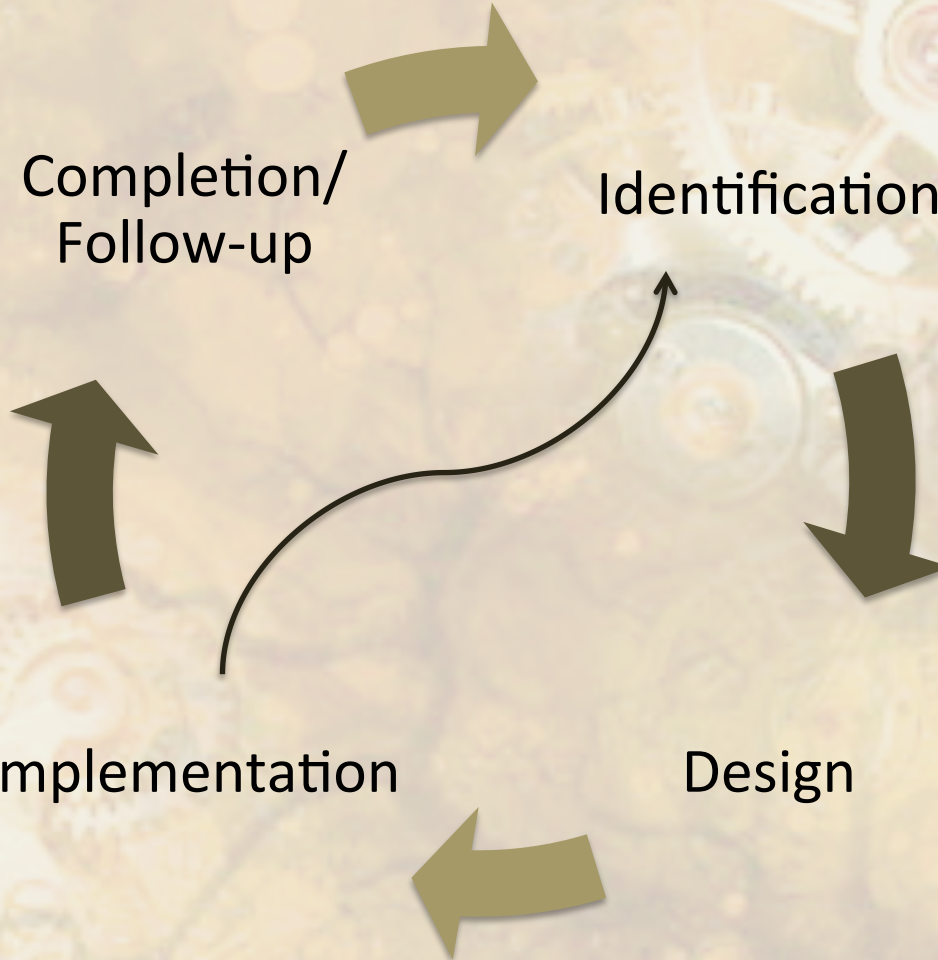
# Stages of Evaluation

Completion/  
Follow-up

Identification

Implementation

Design





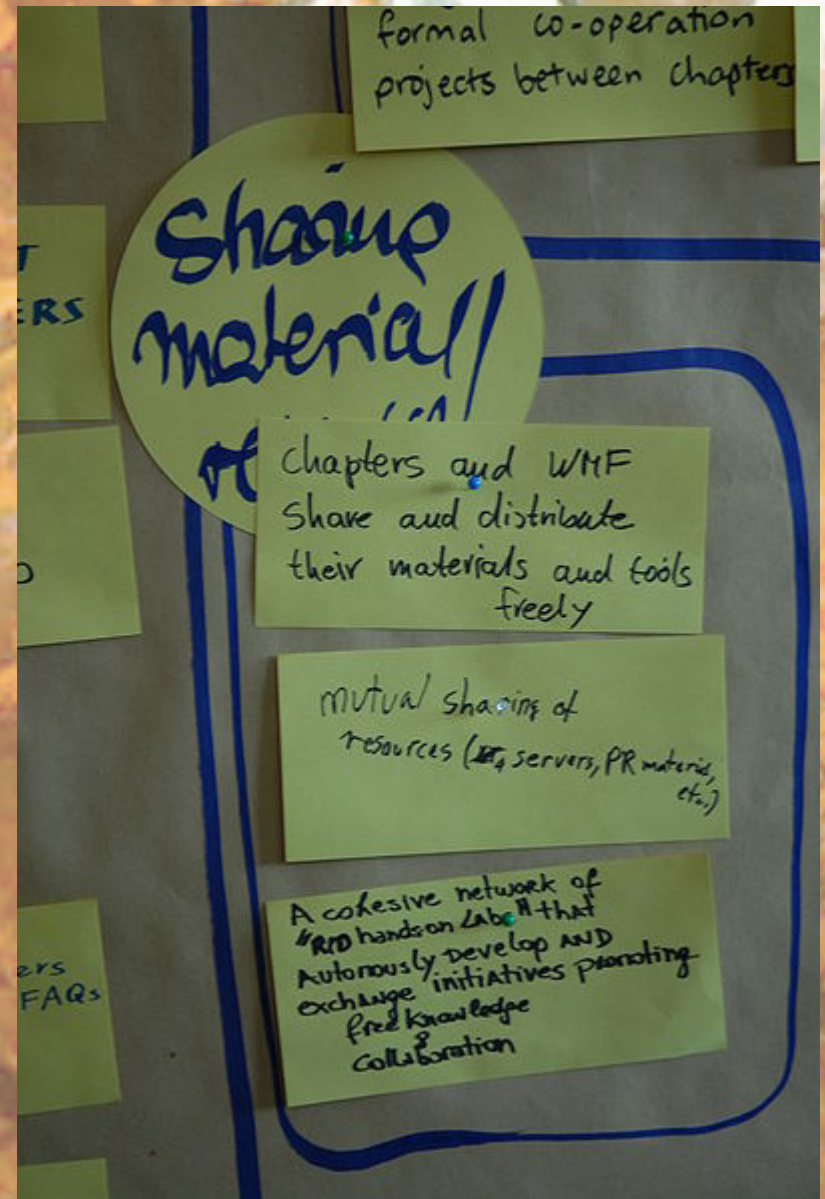
STAGE	Identification	Design	Implementation	Completion/ Follow-up
<b>Monitoring and Evaluation Tasks</b>	<ul style="list-style-type: none"> <li>Identifying what is known from past successes and failures.</li> <li>Providing lessons learned.</li> <li>Identifying assumptions</li> </ul>	<ul style="list-style-type: none"> <li>Capturing the baseline</li> <li>Setting clear objectives</li> <li>Identifying targets, indicators, and benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring programming outputs and data capture</li> <li>Assessing progress in delivery and along chain of outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Analyze, report, and use evaluation findings</li> <li>Summative/ Outcomes assessment of results, lessons learned, and next steps</li> </ul>

