



EVALUATION LAB 2019 SUMMER INSTITUTE

WORKBOOK

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LEARNING COMMUNITY #1: LOGIC MODELS

The first step in an evaluation is getting a clear idea of your organization. Logic models are best created with someone from every stakeholder group at the table. These different perspectives will result in a more complete and accurate logic model.

If you are alone, or in a group with similar vantage points in the organization, a first step in bringing evaluation into your organization will be to share the logic model with others.

HINT #1: Read through the definitions below so that you have a good idea about what belongs where.

HINT #2: Many logic model creators find that a good place to start is long-term outcomes. This column helps motivate the rest of the logic model, and keeps the focus on the main goal.

HINT #3: Take care with defining outcomes. List outcomes that you are willing to be held accountable for.

HINT #4: Use arrows and color to show how the different boxes are connected. Modify the templates to suit your organization. Illustrate your logic model if that feels right.

HINT #5: After your logic model is filled in, review it for logic. Does your organization make sense? Are the activities likely to lead to the hoped-for outcomes? Are you trying to do too much with too few resources? Go through the checklist to help you “test” your logic model.

Logic Model checklist

	Assumptions are reasonable and evidence-based or evidence-informed.
	Activities are possible given the resources.
	Outcomes flow logically from activities.
	You are willing to be held accountable for outcomes.
	External factors don't get in the way of your activities or outcomes.
	The resources and inputs you need are available.



What is a Logic Model?

A logic model is a one-page description of your program that shows the logical steps from inputs to activities to outputs and outcomes. The logic model can be a chart, illustration or table.

Why is it so great to have a Logic Model?

If developed or reviewed regularly by stakeholders, it literally gets everyone on the same page, and pulling together.

It provides a roadmap for designing evaluation activities that can help you assess your progress and success and inform plans for increasing effectiveness.

Logic Model Definitions:

Resources and Inputs are the things and people that you need to operate your program: gallery space, grants and donations, dedicated staff, training, etc.

Activities are what you are doing when your program is happening: classes, counseling, home visits, events.

Outputs are the observable things that the activities produce: numbers of participants, numbers of events, meals served. Outputs are the evidence that you did what you had planned to do.

Outcomes are changes in participants' behavior, knowledge, skills, level of functioning, outlook, or life trajectories. Outcomes are the evidence that your program is having the hoped-for success in making a difference.

Short-term: What you want to see for a participant on the day he or she completes your program.

Long-term: What you hope participants take with them into the future.

