Introduction to Outcome Evaluation
August 2016
Agenda

• Proposals and Reports (brief)
• Evaluation Questions, Outputs and Outcomes
• Data Collection Techniques
• Introduction to Evaluation Consent
• Data Security and Sharing
• Next Steps and Homework
Why is the collection and use of data important?
Proposals and Reporting Content

**Proposals**
1. Project Description
2. How does the project address identified north Flint priorities?
3. How does the proposal demonstrate organizational and program effectiveness?
4. How does the project align with RMF’s approach of community engagement?

**Reports**
1. Project Description
2. How did the project address identified north Flint priorities?
3. How did the organization/program demonstrate effectiveness?
4. How did the project align with RMF’s approach of community engagement?
EVALUATION QUESTIONS, OUTPUTS, AND OUTCOMES – OH MY!
Outcomes Evaluation – What is it?

Process Evaluation
• Are you doing what you said you would?
  • Ex. How many people attended your event that focused on reducing violence?

Outcome Evaluation
• Is what you’re doing working?
  • Ex. Did people change their attitudes about violence interventions after attending the event?

Impact Evaluation
• What is the value of your work?
  • Ex. Has crime decreased in the neighborhood after a variety of interventions?

What type of evaluation have you been doing in your organization? How do you know?
Outcomes Evaluation: How do we use evaluation?

Formative (on-going)
• Learn from
• Improve processes
• Make changes to program when you see there are issues

Summative (at the end)
• Final reports to show success of program
• Can still learn from for future work
Outcomes Evaluation: How does it align with Logic Models?

Logic Model

Program Implementation

- Resources
- Activities

Program Results

- Outputs
- Outcomes
- Impact

Needed to accomplish activities

- Process
- Results
- Outcomes
- Impacts

Measurements - Indicators
Evaluation Questions: Why do we use them?

• Narrow evaluation focus
• Identify best methodologies
• Clarify population of work
• Clarify goal of organization/program

“Sometimes questions are more important than answers.”

Nancy Willard
(American poet & writer)
Evaluation Question: How do I choose?

Organizational Needs

Funders’ Needs

Other Constituents’ Needs
<table>
<thead>
<tr>
<th>Evaluation Type</th>
<th>Typical Evaluation Questions</th>
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</thead>
<tbody>
<tr>
<td>Process Evaluation</td>
<td>1. How is the program implemented?</td>
</tr>
<tr>
<td></td>
<td>2. How appropriate are the processes compared with another successful program?</td>
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<tr>
<td></td>
<td>3. Are we implementing the program correctly?</td>
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<tr>
<td></td>
<td>4. Are we reaching the participants who need this program?</td>
</tr>
<tr>
<td></td>
<td>5. How satisfied are program clients? What clients are more satisfied than others?</td>
</tr>
<tr>
<td></td>
<td>6. What has been done in an innovative way?</td>
</tr>
<tr>
<td>Outcome Evaluation</td>
<td>1. How well did the program work?</td>
</tr>
<tr>
<td></td>
<td>2. Did the program produce the intended outcomes in the short, medium, and long term?</td>
</tr>
<tr>
<td></td>
<td>For whom did the program produce the intended outcomes?</td>
</tr>
<tr>
<td></td>
<td>3. What unintended outcomes (positive or negative) were produced?</td>
</tr>
<tr>
<td>Impact Evaluation</td>
<td>1. To what extent can changes be attributed to the program?</td>
</tr>
<tr>
<td></td>
<td>2. What features of the program and context made the most difference?</td>
</tr>
<tr>
<td></td>
<td>3. What was the influence of other factors?</td>
</tr>
</tbody>
</table>
Process Evaluations use Outputs

- Process
  - Connect with 100 families
  - 70% of children will attend 30 days of program over two months
  - Enroll 350 families in case management home visiting program
Outcome and Impact Evaluations use Outcomes

- Outcomes (Results)
  - Move 25 families to 200% above poverty level
  - 50% of children involved in program will show improvement in school subjects
  - Increase feeling of safety in areas when blight removal occurred.
What makes a good Outcome Measure?

- Link between activities and outcome
- Observable: seen, heard, read, calculated
- Can show change over time
- Relevant, valid, credible
- Consistently collected over time – comparable and reliable
How do evaluation questions, outputs, and outcomes work together?

Are we reaching the participants we want to reach?
• Output
  – Enroll 250 families in case management services from north Flint.

