
George, Amy R (HSS)
RE: February 14 WIC Update

From: Kent, Dana L (HSS)
Sent: Friday, February 14, 2014 4:14 PM
To: HSS DPA WIC Coordinators; Welch, Scooter (HSS Sponsored); donn@akafs.org; O'Gara, Kathy (HSS Sponsored); Spence, Laura; thespencers@mail.com
Cc: HSS DPA WIC Juneau; HSS DPA WIC Anchorage; Khmelev, Erin N (HSS); Olejasz, Aimee M (HSS); Rybicki, Danielle (HSS Sponsored)
Subject: Friday Update

Hi All,

Another busy week has slipped past and here we are half way through February! I hope you are able to spend time with loved ones on this Valentine's Day.

State Staff will be out of the office Monday, February 17th in honor of President's Day. Your trusty SPIRIT Help Desk will be out as well.

Updates:

Vendor:

Gina's name is officially changed in the state system (finally!).

Gina Heffern (Formally Gina Roust)

gina.heffern@alaska.gov

Nutrition:

Logic Model Training-- A Logic Model is like a road map. It shows the logical relationships among the resources that are invested, the activities that take place, and the benefits or changes that result. It's an important tool for planning. In the FY15 continuation grant year, each local agency will be required to submit a new logic model. **We'll have a mandatory webinar training on Wednesday February 19, 2014 from 8:30 AM to 10:30 AM.** Please mark your calendars. You will receive a separate email with the webex invitation. The first draft of the logic model will then be **due on February 26.** We'll have check-in meetings to follow up and continue working in smaller groups on March 4 at 8:30 AM. Attached are a draft of the slides, a handout on caseload building, a blank logic model template and a partially completed logic model template. Contact Jennifer Johnson with any comments or questions- or if you are scheduled to be away on these dates.



SPIRIT Information:

The SPIRIT Utilities web site hosts Reports and Batch Issuance:

<https://wicspiritprod1.dhss.alaska.gov/WICSPIRITPROD1/BatchIssuance/Authentication/Login.aspx>.

There are many useful reports on the site and available to you. Please let the help desk know if you are having any trouble accessing and using the reports.

(Log-in with your SPIRIT username and password).

These messages were sent out earlier this week

1. **!!! February Under issuance!!!**

There are two problems that can occur in SPIRIT's benefit issuance, one causes an over issuance and one causes an under issuance. We have sent out guidance about the over issuance problem asking you to void the "extra" check. We will be sending guidance on the second (under issuance) issue very soon. At this time please give the WIC SPIRIT Help Desk a call if you see a one day February check as the ONLY February benefit (2/28/14-2/28/14). These problems are fairly easy to catch if you are working with a client on site, but much harder to catch when doing batch.

WHEN RUNNING BATCH, MOV OR MAILED, PLEASE EXAMINE THE CHECKS CAREFULLY.

2. **Reminder for voiding MOV benefits**

Be sure to confirm that an MOV order has NOT already been processed by the Mail Order Vendor (AIRSA) before voiding. Please see the attached screenshot.

a. Procedure:

Go to the Benefit History tab in the participant folder.

b. Highlight or click on the benefit (order) that you want to void.

c. Click on "Show Details" (lower right hand corner of screen).

d. Check the "Status" (Upper left under Benefit number on the "Benefits Details" screen).

If the Status is "Paid", the food box packing list has been printed and it is **too late** to void; if the Status is "Issued", you can void the order.

3. **New Report: Two Day Overissuance**

The Walkers have created a new report to help clinics find the "extra" checks printed in February (issuance dates in Feb or March) by SPIRIT. These checks (both mailed FIs and MOV benefits) need to be voided.

Here's the new procedure:

- Run your batch process as usual (clearing On-Site List as normal) from the SPIRIT Utilities Site:
<https://wicspiritprod1.dhss.alaska.gov/WICSPIRITPROD1/SpiritUtilities/Default.aspx>.
- Click "Reports" on the same Site.
- Highlight "**Two Day Overissuance**" report.
- Click on "Enter Report Parameters."

- Input the date that Batch was run into “From Date:” (usually will be Today’s date if you just ran Batch).
- Choose your agency name for “Agency.”
- Choose the clinic for which you ran your batch in “Clinic.”
- Click “View Results.”

This will give you the list of participants who have checks (either Mailed or MOV) that need to be voided. You can Export to Excel if you prefer.

This report should, also, be used to “catch” any checks that have already gone out. Run the report for all February business days or the days that you ran batch.

- If you find Overissuance checks that have been mailed, contact the participant and ask her to mail the “extra” check back to you. When you have the check in hand, void it in SPIRIT and shred the check.
- If you find Overissuance MOV benefits, check the “Show Detail” for that benefit under Benefit History. If it still shows “Issued”, go ahead and void the benefit. If it shows “Paid”, it’s too late to void the benefit. Please contact WIC SPIRIT Help Desk with the WIC ID# and Benefit #.

For clinics that do not do Batch, please carefully double-check all the printed FIs before handing them over to the clients.

Let us know if you have any difficulty, wicspirithelpdesk@alaska.gov, 334-4900.

SPIRIT Tips and Reminders:

We are still seeing that some duplicate records are being created. Please remember to do a **STATEWIDE** search by DOB for any applicant. Because a mistake could have been made on the DOB entry into AKWIC or SPIRIT, you can do additional statewide searches on other criteria. If your searches do not find the person, and you have reason to believe that the applicant might have been on WIC in Alaska before, the applicant isn’t sure or you think there may be a conversion error-please call the WIC SPIRIT Help Desk and ask them to research the applicant.

SPIRIT Help Desk Info:

Send all questions, issues and errors to the WIC SPIRIT Helpdesk at wicspirithelpdesk@alaska.gov or phone them at 907-334-4900. **Please** don’t be concerned about whether a question is important enough for consideration; don’t worry about whether it’s something that you think you should already know! The only way we find out if there is a problem with SPIRIT or if there is an issue we should cover in training is through your calls and emails to the WIC SPIRIT Help Desk.

FRIENDLY REMINDER

Your friends at the SPIRIT Help Desk will have the day off on Monday, February 17th, along with other State staff. Happy President’s Day to you all!

Assessment Areas	Discussion Questions	Considerations/Concerns/ Opportunities for Our Agency	Potential solutions with Timeframes	Who will be Responsible?
<p>Directions for Completion: Working together with key staff, consider the discussion questions then document issues and ideas related to caseload management at your agency. Responding to each question is not required. Identified elements from this tool can be used to complete a caseload improvement plan.</p>				
<p>ACCESSIBILITY</p>				
<p>Phone</p>	<ul style="list-style-type: none"> • What are your phone hours? • What is the average hold time after calls are answered? • How many calls are dropped? • What voice messaging options are utilized? • How often do callers talk directly to a staff person vs. needing to leave a message? 			
<p>Office hours</p>	<ul style="list-style-type: none"> • What are your usual operating hours? • What alternative hours are offered (evenings, lunch, weekend)? • What is your late arrival policy? • How often are participants rescheduled after arriving late? • How often are walk- ins turned away? 			

Assessment Areas	Discussion Questions	Considerations/Concerns/ Opportunities for Our Agency	Potential solutions with Timeframes	Who will be Responsible?
Clinic location	<ul style="list-style-type: none"> • How accessible are your clinic sites by public transportation? • How available is parking? • Are your clinics located where eligible participants live? • Is there clear signage for your clinic? 			
Appointments	<ul style="list-style-type: none"> • How many appts are needed each month? • How quickly in the month do your available appts fill up? • What happens when all appts are filled? • How many participants are on the End Cert without Appt report each month? • What appt reminders are provided? • How are you meeting processing standards for pregnant women? • What recent changes have you made, if any, to appointment scheduling or duration of appts? 			

Assessment Areas	Discussion Questions	Considerations/Concerns/ Opportunities for Our Agency	Potential solutions with Timeframes	Who will be Responsible?
Other...	<ul style="list-style-type: none"> • What other influences do you feel are impacting ability to maintain caseload? 			
RETENTION				
Show rates	<ul style="list-style-type: none"> • What trends do you see in program show rates? • Which appt types have the highest/lowest show rates? • Which clinics have the highest/lowest show rates? • What factors are affecting show rates in your clinic? 			
Customer service	<ul style="list-style-type: none"> • How are participant centered services demonstrated in your clinics? • How are participants treated in your clinic? • What languages are services provided in? • If you were a participant in your clinic, would you keep coming back for services? 			

Assessment Areas	Discussion Questions	Considerations/Concerns/ Opportunities for Our Agency	Potential solutions with Timeframes	Who will be Responsible?
Participants without vouchers	<ul style="list-style-type: none"> • How many participants come in without required proofs? • How many participants are on the “No FI’s” report at the end of the month? 			
Second nutrition education contacts	<ul style="list-style-type: none"> • What options are available for second NE (individual, group, offsite, online)? • Where and when are second NE options offered? • What appt reminders are provided for second NE contacts? 			
Other...	<ul style="list-style-type: none"> • What languages would your participants prefer for delivery of services? 			
UTILIZATION OF RESOURCES				
Staff	<ul style="list-style-type: none"> • How flexible are your staffing patterns (i.e. cross-trained staff)? • How are staff updated on program changes? • What training is provided to staff to support their quality work with participants? 			

Assessment Areas	Discussion Questions	Considerations/Concerns/ Opportunities for Our Agency	Potential solutions with Timeframes	Who will be Responsible?
	<ul style="list-style-type: none"> • How available is your RD? • How are health professionals utilized in your agency? • How available are bilingual staff? • What services are provided by home visiting staff? 			
Other...	<ul style="list-style-type: none"> • What resources are available through other programs in your organization? 			
OUTREACH				
Outreach and marketing	<ul style="list-style-type: none"> • What media outlets are available? • How is social marketing utilized? • What outreach events are conducted in the community? • What existing partnerships are you using to enhance outreach? • What new partnerships need to be established to expand outreach efforts? • 			
Referrals	<ul style="list-style-type: none"> • Who are your key referral partners? 			

Assessment Areas	Discussion Questions	Considerations/Concerns/ Opportunities for Our Agency	Potential solutions with Timeframes	Who will be Responsible?
	<ul style="list-style-type: none"> • How often do you communicate with them? 			
Other...	<ul style="list-style-type: none"> • What is your impression of unmet needs in your area? 			

Program: _____ (name) _____ Logic Model
 Situation: Health and Wellness Across the Life Span

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
	1.	Staff	Learning, Knowledge, Skills, Motivations, Aspirations Staff know how to best serve clients with partner agency Staff aspire to enjoy serving clients and feel satisfied with their work	Action, Behavior, Practice, Decision making Clinics do regular outreach to partner agencies Staff deliver good customer service	Ultimate Impacts Everyone eligible for WIC receives WIC education and food benefits
	2.				
	3.				
	1.	Clients	Participants are motivated to make healthy food choices Other	Low income eligible people come to WIC when they have nutrition challenges Other	
	2.				
	3.				
	1	Other			
	2				
	3				

