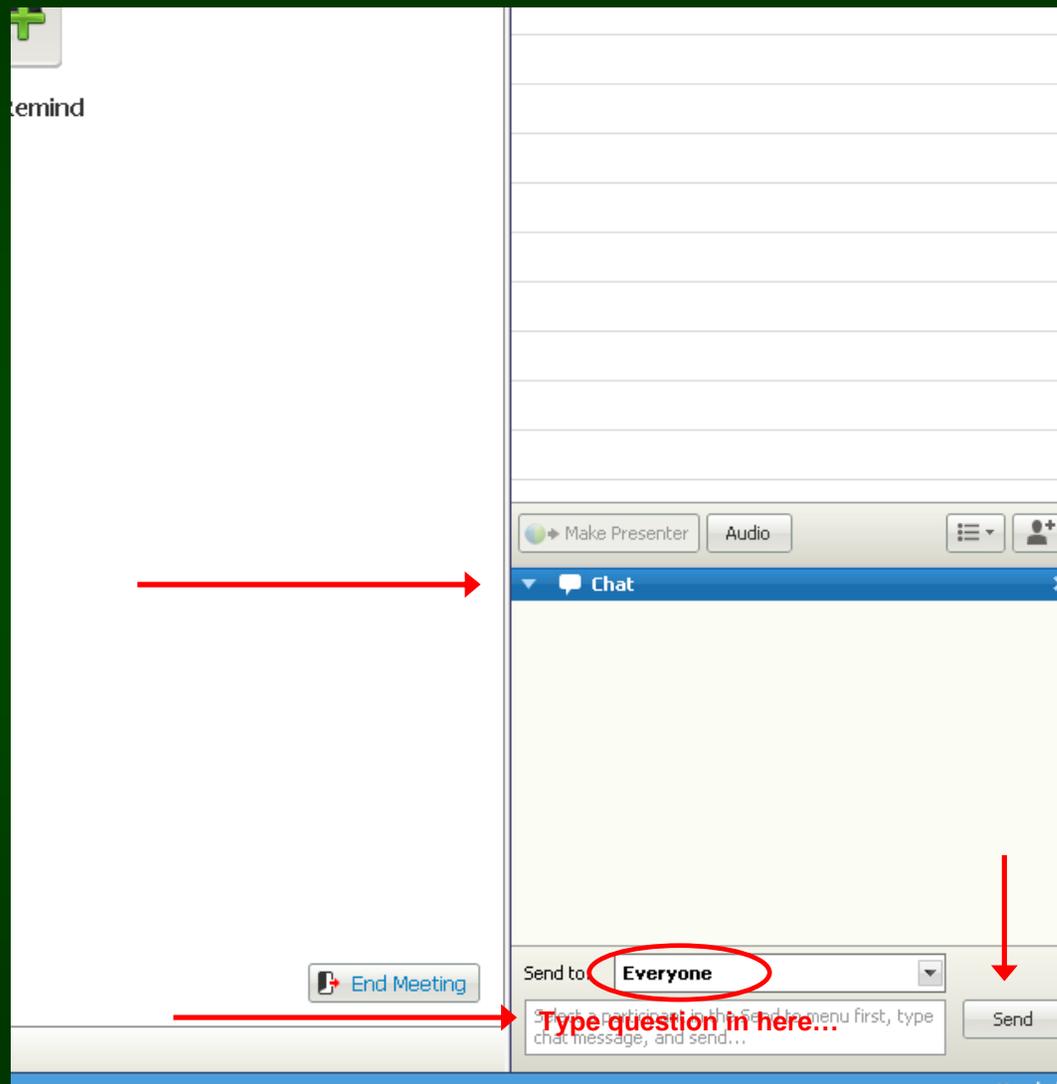


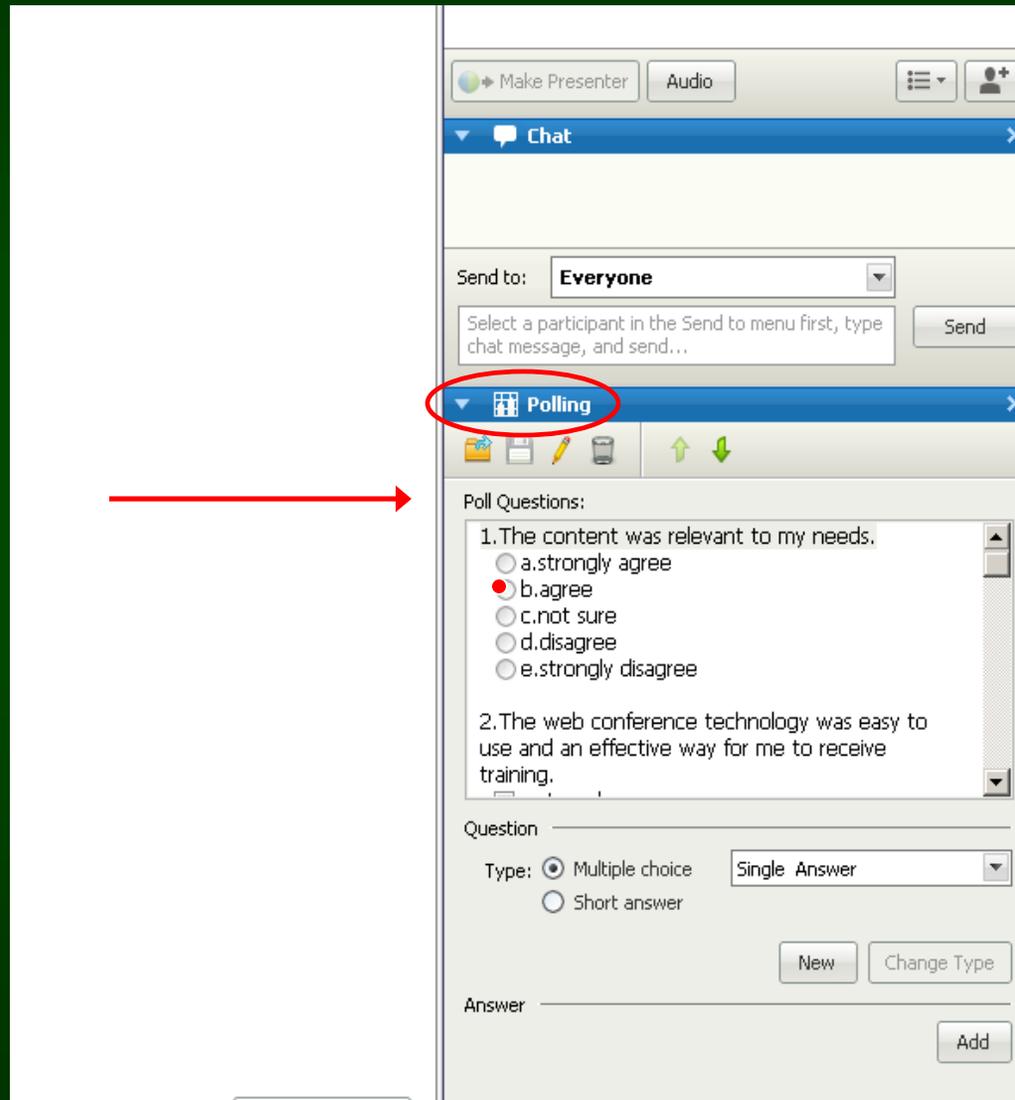
Evaluation Basics

HIV Prevention Section
Bureau of HIV/AIDS

Typing a Question in the Chat Box



Completing the Webinar Evaluation (opened at end of webinar)



The screenshot displays a webinar control panel. At the top, there are buttons for 'Make Presenter' and 'Audio'. Below these is a 'Chat' tab, which is currently inactive. The 'Send to:' dropdown is set to 'Everyone', and a 'Send' button is visible. The 'Polling' tab is selected and highlighted with a red circle. A red arrow points from the left side of the screen to the 'Polling' tab. The 'Polling' panel shows two poll questions. The first question is '1. The content was relevant to my needs.' with five radio button options: 'a. strongly agree', 'b. agree' (which is selected), 'c. not sure', 'd. disagree', and 'e. strongly disagree'. The second question is '2. The web conference technology was easy to use and an effective way for me to receive training.' Below the questions, there are controls for 'Question' type, with 'Multiple choice' selected and 'Single Answer' chosen from a dropdown. There are also 'New' and 'Change Type' buttons. At the bottom, there is an 'Answer' field and an 'Add' button.

Question: How many evaluators does it take to change a light bulb?

Answer:

- One to do a needs assessment
- One to do a feasibility study
- One to do a qualitative study to find out what bulb to change
- One to empower the bulb to change
- One to tender a contract for further study
- One to write performance indicators for success
- One to do a cost benefit analysis to determine the best to buy
- One to do a meta-evaluation showing that all previous studies have left everyone in the dark

SO.....how many evaluators does it take?

