



Purpose, Development, and Use of an M&E Plan

August 26, 2009



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Learning Objectives

By the end of this session, participants will be able to:

- Identify key components of an M&E plan
- Identify tools that facilitate the planning, development, and implementation of an M&E plan

What is an M&E Plan?

An M&E plan is your roadmap to the successful implementation of your M&E activities. An M&E plan identifies:

- How evaluation questions directly link to programmatic goals
- Variables you need to measure in order to provide answers to your monitoring and evaluation questions
- Data collection tools for measuring variables
- Processes for data collection and data management
- How resulting data and information will be used
- Staffing and other resources needed to implement M&E activities

How Do You Develop an M&E Plan?

- Step 1: Describe your program goal and activities
- Step 2: Focus your evaluation by developing evaluation questions
- Step 3: Develop a strategy for collecting and analyzing your data
- Step 4: Describe your plan for reporting your evaluation results

What is Important for M&E Planning?

“Based on your role at your agency, what do you think are the most important components of an M&E plan?”

Components of an Evaluation Plan

1. Introduction

- Evaluation goal, uses, audiences; and the evaluation team

2. Stakeholder engagement and assessment

3. Program description and logic model

- Need for program, operational context, target population
- Program stage, inputs, outputs (activities, participation)
- Intended program outcomes (short, intermediate, long term)

Components of an Evaluation Plan (cont.)

4. Focus Your Evaluation—data collection and analysis

- Sample and sampling
- Confidentiality and human subjects ethics
- Data collection and analysis methods
- Data management and quality control
- Staffing
- Timing/schedule
- Evaluation questions
- Variables, measures, and indicators
- Data sources
- Anticipated use of data and findings
- Required data submissions
- Local data needs

5. Report and Dissemination of Findings

Tools to Help Develop an Evaluation Plan

- Logic models
- Evaluation goal, uses and audiences
- Evaluation team: roles and responsibilities
- Stakeholder engagement and assessment
- Data collection and analysis plan
- Dissemination plans
- Evaluation plan template

Describing Your Program

- In order to have an effective and useful evaluation plan, you need to clearly link your evaluation efforts to your program plan
- It is important that your program and the associated intended outcomes are clearly articulated

Describing Your Program (cont.)

- A summary of your program could include
 - Goal statement
 - Risk population
 - Problem statement
 - Program setting
 - Program justification
 - Level of impact
 - Logic model

Logic Models: What Are they?

- **Tools** for describing the goals for your programs and how you intend to get there
- **A way of thinking** about your program

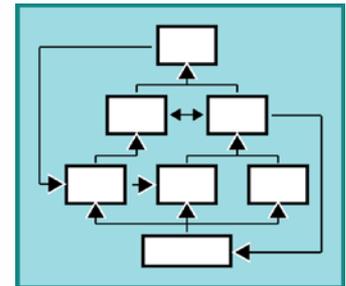
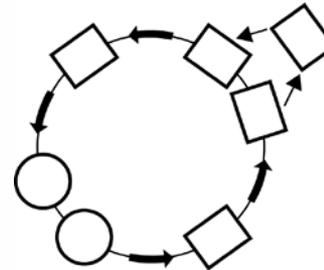
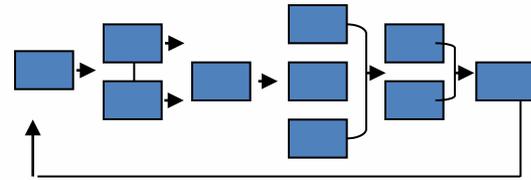
What a Logic Model Is and Is Not...

- A logic model is not ...
 - A theory
 - Reality
 - An evaluation model or method
- A logic model is ...
 - A framework for describing the relationships between investments, activities and results
 - A common approach for integrating planning, implementation, evaluation, and reporting
 - A way of thinking—not just a pretty graphic

Adapted from Taylor-Powell (2005). Logic Models: A framework for program planning and evaluation. University of Wisconsin-Extension-Cooperative. Presentation at Nutrition, Food Safety and Health Conference in Baltimore, Maryland.

What does a logic model look like?