Assumptions

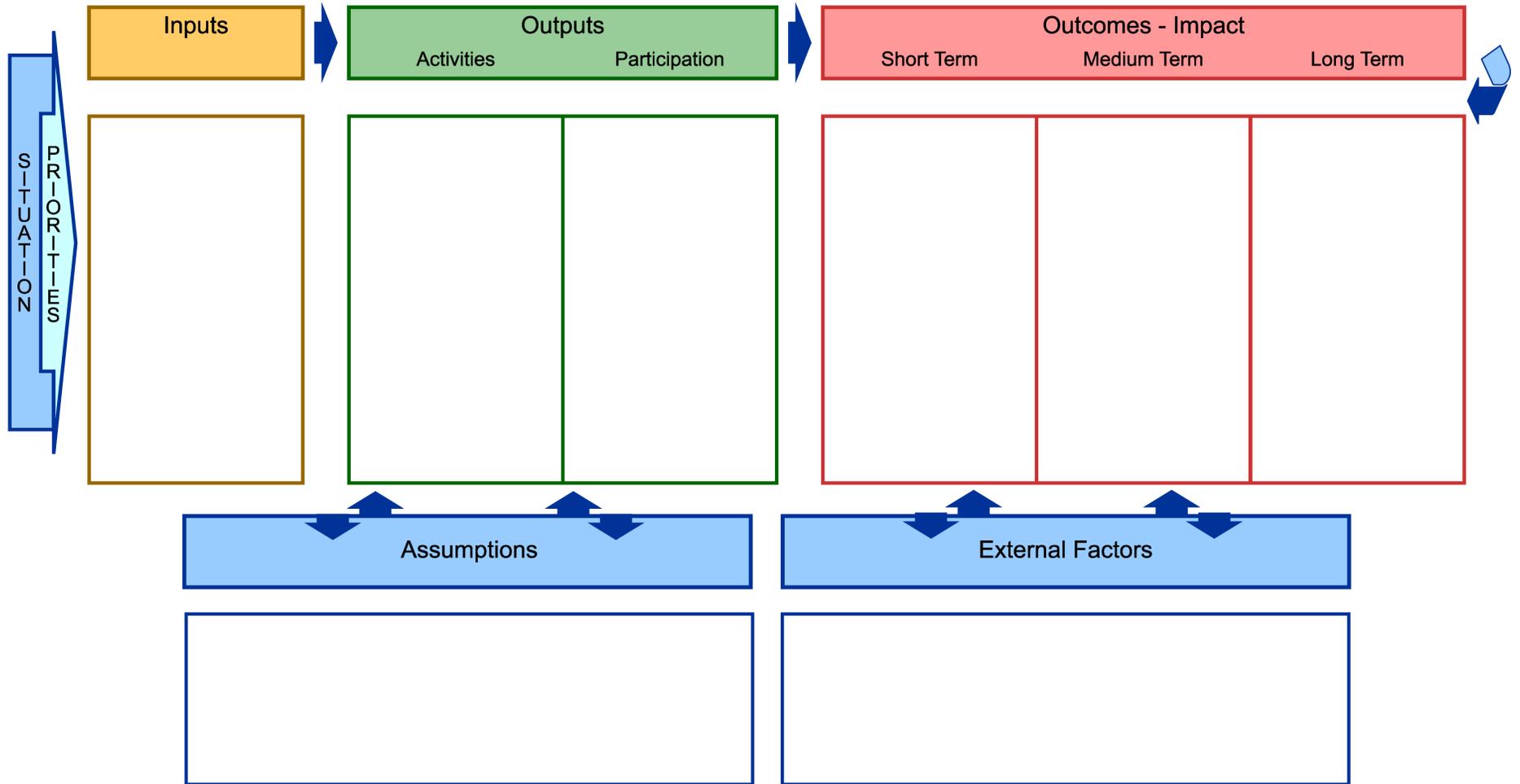
- Protect and promote the health and wellness of Alaskans
- Improve health status of Alaskans
- Parents want to provide the best nutrition for their children
- People generally know healthy and unhealthy eating behaviors
- Continuing the status quo will not produce a new result

External Factors

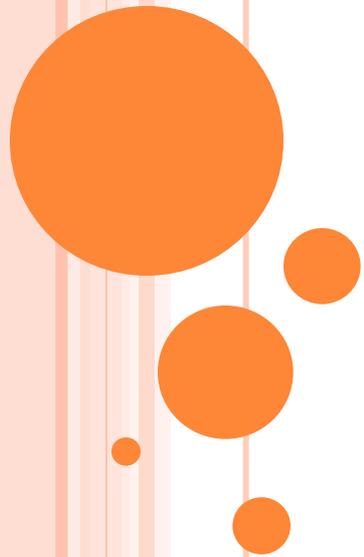
- Clinics are busy and there are many activities to accomplish
- Clients are busy with many demands on their time
- Hard to make good food choices with conflicting health messages
- "Big advertising" competes with healthy food messages, and makes it harder to make healthy choices

LOGIC MODEL WORKSHEET

Program title:
Situation Statement:



DEVELOPING A LOGIC MODEL



Developing a logic model

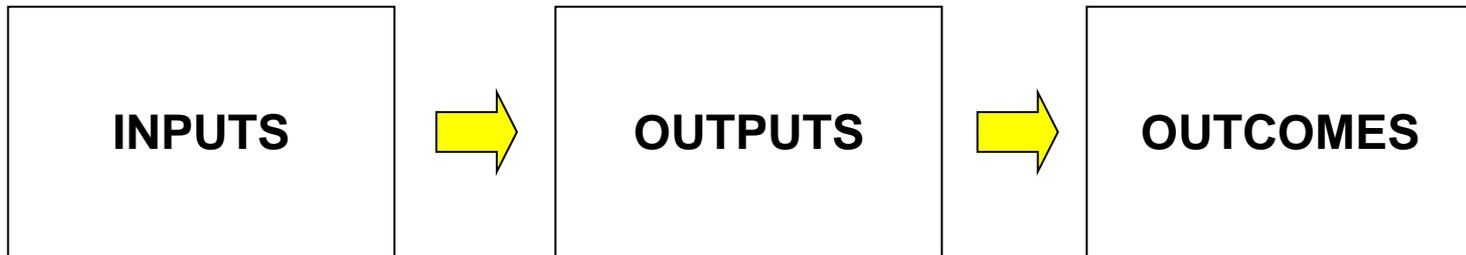


A LOGIC MODEL IS...

- A depiction of a program showing what the program will do and what it is to accomplish
- A series of “if-then” relationships that, if implemented as intended, lead to the desired outcomes
- The core of program planning and evaluation



Simplest form



- Logic models can be applied to:
 - a small program
 - a process (i.e. a team working together)
 - a large, multi-component program
 - or even to an organization or business



LOGIC

- *the principles of reasoning*
- *reasonable*
- *the relationship of elements to each other and a whole*

MODEL

- *small object representing another, often larger object (represents reality, isn't reality)*
- *preliminary pattern serving as a plan*
- *tentative description of a system or theory that accounts for all its known properties*

*“If you don’t know where
you are going, how are
you gonna’ know when
you get there?”*

Yogi Berra



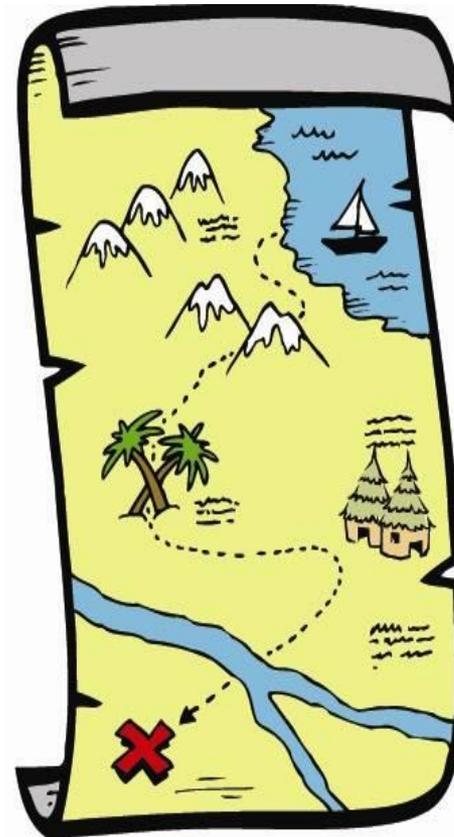
Where are you going?

How will you get there?

What will show that you’ve arrived?



Many people say
a logic model is
a road map



Accountability era

- What gets measured gets done
- If you don't measure results, you can't tell success from failure
- If you can't see success, you can't reward it
- If you can't reward success, you may be rewarding failure
- If you can't see success, you can't learn from it
- If you can't recognize failure, you can't correct it
- If you can demonstrate results, you can win public support

○ Reinventing Government, Osborne and Gaebler, 1992



WHY THE HYPE?
WHAT'S THE BENEFIT?



- Focus on and be accountable for what matters – **OUTCOMES**
- Provides common language
- Makes assumptions **EXPLICIT**
- Supports continuous improvement
- Promotes communications

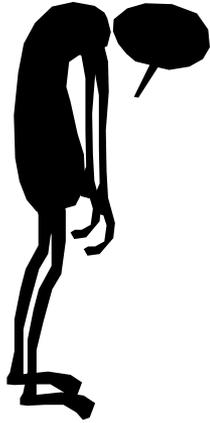


○ Logic modeling is a way of thinking...
not just a pretty graphic

“We build the road and the road builds us.”

-Sri Lankan saying



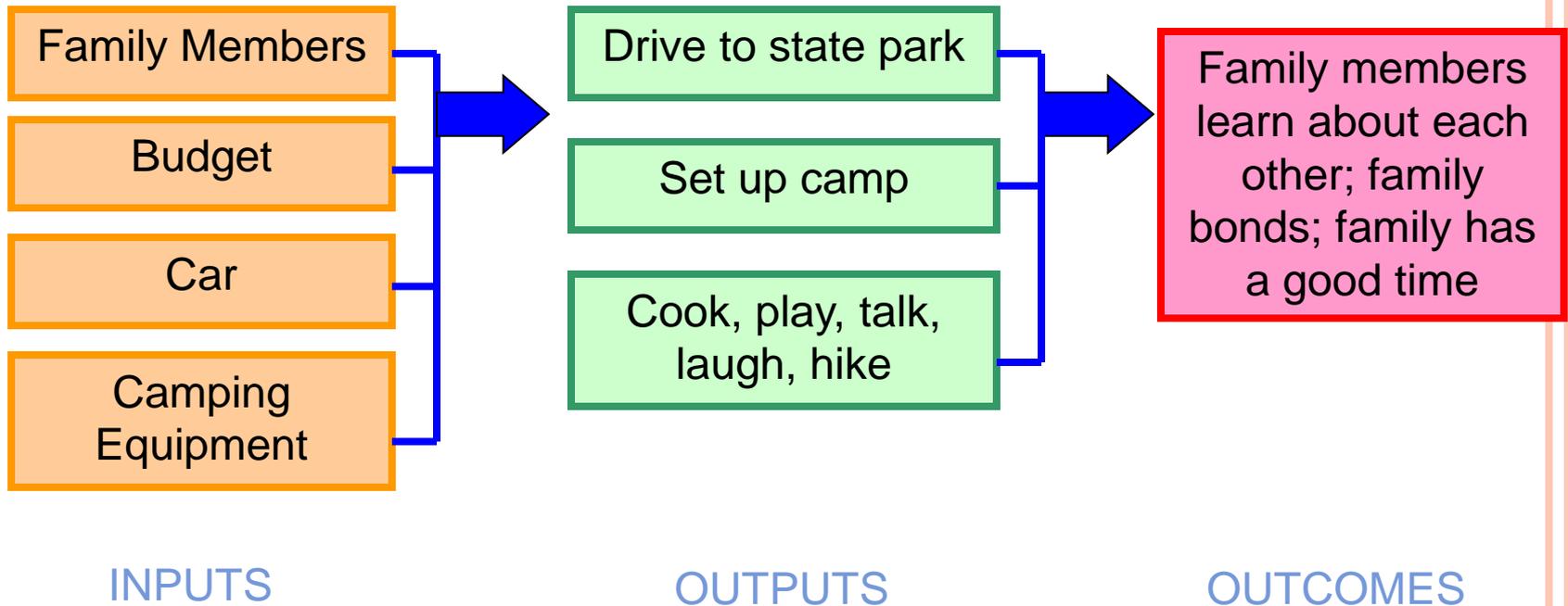


EVERYDAY EXAMPLE

H
U
N
G
R
Y



Every day logic model – Family Vacation



ASSUMPTIONS

- Assumptions underlie much of what we do. It is often these underlying assumptions that hinder success or produce less-than-expected results. One benefit of logic modeling is that it helps us make our assumptions explicit.



ASSUMPTIONS

○ The beliefs we have about the program, the participants, and how the program will work. Includes ideas about:

- the problem or existing situation
- program operations
- expected outcomes and benefits
- the participants and how they learn, behave, their motivations
- resources
- staff
- external environment: influences
- the knowledge base
- etc.



ASSUMPTIONS

When you read in the Friday update we'd finally do a logic model training, what were some of your assumptions?

Why is it important that we think about assumptions?