**Learning Concept:** There are four general stages in any evaluation process which happen in various iterations along the evaluation <-> design path.



# Sharing

- Introduction of Glossary
- Participant experiences with different stages of evaluation





# Types of Evaluation

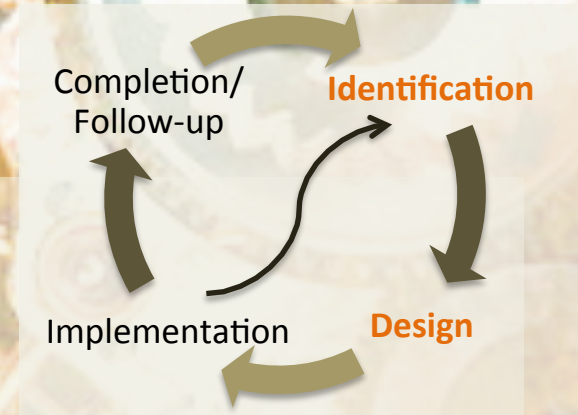
- Needs Assessment
- Feasibility Assessment
- Monitoring
- Context
- Formative/Process
- Summative
- Impact or outcome

**Learning Concept:** There are many types of evaluation, and evaluation strategies, that answer different types of questions during different stages of evaluation.



# Needs Assessment

- Occurs before the program begins
- Identifies demand or gaps
- Used to establish:
  - baselines (starting point)
  - goals & objectives
  - Resources needed



**There is no free picture for this species**



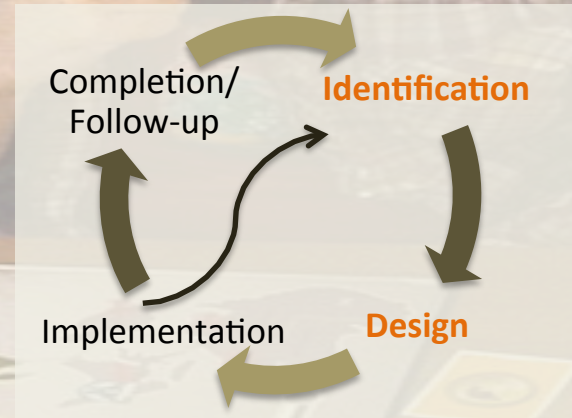
**Can you donate one?**

***What change is needed?***



# Feasibility Assessment

- Examines whether the proposed program and activities are possible
- Assesses whether the proposed objectives are possible within the proposed plan and timeline

