Community Health Systems Development

Evaluation Plan Template

I. BACKGROUND

Provide a brief overview of your program that includes the following:

Program Description

What do you plan to do?

Need

Why is the program needed?

Target Population

Who is the target population of this program?

Objectives

What are the program's objectives (SMART objectives)?

Stage of Program Development

In what stage of development is the program? (i.e., planning, implementation)

II. LOGIC MODEL

A logic model is a graphic depiction of the program and shows the logical relationships among the resources that are invested, the activities that are implemented, and the benefits or changes that result from the activities. A logic model includes the following components:

Inputs

What resources are available to the program in terms of staff, money, space, time, partnerships, etc.?

Examples of resources: Diabetes self-management curriculum, trained health educators, informational materials

Activities

What activities are being undertaken (or planned) to achieve the outcomes?

Examples of Activities: Provide preventive dental services to children; conduct diabetes screenings at health fairs; implement the CATCH program in elementary schools

Outputs

What products will be produced? How many materials will be distributed?

How many events will be held?

How many people will be served?

Examples of outputs: Number of training courses held; number of people who received a service; number of health fairs conducted; number of pamphlets distributed

Outcomes

What change in knowledge will occur?

What change in behavior will occur?

What change in health indicators will occur?

What change in policy/procedure/systems will occur?

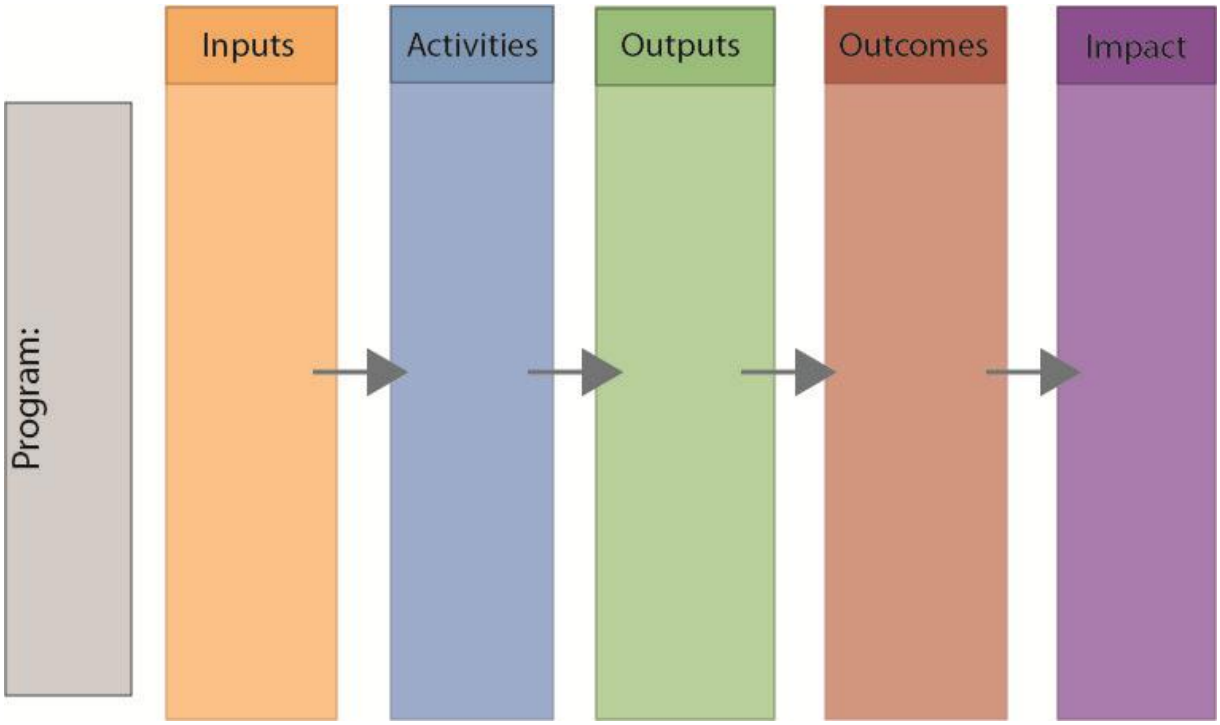
Examples of Outcomes: AlC levels decrease, blood pressure decreases, prevalence of a chronic disease decreases, participants exercise more often, participants demonstrate change in knowledge, a school system changes their nutrition and physical activity guidelines

Impact

What is the fundamental change that will occur in organizations, communities, or systems as result of program activities within 7-10 years?

Example of Impact: Prevalence of a chronic disease decreases in a given population

Logic models can be depicted as a graphic, as shown below. The arrows describe the links between inputs/resources, activities, outputs and outcomes.