Logic model of a training workshop

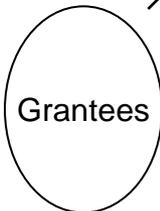
Situation: Funder requires grantees to include a logic model in their funding request; grantees have limited understanding of logic models and are unable to fulfill the funding requirement

INPUTS

Trainer
Funds
Equipment
Research base
Training curriculum

OUTPUTS

- 2 hour training
- Interactive activities
- Group work
- Practice
- Q and A



- Participants will increase knowledge of logic models
- Participants will increase ability to create a useful logic model of program
- Participants will Increase confidence in using logic models



OUTCOMES

Create meaningful logic models

Use logic models in own work

Fulfill requirement of funder

Improved planning

Improved evaluation



IF-THEN RELATIONSHIPS

- Underlying a logic model is a series of ‘if-then’ relationships that express the program’s **theory of change**



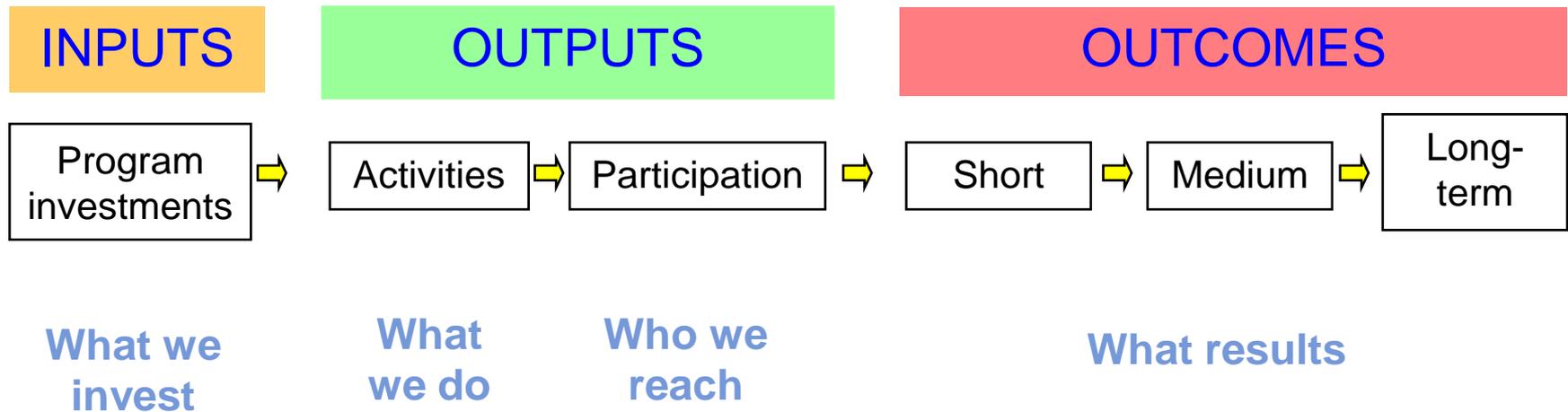
THEORY OF CHANGE

- “A theory of change is a description of how and why a set of activities – be they part of a highly focused program or a comprehensive initiative – are expected to lead to early, intermediate, and long-term outcomes over a specified period.”

(Anderson, 2000)



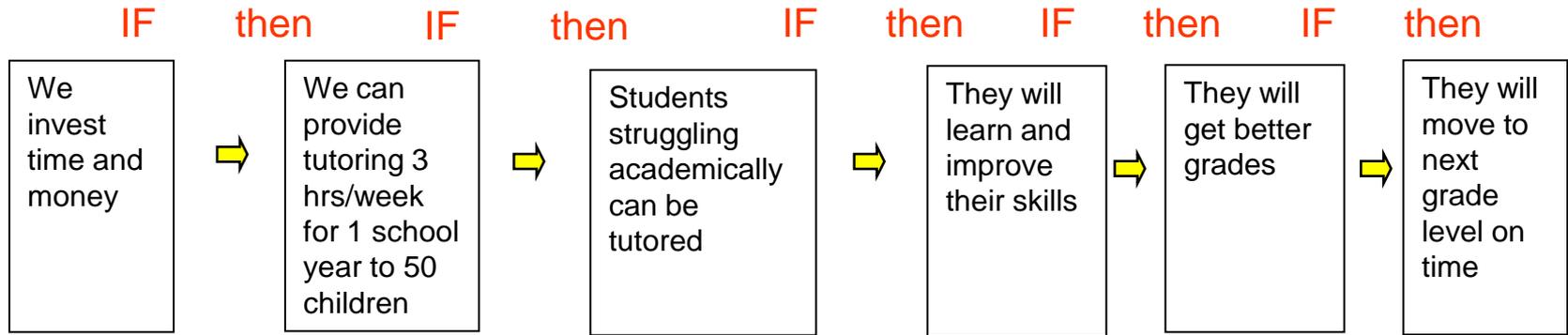
LOGICAL CHAIN OF CONNECTIONS SHOWING WHAT THE PROGRAM IS TO ACCOMPLISH



HOW WILL ACTIVITIES LEAD TO DESIRED OUTCOMES?

A SERIES OF IF-THEN RELATIONSHIPS

Tutoring Program Example



DON'T FORGET THE ARROWS

- Arrows and feedback loops show the links between inputs, outputs and outcomes
- Arrows depict the underlying causal connections

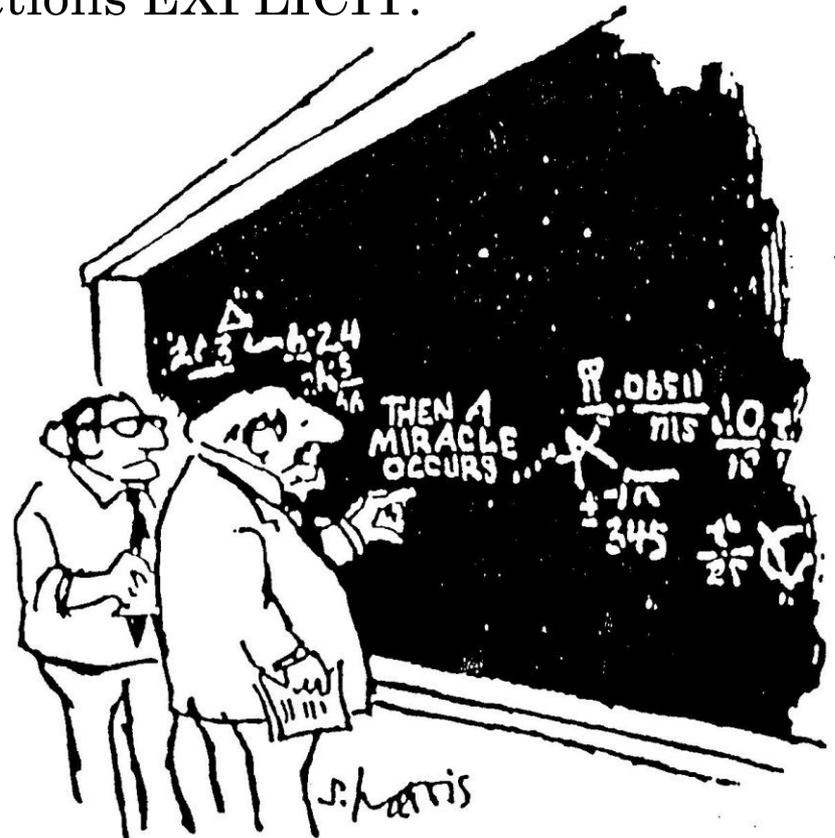


A common problem is that activities and strategies often do not lead to the desired outcomes.

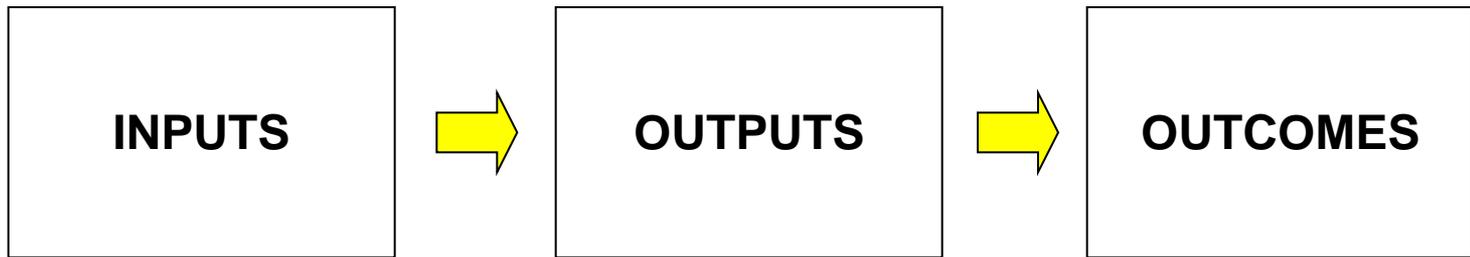
Check your 'if-then' statements and ensure that they make sense and lead to the outcomes you want to achieve.

A logic model makes the connections **EXPLICIT**.

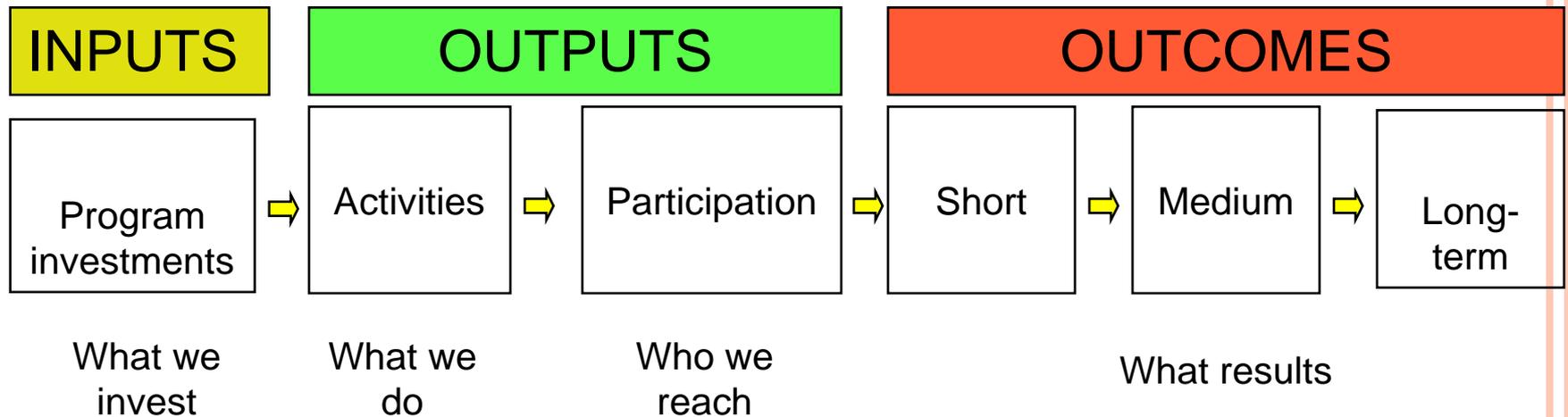
"I think you should be more explicit here in Step Two."



Simplest form of logic model



A BIT MORE DETAIL

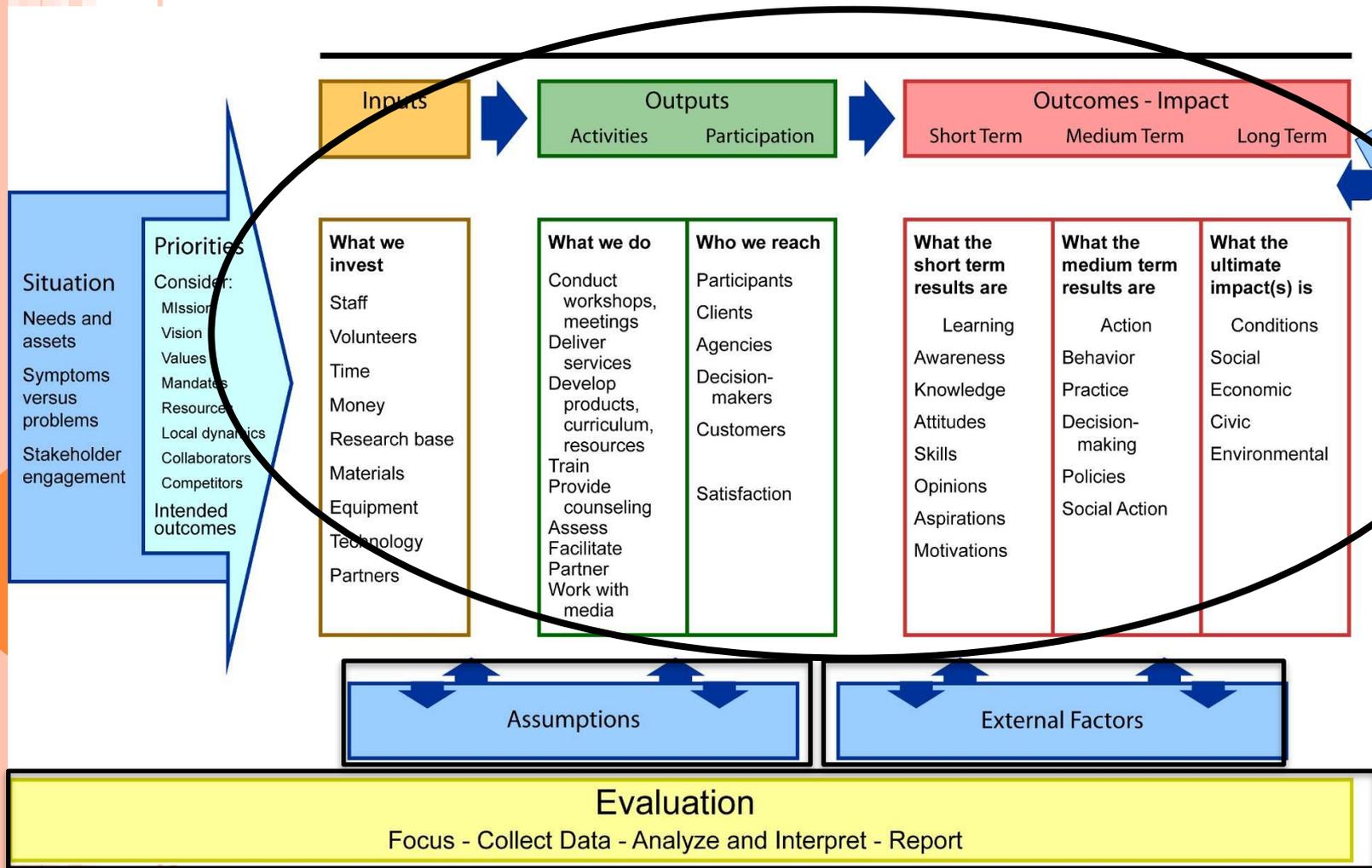


SO WHAT??