How well did the program work?
• Outcomes
  – Kids have higher reading scores than those who did not have families with case management services.
  – Parents show increased use of age-appropriate parenting techniques at the end of case management services than before the family started.
How do evaluation questions, outputs, and outcomes work together? TRY IT

Are we reaching the participants we want to reach?
• Output(s)

How well did the program work?
• Outcome(s)
DATA COLLECTION TECHNIQUES:
COLLECTING OUR OUTPUT AND OUTCOME MEASURES

You didn't fill out the survey?

I don't know who you are.... But I will find you...
Questions

1. How many of you started your career with the plan of helping people?
2. How many of you planned to collect, organize, house, and interpret data?
3. How many of you had extensive training before starting your career on organizing, housing, and interpreting data?
Why is the collection and use of data a challenge?

• The “Why Not”
  – Top three challenges to data collection are lack of time, lack of money, and lack of training

• The “Who”
  – Program staff is generally in charge of all things data

• The “Why”
  – Why would you want/need to participate in data collection?

At the beginning of every evaluation

I know our project works

No, you don't

freshspectrum.com
<table>
<thead>
<tr>
<th>Original data was collected...</th>
<th>Primary Data Collection</th>
<th>Secondary Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>By YOUR ORGANIZATION</td>
<td>By SOMEONE ELSE</td>
<td></td>
</tr>
</tbody>
</table>

**Methods**

- Surveys
- Focus Groups
- Interviews
- Observation
- Experiments

Does not apply

**Qualitative* or Quantitative**

- Can be either

**Key Benefits**

- Specific to your needs & you control the quality

- Usually cheap and quick

**Key Disadvantages**

- Usually costs more and takes longer

- Data can be too old and/or not specific enough for your needs

* Qualitative Data – stories and text  
** Quantitative Data – numbers
Data Collection Techniques: Primary Data Collection

- Document Analysis
- Surveys
- Focus Groups
- Interviews

- Others exist
Document Analysis

- Using records or documents to collect data
- Could be Primary or Secondary Data Collection
- Used for both qualitative and quantitative data
- Examples
  - Report Cards – Ask parents for report cards to collect grades and attendance
  - Teacher Records/Notes – Send an evaluation form to school with youth in your program to ask for teacher feedback
  - Pamphlets – Collect pamphlets from multiple organizations to see what programs are offered for a particular population and map services
  - Journals – Have participants journal about their progress in the program and search for trends
## Surveys

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
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<tbody>
<tr>
<td>Can use with many people</td>
<td>Questions can be easily biased if you aren’t careful</td>
</tr>
<tr>
<td>Relatively cheap</td>
<td>You can miss important information, especially if your questions are too restrictive</td>
</tr>
<tr>
<td>Participants can remain anonymous</td>
<td>Requires literacy</td>
</tr>
<tr>
<td>Standardized results for comparison between groups and over time</td>
<td></td>
</tr>
<tr>
<td>Allows for easy analyses</td>
<td></td>
</tr>
<tr>
<td>Can be generalizable</td>
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</table>
# Data Collection Techniques: Primary Data Collection

## Focus Group

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
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<tbody>
<tr>
<td>Relatively easy</td>
<td>Responses are heavily influence by other participants</td>
</tr>
<tr>
<td>You can hear what people say, but you can also see nonverbal reactions</td>
<td>What people say isn’t always what they do</td>
</tr>
<tr>
<td>You can see conversations and interactions of participants</td>
<td>Sometimes one person dominates either by talking or their presence influences how others discuss a topic</td>
</tr>
<tr>
<td>Good to use before a project starts or to get feedback on an area of concern</td>
<td>Must have a quiet location with few distractions</td>
</tr>
<tr>
<td></td>
<td>Tough to analyze (much data and trying not to bias information)</td>
</tr>
<tr>
<td></td>
<td>Can be time-consuming</td>
</tr>
<tr>
<td></td>
<td>Not great for measuring outcome data</td>
</tr>
</tbody>
</table>
## Interviews

<table>
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</thead>
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<td>Relatively easy</td>
<td>Tough to analyze (much data and trying not to bias information)</td>
</tr>
<tr>
<td>You can hear what people say, but you can also see nonverbal reactions</td>
<td>What people say isn’t always what they do</td>
</tr>
<tr>
<td>Less potential than focus groups for influence from participants</td>
<td>Must have a quiet location with few distractions</td>
</tr>
<tr>
<td>Good to use before a project starts or to get feedback on an area of concern</td>
<td>Can be time-consuming</td>
</tr>
<tr>
<td></td>
<td>Not great for measuring outcome data unless collecting some closed-ended questions</td>
</tr>
</tbody>
</table>
Can use secondary data sources if data is:

– Current and still being collected or uses the timeframe you’re interested in

– Relevant to your evaluation questions and your activities

– Verified. Is it dependable/accurate?