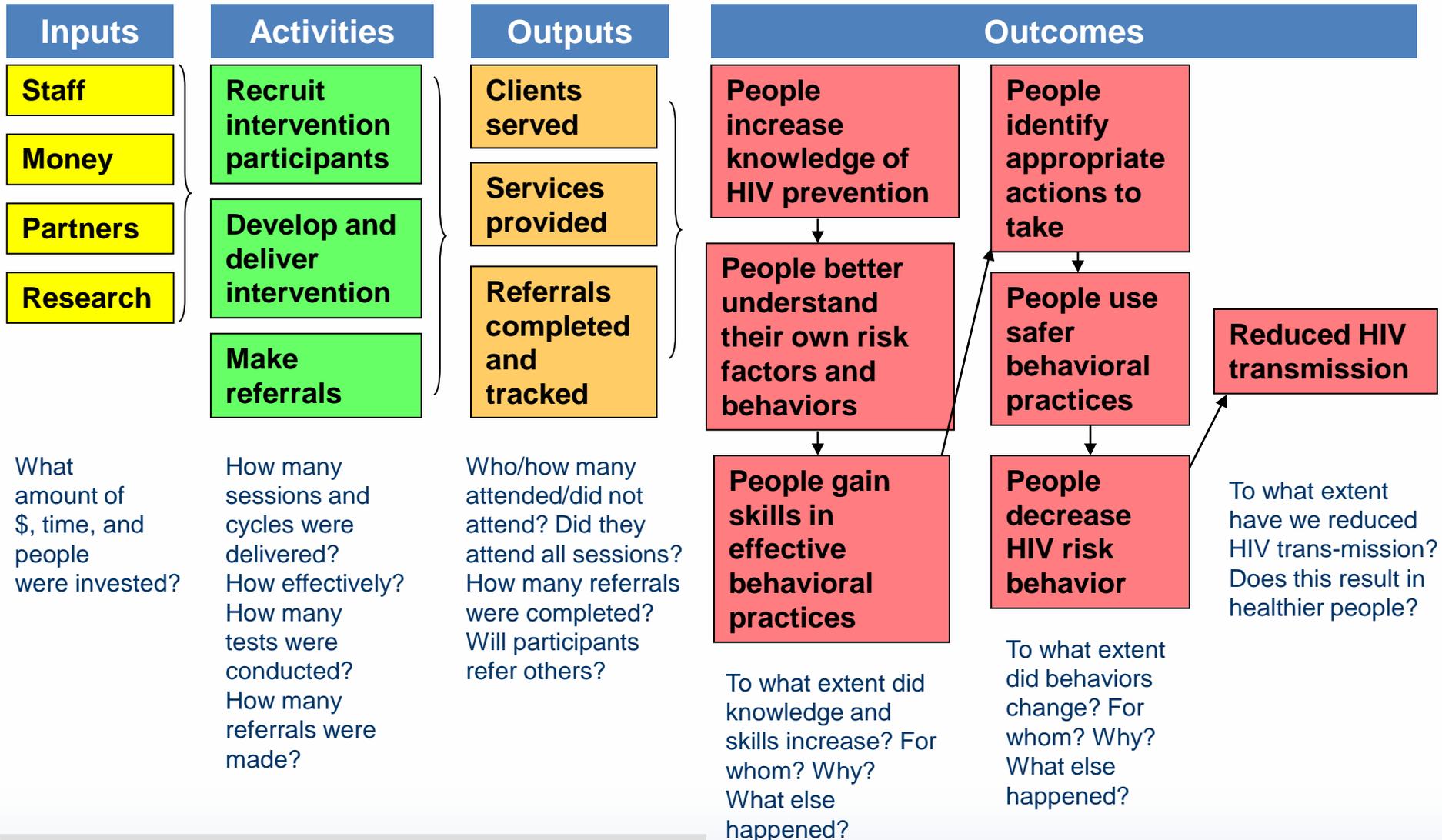
- Graphic display of boxes and arrows; vertical or horizontal
 - Relationships, linkages
- Any shape possible
 - Circular, dynamic
 - Cultural adaptations
 - Storyboards
- Level of detail
 - Simple
 - Complex
- Multiple models



Inputs	Outputs	Outcomes
	1	1a b
	2	
	3	2a b c
	4	3a b

Reference: Logic Models: A Framework for Program Planning and Evaluation by Ellen Taylor-Powell at the University of Wisconsin-Extension-Cooperative Extension, March 31, 2005, p 13.