What is the VALUE?



Fully detailed logic model



Inputs

What we invest

Staff

Volunteers

Time

Money

Research base

Materials

Equipment

Technology

Partners

OUTPUTS

What we do

Who we reach

ACTIVITIES

- Train, teach
- Deliver services
- Develop products and resources
- Network with others
- Build partnerships
- Assess
- Facilitate
- Work with the media
- ...

PARTICIPATION

- Participants
- Clients
- Customers
- Agencies
- Decision makers
- Policy makers

Satisfaction

OUTCOMES

What results for individuals, families, communities.....

SHORT

Learning

Changes in

- Awareness
- Knowledge
- Attitudes
- Skills
- Opinion
- Aspirations
- Motivation
- Behavioral intent

MEDIUM

Action

Changes in

- Behavior
- Decision-making
- Policies
- Social action

LONG-TERM

Conditions

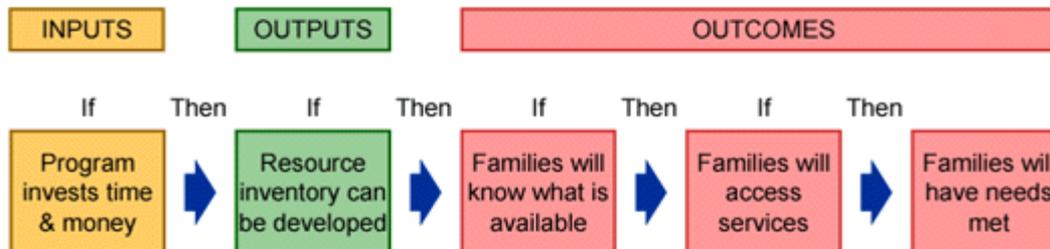
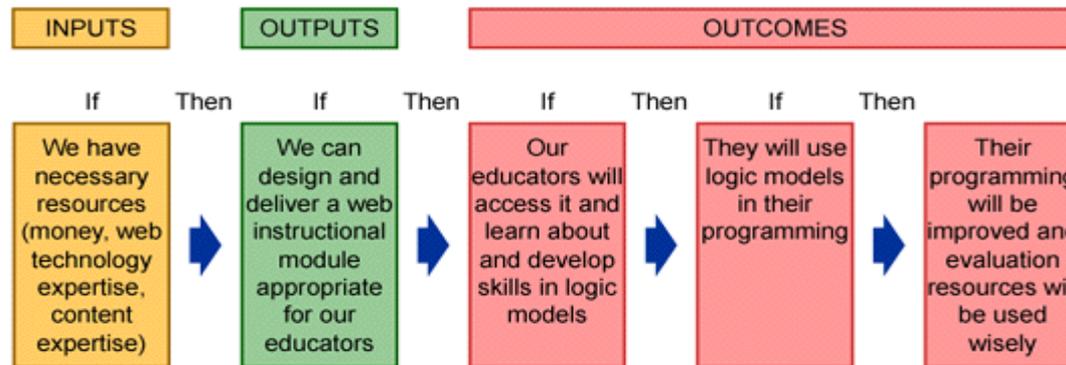
Changes in

Conditions
Social (well-being)
Health
Economic
Civic
Environmental

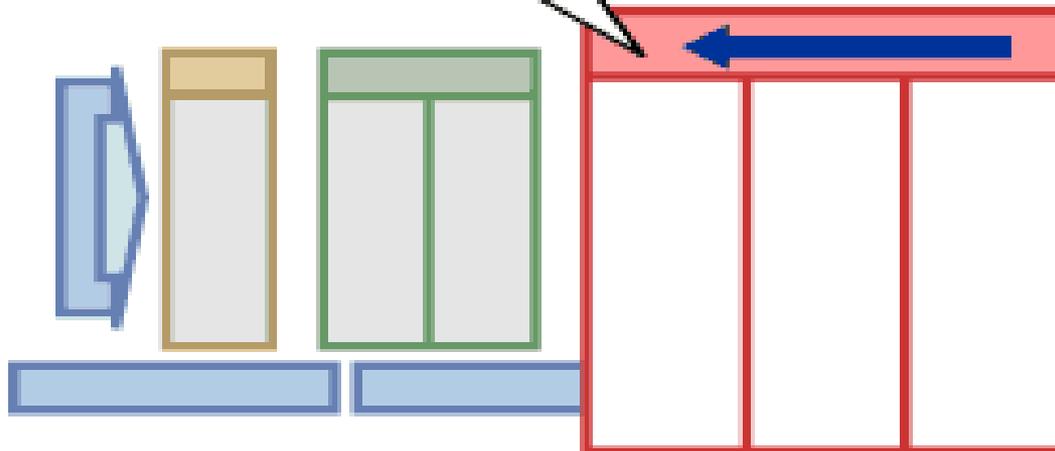
CHAIN OF OUTCOMES

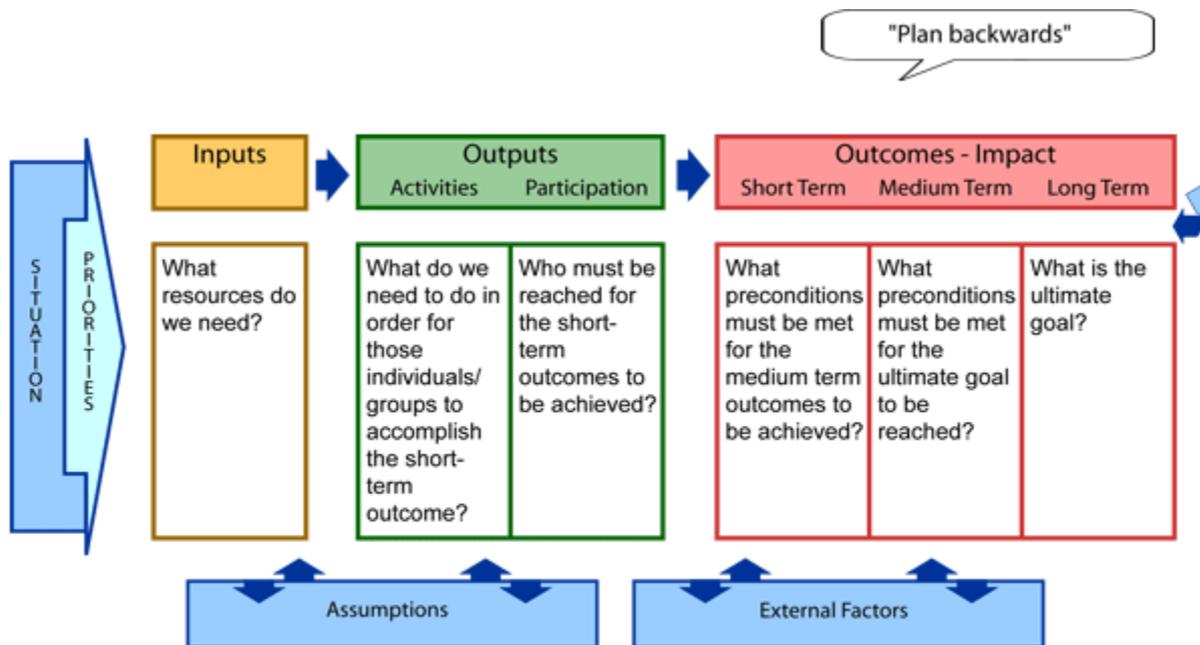


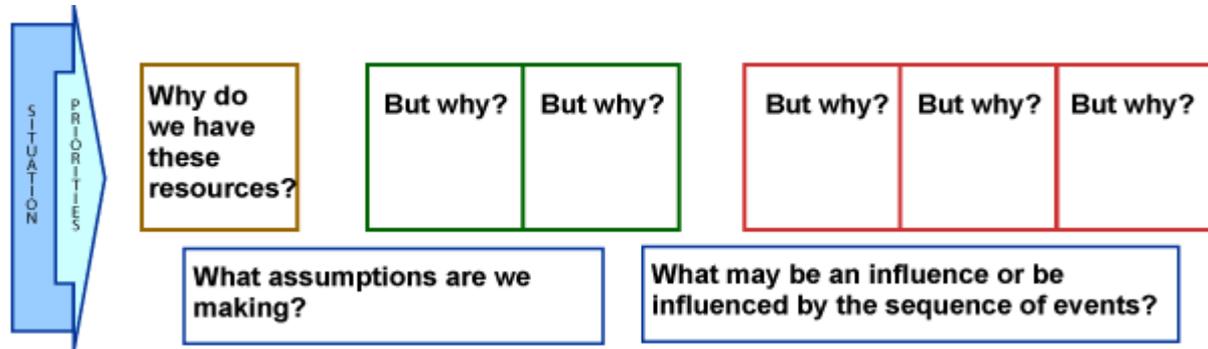
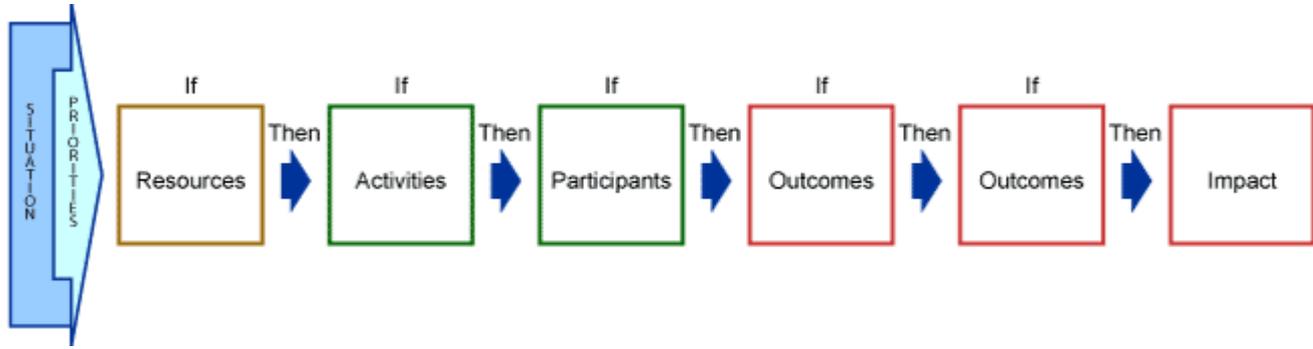
LET'S TRY TO CONDUCT A SHORT IF THEN MODEL FOR OUR PROGRAM



**Begin at the end.
Do the outcomes first.**









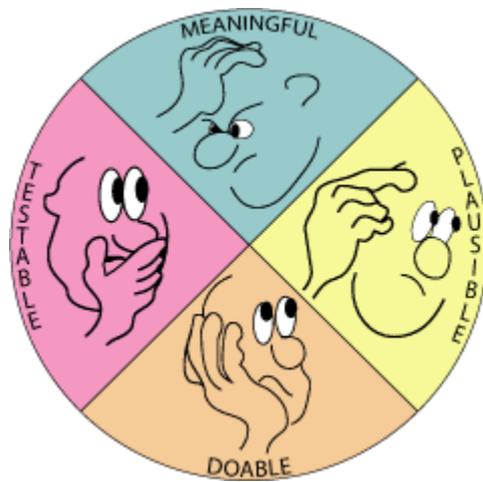
Resources

List all activities
Why do we do these things?
Why?