– Unbiased

– Collected using a good methodology
  
  • Question design
  
  • Data collection
Data Collection Techniques: Publicly Available Data

- See attached sheet of publicly available data sources relevant to Flint
…But how do we pick?

- Relevance
- Effort
- Cost
- Replicability
- Comparability
- Control
Recommendations to implement data collection

1. Start small
2. Connect your goals to your mission
3. Learn from others
4. Value data
5. Train staff
Santa, in order to do this data collection the right way we’re going to need a more specific definition of "bad and good." We’re also going to need to assign unique child IDs, this first name stuff won’t fly.

INTRODUCTION TO EVALUATION CONSENT
Evaluation Consent

What is evaluation consent?

Why is evaluation consent important?
Evaluation Consent

• RMF wants information presented to us as aggregate data. We do not want individual or raw data at this point.

• No matter what type of data you collect, you should have some sort of consent process in place.
Evaluation Consent – Best Practices

1. Share and update.
2. Develop a policy and stick with it.
3. If you don’t need it, don’t track it.
4. Make someone responsible.
5. Build and protect sharing agreements with other groups.
Evaluation Consent – Basic Elements

• Purpose and Description
• Risks
• Benefits
• Alternatives
• Confidentiality
• Greater Than Minimal Risk
• Contact Information
• Voluntary Participation

See sample consent forms. Feel free to use and adapt this.
What are your current practices for data privacy?

- Think
- Pair
- Share
DATA SECURITY AND SHARING

“To beef up security, nobody can gain access to our computers until they complete a sudoku puzzle, answer a fifth-grade math question, and explain how to program a VCR.”
## Data Security

<table>
<thead>
<tr>
<th>Location</th>
<th>What types of data should not be used in this location?</th>
<th>Why?</th>
<th>What should you use instead for these data types?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Googledocs/GoogleSheets</td>
<td>Identifiable data, Sensitive data, Health data, Education data</td>
<td>Not secure from hacking and you don’t host the data</td>
<td>Keep these data on your server. If you need to share it use a Secure File Transfer Protocol (SFTP) or a flash drive</td>
</tr>
<tr>
<td>Email</td>
<td>Identifiable data, Sensitive data, Health data, Education data</td>
<td>Not secure from hacking. If you email to public entities, the email can be FOIA’ed</td>
<td>If you need to share it use a Secure File Transfer Protocol (SFTP) or a flash drive.</td>
</tr>
<tr>
<td>Web-based survey collection tools</td>
<td>Sensitive data or data about illegal activity</td>
<td>These services track IP addresses and may put participants at risk</td>
<td>Any time you use a web-based survey instrument, be sure to read the privacy policies. Also, be sure you have access to your raw data and that the raw data won’t be shared publicly (unless that is okay with you and your participants).</td>
</tr>
</tbody>
</table>
Data Security and Sharing

Data Sharing Agreement

– Used to share secondary data
– Between two or more organizations
– Legal document
– If you need assistance with this, I can give you resources
NEXT STEPS AND HOMEWORK

HAVE YOU DONE YOUR HOMEWORK YET?
Next Steps and Homework

- Develop and/or refine your evaluation questions (HW)
- Brainstorm possible output and outcome measures and sources to answer your evaluation questions (HW)
- Think through what story you’d like to tell using your data (HW)

See homework handout. You don’t have to use this table, but it may help guide your thought process.
September Workshops

• **Purpose**
  – Clarify your outcomes and measurements
  – Connect with other grantees and community partners working with similar data

• **Dates** – Invites will go out later this week

<table>
<thead>
<tr>
<th>Date &amp; Time</th>
<th>Priority Area</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, September 12 9:00 AM – 12:00</td>
<td>Safety</td>
<td>New Jerusalem Baptist Church</td>
</tr>
<tr>
<td>Thursday, September 15 1:00 – 4:00 PM</td>
<td>Economic Opportunities</td>
<td>Cathedral of Faith</td>
</tr>
<tr>
<td>Friday, September 23 9:00 AM – 12:00</td>
<td>Youth</td>
<td>Cathedral of Faith</td>
</tr>
<tr>
<td>Thursday, September 29 1:00 – 4:00 PM</td>
<td>Neighborhoods</td>
<td>New Jerusalem Baptist Church</td>
</tr>
</tbody>
</table>