Describing Your Program: What Do You (and Others) Need to Know?



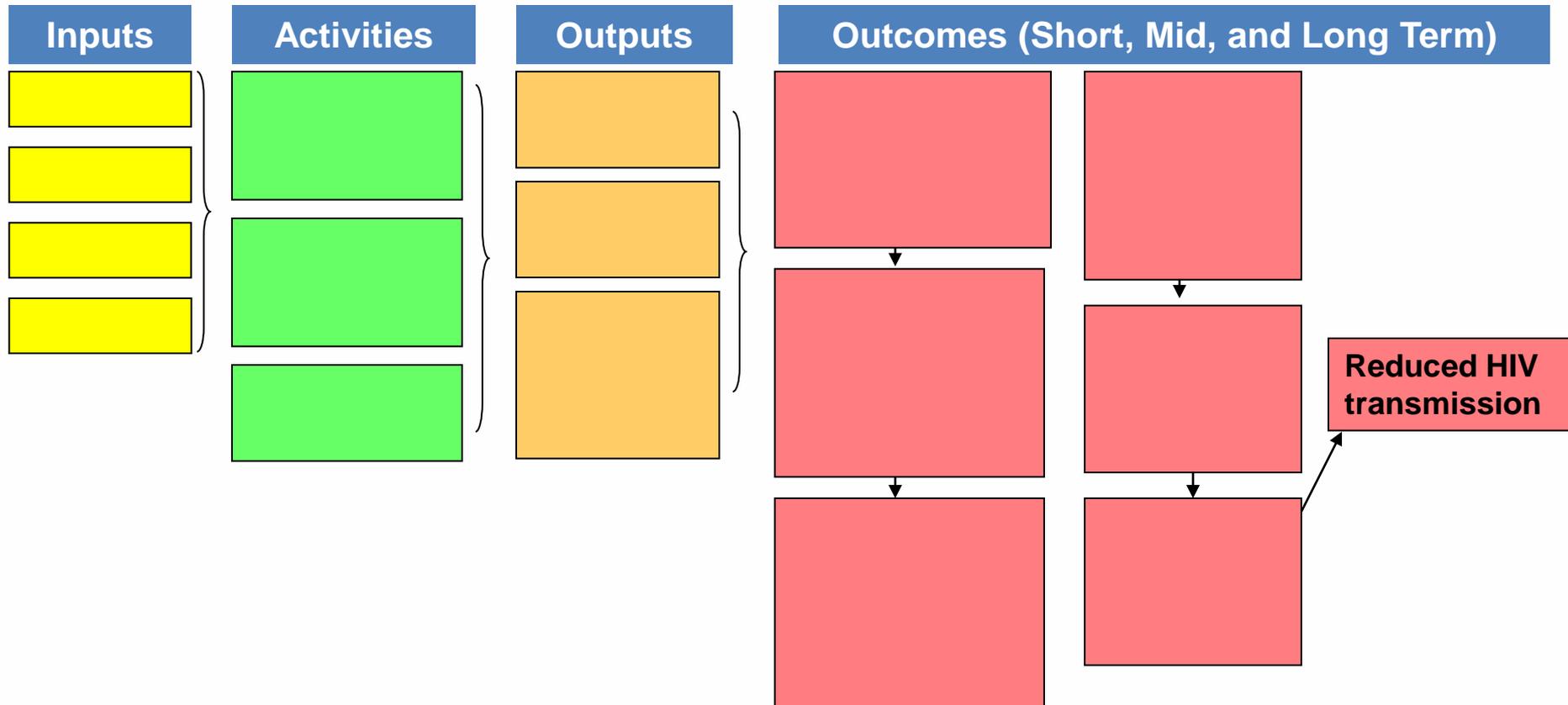
Adapted from Taylor-Powell (2005) at Univ of WI-Ext.

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Evaluation: What Do You (and Others) Need to Know?