Why?	Why?	Why?
------	------	------

What assumptions are we making?

What may influence or be influenced?



A WORD ABOUT CAUSATION

- “The relation between mosquitoes and mosquito bites” (Scriven, 1991: 77)
- Cause: something that produces an effect, result, or consequence. (American Heritage Dictionary, 2nd College Edition, 1991)

TEND NOT BE INCLUDED IN A LOGIC MODEL GRAPHIC:

- Situational statement
 - Priorities
- List of assumptions
- List of external factors
- Evaluation methods



LANGUAGE: WHAT DO YOU MEAN BY...

- Goal = Impact
- Impact = Long-term outcome
- Objectives (participant focused) = Outcomes
- Activities = Outputs
 - Outputs may signify “tangible” accomplishments as a result of activities; products



GOAL – OUTCOME DEFINITION

- Goal represents a general, big-picture statement of desired results. “We find that it is useful to think of **goals** as the answer to the question ‘What are issues that you would like the program to address?’ and
- **outcomes** as the answer to: ‘What changes do you want to occur because of your program?’



OUTPUTS VS. OUTCOMES

- Example:
Amount of number of Nutrition Education classes conducted is an **output**
- Change in family shopping and eating habits to include fruits and vegetables in the daily diet is an **outcome**



*Not how many worms
the bird feeds its young,
but how well the fledgling flies*

(United Way of America, 1999)



Program	Outputs	Outcomes
Crime control	Hrs of patrol # responses to calls # crimes investigated Arrests made	Reduction in crimes committed Reduction in deaths and injuries resulting from crime; Less property damaged or lost due to crime
Highway construction	Project designs Highway miles constructed Highway miles reconstructed	Capacity increases Improved traffic flow Reduced travel times Reduction in accidents and injuries

From Poister, 2003



OUTPUT

- Pregnant women attend a nutrition education program

OUTPUT

- Pregnant women receive nutrition education

OUTCOMES

- Pregnant women eat recommended number of servings
- Pregnant women gain weight in a healthy range
- Decrease in the number of pregnant women who are iron deficient
- Fewer low birth weight babies

SO, WHY BOTHER WITH A LOGIC MODEL? WHAT'S IN THIS FOR YOU?

- “This seems like a lot of work.”
- “Where in the world would I get all the information to put in a logic model?”
- “I’m a right brain type of person – this isn’t for me.”
- “Even if we created one, what would we do with it?”



LM BENEFITS: WHAT WE ARE FINDING:

- Provides a common language
- Helps us differentiate between “what we do” and “results” --- **outcomes**
- Increases understanding about program
- Guides and helps focus work
- Leads to improved planning and management
- Increases intentionality and purpose
- Provides coherence across complex tasks, diverse environments

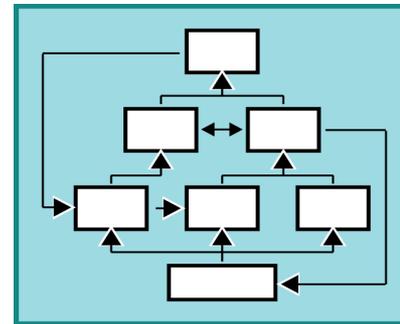
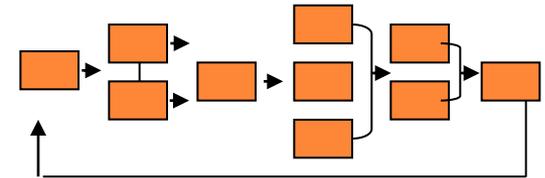


- Enhances teamwork
- Guides prioritization and allocation of resources
- Motivates staff
- Helps to identify important variables to measure; use evaluation resources wisely
- Increases resources, opportunities, recognition
- Supports replication
- Often is required!

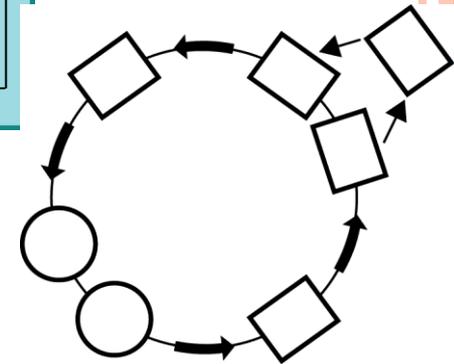


WHAT DOES A LOGIC MODEL LOOK LIKE?

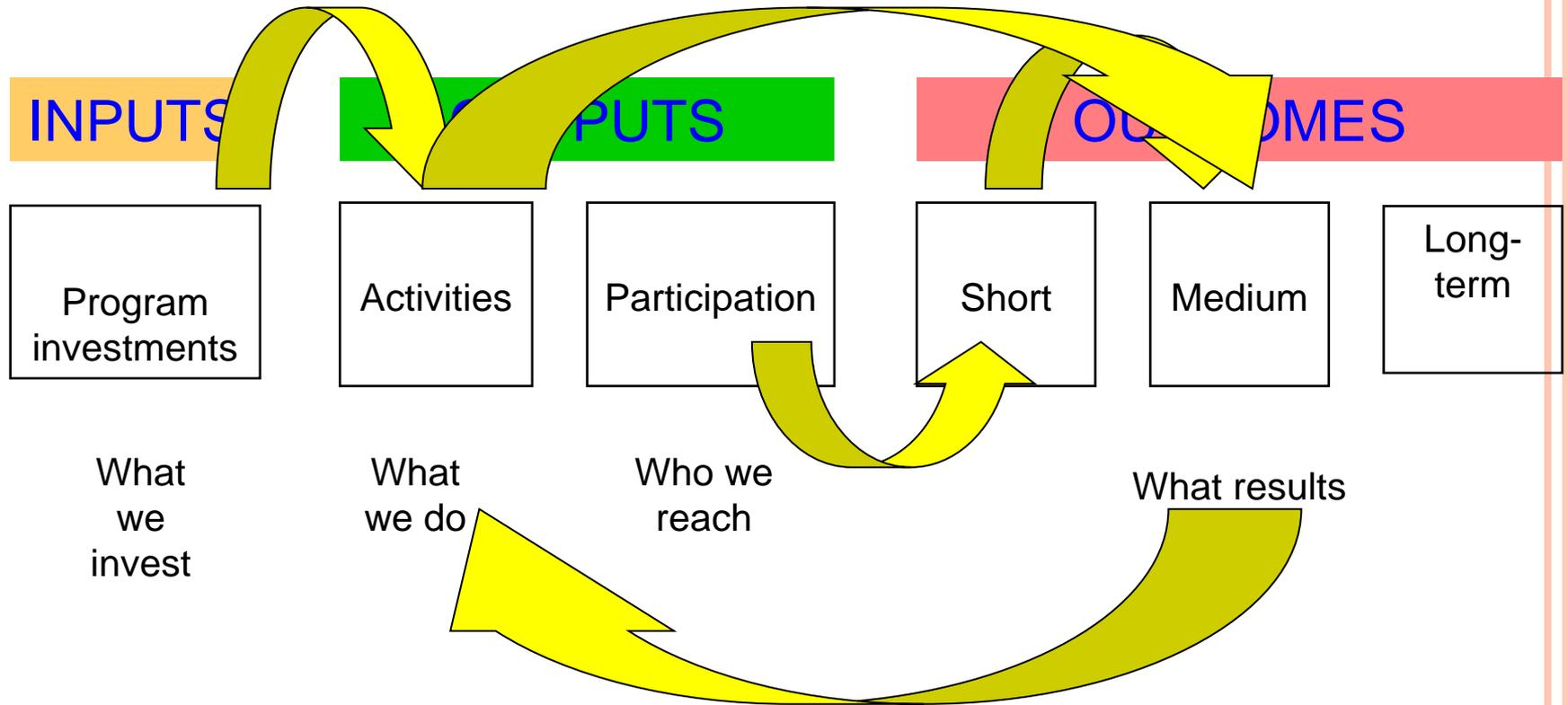
- Graphic display of boxes and arrows; vertical or horizontal
 - Relationships, linkages
- Any shape possible
 - Circular, dynamic
 - Cultural adaptations; storyboards
- Level of detail
 - Simple
 - Complex
- Multiple models
 - Multi-level programs
 - Multi-component programs



