

# **Kickstarting Your Evaluation**



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# Agenda

Day One

1. Defining evaluation
2. Getting ready
3. Logic models
4. Customizing questions
5. Summary

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# Agenda

Day Two

1. Writing an evaluation plan
2. Reporting and utilizing results
3. Summary

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# Handouts

Slides

Example executive  
summaries

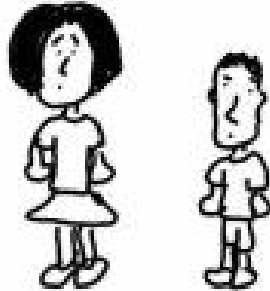
Data set

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# Defining monitoring and evaluation



So there are these  
birds and bees and...



Is your husband  
giving the talk?



No, the kids  
just asked him  
what he does  
as an evaluator



[freshspectrum.com](http://freshspectrum.com)

**Monitoring is used to learn whether a program is being delivered as planned.**

**Evaluation is used to learn whether the shorter-term and longer-term outcomes, results, or goals of a program are being achieved.**



I can't tell you  
how valuable  
your program is



Researcher

I can



Evaluator

# What kinds of evaluations are there?

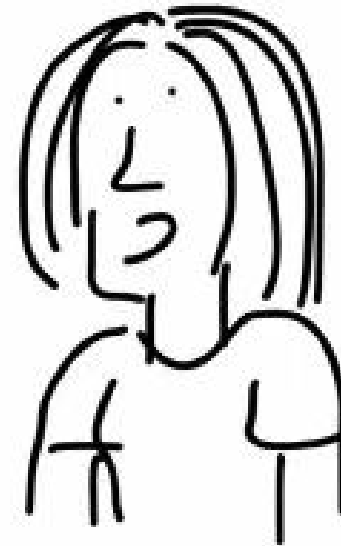
|  |   |
|--|---|
| Needs assessment<br><i>What should we do?</i>      | Process evaluation<br><i>Did we do it?</i>              |
| Cost benefit evaluation<br><i>Was it worth it?</i> | Outcome evaluation<br><i>What happened as a result?</i> |

What kind of evaluation  
did you need?



Our 3 year project is coming  
to an end and were told we  
needed an evaluation.

What kind is that?



[freshspectrum.com](http://freshspectrum.com)

# Why evaluate?

To guide practice

To create a “science of helping”

To determine relative costs and benefits of different strategies

To ensure fidelity to a model

To raise money with evidence

## Go further

The Arts in Education website from the US DOE has helpful links to resources for making the case for arts evaluation in k-12 schools:

<https://arts.ed.gov/#program>

The Animating Democracy website has several links on evaluating social impact and the arts:

<http://animatingdemocracy.org/home-impact>

The National Endowment for the Arts has several links specific to program evaluation:

<https://www.arts.gov/artistic-fields/research-analysis/program-evaluation-resources-and-performance-measurement>

**Getting ready**

# What are your program's objectives?

1. What does your program do?
2. Whom does it reach?
3. How do participants change as a result?
4. What are the barriers to doing this?

## **If you are stuck...**

Try describing a “peak experience” in your program. When did it work particularly well?



# Which one of these program statements is not like the others?

The goal of our theatre education program is to:

- a. Enhance theatre arts awareness among youth.
- b. Ensure quality arts exposure for area students.
- c. In 15 one-hour sessions, teaching artists will utilize a variety of theatre integrated techniques to improve social emotional learning skills and increase literacy learning for 1,600 underserved African-American students.
- d. Enhance the community climate for theatre arts appreciation.

# Writing clear process objectives

Who will deliver

what

to whom

by when

# SMART and WISE

**S**pecific

**M**easurable

**A**chievable

**R**elevant

**T**ime bound

**W**hole system

**I**nspiring

**S**tory and Synergy

**E**ngaging

[http://aea365.org/blog/bh-tig-week-developing-smart-and-wise-indicators-by-evangeline-dansec0/?utm\\_source=feedburner&utm\\_medium=email&utm\\_campaign=Feed%3A+aea365+%28AEA365%29](http://aea365.org/blog/bh-tig-week-developing-smart-and-wise-indicators-by-evangeline-dansec0/?utm_source=feedburner&utm_medium=email&utm_campaign=Feed%3A+aea365+%28AEA365%29)

# Writing clear outcome objectives

Shorter term outcomes: Things that will happen almost immediately to those being served.

- Often seen as an increase in knowledge
- Change in feelings and attitudes
- Could also be an increase in resources (such as food, shelter, etc.)

# Writing clear outcome objectives

Longer term outcomes: Things that will happen in the longer term to those being served.