Problem Statement:

Goal Statement:



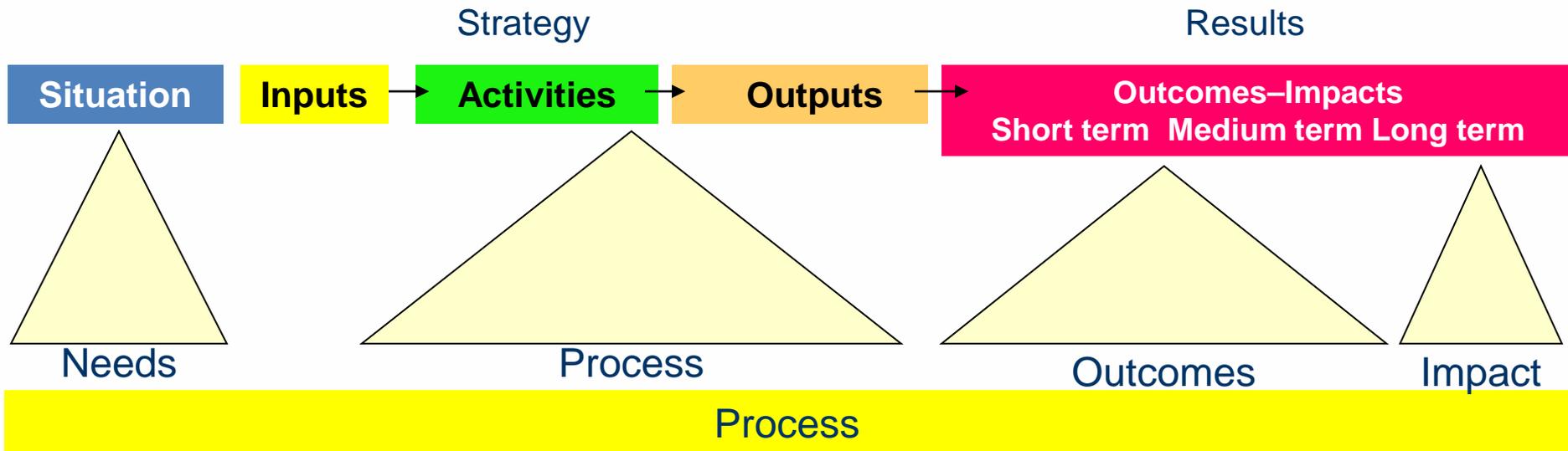
Adapted from Taylor-Powell (2005) at Univ of WI-Ext.

Program Description/Logic Model Worksheet

(Adapted from Division of Tuberculosis Elimination, CDC, 2008—
www.cdc.gov/tb/Program_Evaluation/default.htm.)

Inputs	Activities	Outputs	Short/ mid term outcomes	Long term outcomes/ impact

Logic Model and Evaluation



Needs/asset assessment:

What are the characteristics, needs, priorities of target population?

What are potential barriers/facilitators?

What is most appropriate?

Process monitoring:

How many sessions and cycles were delivered?

Who/how many attended/did not attend? Did they attend all sessions?

How many tests were conducted / referrals were made?

Process evaluation:

How is program implemented?

Fidelity of implementation?

Are activities delivered as intended?

Are participants being reached as intended?

Outcome monitoring:

To what extent did knowledge and skills increase?

To what extent did desired behavior change occur? For whom? Why?

Outcome evaluation:

Is the program making a difference?

For whom? What seems to work? Not work? What are unintended outcomes? What else happened?

Impact evaluation:

To what extent have we reduced HIV transmission? Does this result in healthier people?

Adapted from Taylor-Powell (2005) at Univ of WI.