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



Feedback loops and multi-dimensions



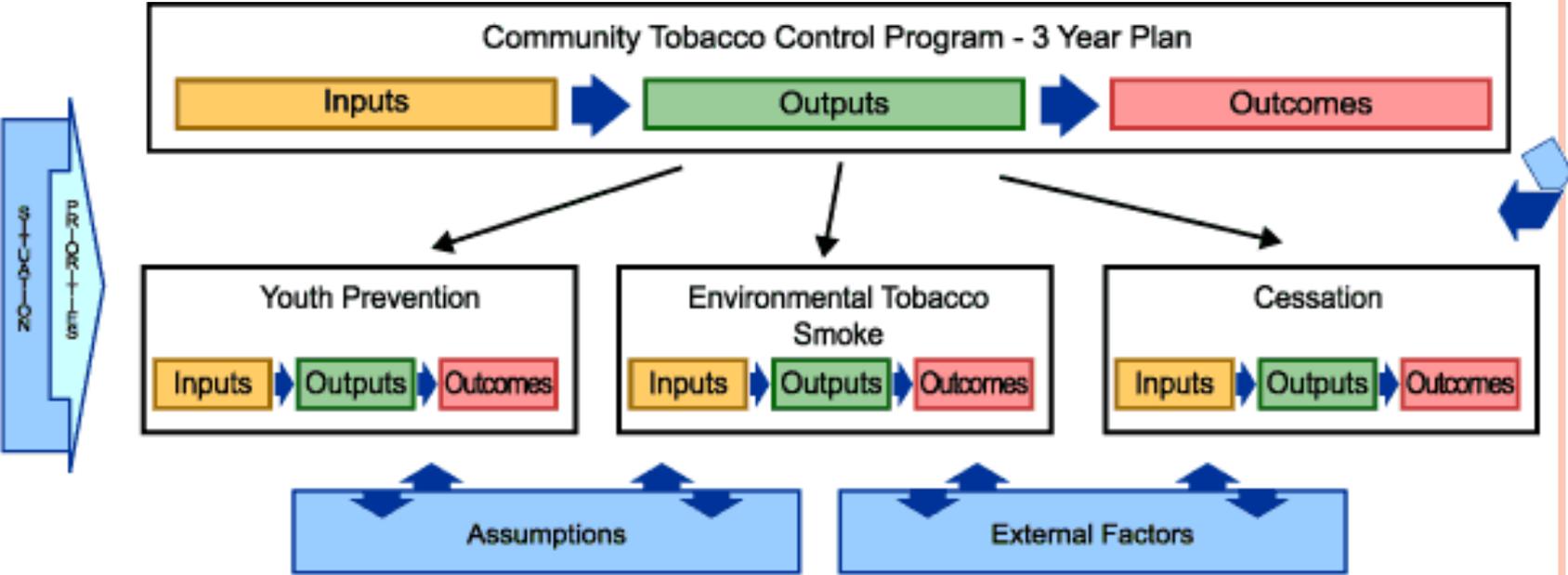
NESTED LOGIC MODELS

– FAMILIES OF LOGIC MODELS

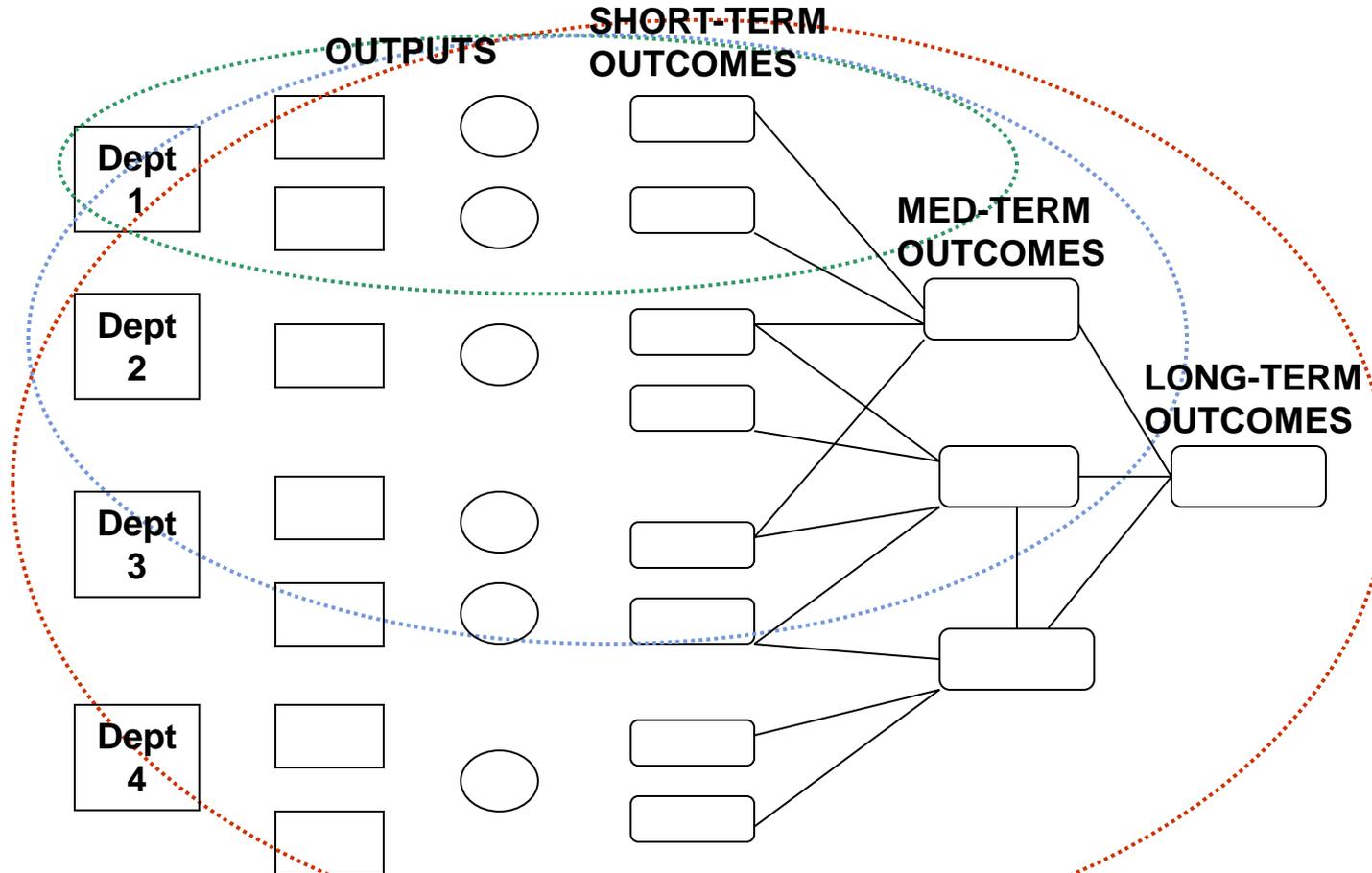
- View from space
 - big picture; overall roadmap
- View from mountaintop
 - more detail: by component program, player, participant group
- View from ground level – “you are here”



MULTI-COMPONENT – A WAY TO DESCRIBE AND LINK DIFFERENT ACTIVITIES WITHIN A COMPREHENSIVE INITIATIVE.



PROGRAMS LINKED AS A SYSTEM BRINGING COHERENCE ACROSS AN ORGANIZATION



Adapted from Chapel, 2006



Limitations

○ Logic Model...

- Represents intention, is not reality
- Focuses on expected outcomes
- Challenge of causal attribution
 - ✓ *Many factors influence process and outcomes*
- Doesn't address:
Are we doing the right thing?



A community collaborative, including the local school district, Extension, and the local UW-system campus has received a grant for a project titled "A Day at the University." The project is a post-secondary education day for Hispanic students grades 7-8 held on the local UW campus. The School District will release the students from school to attend the day long event which will include workshops, a student panel, lunch, and an "informance." Students will be given an assignment to be shared in their schools that reflects the knowledge gained during their "Day at the University."

Objectives for the day are that the students will gain an understanding that college is a possibility for them through advanced planning and wise choices, they will be able to explain basic types of financial aid and how to qualify, they will know some key resources available to help them as they move through high school, and they will meet several successful Hispanic community leaders who are college graduates.

- 1) Create a logic model based on this description
- 2) Write down questions that you'd ask the project staff to further clarify the project's theory of change.



Program: _____ (name) _____ Logic Model
Situation: _____

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long

Assumptions	External Factors
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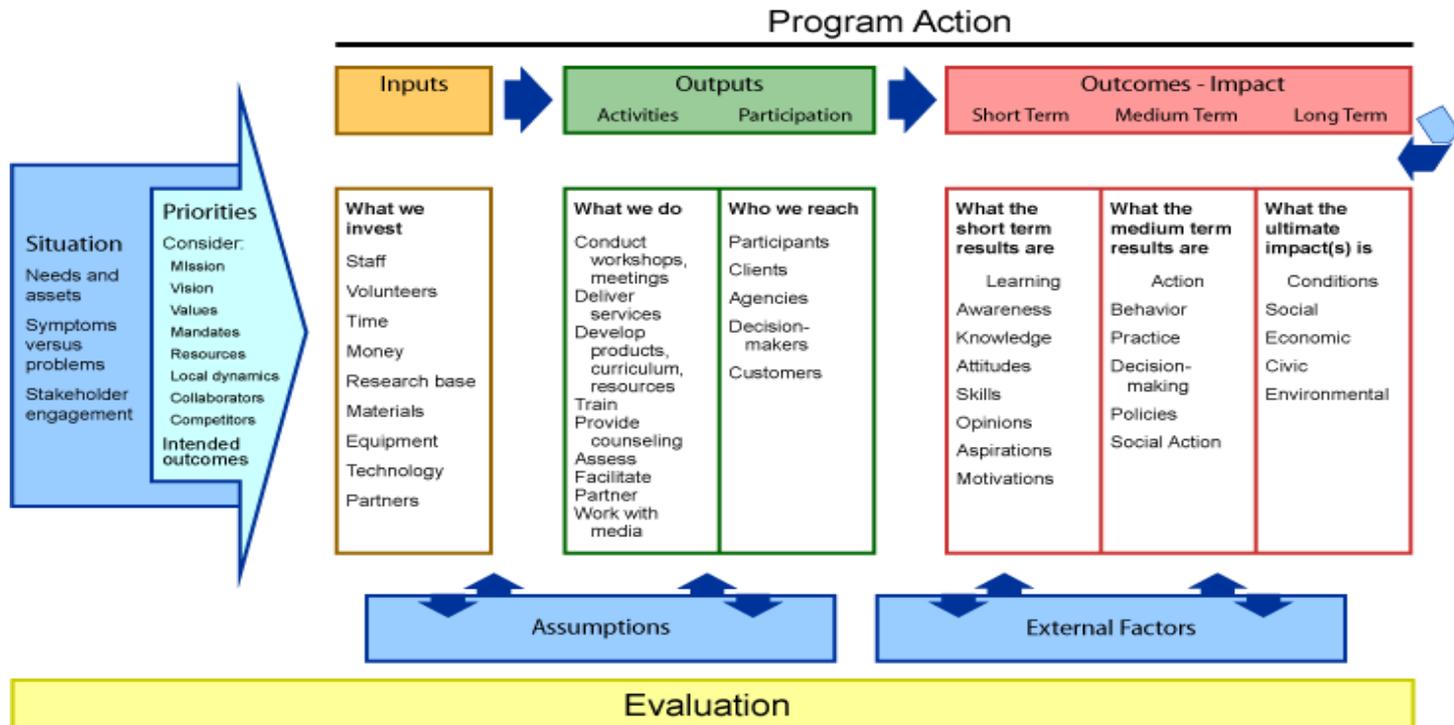
Rev. 7/09

CHECK YOUR LOGIC MODEL

1. Is it meaningful?
2. Does it make sense?
3. Is it doable?
4. Can it be the steps be measured?

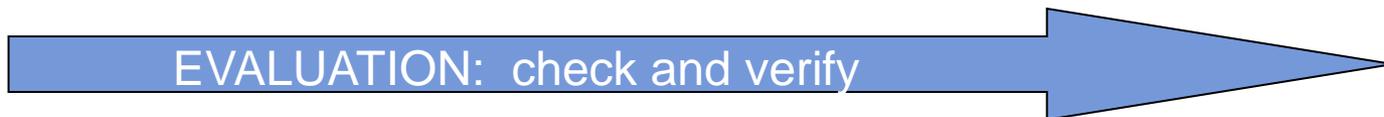


Logic model in evaluation



What do you want to know?

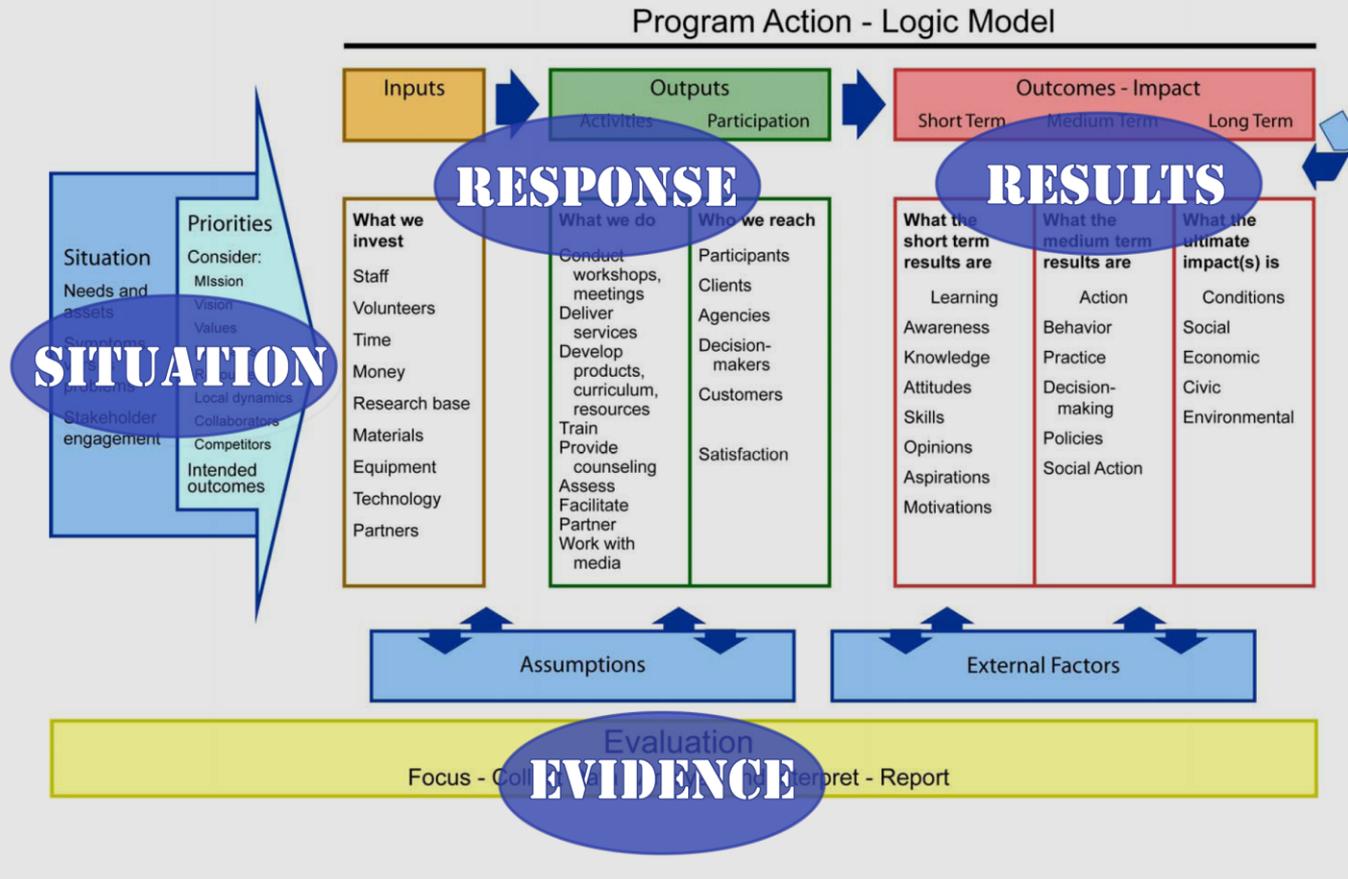
How will you know it?