- Increase in skill
- Change in behavior
- Attainment of life successes

# Less helpful outcomes objectives

- Participant satisfaction or testimony about how much they like you or your program
- Staff testimony about how hard they work
- Poignant vignettes of high profile “wins”
- Counts of successes and failure

# Examples in arts education

- Literacy and language development
- Math achievement
- Underserved students
- Creative thinking
- Critical thinking
- Problem solving and reasoning
- Engagement and persistence
- Positive behavior
- Self-efficacy
- Arts participation
- Collaboration and Communication
- Community building
- Civic engagement
- Cross-cultural understanding
- Social development

# **Can you spot the process and outcome objectives? What do they DO? What CHANGES as a result?**

In 15 one-hour sessions, teaching artists will utilize a variety of theatre integrated techniques to improve social emotional learning skills and increase literacy learning for 1,600 underserved African-American students.



# Activity

Take a moment to try to summarize the work of your program using process and outcome language.

## Go further

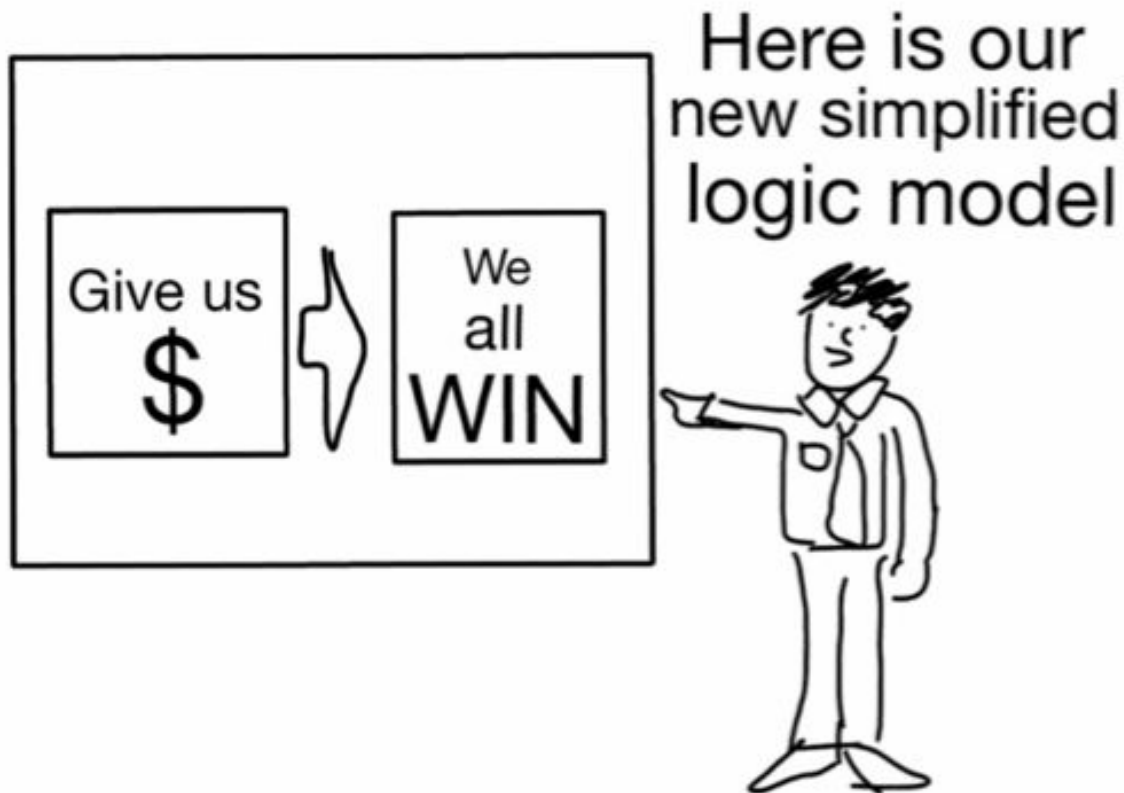
The Better Evaluation website has a great series on organizing your evaluation, including several ideas on how to describe your program:

[http://www.betterevaluation.org/en/plan/define/develop\\_initial\\_description](http://www.betterevaluation.org/en/plan/define/develop_initial_description)

**Putting ideas  
together**

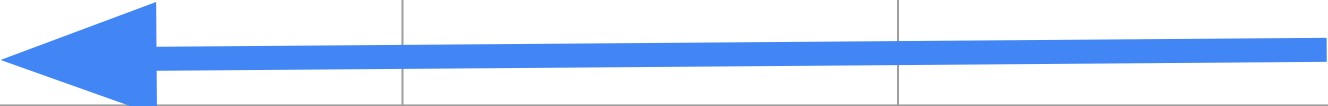
# What you do...and what changes as a result.