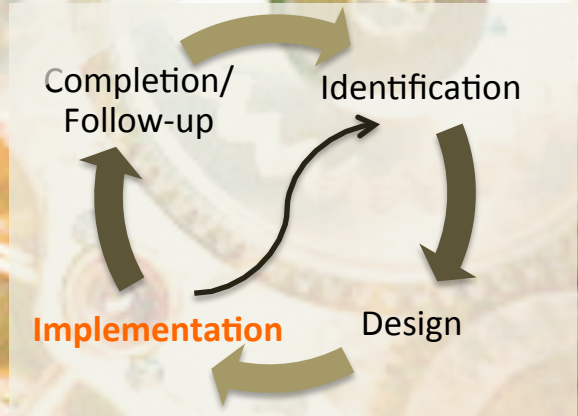


***What can we reasonably accomplish?***



# Monitoring

What did you do?

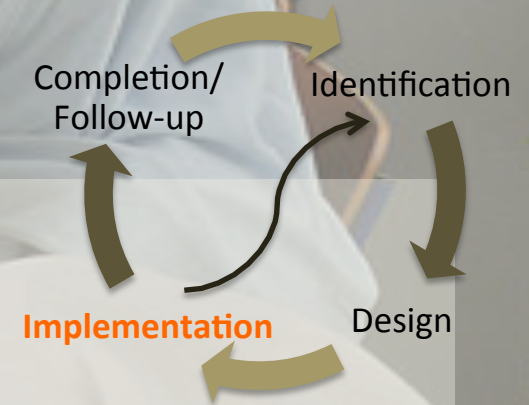


- Tracks and describes programming inputs and delivery of program activities
- Tracks and describes outputs (i.e., event counts, participant counts)



# Context Evaluation

- Examines the setting and environment of the program
- Assesses how social, political, economic, geographic, and/or cultural factors effect program success

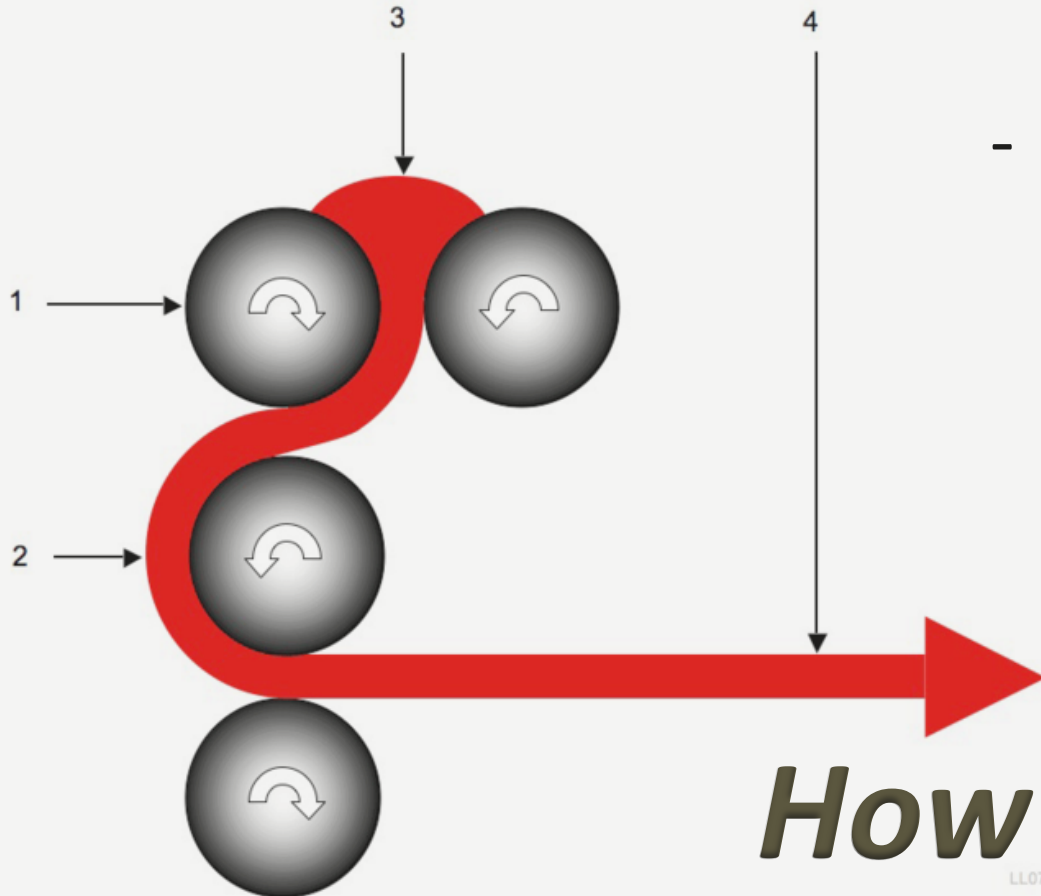
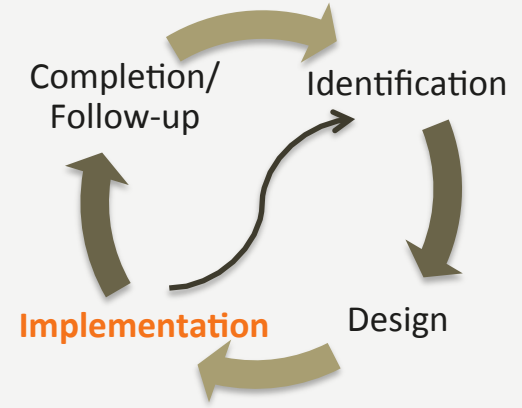