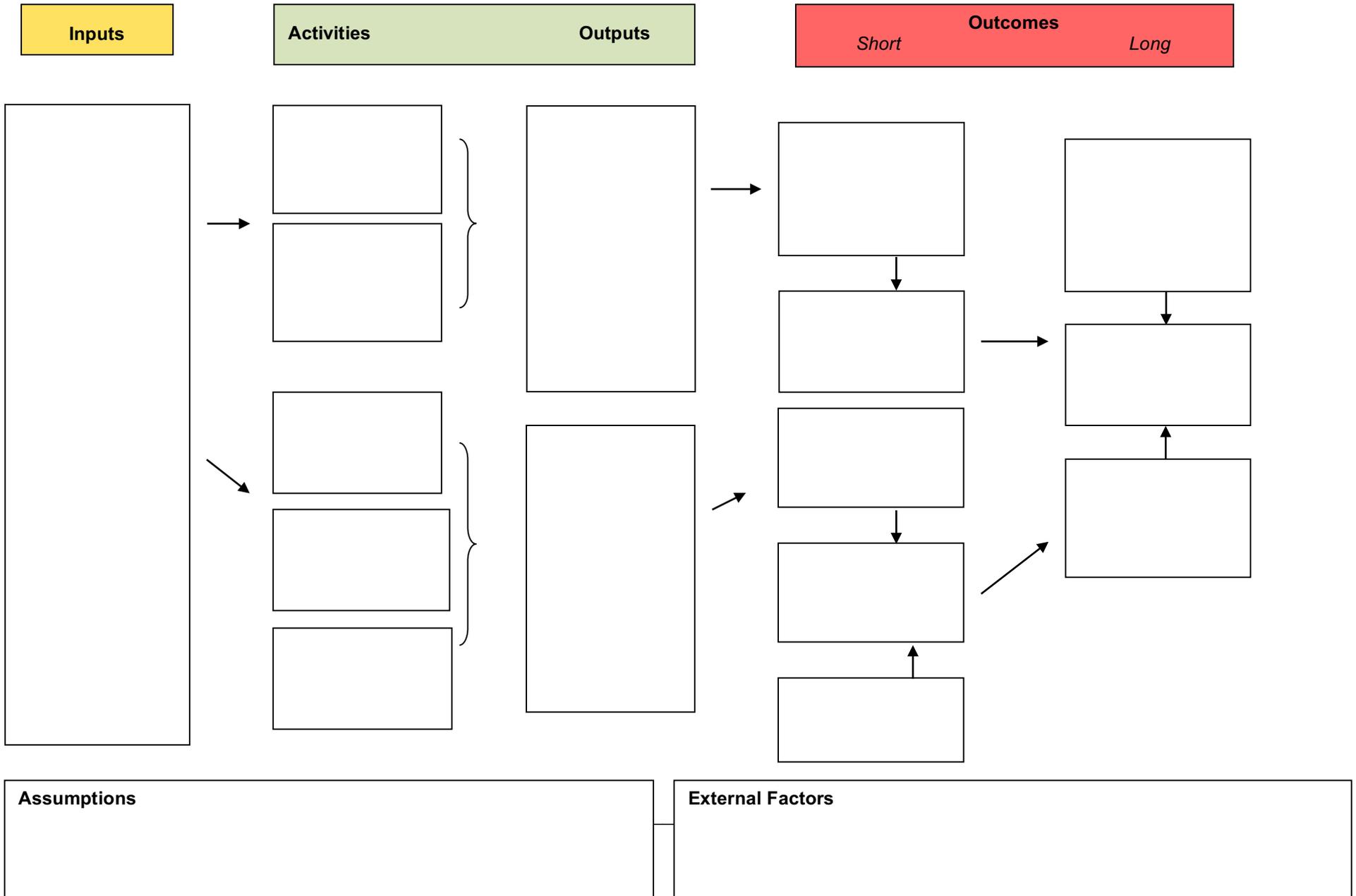
BEWARE outcomes that are out of your sphere of influence.

You need to be willing to be held accountable for the outcomes in your logic model.

Assumptions are anything that needs to be true for your program to work. This is the place to state why you think that your program will lead to the desired outcomes. For example, perhaps your program rests on the assumption that people are capable of change once they recognize their triggers and learn self-regulation skills. Assumptions are strongest when they are backed by evidence in the academic literature.

External Factors comprise the setting in which your program operates. Some external factors may make the hoped-for outcomes more likely. Other external factors may impede your program's success.

Program: _____ (name) _____ Logic Model (uses text boxes: add/change boxes and arrows as needed)



LOGIC MODEL FOR:

Resources/ Inputs	Activities (What you do)	Outputs (Evidence of what you do)	Short-Term Outcomes (How participants benefit at the end of the program)	Long-Term Outcomes (How participants benefit into the future)
Assumptions:			External Factors:	



LEARNING COMMUNITY #2: YOUR THEORY OF CHANGE

Your Theory of Change is why you think your program will work.

EXAMPLE I

A. State your theory of change.

I think my program will work because . . .

. . . parents who experienced childhood trauma can learn to recognize their triggers and become more intentional and nurturing, and less reactive as caregivers to their children. Our program promotes this restorative process is building trust by building trust, teaching parents about trauma and child development, modeling supportive parenting and attending to material needs. We developed our approach by listening to parents about what they need to succeed.