LOGIC MODEL AND REPORTING

PROGRAM DEVELOPMENT

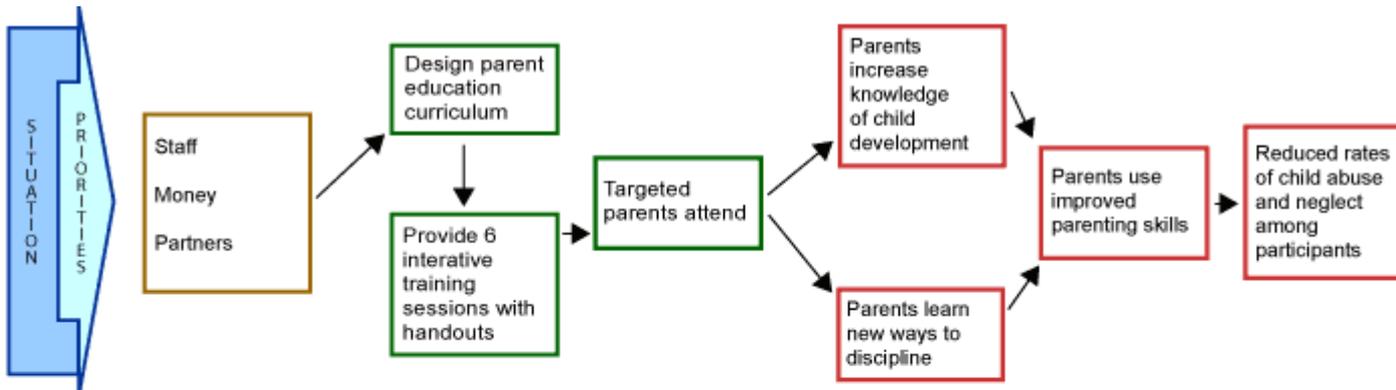
Planning – Implementation – Evaluation



LOGIC MODEL HELPS WITH EVALUATION

- Provides the program description that guides our evaluation process
 - Helps us match evaluation to the program
 - Helps us know what and when to measure
 - Are you interested in process and/or outcomes?
 - Helps us focus on key, important information
 - Prioritize: where will we spend our limited evaluation resources?
 - What do we really need to know??





KEY EVALUATION QUESTIONS

Were the inputs sufficient, timely?

Was the curriculum produced? Were all 6 sessions delivered? How effectively?

Did all parents attend that we intended? Who did/did not attend? Did they attend all 6 sessions? Why/why not?

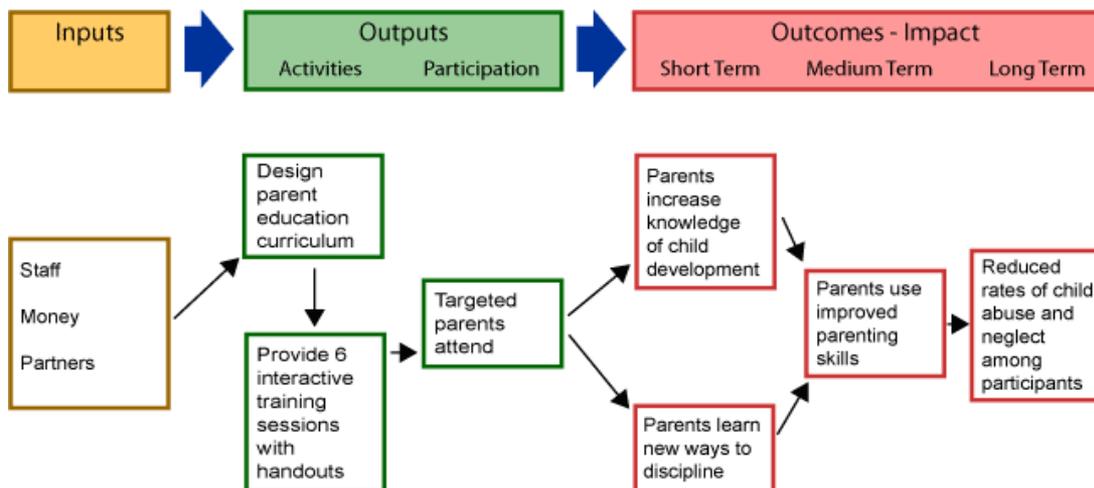
Did knowledge increase? Did they learn new approaches? What else happened?

Are parents actually using improved skills? So what? What difference do these skills make?

Has there been a decrease in rates among participants? Were goals met?

Are assumptions correct?
 • Do parents attend as anticipated?
 • Does knowledge change lead to behavior change?

Were there any local events that kept parents from attending?

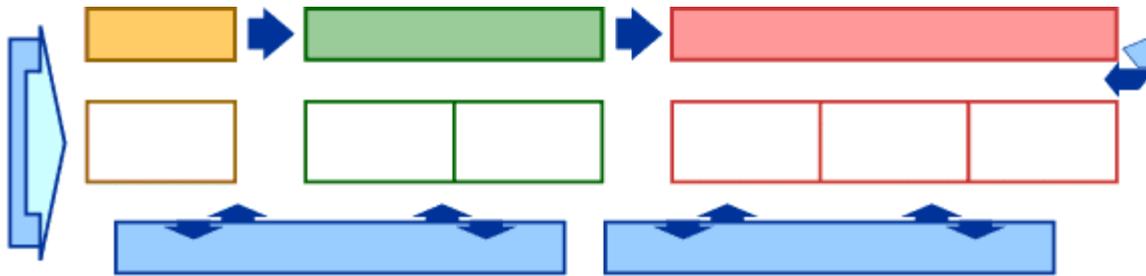


Key Evaluation Questions

Were the inputs sufficient, timely?	Was curriculum developed? Were all 6 sessions delivered?	Did all parents attend that we intended? who did/did not attend? Did they attend all 6 sessions? Why/Why not?	To what extent did knowledge increase? did they learn new approaches? What else happened?	Are parents actually using improved skills? So what? What difference do these skills make?	Has there been a decrease in rates among participants? Were goals met?
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Indicators

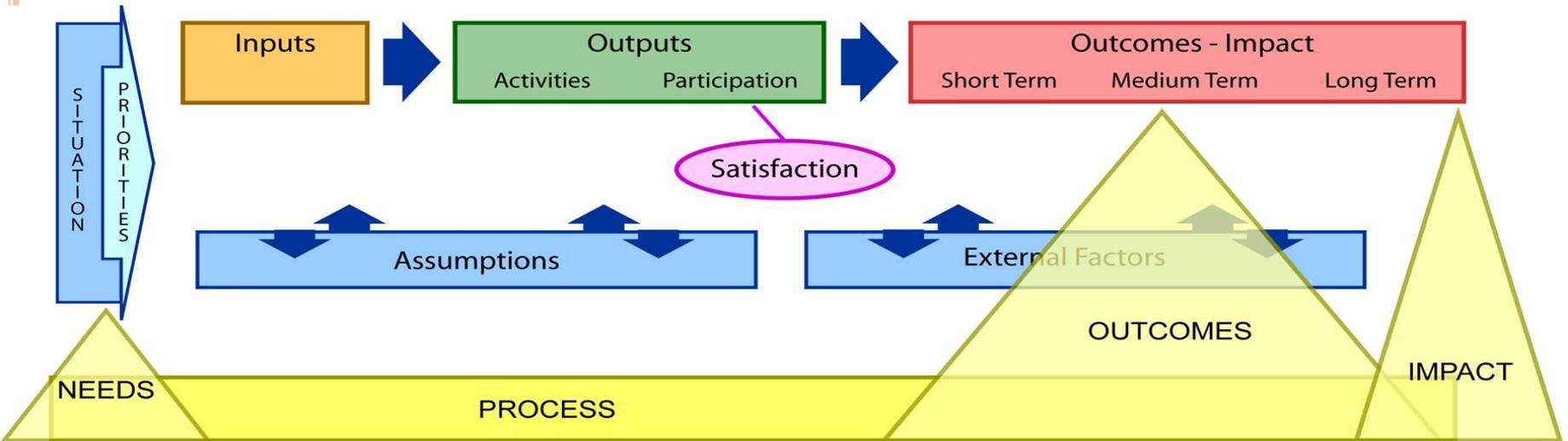
# staff \$ used # partners When delivered	Curriculum # sessions held	#, % attended per session Certificate of completion	#, % with increased knowledge of... Additional outcomes	#, % using skills Types of differences reported	#, % abusing/neglecting children before - after
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When is it appropriate to evaluate?



LOGIC MODEL AND COMMON TYPES OF EVALUATION



Types of evaluation

Needs/asset assessment:

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

What are potential barriers/facilitators?

What is most appropriate to do?

Process evaluation:

How is program implemented?

Are activities delivered as intended? Fidelity of implementation?

Are participants being reached as intended?

What are participant reactions?

Outcome evaluation:

To what extent are desired changes occurring? Goals met?

Who is benefiting/not benefiting? How?

What seems to work? Not work?

What are unintended outcomes?

Impact evaluation:

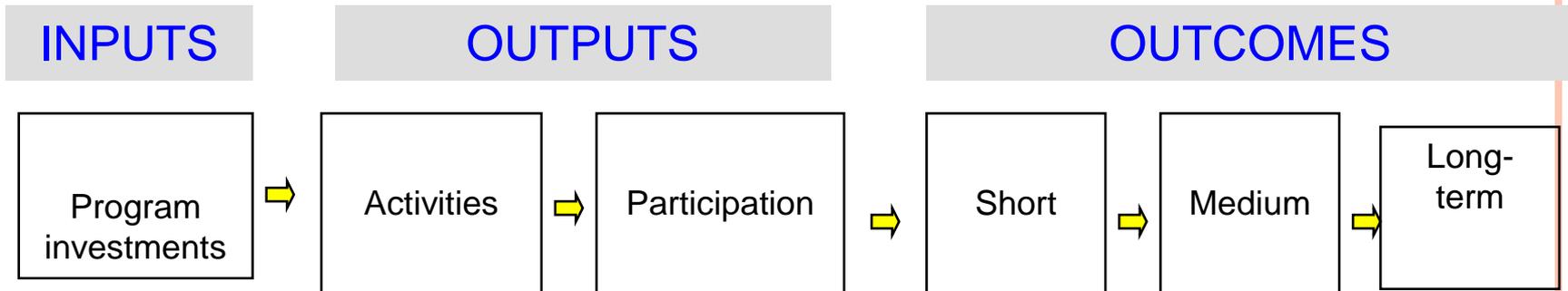
To what extent can changes be attributed to the program?

What are the net effects?

What are final consequences?

Is program worth resources it costs?

MATCH EVALUATION QUESTIONS TO PROGRAM



Evaluation questions:

What questions do you want to answer?

e.g., accomplishments at each step; expected causal links; unintended consequences or chains of events set into motion

Indicators:

What evidence do you need to answer your questions?



Parent Education Program example

Situation: During a county needs assessment, a majority of parents reported they were having difficulty parenting, felt stressed and were unhappy with their parent-child relationships.