***What external factors influenced the program?***



# Formative/Process

- Provides information for program modifications, documentation, and management



- Provides feedback to improve program and its effectiveness throughout the program delivery process

***How did it work?***



# Summative

- Looks at whether the program objectives were met after the program timeline is complete.
- Provides evidence to inform judgments of the programs worth, impact, and merits for continuation



Completion/  
Follow-up

Identification

Implementation

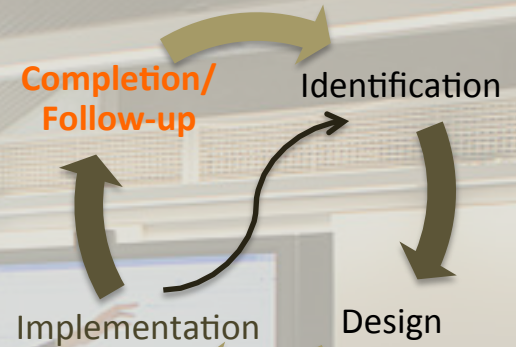
Design

***What Happened?***



# Impact or Outcome

- Measures the extent to which goals and objectives were met
- Examines comparison and/or control groups
- Provides comparable data about programs to inform decisions about continuing, expanding, or reducing funding based on cost of attaining impact.



***What led to the most success?***



I LOVE  
SHARING



\*\*\* Time for brief break\*\*\*

# The current evaluation aims to be...

## Empowering

- Foster program leader choice
- Focus on building program leaders capacity to help themselves
- Support and enhance desired outcomes





# The current evaluation aims to be...

## Participatory

- Develop program leaders evaluation logic and skills
- Involve program leaders as key participants – *they* make the major focus and design decisions and select and commit to process and outcomes
- Program leaders draw and apply conclusions to the design of their programming.

# The current evaluation aims to be...

## Utilization-focused

- Focus on intended uses and users
- Actively involve users in all aspects of the evaluation
- Measure the extent to which goals and objectives are met
- Provide comparable data to inform decisions to continue, expand, or reduce funding based on costs and impact.
- Lead to ongoing commitment to using evaluation logic and building a community culture of learning



# Evaluation Roles

## Program Leader Roles

- Learn evaluation logic and skills
- Define major focus
- Value each others' expertise
- Participate in design
- Draw and apply conclusions

## Evaluation and Design Team Roles

- Build capacity of program leaders as evaluators
- Act as a learning resources
- Facilitate group process
- Support group cohesion
- Support collective inquiry
- Develop tools and pathways for inquiry

## Shared Roles

- Develop logic model(s)
- Determine how to measure outcomes
- Design data collection methods
- Analyze and reflect on data
- Draw conclusions
- Plan next steps and report results



# Visioning Activity







# Lightening Talks



The background is a detailed steampunk illustration. It features a complex arrangement of brass and copper gears of various sizes, some with intricate teeth and others with smooth surfaces. A large, ornate clock face is visible in the upper right quadrant, with Roman numerals and a prominent hand. The overall color palette is warm, dominated by golden yellows, browns, and muted reds, creating a rich, textured appearance. The lighting is soft, highlighting the metallic sheen of the gears and the intricate details of the clock mechanism.

