

Monitoring and Evaluation of Grant Programs

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MEDICINE

Please move into small groups



MEDICINE



What are we going to talk about?

- **Evaluation planning process**
 - **CDC Framework**
- **SORH evaluation template**
 - **Specific examples for SORH's**
- **Talk in small groups-Evaluation activities**
 - **You may already do these things, but a good time to think about them with the new Flex cycle starting**

Access template here: <https://www.ruralcenter.org/sites/default/files/Evaluation%20Template.pdf>



Who is your Program Evaluator?

- **Internal Evaluator**
- **Someone within your office**
 - Is that person only dedicated to evaluation activities?
 - Internal staff with other duties?
- **External Evaluator**
 - Retained outside consultant



Who is your Program Evaluator?

- Preferable to not allow direct Program staff to conduct evaluation activities.
 - Can they be objective?
 - Are results valid?





Activity #1

- **Internal v. External Evaluation**
 - **Pros and Cons**
- **If you do have a staff member designated (but not specifically employed to do evaluation)**
 - **Are they in position to be objective?**
 - **If not, what could be done to improve that?**



Do you have a dedicated Program Evaluator?

- **Internal evaluator**

- **Pros**

- Less time to familiarize
 - Shared resources

- **Cons**

- Less objective
 - May not be fully qualified

- **External Evaluator**

- **Pros**

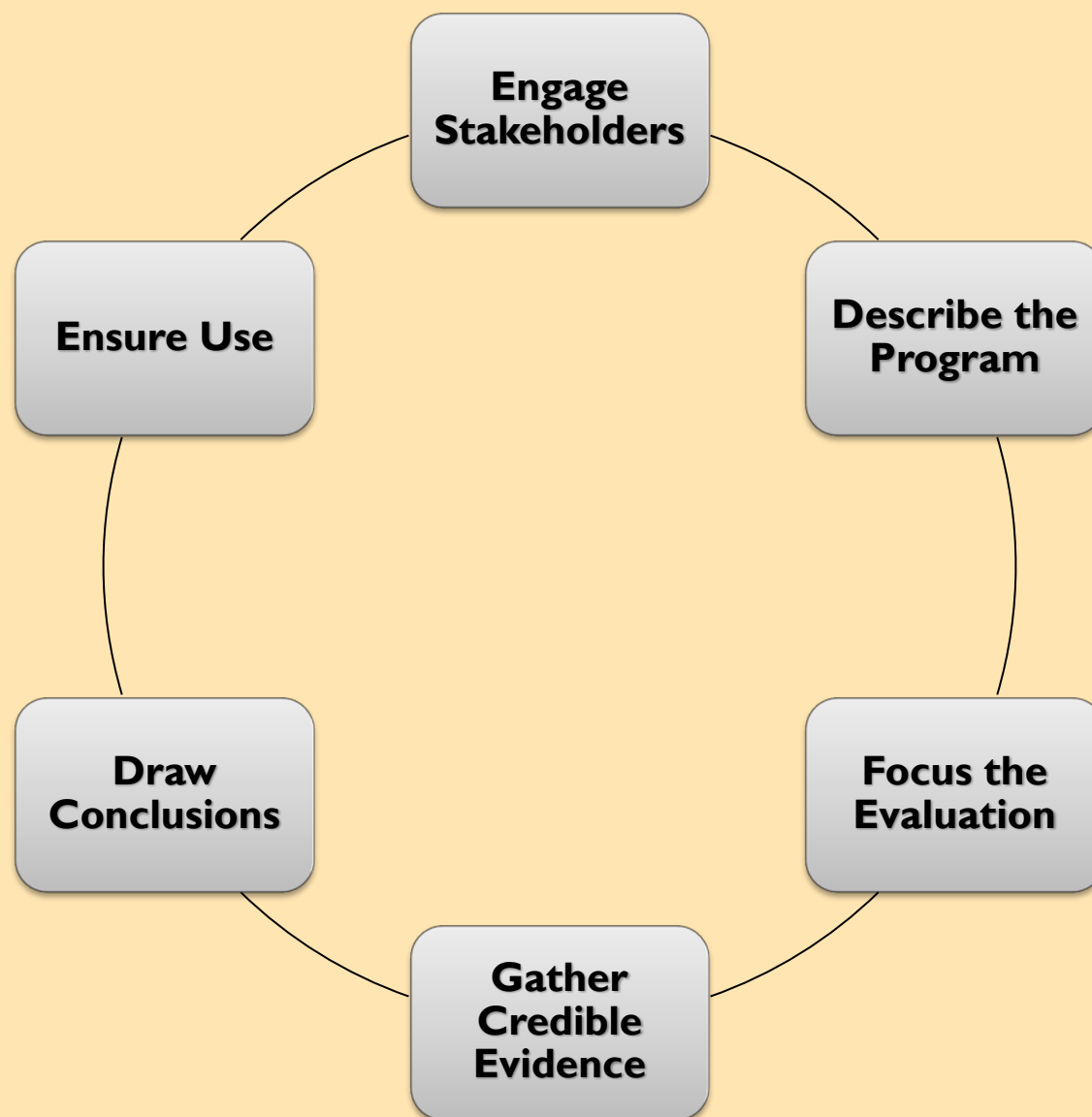
- Experience
 - Objectivity
 - Technical expertise