Create a "logic model"



# Possible categories in a logic model

| Program Activities                   | Shorter Term Outcomes  | Longer Term Outcomes                                       |
|--------------------------------------|--|--|
| What was delivered to whom, by when? | Changes in perception, awareness, knowledge, feelings, attitudes | Changes in behavioral intention<br><br>Changes in behavior |



# Example from a symphony outreach evaluation

| Program Activities   | Shorter Term Outcomes   | Longer Term Outcomes  |
|--|---|---|
| <p>The symphony will offer 100 free performances per year, including:</p> <ul style="list-style-type: none"><li>● at venues such as schools, senior centers, and corporations;</li><li>● African American churches;</li><li>● noon concerts downtown; and</li><li>● an informal concert series where audiences sit on stage with performers.</li></ul> | <p>There will be:</p> <ul style="list-style-type: none"><li>● increased awareness of the activities of the Symphony and</li><li>● increased feelings/perceptions of connection with the Symphony.</li></ul> | <p>There will be increased involvement with the symphony as evidenced by increased:</p> <ul style="list-style-type: none"><li>● ticket buying,</li><li>● enrollment in the Symphony Music School, and</li><li>● charitable contributions.</li></ul> |

# Now you try...

| Program Activities | Shorter Term Outcomes | Longer Term Outcomes |
|--------------------|-----------------------|----------------------|
|                    |                       |                      |


## Check your model:

- a. Are all the objectives in the correct columns?
- b. Is the target population the same from column to column?
- c. Is all the language clear?
- d. Are the outcomes either too trivial or too unrealistic?
- e. Is the model really logical?
- f. Will the program really happen?
- g. Does the program use best practices?



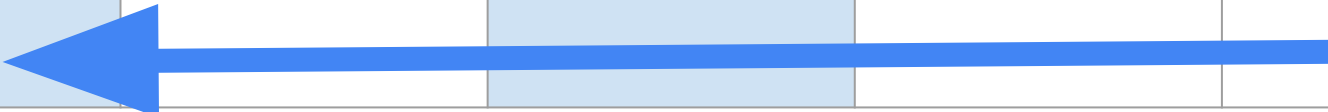
# More possible categories in a logic model...

| Program Activities                   | Shorter Term Outcomes  | Longer Term Outcomes                                       |
|--------------------------------------|--|--|
| What was delivered to whom, by when? | Changes in perception, awareness, knowledge, feelings, attitudes | Changes in behavioral intention<br><br>Changes in behavior |

