

# Family and Civic Engagement Evaluation Workshop

Cricket Meehan, Ph.D.

Miami University

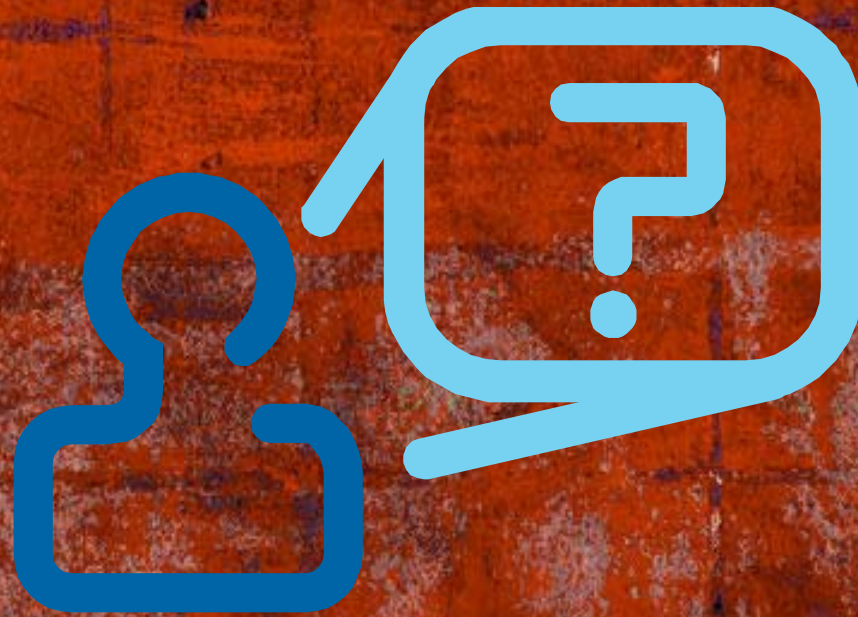
Center for School-Based Mental Health Programs

# Program Evaluation

- Should be useful, practical, meaningful, and relevant
- Should be continuous, with a focus of quality improvement
  - It is not a one-time, static event



# Why Do You Want To Evaluate Your Program?



# What Can Be Evaluated?

- Participants/Units of Service

- Number of clients served
- number of things produced



- Outcomes

- Impacts on the clients (increased family and civic engagement)



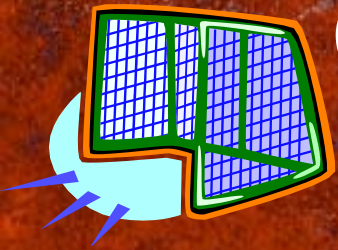
# What Can Be Evaluated?

- Resources Needed to Run the Program
  - Money, facilities, staff, clients
- Activities
  - How is the program carried out?



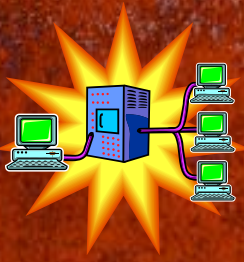
# Major Types of Program Evaluation

- Goals-Based Evaluation
  - Determine the extent to which programs are meeting their predetermined goals or objectives
- Process-Based Evaluation
  - Determine how programs work and produce results
- Outcomes-Based Evaluation
  - Determine the extent to which programs are achieving their desired outcomes



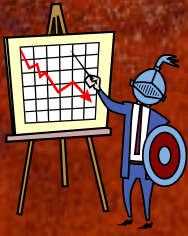
# Goals-Based Evaluation Questions

1. How were the program goals and objectives established? Was the process effective?
2. What is the status of the program's progress toward achieving the goals?
3. Will the goals be achieved according to the timelines specified in the program implementation or operations plan? If not, then why?
4. Do personnel have adequate resources (money, equipment, facilities, training, etc.) to achieve the goals?
5. How should priorities be changed to put more focus on achieving the goals?
6. How should timelines be changed?
7. How should goals be changed? Should any goals be added or removed?
8. How should goals be established in the future?