- **Cons**

- Expensive
 - You don't have as much control over the process



6 Steps of Program Evaluation





Step 1: Engage Stakeholders (Evaluation team)

- **Who are your stakeholders?**
- **What is their role within the evaluation process?**

Stakeholder Name	Stakeholder Category	Role in Evaluation
Lara Brooks	Internal	<ul style="list-style-type: none">• Implement change based on evaluation findings
Jeff Hackler	Internal	<ul style="list-style-type: none">• Utilize evaluation results for grant planning
LaWanna Halstead	External	<ul style="list-style-type: none">• Implement change based on evaluation findings
Rod Hargrave	Internal	<ul style="list-style-type: none">• Implement change based on evaluation findings
Corie Kaiser	Internal	<ul style="list-style-type: none">• Implement change based on evaluation findings• Assist in evaluation planning• Review evaluation plans
Pete Walton	Internal	<ul style="list-style-type: none">• Oversight of evaluation• Develop evaluation plans• Develop evaluation instruments• Collect and analyze data• Recommend change based on findings
Denna Wheeler	Internal	<ul style="list-style-type: none">• Provide technical assistance



Activity #2

- **Talk for a couple of minutes about who your stakeholders are.**
- **What is their role in the evaluation?**
- **Are there partners outside your office that have an interest?**



Activity #2-Types of Stakeholders

- **Program Staff**
- **Organizational Leadership**
- **Grantees**
- **Program Researchers**
- **Volunteers**
- **Collaborating Organizations**
- **Policy Groups**
- **Professional Associations**
- **Community Groups**
- **Board of Directors**
- **Experts (Consultants)**