# Lunch

(12:30-13:30)



# Theory of Change and Logic Models



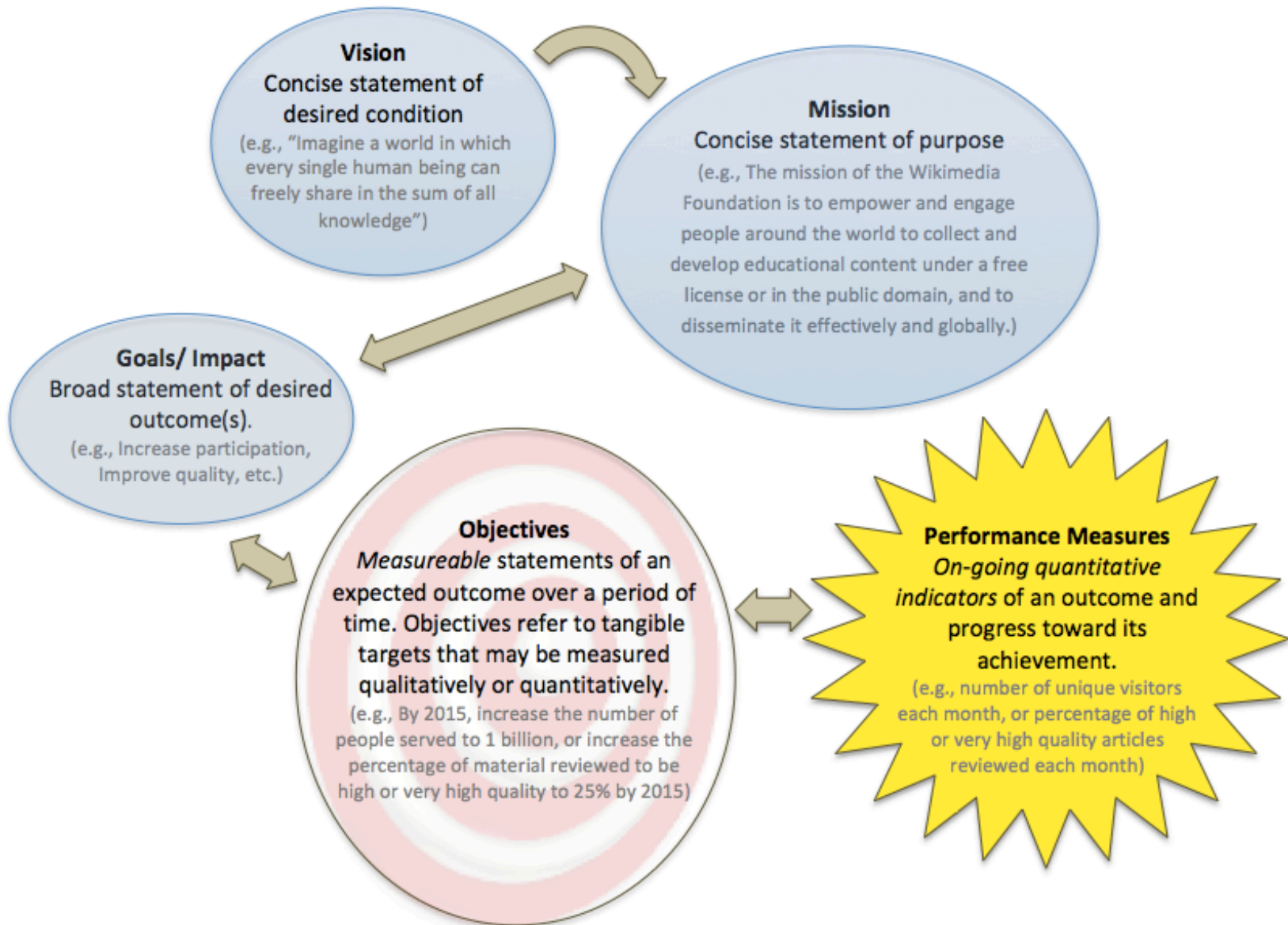
# Theory of Change

A theoretical pathway which articulates the action steps that:

- Link your mission and programming activities toward change through logical cause and effect relationships
- Allow for the specification of program outputs and participant outcomes you are trying to effect
- Focuses on key outcomes that are specific, measureable, attainable, realistic, and time-bound



# A Focus on Outcomes



# The Logic Model

Chain of outcomes and the logic model as a most important tool:

- An organized and basic description of a program and its measureable accomplishments
- An ordered series of “if-then” relationships that are expected to lead to the desired program outcomes
- A framework for describing the relationships between programming investments, activities, and results.