A table format such as the one below can be used for the logic model as well.

Program Description				
Inputs	Activities	Outputs	Outcomes	Impact

The follow resources provide additional information on logic models:

Kellogg Foundation: http://www.wkkf.org/knowledge-center/resources/2006/02/WK-Kellogg-Foundation-Logic-Model-Development-Guide.aspx)

University of Wisconsin Cooperative Extension: http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html

CDC Program Evaluation Resources: http://www.cdc.gov/healthyyouth/evaluation/pdf/brief2.pdf

Innovation Network: http://www.innonet.org/client_docs/File/logic_model_workbook.pdf

III. EVALUATION APPROACH

Understanding the information your stakeholders need from your evaluation, identifying your evaluation questions, and developing indicators, base line measures, and benchmarks are important steps in constructing a sound evaluation plan.

Understanding Stakeholder Needs

Your answers to the following questions will help focus your evaluation by identifying what your stakeholders need to learn from the evaluation.

Who will use the evaluation findings?

A variety of stakeholders may be interested in your evaluation findings. The primary stakeholders are those responsible for managing and implementing the program, and your consortium partners. Other stakeholders that will have an interest in your evaluation findings are the people you are serving, the funders of your program, and others in the community who have a stake in the issue you are addressing, among others.

How will the findings be used?

You can use your evaluation findings for multiple purposes, such as identifying areas for program improvement, demonstrating the impact of your efforts, calculating the financial return on invest of the program, etc.

What do they need to learn from the evaluation?

Your various stakeholders will have different interests in your evaluation findings. It is important to understand what information will be useful to each of your stakeholders to help guide you in the development of your evaluation approach.

The example provided in the following table illustrates how to organize your audiences and uses of your evaluation findings.

Audience	Evaluation findings of interest	Utilization of evaluation findings
Program staff	Number of people utilizing services; participant program evaluations; survey data of change in knowledge, changes in clinical measures of participants; cost of programs being implemented	On-going program improvement
Funders	Congregate data illustrating changes in behavior or population served; return on investment calculations	Determination of future funding

Evaluation Questions

Developing appropriate evaluation questions will guide you in understanding what data to collect and the processes you will utilize to collect and analyze that data. There are two basic types of evaluation questions:

Process questions which focus on examining the implementation of the program, such as:

- Is our implementation process producing the outcomes we expect?
- Are we using our resources effectively?

Outcome questions focus on showing whether or not a program achieves the desired changes in patients, providers, or the community.

- Did participant/patients knowledge increase?
- Did patients adhere to treatment or complete treatment?
- Did participant/patients experience improved health indicators?
- Did hospital admissions rates decrease?

Baseline Measures

To understand the change your program is making, you will need to understand how prevalent the factors you are examining are in the population you will be serving prior to your program implementation. In addition to the prevalence of the issue (i.e. obesity, rate of diabetes), it is also helpful to understand other factors, such as trends, how often things happen, the duration and intensity of most incidents, etc. The indicators you track in order to show the impact of your program are called *baseline* measures. In other words, the baseline is the standard against which you will measure all subsequent changes implemented by your program.

An indicator is anything that is measurable that can be used to identify a change in trends. An indicator can be the number of alcohol-related car accidents per county per month throughout your state, the number of people requesting a particular pamphlet that your organization distributes, or the number of pregnancies among teenagers in your community in a year.

Indicators are measurable signs of a program's performance. Good indicators are relevant, understandable, and useful. Indicators are tied to the objectives identified in the program description and the logic model. Indicators are visible and measurable signs of change. The indicators you choose to track through your evaluation should to be relevant and provide the information that you need to answer your evaluation questions.

Program Benchmarks or Targets

Program benchmarks or targets are what would be considered to be "reasonable expectations" for the program. In thinking about the program benchmarks, it is important to think about what "success" means. How do you measure success? What does it mean if the program is successful or effective? The standards that programs set for themselves are used as the benchmark against which you will evaluate your program's performance.

The table below demonstrates how a program's evaluation questions align with its indicators and benchmarks:

Evaluation Question	Indicators	Program Benchmarks
Has appropriate staff been recruited?	Number of qualified (bilingual/bi-cultural) staff	A minimum of four LHAs of different gender on staff that speak Spanish and are familiar with the Salvadoran culture
Has the staff been trained appropriately?	Staff receive appropriate/adequate training in motivational interviewing	100% of staff are trained
Have more people received appropriate treatment?	# persons treated by clinic Clinical treatment standards are in place Signs, forms available in Spanish Clerks/staff know to access translators Patient's trust program staff	A 5% increase each month of program operations has in the number of Spanish speaking patients Clinical standards met 100% of the time 100% of educational materials, signs, and forms available in Spanish 100% of staff knows how to access and use translators 90% of patients report they believe what their provider tells them trust their provider's recommendations.
Are patients adhering to treatment?	Attendance at clinic visits	100% of patients who miss an appointment are immediately rescheduled and keep appointment; no one is lost to care

IV. DATA COLLECTION

Your evaluation plan should explain what data will be collected, how the data will be collected (methods, tools), who will collect the data, and the time line for collecting data. Consider:

- What methods will be used to collect the data?
- How often will data be collected?
- Who is responsible for collecting the data?
- How will you handle and store the data?