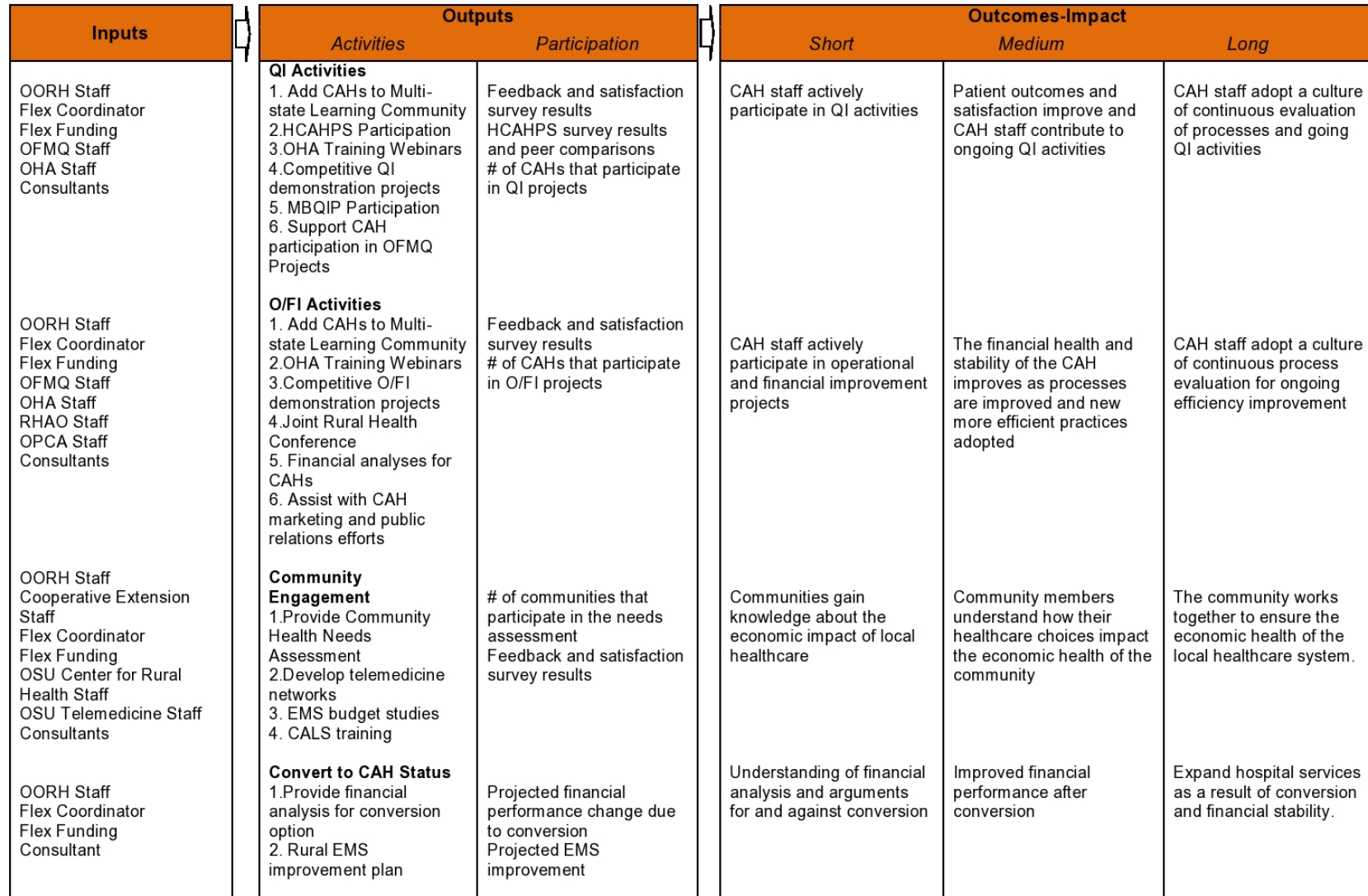


Step 2: Describe the program

- This will help you develop evaluation questions
- If/then statements that lead to long term outcomes

Resources/Inputs	Activities		Outputs	Outcomes	
	Initial	Subsequent		Short-Term/Intermediate	Long-Term

Oklahoma Flex Program Evaluation Logic Model



PIMS-Process Measures
(Some outcome measures)

Outcomes/Impacts



Activity #3

- **Discuss what type of model you use**
- **Logic Model, Balanced Scorecard, Theory of Change, others?**
 - **Is it helpful?**
 - **Should it be updated?**
 - **Do you use it?**
 - **Could it be improved to better align with program goals?**



Step 3: Focus the Evaluation

- In addition to PIMS, what do you want to learn in your state?
- Most likely we can't evaluate everything, every time
- How do you prioritize where you focus the evaluation?
 - Is there a systematic way you do this?