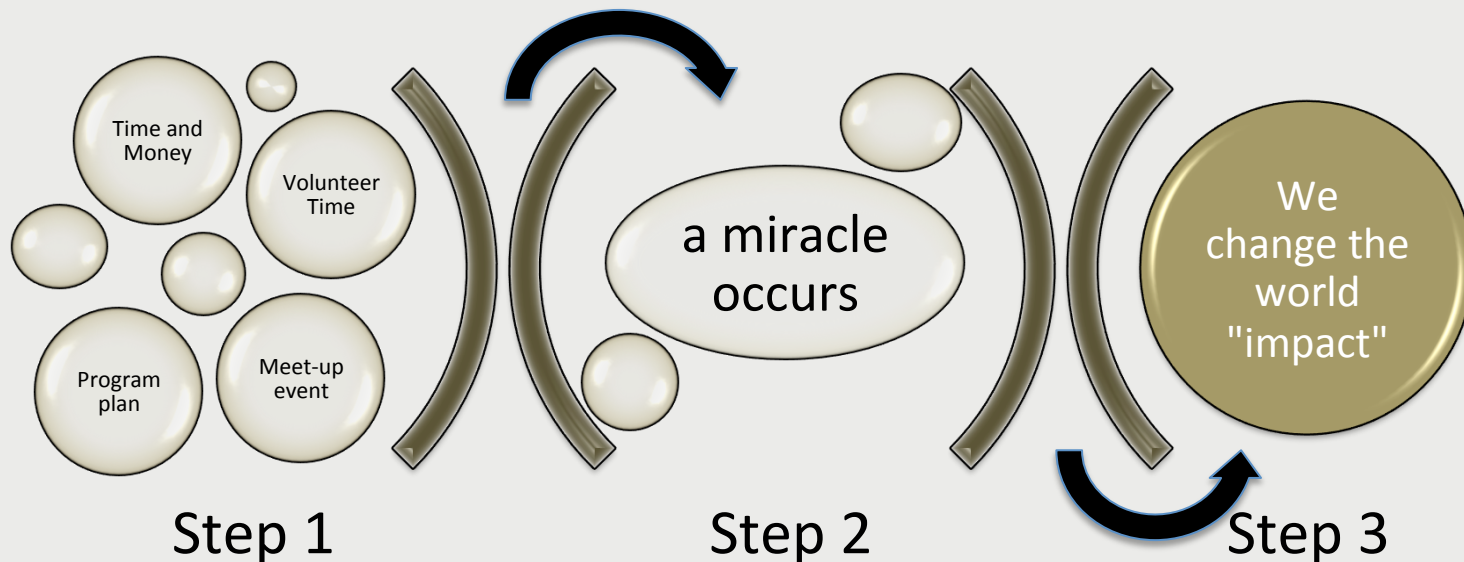


A common problem is that activities and strategies often do not lead to the desired outcomes.

A logic model makes the connections EXPLICIT.

Check your 'if-then' statements:

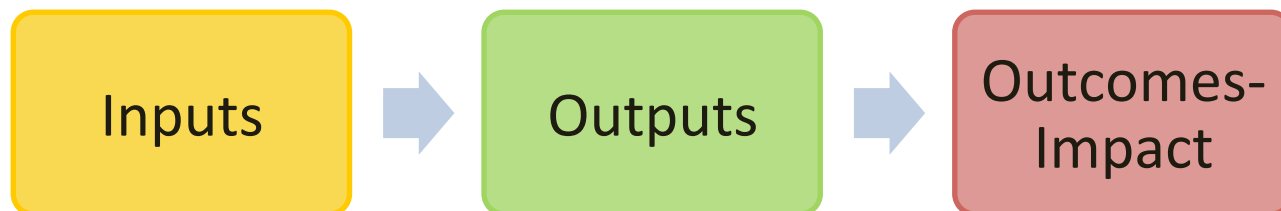
- *Do they make sense?*
- *Do they align your inputs and activities with the outcomes you want to achieve?*





A logic model is your program road map. It links your:

- Inputs (What you invest)
- Outputs
  - Activities (What you do)
  - Participants (Who you reach)
- Outcomes (What you change)
  - Short-term, Intermediate, & Long-term/Impact