Tools are the documents or strategies that you will use to collect the data you need, such as surveys, focus groups, participant observation, etc. When choosing tools:

- Collect the information you need in the most straightforward way possible
- Collect only the information you need
- Use tools that are easy to understand, administer and use, and do not place undue burdens on staff or patients

- Pilot test your tools before using them to collect the evaluation data so that you know that users can successfully use the tool for its intended purpose. Make changes based on your pilot test

The following table may be helpful in depicting your data collection process.

Data Collection Plan				
Indicator	**Data Sources/Tools**	**Collection**		
Increased knowledge on signs of heart attack	Knowledge test	Who	When	How
		Health educator	At each educational program	Pre and post test

Human Subjects Consideration: At this point it is important to consider if your evaluation will require review by your program's Institutional Review Board (IRB). Many program evaluations are exempt from review but this is a consideration when developing your plan.

V. ANALYSIS

In this section, describe what techniques will be used to analyze your evaluation data. You may want to address issues such as:

- What data aggregation systems or software you plan to use
- What statistical methods (if any) you plan to use
- What stratifications (if any) you plan to examine among the data
- What types of tables or figures you may use

If you need assistance with selecting methods or techniques, www.cdc.gov/eval has many resources available to assist in the process.

Also in this section, explain who will be involved in interpreting the findings and describe the procedures and guidelines you will use to help in interpreting the evaluation findings. You will judge your findings against the program benchmarks. In drawing conclusions from the evaluation findings, it is important to consider the context in which the program is operating. It is also important that conclusions be sound, reasonable and objective. Involving the stakeholders in this process will bring insights and explanation to the evaluation findings, thus ensuring the validity of the interpretation and that recommendations based on the findings are relevant. Developing a draft report and sharing it with stakeholders is one method of involving stakeholders in the interpretation process.

VI. RESOURCES/ CAPABILITIES

Sound evaluation requires teamwork. This section specifies each team member's roles and responsibilities. Each team should have a leader or coordinator who is responsible for ensuring the evaluation is conducted as planned. In addition, evaluation teams will often have members who are responsible for carrying out the various activities of the evaluation. More comprehensive evaluations may also have an advisory group that can act as an advisory body, a sounding board, or provide technical experts for portions of the evaluation.

In this section, identify your evaluation leader and specify his/her roles and responsibilities that may include:

- Oversight of all evaluation activities
- Coordinator of meetings for the evaluation team or advisory group
- Principal analyst of the evaluation data
- Primary author of the evaluation plan or reports
- Point person for the dissemination of evaluation reports and materials

Identify other members on your evaluation team and specify their evaluation responsibilities. Evaluation team members can include:

- Individuals responsible for some aspect of data collection or data analysis
- Individuals responsible for dissemination and use of the findings
- Members of the evaluation planning committee

Use the following table to identify the members of your evaluation team and what role they will play.

Roles and Responsibilities of the Evaluation Team Members

Individual	Title or Role	Responsibilities
Sally Brown	Project Director	Oversight of all evaluation activities
Matt Larson	External evaluator	Evaluation design; data analysis
Steve Smith Betty Johnson	Clinic nurses	Monitor blood pressure at each clinic visit; enter blood pressure in client medical record

Describe the qualifications of team members to fulfill their role in the evaluation.

Appendices

Appendices to your evaluation plan can include many different items that are too detailed or long to include in the body of the plan. These might include:

- References
- Copies of instruments or tools
- Analysis programs
- Reporting formats

Work Cited

http://www.cdc.gov/tb/programs/evaluation/Guide/Evaluation_plan_template.htm

www.cdc.gov/eval

Taylor-Powell, E., Steele, S., & Douglah, M. (1996). Planning a program evaluation. Retrieved April 2002, from University of Wisconsin-Extension-Cooperative Extension, Program Development and Evaluation Unit Web site: http://learningstore.uwex.edu/Planning-a-Program-Evaluation--P1033C0.aspx

W.K. Kellogg Foundation Logic Model Development Guide, December 2001
http://www.wkkf.org/