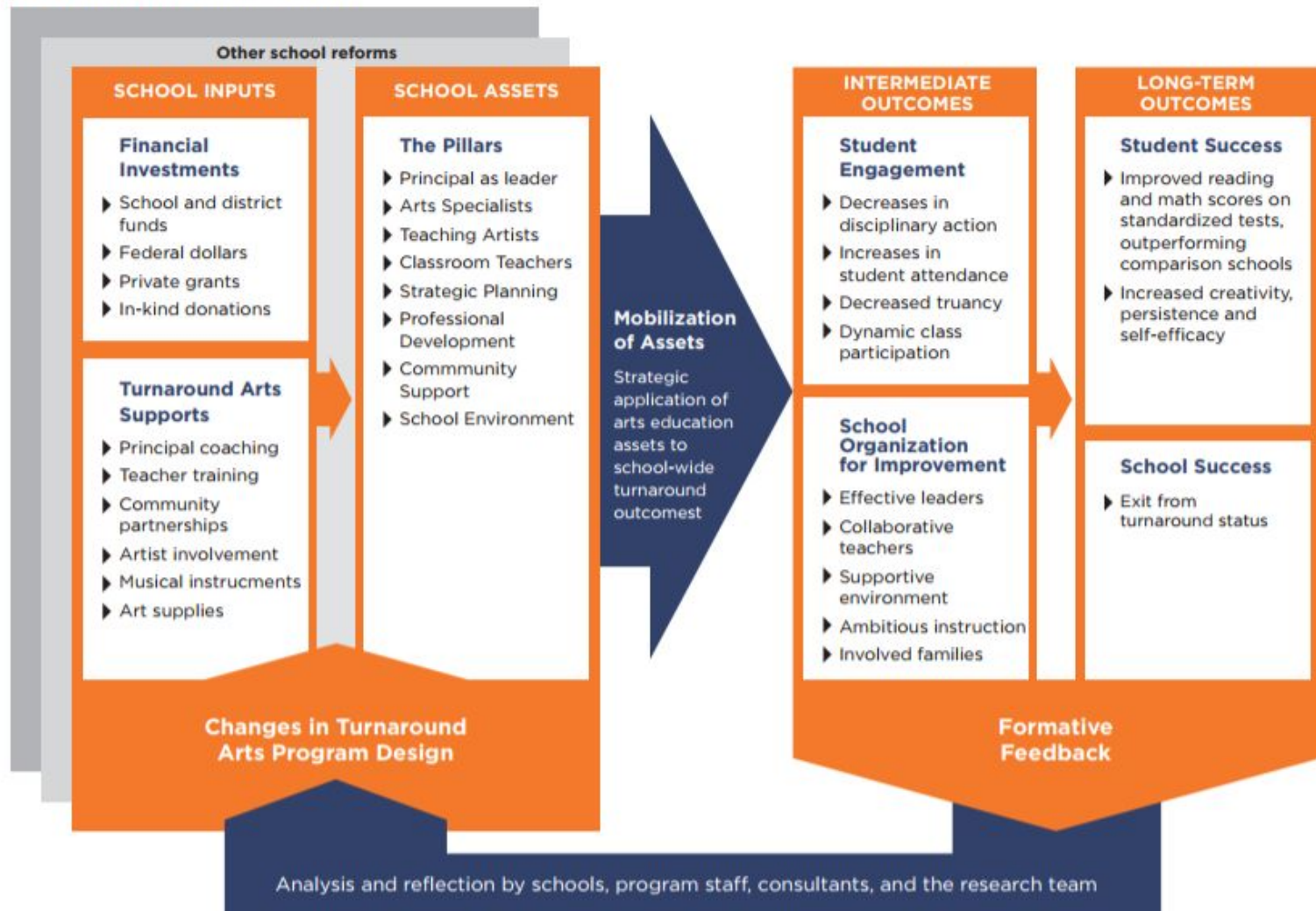


# More possible categories in a logic model...NEW

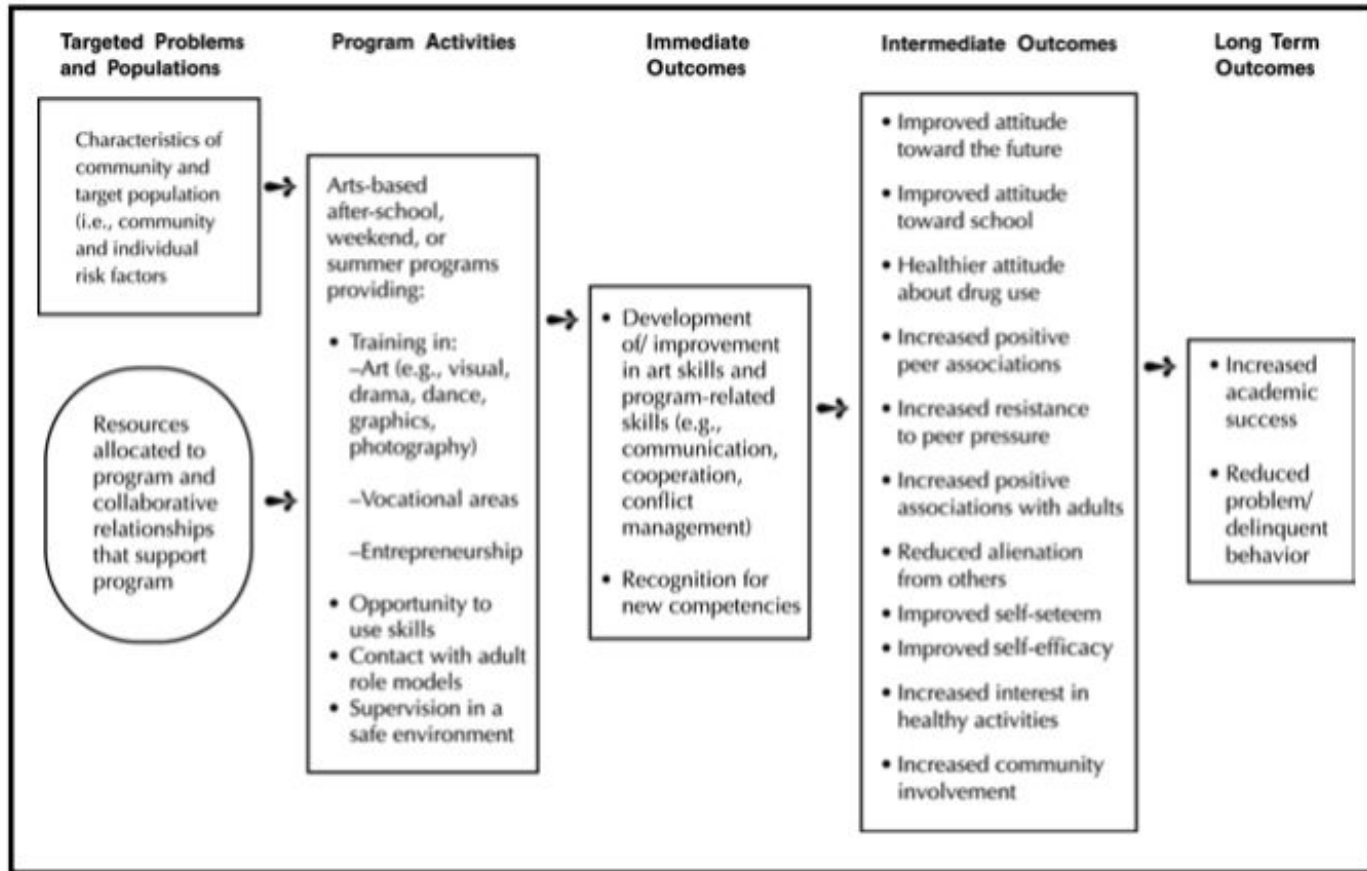
| Inputs                       | Program Activities  | Outputs   | Shorter Term Outcomes  | Longer Term Outcomes                                       |
|------------------------------|---|---|--|--|
| What resources are required? | <i>What is supposed to be delivered to whom, by when?</i> | <i>What/how much was actually delivered to whom, by when?</i> | Changes in perception, awareness, knowledge, feelings, attitudes | Changes in behavioral intention<br><br>Changes in behavior |