Evaluation Goals, Uses, and Audiences (Examples)

Evaluation type	Goals for conducting	Expected use of information	Important to whom?
Process monitoring	To find out what we are doing, regarding delivery of service and reaching participants	To monitor performance of program so we can make changes as needed early on	Program manager Program Staff CDC-funder
Process evaluation	To find out if we are delivering our program according to our plan	To determine if we need to change our program to meet our goals or change our program to better fit the situation	Program manager Program staff CDC- funder
Outcome monitoring	To find out to what extent knowledge and skills increased and desired behavior changed and for whom	To monitor outcomes so we can make changes early on if we see that we are not reaching the outcomes we expected	Program manager Program staff CDC- funder
Outcome evaluation	To determine if our program is making a difference, to what extent, and to whom	To celebrate our successes and make changes if we have weaker areas.	Program manager Program staff Health department Community

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Evaluation Goals, Uses, and Audiences

Evaluation type	Goals for conducting	Expected use of information	Important to whom?
Process monitoring			
Process evaluation			
Outcome monitoring			
Outcome evaluation			

Evaluation Team: Roles and Responsibilities

(Adapted from Evaluation Plan Template created by the Division of Tuberculosis Elimination, Centers for Disease Control and Prevention, 2008—www.cdc.gov/tb/Program_Evaluation/default.htm.)

Individual (name and program role or title) (examples)	Evaluation title or role (examples)	Responsibilities (Examples)
(Lead HIV Testing Nurse)	Lead Evaluator	Oversight of all evaluation activities to ensure the evaluation is conducted as planned Coordinate meetings for the team
(Outreach Worker)	Data Collection	Gather and review data
(Program manager)	Data Analysis	Analyze quantitative data Coordinate the analysis of qualitative data Ensure implementation of findings
(CDC Project Officer)	Stakeholder/Advisor	Provide support and guidance

Evaluation Team: Roles and Responsibilities

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Individual (name and program role or title)	Evaluation title or role	Responsibilities

Stakeholder Engagement and Assessment

(Adapted from Evaluation Plan Template created by the Division of Tuberculosis Elimination, Centers for Disease Control and Prevention, 2008—www.cdc.gov/tb/Program_Evaluation/default.htm.)

Stakeholder/ category (examples)	Interest or perspective (examples)	Role in the evaluation (examples)	How and when to engage (examples)
Clients of the HIV clinic	<ul style="list-style-type: none"> • May fear or reject clinic/health system • Want better and accessible services 	<ul style="list-style-type: none"> • Providing customer perspective 	<ul style="list-style-type: none"> • Survey
Program Staff	<ul style="list-style-type: none"> • Fear program (and jobs) may be negatively changed • See program evaluation as a personal judgment 	<ul style="list-style-type: none"> • Defining program/context • Identifying data sources • Collecting data • Interpreting findings • Disseminating and implementing findings 	<ul style="list-style-type: none"> • Meetings • Direct roles in conducting evaluation • Engage during planning
Health department administrators	<ul style="list-style-type: none"> • Know if the program is effective: best use county funds 	<ul style="list-style-type: none"> • Providing administrative/ funding context • Interpreting findings 	<ul style="list-style-type: none"> • May have a direct role in conducting evaluation
CBOs and Community Planning Board	<ul style="list-style-type: none"> • Improve community health and well being 	<ul style="list-style-type: none"> • Disseminating findings 	<ul style="list-style-type: none"> • Inform of findings

Stakeholder Engagement and Assessment

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Stakeholder/ category	Interest or perspective	Role in the evaluation	How and when to engage

