Introduction to Program Evaluation

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Why do we need evaluation?

“Well, the budget cuts appear to have worked on expenses, Hoskins, but do you have any idea why production is down?”
Why do we need evaluation?

“On second thought, maybe a periodic re-assessment of the mission goal might not be such a bad thing.”

Why do we need evaluation?

“It's not a complaint—I'm just saying we used to get out and do a lot more before we built the circular driveway.”
What You Will Gain from This Session:

• Become familiar with the 6 steps in the CDC Evaluation Framework
• Identify the elements of a logic model
• Know how to develop and use indicators

What is Evaluation?

“…a systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about program effectiveness, and/or inform decisions about future programming.”

- Patton, Utilization Focused Evaluation, 1997
**Why Evaluate Programs?**

- Monitor progress towards goals
- Identify what works and what doesn’t
- Improve practice and enhance successful activities
- Show benefits to target communities and populations
- Provide evidence of effectiveness
- Ensure that only effective programs and activities are sustained

**Benefits of Evaluation**

- Provides information to guide and advocate for program improvement
- Validates successes
- Systematizes good management practices
- Even a little can go a long way
Evaluation Standards

Utility – Serve the information needs of intended users

• Feasibility – Be realistic, prudent, diplomatic, and frugal

• Propriety – Behave legally, ethically, and with due regard for the welfare of those involved and those affected

• Accuracy – Reveal and convey technically accurate information

CDC Framework for Program Evaluation

Steps
- Engage stakeholders
- Describe the program
- Focus the evaluation design
- Gather credible evidence
- Justify conclusions
- Ensure use and share lessons learned

Standards
- Utility
- Feasibility
- Propriety
- Accuracy

http://www.cdc.gov/eval/framework.htm
Step 1
Identify Stakeholders

Identifying Stakeholders

• Who cares about the TB program?
• What do they care about?
• Which individuals support the program?
• Which individuals are skeptical about or antagonistic toward the program?
## Identifying Stakeholders

<table>
<thead>
<tr>
<th>Stakeholder groups</th>
<th>Be sure to include...</th>
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<tbody>
<tr>
<td>Those interested in program operations</td>
<td>Staff and partners</td>
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<tr>
<td>Those served or affected by program</td>
<td>Supporters and skeptics</td>
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<tr>
<td>Those who are primary users of evaluation</td>
<td>Patients and contacts</td>
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<tr>
<td></td>
<td>Providers, community groups</td>
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<td></td>
<td>Policy makers</td>
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<td>Funders</td>
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## Step 2

### Describe the Program
**Value of Program Description**

- Summarizes the program being evaluated
- Establishes definitions and terms
- Delineates program objectives and establishes program’s ability to make changes
- Describes how the program fits into the larger picture

**Description Should Distinguish Between**

- **Goals**
  - What the program is ultimately trying to achieve
  - Often relies on variables beyond program control
  - General, “big picture”

- **Objectives**
  - Specific targets
  - Operationalized
  - Identified in work plan

“If you don’t know where you’re going, you’ll end up somewhere else.” - Yogi Berra
### TB Program Objective Categories

<table>
<thead>
<tr>
<th>Treatment completion</th>
<th>Sputum culture conversion</th>
<th>Evaluation of immigrants and refugees</th>
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<tbody>
<tr>
<td>Case rates in specific populations</td>
<td>Data reporting</td>
<td>Sputum culture reporting</td>
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<td>Contact investigation</td>
<td>Recommended initial treatment</td>
<td>Program evaluation</td>
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<td>Laboratory reporting</td>
<td>Universal genotyping</td>
<td>Human resource development plan</td>
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<tr>
<td>Treatment initiation</td>
<td>Known HIV status</td>
<td>TB training focal points</td>
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### Identify SMART Objectives

- **S**: Specific
- **M**: Measurable
- **A**: Achievable
- **R**: Relevant
- **T**: Time-bound
Describe a Program with a Logic Model

Logic models are:

• “Road maps” that link on-going activities to what programs hope to achieve.

• Graphic representations of the intended relationships of a program’s activities and their intended effects.