B. Our theory of change is based on the following evidence

X	Research literature				
Study:	Center on the Developing Child at Harvard University. 2016. <i>Applying the Science of Child Development in Child Welfare Systems</i> . < http://www.developingchild.harvard.edu >.				
Study type	RCT	quasi-experimental	association	state of the art	
				X	
Findings	<p>The report recommends:</p> <ul style="list-style-type: none"> • Addressing immediate stressors by helping families with immediate needs, such as housing and food. • Acknowledging childhood and ongoing trauma that explain “what happened” to parents. • Building relationships with clients to build trust, create hope, and model supportive parenting. • Helping parents learn by doing, by encouraging and facilitating positive parent-child interactions. • Helping parents recognize their triggers and learn to pause and consider before they react. 				
Clinical Practice					
Describe:					

EXAMPLE II

A. State your theory of change.

I think my program will work because . . .

. . . children who witnessed domestic violence can learn to identify their emotions, recognize their strengths, and choose effective ways to meet their needs through the Nurtured Heart Approach.

B. Our theory of change is based on the following evidence

	Research literature				
	Study:				
	Study type	RCT	quasi-experimental	association	state of the art
					X
	Findings				
X	Clinical practice				
	Describe:	<p>Although there is no RCT for the Nurtured Heart Approach, it is clinically informed by the work staff are doing on a daily basis. Enlace clinicians have found dramatic improvements in children's behavior after using the Nurtured Heart Approach. Clinicians report that children in the groups where Nurtured Heart has been used have higher self-worth and inner wealth in comparison to when they come into Enlace services. For example, the children can identify positive words to describe themselves, and they can identify their emotions and communicate them more clearly.</p>			

YOUR TURN

A. State your theory of change.

I think my program will work because . . .

B. Our theory of change is based on the following evidence

	Research literature				
	Study:				
	Study type	RCT	quasi-experimental	association	state of the art
					X
	Findings				
	Clinical practice				
	Describe:				



LEARNING COMMUNITY #3: RUBRICS

Definition: “A matrix that identifies criteria for success and describes levels of performance in relation to those criteria along a spectrum from poor to excellent.”¹

Step 1: Pick one outcome to assess.

Step 2: Choose a descriptive label for each level of achievement towards that outcome. Here are some ideas to get you started:

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Achieving	Extending
Novice	Apprentice	Master	Expert
Failed	Survived	Succeeded	Thrived
Dormant	Activated	Energized	Leader
Beginning	Acceptable	Accomplished	Stellar
Below standard	Developing	At standard	Above standard
Not happening at all	Happening a little	Happening pretty darn good	Awesomely happening
Weak	Decent	Strong	Exemplary

Step 3: describe levels 1-3, based on what you have actually seen. Level 1 is the worst possible scenario you have seen or worry that could happen. Level 3 should be the best you have seen in your organization to date.

Step 4: describe Level 4, which is what going beyond the best you have seen would look like. This should be aspirational.

By developing concrete descriptions, you have a way of recognizing when things need to be improved, when things are going well, and what you want to strive for. You are also painting a realistic picture of possible outcomes. Even if you find that you are at Level 2, at least you know it could be worse. And you also know where you are falling short.

Rubrics take time, dedication and commitment. Time spent developing a rubric increases commitment and ownership by staff.

¹David Grant. 2015. *The Social Profit Handbook: The Essential Guide to Setting Goals, Assessing Outcomes, and Achieving Success for Mission-Driven Organizations*. White River Junction, Vermont: Chelsea Green Publishing): p.45.

Organization: New Day Youth and Family Services

Desired output or outcome: **Youth Develop Own Goals & Path for Future**

	<i>Levels</i>			
<i>Aspects</i>	Island (1)	Trail (2)	Rt. 66 (3)	Yellow Brick Road (4)
Goal Setting	Don't understand what goals are	Thinking of Goals, know what a goal is	Established Goals (not written down)	Written down goals. Short & Long term
Visualizing Future	Don't see a future	See a future, but don't know difference between dream & goal	Looking into future and network is established	Path is created for future, helping others achieve theirs. Bigger networks
Potential	Discouraging Potential	Youth learn steps to achieve potential (goals)	Sharing ideas with others, steps prioritized	Self-improvement, values, broaden interest, confidence
Youth Resources	Do not have access to needed resources	Access to some needed resources, but not all	Access to all needed resources	Access to needed resources & more. Youth find resources
Youth Guidance	Youth are told what to do	Youth are themselves, don't have to follow others	Sticking to goals, not discouraged	Empowerment, helping others achieve their goals. Mentoring