Data Collection and Analysis Plan

Document name	When should the data be collected?	Who will complete/analyze the data?	When/how will the document/ data be submitted?
PEMS Client Level Forms	Client Demographics (G1) <ul style="list-style-type: none"> Completed at intake or as FLOW participants enroll in the program 	YE Staff	Enter <u>monthly</u> data into PEMS by 14 th day of following month (maintain hard copies of forms locally)
PEMS Client Level Forms	Risk profile (G2) & behavioral details (I) <ul style="list-style-type: none"> Completed 1) before FLOW cycle begins as a pre-test, 2) at the end of the 6-month FLOW cycle as a post-test, and 3) 6 months after completing the FLOW cycle as a follow-up test 	YE Staff (one-on-one with FLOW participants)	Enter <u>monthly</u> data into PEMS by 14 th day of following month (maintain hard copies of forms locally)
FLOW Enrollment Log (Excel Spreadsheet)	<ul style="list-style-type: none"> Completed at intake or as FLOW participants enroll in the program 	YE Staff	YE staff emails <u>quarterly</u> to evaluation coordinator and copies contract manager
FLOW Linkage Log (Excel Spreadsheet)	<ul style="list-style-type: none"> Completed each time a FLOW participant is linked to health, social, or other services 	YE Staff	YE staff emails <u>quarterly</u> to evaluation coordinator and copies contract manager
HIV Knowledge Survey (Word Document)	<ul style="list-style-type: none"> Before or during the first session of the 6-week HIV training as a pre-test After completion of the 6-week HIV training as a post-test At the end of the 6-month FLOW cycle as an exit-test 6 months after completion of the FLOW cycle as a follow-up test 	FLOW Participants	When data are collected, YE staff 1) enters survey data into excel spreadsheet and 2) emails spreadsheet <u>quarterly</u> with 4 th quarter submission to evaluation coordinator and copies contract manager (maintain hard copies of surveys locally)
FLOW Participation Log (Excel Spreadsheet)	<ul style="list-style-type: none"> Updated throughout the FLOW cycle to track completion of program requirements 	YE Staff	Email <u>quarterly</u> to evaluation coordinator and copy contract manager
Production Presentation Assessment (Word Document)	<ul style="list-style-type: none"> After each FLOW HIV prevention performance event 	All attendees of FLOW Events	When data are collected, YE staff 1) enters survey data into excel spreadsheet and 2) emails spreadsheet <u>quarterly</u> with 4 th quarter submission to evaluation coordinator and copies contract manager (maintain hard copies of surveys locally)

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Data Collection and Analysis Plan

Document name	When should the data be collected?	Who will complete/analyze the data?	When/how will the document/data be submitted?

Dissemination Plans: Ensuring Use and Sharing Lessons Learned

Audience (examples)	Purpose: why do they want the information? (examples)	Dissemination: what is the best method (format and distribution) (examples)
Staff members	To see if they are reaching who they want to for program planning	Staff meeting with charts as handout
Funders	To see if they would like to fund other similar programs	Official letter with an official report.
Other service providers	To coordinate services and referral networks	Official letters and/or posters at networking and/or update meetings
Professionals in the field of HIV prevention	To advocate for our approach on a larger scale	Peer-reviewed article

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Dissemination Plans: Ensuring Use and Sharing Lessons Learned

Audience	Purpose: why do they want the information?	Dissemination: what is the best method (format and distribution)

Traditional Evaluation Report

- I. Executive Summary
- II. Background and Purpose
 - Program rationale and background
 - Evaluation rationale
 - Stakeholder identification and engagement
 - Program description and logic model
 - Key evaluation questions/focus
- III. Evaluation Design and Methods
 - Sample, sampling procedures, and ethics (confidentiality, IRB, etc.)
 - Variables, measures, and indicators
 - Data sources and collection procedures
 - Data management and analysis procedures
 - Quality control procedures/standards
 - Limitations
- IV. Results
- V. Discussion and Recommendations

M&E Planning Exercise

- **Problem:** HIV transmission continues to infect over 300 individuals each year. In particular, African American men who have sex with men are at risk for getting HIV
- **Goal:** The small group intervention is designed to encourage condom use and improve condom negotiation skills by African American males
- **Intervention context:** This brief intervention, presented in English, is a workshop that has been integrated into the flow of a sexually transmitted disease clinic visit
- **Implementation Description:** Health educators convene groups of 4 to 8 clients for a single, 45-minute session. Information on HIV risk behaviors and condom use is delivered using videos, facilitated group discussion, and a poster board showing features of various condom brands in English. A culturally specific video is used for the African American clients. Skills in condom use and negotiation are modeled in the videos, then role-played, practiced, and discussed. At the end of the session, clients are given samples of the types of condoms they have identified as best meeting their needs

Developing an Evaluation Plan: Final Thoughts

- A well-thought-out M&E plan is an invaluable tool that can be used to guide agency staff through the planning and implementation of M&E activities
- The work that goes into monitoring and evaluation and writing an M&E plan is well worth the effort. Monitoring and evaluation are now considered routine activities in HIV prevention. By developing and implementing an M&E plan for your intervention, you place staff and the agency as a whole in a competitive position for sustaining high-quality HIV prevention services

Thank You