# Process-Based Evaluation Questions

1. On what basis do staff and/or clients decide which products or services are needed?
2. What is required of staff in order to deliver the product or services?
3. How are staff trained about how to deliver the product or services?
4. How do clients access the program?
5. What is required of clients?
6. How do staff select which products or services will be provided to the client?
7. What is the general process that clients go through with the product or program?
8. What do clients consider to be strengths of the program?
9. What do staff consider to be strengths of the product or program?
10. What typical complaints are heard from staff and/or clients?
11. What do staff and/or clients recommend to improve the product or program?
12. On what basis do staff and/or clients decide that the product or services are no longer needed?



# Outcomes-Based Evaluation

1. What are the major outcomes for the program? Why are you doing what you are doing?
2. For each outcome, what observable measure (indicator) can you examine?
3. What is your target goal? (For example, 60% of parents attend event)
4. What information is needed to measure achievement of outcomes?
5. How can that information be realistically and efficiently gathered?
6. How will you analyze and report your findings?

# Ways to Gather Data

- Questionnaires, Surveys, Checklists
- Interviews
- Documentation Review
- Observation
- Focus Groups
- Case Studies
- (See handout)



# Four Levels of Evaluation

1. Reactions and Feelings (feelings are often poor indicators that your service made lasting impact)
2. Learning (enhanced attitudes, perceptions or knowledge)
3. Changes in Skills (applied the learning to enhance behaviors)
4. Effectiveness (improved performance because of enhanced behaviors)



# Logic Model

- Includes:
  - Goals and objectives
  - Resources needed to run the program
  - Activities
  - Participants
  - Outcomes
    - Short
    - Medium (see handout)
    - Long



# Logic Model

- Parent Education Example: Evaluation questions, indicators
  - Resources needed to run the program
    - Staff, money, partners, research
  - Activities
    - Develop parent education curriculum
    - Deliver series of 8 interactive sessions
    - Facilitate support groups
  - Participants
    - Parents of 3-10 year olds



# Logic Model

- Parent Education Example: Outcomes
  - Short
    - Parents' increased knowledge of child development
    - Parents better understand own parenting style
    - Parents gain skills in new ways to parent
    - Parents gain confidence in their new abilities
  - Medium
    - Parents identify appropriate actions to take
    - Parents use effective parenting practices
  - Long
    - Reduced stress
    - Improved child-parent relationships
    - Strong families



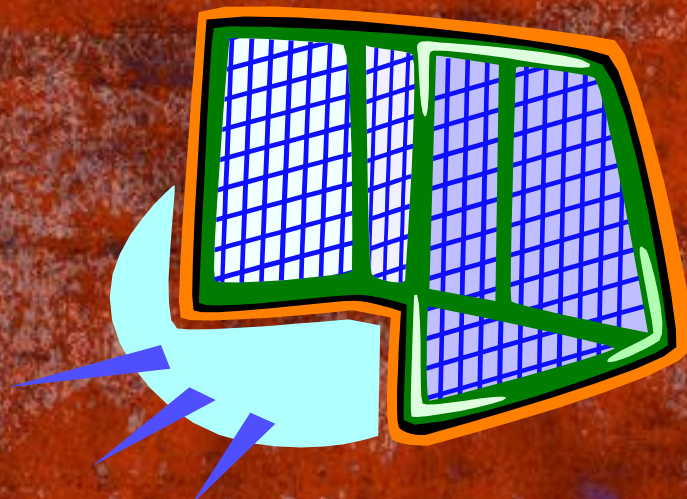
# DEVELOPING YOUR LOGIC MODEL

# Selecting Your Evaluation Method

1. What information is needed to make current decisions about the program?
2. Of this information, how much can be collected and analyzed in a low-cost and practical manner (using questionnaires, surveys and checklists)?
3. How accurate will the information be (refer to handout for disadvantages of methods)?
4. Will the methods get all of the needed information?
5. What additional methods should and could be used if additional information is needed?
6. Will the information appear as credible to decision makers (to funders or top management)?
7. Will the nature of the audience conform to the methods? Will they fill out questionnaires carefully, engage in interviews or focus groups, let you examine their documentations, etc.?
8. Who can administer the methods now or is training required?
9. How can the information be analyzed?