Organization:

Desired output or outcome:

	<i>Levels</i>			
<i>Aspects</i>	Your label (1)	Your label (2)	Your label (3)	Your label (4)

Organization:

Desired output or outcome:

	<i>Levels</i>			
<i>Aspects</i>	Your label (1)	Your label (2)	Your label (3)	Your label (4)



LEARNING COMMUNITY #4: EVALUATION QUESTIONS

Option 1

Think about your organizational or programmatic goals. How would you show how those goals are attained? **What do you really want to know?** What questions do you need to answer? Write those questions here.

Option 2

Pick an outcome (or a few) and derive an evaluation question (or a few).

Outcome (from logic model or rubric)	Possible Evaluation Question(s)



LEARNING COMMUNITY #5: DATA COLLECTION IDEAS

Data Collection: Part I (Example)

Evaluation question	What information do you need to answer the question?	Who has this info?	Indicate whether pre-post or retrospective	
			Can you get this info from a tool you already have? Which?	Other ways to get info?
Are parents gaining new skills and knowledge?	Assessment of skills	Parents	Yes: Parenting inventory: AAPI Pre-Post	Not needed
Are parents using new skills in an effective way?	Parent's behavior with child	Parents, staff	Possibly: Protective Factors Survey Pre-Post	Retrospective question in survey, focus group or interview—ask for examples. Before and after drawing. Staff observations.
Is there an improved child-parent bond?	Parent's behavior with child, child's reaction to parent.	Parents, staff, teachers	Possibly: Protective Factors Survey Pre-Post	Same as above. Collect family drawing from child at start and end of program. Teacher observation.

Data Collection Part II – Implementation (Example)

STEP 2: How can you integrate data collection into routine daily operations? Who will collect data and when?

Data Collection Tool	Who	When & How
AAPI & Protective Factors Survey	Case manager	Enrollment and discharge meeting, enter directly into data base
Focus groups (include before and after drawing)	Evaluation coordinator	Week 15 of 16-week program. Provide \$20 gift card?
Staff observations	Home visitors	Add to ticket: Comment on parent-child interaction, provide an example
Child drawing	Children's group	Week 1 or 2 and again Week 15 or 16
Teacher observation	Kindergarten teacher	Find or develop tool for child attachment. But first, establish relationship with teachers. . .

Data Collection Part I – Your Turn:

			Indicate whether pre-post or retrospective	
Evaluation question	What information do you need to answer the question?	Who has this info?	Can you get this info from a tool you already have? Which?	Other ways to get info?

Data Collection Part II – Implementation – Your Turn:

STEP 2: How can you integrate data collection into routine daily operations? Who will collect data and when?

Data Collection Tool	Who	When & How



LEARNING COMMUNITY #6: EMBEDDING EVALUATION

MISSION TIME

How will you carve out time to focus on assessing whether you are achieving your mission?

Can you devote the last 15 minutes of your weekly staff meeting?

Add as a Board agenda item?

How will you incorporate stakeholders into mission time?

NAMING AND SUPPORTING AN EVALUATION COORDINATOR

Who will be your organization's Evaluation Coordinator?

It should be someone who has the authority to make it happen.

How can you make it a primary responsibility so that it really happens.

FEEDBACK LOOP

How, when and where will review of data and program adjustments take place?

Who will be involved?

BRINGING IT BACK TO YOUR ORGANIZATION

Who are the stakeholders who need to be involved?

Plan out timeline for reviewing logic model, creating rubrics, developing new data collection tools and implementation training.



LEARNING COMMUNITY #7: DEVELOP OR REFINE

Refine any of the above, or begin to develop new data collections tools.