# Outputs vs. Outcomes

- **Outputs:** direct and measurable products of a program's activities and services; measure of implementation  
Example: Number of participants completing the program
- **Outcomes:** results or impact of the program's activities and services; measure of program success  
Example: Participants have increased knowledge; participants have changed behavior

# Example: In-person Editing Workshop

## Inputs

Staff &  
Volunteer  
Time

Cost of  
Venue

Costs of  
Hosting

Cost of  
Materials



## Outputs

# Participants

# New Users

Pages Edited  
at the Event

Templates for  
Ease of  
Editing

Awards Given



## Outcomes-Impact

Improved Skills

Increased  
Motivation

Increased editor  
activity

Increased editor  
retention

Increased *Content,*  
*Quality,* and  
*Participation*



# Example: Education Program

## Inputs

Staff &  
Volunteer  
Time

Costs of  
Hosting

Cost of  
Materials  
and Awards

Travel Costs



## Outputs

# Teachers  
doing  
program

# New Users

# Pages  
created

# Edits

Awards Given



## Outcomes-Impact

Improved Skills

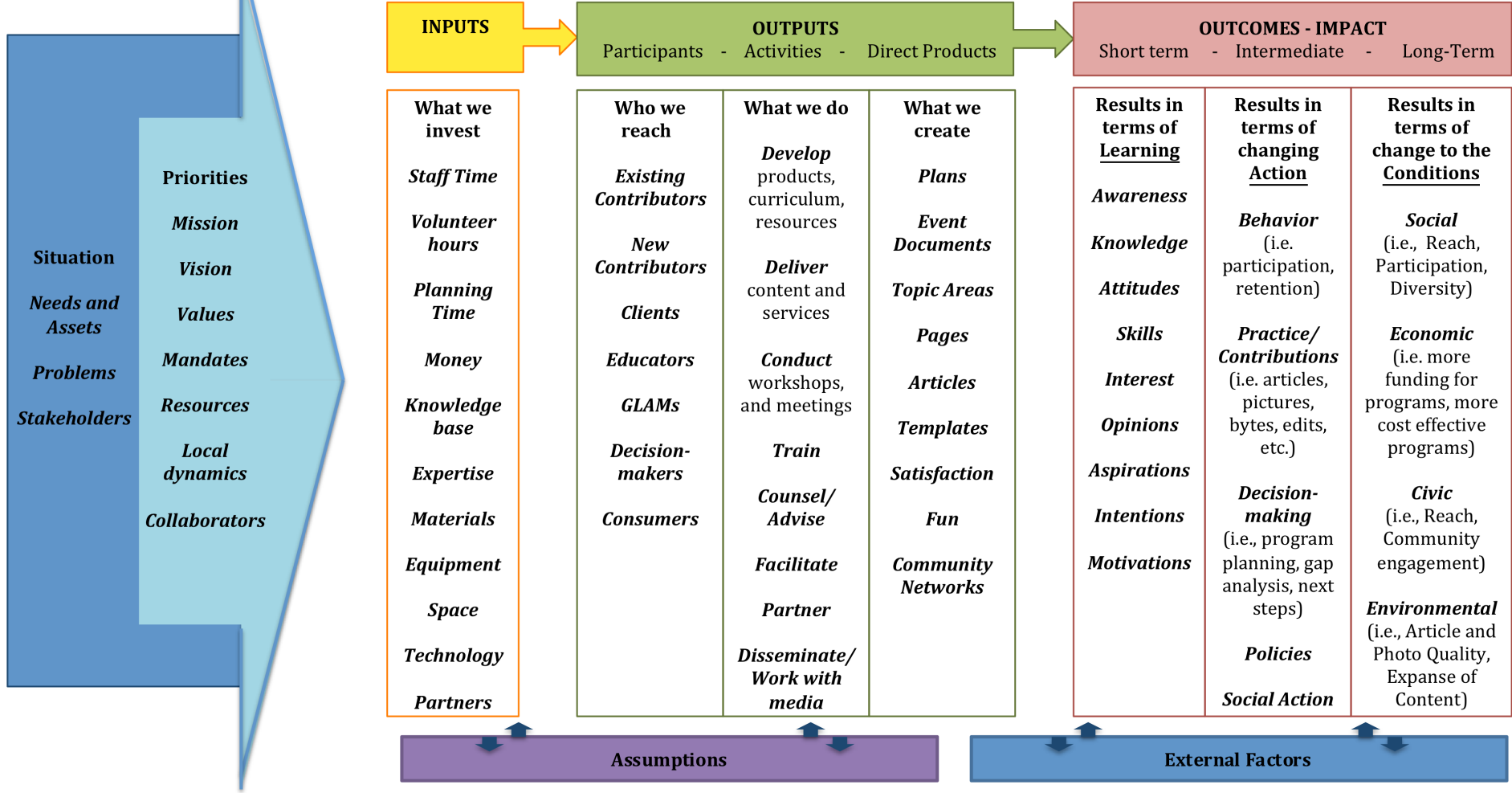
Increased  
Motivation

Increased number  
of classrooms  
running program

Increased editor  
activity

Increased *Content  
and Quality*

## Program Action – Logic Model



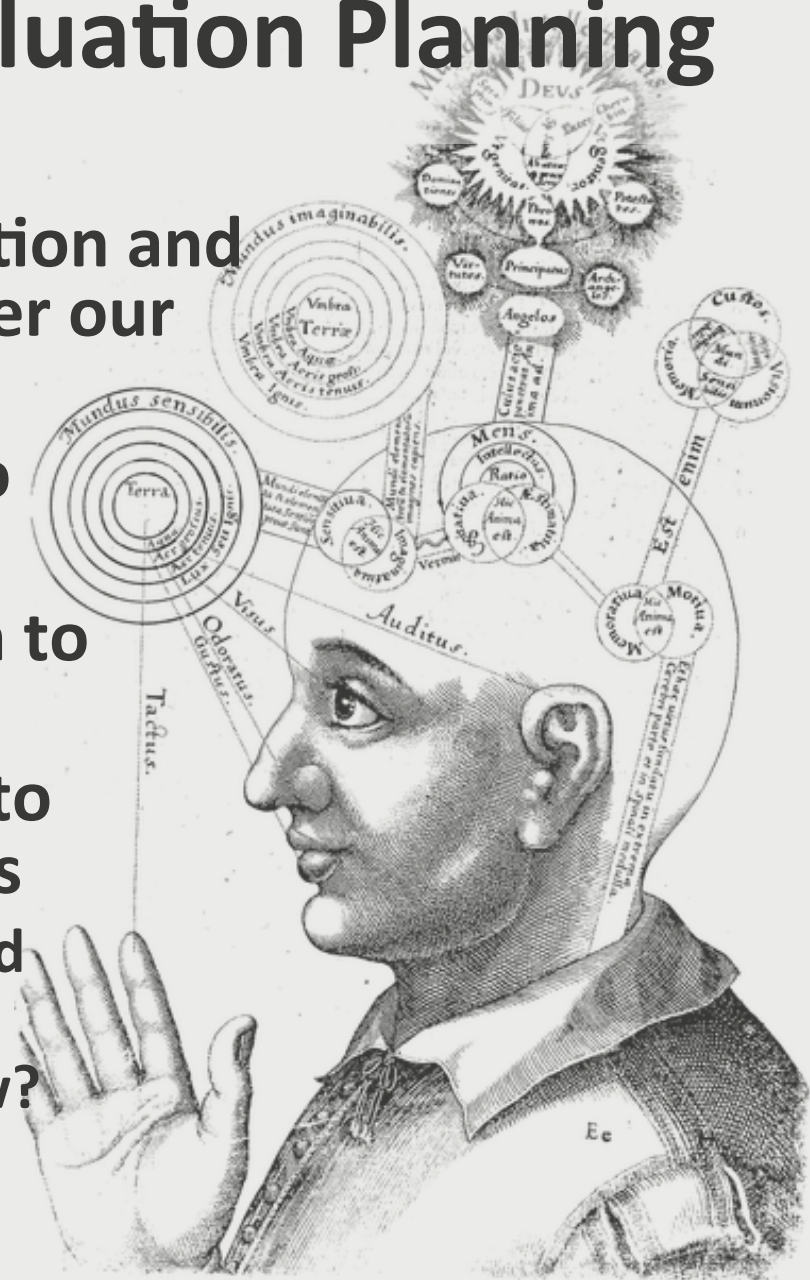
### Evaluation

Identification – Design – Implementation – Completion/Follow-up



# Logic Models and Evaluation Planning

- Provides the program description and process for how we will answer our evaluation question(s)
- Aligns evaluation strategies to the program activities
- Outlines who, what and when to measure
- Gives us perspective in order to prioritize evaluation strategies
  - λ Where will we spend our limited evaluation resources?
  - λ What do we most need to know?







## References:

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