Activity #4

- **How do you go about prioritizing your evaluation focus?**
 - **If you can't evaluate everything, every time you do it, how do you decide what to focus on?**
 - **Do you have an internal process for this?**





Step 3: Focus the Evaluation

- **What do you evaluate?**

Criterion	Information Required for Prioritization
Cost	What financial resources have we invested in this activity?
Time Intensive	How much staff time have we invested in this activity?
Prior evaluation	Have we evaluated this activity before?
Maturity	What is the stage of development or implementation for this activity?
Stakeholder Interest	How interested are our stakeholders in this activity?
Sustainability	How much does this activity contribute to the sustainability of the program?
Centrality	How connected is this activity to our partners across the state?
Plan alignment	How closely aligned is this activity with our state plan?
Plausible outcomes	Can this activity reasonably be expected to lead to relevant outcomes?
Disparities	Will this activity reduce disparities?
Reach	How many people in our state are (or could be) affected by this activity?
Challenges	Are we (or do we anticipate) struggling with this activity?
Pilot	Do we plan to expand this activity?
Information need	How critical is the evaluation information for making near-term decisions?
Improvements	Would evaluating this activity likely result in recommendations for programmatic improvement?
Use	Will the results or recommendations from this evaluation will be used by the intended audiences?



Step 3: Focus the Evaluation

- Stakeholders rank activities by criterion

Activity	Criterion				
	Cost	Sustainability	Stakeholder Interest	Improvements	Use
Education					
Tools					
Technical Assistance					
Consulting					
New Project					
State Plan					
Priority: High=5, Medium High=4, Medium=3, Medium Low=2, Low=1					

Step 3: Focus the Evaluation

- Rank your activities by criterion

Activity	Criteria					Total	Average
	Cost	Sustainability	Stakeholder Interest	Improvements	Use		
Education	5	5	5	4.5	3.5	23	4.6
Tools	2	1.5	2.5	3.5	2	11.5	2.3
Technical Assistance	3.5		1.5	4.5	2	11.3	2.9
Consulting	4		3	5	2.5	14.5	3.6
New Project	1	2.5	5	5	1.5	15	3
State Plan	4	5	5	3.5	5	22.5	4.5
Priority: High=5, Medium High=4, Medium=3, Medium Low=2, Low=1							

- If resources are limited, which evaluation candidates do you choose?



Step 3: Focus the Evaluation

- **You've developed a list of priority evaluation candidates; Now what?**
- **Time to develop evaluation questions**
 - **What do you want to know about your selected activities?**
- **Consider the entire continuum of your logic model**



Activity #5

- **How do you develop evaluation questions?**
- **Who is developing them?**



Step 3: Focus the Evaluation

- **How to develop questions**
 - **Brainstorm**
 - **What have you evaluated before?**
 - **What do you NEED to know? What do you WANT to know?**
 - **What are other states asking?**
 - **Be careful...may not be the same things you and your stakeholders want to know**
 - **SMART**





Step 3: Focus the Evaluation

- So you have developed questions with the evaluation team...
- Are they appropriate? Relevant? Feasible?