Program Components

• Inputs and resources
  – Financial, human, infrastructural, community
  – Policies and procedures
  – Can also include contextual factors: new immigrants populations; stakeholder relationships

• Activities
  – Services provided
  – Staff development activities
  – Collaborations with community partners
Program Components

• Outputs
  – direct products of program activities, such as services delivered or products completed
  – Important sign of program implementation and functioning

• Outcomes
  – Short-term, within reporting period
  – Long-term manifest over reporting periods or several years of program activities.
  – Outcomes are linked to program objectives

Step 3
Focus the Evaluation
The Focusing Process

- Establish priorities
- Define evaluation questions
- Identify the outcomes to be assessed in order to answer evaluation questions
- Consider logistical issues
- Determine what results can be expected given the program’s scope and stage of development

Types of Evaluation Questions

- Process: What do we do? How is the program operating?
- Outcome (early or short-term effects): How well are we meeting intended objectives of the program, e.g., completion of therapy?
- Impact (long-term effects): How well does program contribute toward ultimate goals, e.g., elimination of TB in program area?
Step 4
Gather Credible Evidence

What Are Indicators?

• Specific, observable, and measurable signs of a program’s performance that measure:
  – Activities (process)
  – Results (outcomes)

• Help tell the program story to stakeholders from local community to DTBE
Characteristics of Good Indicators

- Measure progress toward your result
- Relevant to the program
- Valid, a true reflection of events
- Useful to the evaluation
- Understandable to the stakeholders
- Feasible to obtain
- Clear and specific

Standard TB Program Indicators: National TB Indicators Project (NTIP)

- Developed to facilitate program evaluation (DTBE and several state programs)
- Web-based monitoring system to calculate standard indicators for all TB programs and generate program-specific reports
- Will use data currently submitted by programs (RVCT, ARPES, EDN)
- Can be used to report progress toward achieving DTBE objectives
Integrating NTIP into Program Practice

NTIP report can be used to

- To report to CDC (standardized template for progress reporting)
- Facilitate discussions
  - Program managers
  - Staff (i.e., epidemiologists, nurses, case managers, DOT workers)
- To focus program evaluation efforts and identify further evaluation questions

Sources of NTIPS Indicators

Will use data currently submitted by programs (RVCT, ARPES, EDN)

<table>
<thead>
<tr>
<th>National TB Program Objectives</th>
<th>National TB Program Indicators</th>
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<tr>
<td>• Increase % of TB pts complete TB treatment within 12 mos.</td>
<td>• Completion of therapy rates</td>
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<tr>
<td>• Increase % of TB pts with initial positive cultures who also are tested and receive drug susceptibility results</td>
<td>• Percent of cultured confirmed drug cases with susceptibility results</td>
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<tr>
<td>• At least 90% of core RVCT data are complete</td>
<td>• Completeness of RVCT reporting</td>
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<tr>
<td>• Decrease TB case rate in reporting area</td>
<td>• TB case rate</td>
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Choosing Data Sources

• Existing Records
  – RVCT
  – Surveillance statistics
  – Quality assurance data (e.g., cohort review reporting data)

• Key informants, including stakeholders

• Policy statements, SOPs, other documents

• Use multiple methods when possible

Step 5
Justify Conclusions
Steps in Analyzing Data

Assess data by appropriate method

– Quantitative data
  • Frequencies, counts, trends
  • Statistical tests for differences
  • Define appropriate time frames

– Qualitative data
  • Policy analysis
  • Content analysis
  • Comparisons

Interpreting the Data

• “Facts” are not enough to draw conclusions

• Different stakeholders will judge “facts” differently

• Process for building consensus on conclusions may be needed
Step 6
Ensure Use and Share Lessons Learned

Potential Uses of Evaluation Findings

• Assess process and practice
• Target areas for improvement
• Develop standardized tools
• Strategize changes to operations
• Prioritize activities & resources
• Identify practices for replication
• Train staff & others
• Garner political support
• Identify areas for future evaluation
Tips for Evaluation Use

Use your results to meet other needs!

• **Progress reports**
  – Use logic models, outcome reporting, analysis

• **Stakeholder groups**
  – Build partnerships
  – Develop and implement interventions

• **Advocacy**
  – Show off areas of effectiveness (justify funding)
  – Point to areas needing improvement
    (ask for more resources)

CDC Resources

National Tuberculosis Indicators Project (NTIP) FAQ
www.cdc.gov/tb/pubs/tbfactsheets/NTIPFAQs.htm

TB Program Evaluation Handbook
www.cdc.gov/tb/Program_Evaluation/TB
EvaluationHandbook_tagged.pdf

A Guide to Developing a TB Program Evaluation Plan
www.cdc.gov/tb/Program_Evaluation/default.htm
Logic Model Resources

W. K. Kellogg Foundation
http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf

United Way
http://www.liveunited.org/Outcomes/Resources/MPO/

CDC http://www.cdc.gov/eval/resources.htm