None, actually. Evaluators don't change bulbs, that's an implementation problem!



What is Program Evaluation?

“The systematic (orderly) collection of information about the characteristics, activities, and outcomes of services or programs to assess the extent to which objectives have been achieved, identify needed improvements, and/or make decisions about future programming.”

- HRSA, 1999

Why Evaluate?

Benefits include:

- Decision-making, program planning, priority setting
- Stay on track
- Improve program and service delivery
- Determine cost-effectiveness
- Informs budgetary decisions
- Fulfill grant or contract requirements
- Provide justification/evidence for future funding

Barriers to Evaluation

- Fear of consequences
- Lack of skills, capacity
- Limited resources
- Lack of support
- Burden on clients and staff

Types of Evaluation

- **Formative-** conducted during the development and implementation of a program
 - Needs Assessment
 - Process Evaluations
- **Summative-** occur once programs are well established; is program achieving its goals
 - Outcome Evaluations

Types of Evaluation (cont.)

Needs Assessments

- Consider the needs of stakeholders to develop goals
- Helps to design/modify a program; assists with planning
- What is the nature and extent of the issues program should address?
- What population does this program serve?
- Are the needs of the population being met?
- What are the goals of the program?

Types of Evaluation (cont.)

Process Evaluations

- Examine program operations to assess if they are being implemented as planned
- Can the process be improved? What are the outputs?
- Does the program meet standards of performance?
- If program isn't being implemented as planned, why not?
- Process evaluation throughout the life of any program is critical to assessing and improving that program.

Types of Evaluation (cont.)

Outcome Evaluations

- Look at program accomplishments and effects to assess if program is meeting intermediate and/or long-term goals
- Usually compares program performance to-date with past program performance, a comparable control group, or certain standards of performance
- To what extent has the program achieved its goals?
- What are the unintended effects of the program?

Evaluation Plan

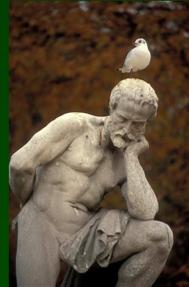
- Good evaluation begins with a formal plan – as description of what questions you hope to answer and how you will go about answering them.
- Your evaluation plan will likely follow a common framework . . .

Evaluation Framework

Step 6: Report Findings



Step 1: Determine Purpose and Uses



Step 2: Develop Measurable Objectives



Step 5: Analyze Info & Develop Conclusion



Step 4: Collect/Gather Credible Data



Step 3: Develop Evaluation Questions



Case Study

Your agency recently started an HIV prevention program. The goal of the program is to perform HIV testing and link newly diagnosed persons to care and treatment.

As a team leader, you are responsible for coordinating activities as well as evaluating your team's success. How do you plan to evaluate your program?

Step 1: Determine Purpose & Uses

1. Who is most likely to need and use the information obtained?
2. What is the primary purpose of the evaluation?
3. How will the information be used?

Case Study

1. Supervisor, Executive Director, funding agency, board members
2. To determine program effectiveness, meet funding requirements
3. Used to provide evidence for continuing funds, encourage more staff participation, show evidence of effectiveness

Step 2: Develop Measurable Objectives

Objectives are specific statements which describe what you plan to do with your proposed program within a given time period (CDC, 1999).

Objectives should be SMART:

S = Specific

M = Measurable

A = Achievable

R = Relevant

T = Time-bound

Measurable Objectives

WHEN



HOW MUCH



FOR WHOM



IN WHAT



WHERE

Time-frame in which it is to occur

Target rate of the amount of change

Refers to the target population

Problem/behavior/outcome to be changed or program activity to be accomplished

Area in which target population is located



By the end of fiscal year

95%

Of clients testing positive for HIV

Will be linked to medical care

At AIDS CBO, Inc.

Step 3: Develop Evaluation Questions

- Help focus the evaluation
- Vary from one program to another
- Based on purpose, objectives, resources, and time-frame of the evaluation

Case Study

1. Who were the clients that tested for HIV at your agency (gender, race, age)?
2. How many clients were linked to medical care?
3. What were clients' satisfaction level?