Does the evaluation question meet this criterion?	YES	NO	Does not meet criterion but merits inclusion because...
Q1.			
1. Stakeholder engagement			
A. Diverse stakeholders, including those who can act on evaluation findings and those who will be affected by such actions (e.g., clients, staff), were engaged in developing the question.			
B. The stakeholders are committed to answering the question through an evaluation process and using the results.			
2. Appropriate fit			
A. The question is congruent with the program's theory of change.			
B. The question can be explicitly linked to program goals and objectives.			
C. The program's values are reflected in the question.			
D. The question is appropriate for the program's stage of development.			
3. Relevance			
A. The question clearly reflects the stated purpose of the evaluation.			
B. Answering the question will provide information that will be useful to at least one stakeholder.			
C. Evaluation is the best way to answer this question, rather than some other (non-evaluative) process.			
4. Feasibility			
A. It is possible to obtain an answer to the question ethically and respectfully.		Unless an acceptable option can be found, eliminate this question.	
B. Information to answer the question can be obtained with a level of accuracy acceptable to the stakeholders.			
C. Sufficient resources, including staff, money, expertise, and time can be allocated to answer the question.			
D. The question will provide enough information to be worth the effort required to answer it.			
E. The question can be answered in a timely manner, i.e., <i>before</i> any decisions potentially influenced by the information will be made.			
5. In sum...			
A. This question, in combination with the other questions proposed for this evaluation, provides a complete (enough) picture of the program.			
B. The question, in combination with the other questions proposed for this evaluation, provides enough information for stakeholders to take action.			



Step 4: Gather Credible Evidence

- Evaluation is NOT research
 - Do not generalize across programs/states
 - Programs v. Populations
 - Improve v. Prove
 - Stakeholders v. Scholars



Step 4: Gather Credible Evidence

- **What methods are you going to use?**
 - **Experimental**
 - **Randomized control trial**
 - **Quasi-Experimental**
 - **Pre-post test**
 - **Non-experimental**
 - **Case study**
 - **Post test**



Step 4: Gather Credible Evidence

- **Primary data**
- **Secondary data**
- **Qualitative**
 - **Focus groups**
 - **Success stories**
- **Quantitative**
 - **Surveys**
 - **Statistical analysis**



Activity #6

- **What methods are you using?**
- **Do you use qualitative and quantitative?**





Step 4: Gather Credible Evidence

- How will you collect data?

Evaluation Focus	Evaluation Question	Data Collection Method	Source of Data	Comments
Education/training	To what extent do participants increase knowledge based on training?	Pre-post test	Participants in attendance	Survey created in-house; to be completed day of training
State Plan	What is the quality of the state plan?	Document review	State Plan Reviewers	Utilize CDC State Plan Index





Step 5: Draw Conclusions

- **This is all about the planning process**
 - **These are things you want to determine BEFORE data collection**
- **Are we getting better? Worse?**
- **What does success look like?**
 - **If you don't know your target beforehand, you won't hit it.**



Evaluation Question	Indicator	Standards (success)
Was a state plan developed and disseminated?	State plan completed and distributed to partners	One state plan developed and two methods of dissemination
What is the quality of the state plan?	Score of the “CDC State Plan Index”	All components within the Index Summary receive at least a score of 3. (Scored by 3 individuals not involved in planning or development)
Did the OORH provide useful assistance to the CAH throughout the process?	% of CAH staff that respond favorably	90%
Are community members engaged and satisfied with the presentations?	% of community members that respond favorably	80%
Did the CAH create an action plan?	Implementation strategy developed	100%
What impacts did the process have?	Success story	25% of CAHs have submitted a success story
	6 month follow-up visit	All CAHs have implemented at least one item from action plan
Did the OORH provide useful technical assistance?	% of CAH staff that respond favorably	90%
To what extent do participants increase knowledge based on training?	Test mean	Significant difference in test means (t-tests)



Step 6: Ensure Use and Share Lessons Learned

- **What do you do once your evaluation questions are answered?**
 - **Develop a communication plan.**
 - **How will you share results?**
 - **Face-to-face**
 - **Email**
 - **Webinar**
 - **Who is your audience?**



Activity #7

- **What areas of your program evaluation need attention?**



Additional Things to Take Away

- Use a systematic process
- Update often
- Begin with the end in mind
- If stakeholders aren't engaged, they probably aren't helping
- Include external stakeholders
- This is not research; don't generalize across programs/counties/states
- It's OK to start small, just start
- Consider being a reviewer for federal grants

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