**Turnaround Arts Logic Model**



# Table 1: YouthARTS Development Project Planning Model



<http://youtharts.artsusa.org/pdf/evaluation.pdf>

# **In general, the success of any program will depend on:**

- a. Targeting. Does the program reach the right people?
- b. Coverage. Does it get to enough of those people?
- c. Intensity. Is the intervention strong enough to produce the desired outcome?
- d. Effectiveness. Is the intervention able to change the outcome in question?

## Go further

A good standard guide for getting started with your logic model is from the Kellogg Foundation:

W.K. Kellogg Foundation Guide to Logic Model Development

<https://ag.purdue.edu/extension/pdehs/Documents/Pub3669.pdf>

# **Framing your evaluation**

We did it!

We saved the children?

No, 1 million views on YouTube!





# Four tasks in framing an evaluation

1. Identify primary intended users.
2. Decide the purpose or intended use.
3. Specify key evaluation questions based on your type of evaluation.
4. Specify what success looks like based on your type of evaluation.

[http://www.betterevaluation.org/en/plan/engage\\_frame](http://www.betterevaluation.org/en/plan/engage_frame)

# Who might be your intended users?

Broadly?

Specifically?

# Decide the purpose

Improve the program

Continue or stop it

Build a broader evidence base

Advocate

Provide voice

Build trust and legitimacy

Increase accountability

What else?

# Key evaluation questions

|  |   |
|--|---|
| Needs assessment<br><i>What should we do?</i>      | Process evaluation<br><i>Did we do it?</i>              |
| Cost benefit evaluation<br><i>Was it worth it?</i> | Outcome evaluation<br><i>What happened as a result?</i> |

# What kinds of information would you need to answer these evaluation questions?

1. Has learning improved?
2. Has the program contributed to improved learning?
3. Has the program been a success?
4. Should the program continue?

# Additional considerations for barriers

Context

Unintended outcomes

Try this exercise:

*The Five Whys.* Come up with a barrier your program or community faces. Then ask *Why?* in response to each reason. This usually helps establish a cause and effect sequence.

# Determine what success looks like

1. Benchmarks
2. Performance measures
3. Improvement--participant level? neighborhood level?
4. Consensus
5. Change

## Go further

The Robert Wood Johnson Foundation has a nice guide and set of worksheets:

A Practical Guide to Engaging Stakeholders in Developing Evaluation Questions

<http://www.rwjf.org/en/library/research/2009/12/a-practical-guide-for-engaging-stakeholders-in-developing-evaluation-questions.html>



# Summary

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# Activity using Executive Summaries

1. Reading through these summaries, what is valued in these evaluations?
2. Can you identify the key processes and outcomes that would be captured in the logic models (or theories of change) for these programs?
3. Who do you think are the primary users of these evaluations? Why?
4. Were these programs successes? What challenges did the evaluation surface that were/were not addressed?