Step 4: Collect Credible Data

- A. Identify types of information needed
- B. Determine sources for information
- C. Select methods to collect information
- D. Define procedures to collect information

A: Identify Types of Info Needed

- Variables - observable characteristics of a person, organization, or program that are counted and measured
- Measure - the observable and measurable data or item of information to be collected for a specific variable (also called indicator)

Examples of Variables & Measures

Variables

Gender

Race/Ethnicity

Age

Measures

of males, females, or transgender

of persons per race/ethnic category
(e.g., Caucasian, African Am, Latino/a,
etc.)

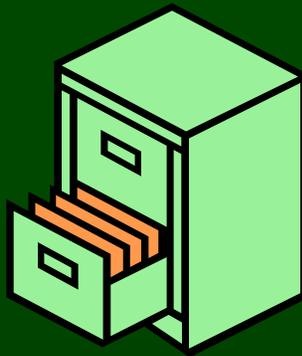
What is your age? Or What is your date
of birth? Or What is your age category?

B: Determine Sources for Info

Sources of Information



People



Documents



Observations

B: Determine Sources for Info, cont.

- Generally, data come in two forms:
 - **Quantitative** – Numeric representations of some form of information.
 - **Qualitative** – Rich, text-based information often rendered in full language.
- Good evaluation relies on both forms of data.

C: Select Methods for Collection

- Methods: document reviews, surveys, interviews, observations, focus groups, case studies
- Selection of data collection methods should be based on:
 - Available resources
 - Desired response rate
 - Time-frame
 - Access to data source
 - Staff experience
 - Reliability and validity

D: Define Procedures for Collection

- When will the information be collected?
- Where will the information be collected?
- Who will collect the information?
- How will the information be collected?

Summary of Step 4: Collecting Credible Evidence

1. Identify types of information needed
2. Determine sources for information
3. Select methods to collect information
4. Define procedures to collect information

Case Study

So what types of information, sources, methods and procedures might you need to evaluate your testing and linkage program?

Step 5: Analyze/Develop Conclusions

Data Analysis – the process of categorizing, ordering, manipulating, and summarizing data to obtain answers to evaluation questions

- The type of data and questions you've selected impact how you will analyze your findings. Be sure to link your analysis to these earlier decisions.

Step 5: Analyze/Develop Conclusions, cont.

1. “Proof” data and check for errors
2. Summarize findings by key characteristics, describe important patterns, and address original questions.
3. Organize findings – generate visuals for communicating results.
4. Provide interpretation of findings

Step 6: Report Findings

- Revisit your evaluation plan.
- Your report should include:
 - Program/services being evaluated
 - Purposes of the evaluation
 - Methods of data collection
 - Results of data analysis
 - Discussion strengths and weaknesses and implications of the results

Evaluation and High Impact Prevention (HIP)

HIP emphasizes evidence-based prevention strategies:

- **HIV testing and linkage to care**
- **Antiretroviral therapy**
- **Access to condoms and sterile syringes***
- **Prevention programs for people living with HIV and their partners**
- **Prevention programs for people at high risk of HIV infection**
- **Substance abuse treatment**
- **Screening and treatment for other STIs**

*Syringe exchange is currently prohibited in FL due to certain paraphernalia laws.

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Evaluation and HIP, cont.

- Use of these evidence-based strategies doesn't mean that you shouldn't consider your own local evaluation, though it may not be required.
- Adapting, customizing, or “translating” behavioral interventions, however, may require evaluation.

Webinar Evaluation

- Before you leave the webinar, please take a moment to complete the evaluation in the polling section (to the right of your screen)
- Your feedback is extremely important to us and will help improve on current and future trainings
- The more feedback the better!

Resources

High Impact Prevention: CDC's Approach to Reducing HIV Infections in the United States

<http://www.cdc.gov/hiv/strategy/>

Monitoring & Evaluation, FL HIV Prevention Section Website

http://www.preventhivflorida.org/Data_Eval/Monitoring_Evaluation.html

***How Does Evaluation Help in HIV Prevention?* Center for AIDS Prevention Studies, University of California, San Francisco**

<http://caps.ucsf.edu/factsheets/evaluation/>

HIV Prevention Program Evaluation, American Psychological Association

<http://www.apa.org/pi/aids/resources/research/program-evaluation.aspx>

FL HIV Prevention Section Website (slides from today's webinar will be available here, under **Resources & Materials**)

<http://www.preventhivflorida.org/>

FL Bureau of HIV/AIDS & Hepatitis Website

<http://www.floridaaids.org/>

Questions/Comments



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