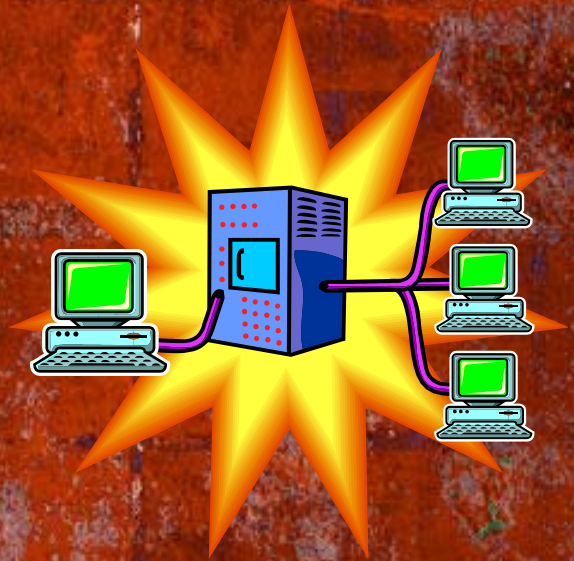
# Goals/Objectives Evaluation

- Are you planning to assess whether or not you are meeting your goals and objectives?
- Is your timeline of achievement important to you?



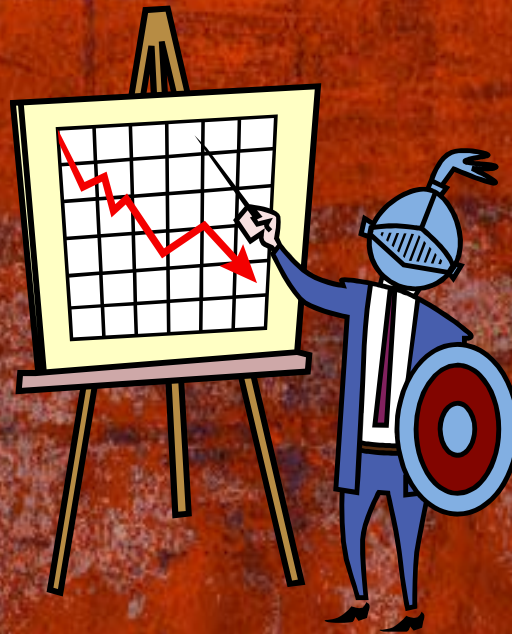
# Process Evaluation

- Are you interested in how activities are being carried out?
- Are staff training procedures important to evaluate?
- What about policies and procedures?



# Outcome Evaluation

- Are you interested in changes (increases and decreases) in skills, knowledge, attitudes, behaviors, and/or engagement?



# DEVELOPING YOUR EVALUATION PLANS

# Key Considerations:

1. For what purposes is the evaluation being done? What do you want to be able to decide as a result of the evaluation?
2. Who are the audiences for the information from the evaluation?
3. What kinds of information are needed to make the decision you need to make and/or enlighten your intended audiences?

# Key Considerations:

4. From what sources should the information be collected?
5. How can that information be collected in a reasonable fashion? Questionnaires, interviews, examining documentation, conducting focus groups?
6. When is the information needed? When must it be collected?
7. What resources are available to collect the information?

# Analysis of Your Evaluation

- Evaluate your data based on your goals, objectives, and outcomes
- For quantitative (numerical) data, tabulate your results
- For qualitative (verbal) data, organize it into similar categories and identify themes



# Interpreting and Reporting the Evaluation Results



- Attempt to put the information in perspective (strengths, weaknesses, opportunities, challenges)
- Consider recommendations for program improvement
- Document results in a useful format (take into consideration the intended audience)

QUESTIONS?



# Contact Information

*Dawna-Cricket-Martita Meehan, Ph.D.*  
*Coordinator of School Mental Health Projects*

*Miami University*  
*Department of Psychology*  
*Center for School-Based Mental Health Programs*  
*90 N. Patterson Ave.*  
*Oxford, OH 45056*  
*(513) 529-4247*  
*(513) 529-2420 fax*