INPUTS

OUTPUTS

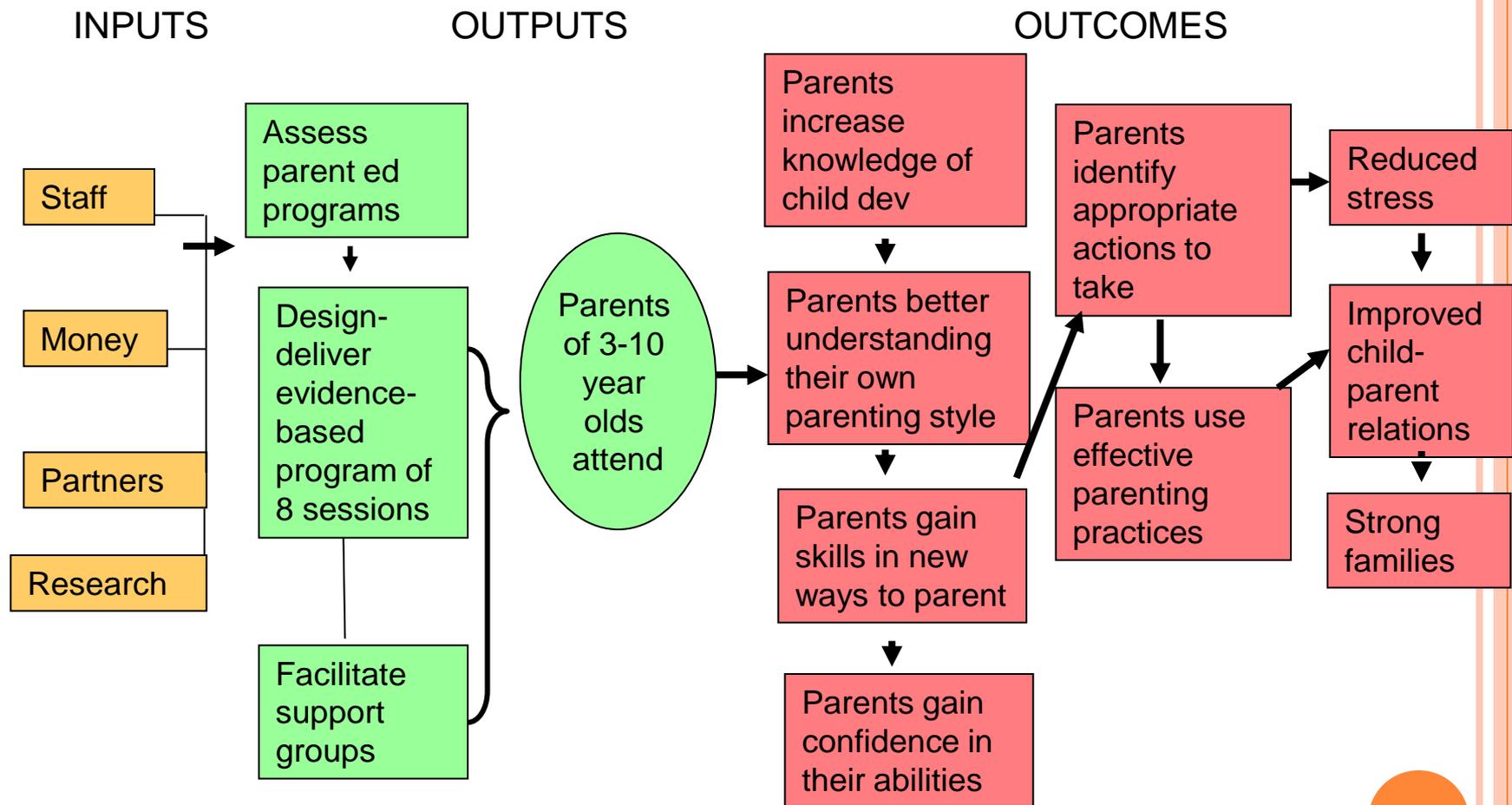
OUTCOMES

Reduced stress

Improved child-parent relations



What do you (and others) want to know about the program?



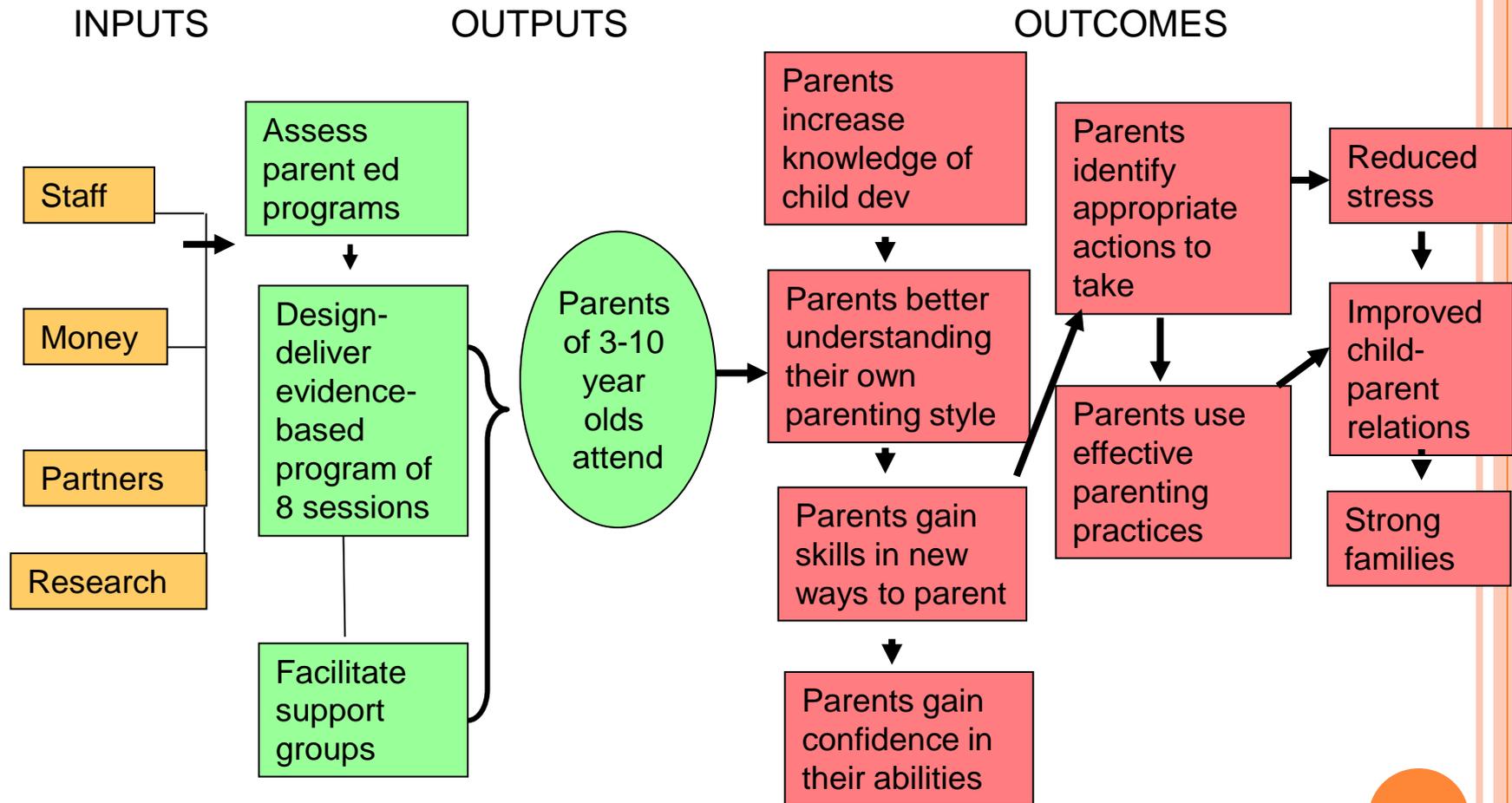
IDENTIFY INDICATORS

- How will you know it when you see it?
- What will be the evidence?
- What are the specific indicators that will be measured?

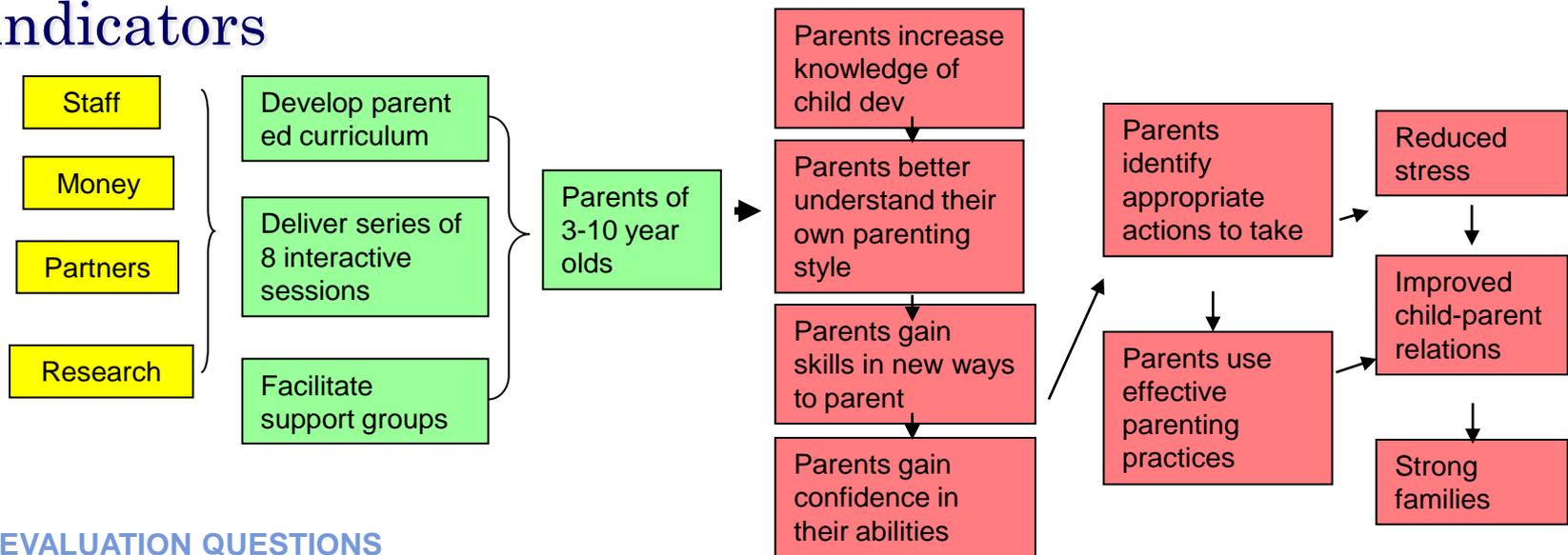
- Often expressed as #, %
- Can have qualitative indicators as well as quantitative indicators



What do you (and others) want to know about the program?



Parent Education Example: Evaluation questions, indicators



EVALUATION QUESTIONS

What amount of \$ and time were invested?	How many sessions were held? How effectively? #, quality of support groups?	Who/how many attended/did not attend? Did they attend all sessions? Support groups? Were they satisfied – why/why not?	To what extent did knowledge and skills increase? For whom? Why? What else happened?	To what extent did behaviors change? For whom? Why? What else happened?	To what extent is stress reduced? To what extent are relations improved?
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INDICATORS

# Staff \$ used # partners	# Sessions held Quality criteria	#, % attended per session Certificate of completion	#, % demonstrating increased knowledge/skills Additional outcomes	#, % demonstrating changes Types of changes	#, % demonstrating improvements Types of improvements
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TYPICAL ACTIVITY INDICATORS TO TRACK

- Amount of products, services delivered
- #/type of customers/clients served
- Timeliness of service provision
- Accessibility and convenience of service
 - Location; hours of operation; staff availability
- Accuracy, adequacy, relevance of assistance
- Courteousness
- Customer satisfaction

For example:

- # of clients served
- # of consultations
- # of workshops held
- # of attendees
- # of referrals
- Quality of service



METHODS OF DATA COLLECTION

○ Sources of Information

- Existing data
 - Program records, attendance logs, etc
 - Pictures, charts, maps, pictorial records
- Program participants
- Others: key informants, nonparticipants, proponents, critics, staff, collaborators, funders, etc.

○ Data Collection Methods

- Survey
- Interview
- Test
- Observation
- Group techniques
- Case study
- Photography
- Document review
- Expert or peer review



○ Data collection plan

Questions	Indicators	Data collection			
		Sources	Methods	Sample	Timing



FY 15 LOGIC MODEL

Program: _____ (name) _____ Logic Model
 Situation: Health and Wellness Across the Life Span

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
	1. 2. 3.	Staff	Learning, Knowledge, Skills, Motivations, Aspirations Staff know how to best serve clients with partner agency Staff aspire to enjoy serving clients and feel satisfied with their work	Action, Behavior, Practice, Decision making Clinics do regular outreach to partner agencies Staff deliver good customer service	Ultimate Impacts Everyone eligible for WIC receives WIC education and food benefits
	1. 2. 3.	Clients	Participants are motivated to make healthy food choices	Low income eligible people come to WIC when they have nutrition challenges	
	1 2 3	Other	Other	Other	

- Assumptions**
- Protect and promote the health and wellness of Alaskans
 - Improve health status of Alaskans
 - Parents want to provide the best nutrition for their children
 - People generally know healthy and unhealthy eating behaviors
 - Continuing the status quo will not produce a new result

- External Factors**
- Clinics are busy and there are many activities to accomplish
 - Clients are busy with many demands on their time
 - Hard to make good food choices with conflicting health messages
 - "Big advertising" competes with healthy food messages, and makes it harder to make healthy choices

