Process Evaluation – Tobacco Control

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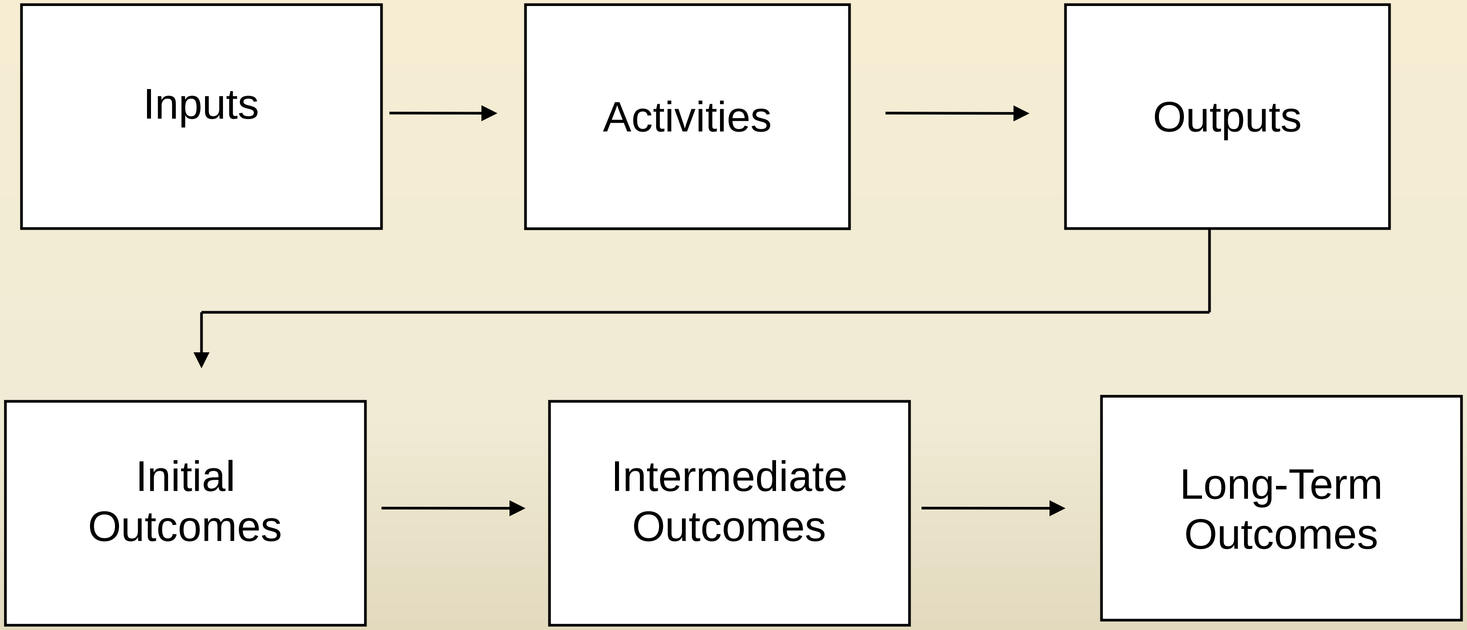
Benefits of Process Evaluation

- Understand the “first three boxes” of the logic model
  - Inputs
  - Activities
  - Outputs
- Relate process to outcomes
- Obtain other information – in a standard, reliable way about program operations

Logic Model


Inputs
Activities
Outputs
Initial Outcomes
Intermediate Outcomes
Long-Term Outcomes

Purposes of Process Evaluation

1. Program Monitoring
2. Program Improvement
3. Building Effective Program Models
4. Program Accountability

Program Monitoring

What you can do:

- Track, document, and summarize the inputs, activities, and outputs of a program.
- Describe other characteristics of the program and/or its context.

Sample questions:

- How much money do we spend on this program?
- What activities are taking place?
- Who is conducting the activities?
- How many people do we reach?
- What types of people do we reach?
- How much effort (e.g., meetings, media volume, etc.) did we put into a program or specific intervention that we completed?

Program Improvement

What you can do:

- Compare the inputs, activities, and outputs of your program to standards or criteria, your expectations/plans, or recommended practice (fidelity).
- Relate information on program inputs, activities, and outputs to information on program outcomes.

Sample questions:

- Do we have the right mix of activities?
- Are we reaching the intended targets?
- Are the right people involved as partners, participants, and providers?
- Do the staff/volunteers have the necessary skills?

Building Effective Program Models

What you can do:

- By understanding how process is linked to outcomes, process evaluation enables the tobacco-control field to identify the most effective program models and components.

Sample questions:

- What are the strengths and weaknesses within discrete components of a multi-level program?
- What is the optimal path for achieving a specific result (e.g., getting smoke-free regulations passed)?

Program Accountability

What you can do:

- Demonstrate to funders and other decision makers that you are making the best possible use of program resources.

Sample questions:

- Have the program inputs or resources been allocated or mobilized efficiently?
- How has implementation conformed to, and deviated from, the initial plan?

“Neutral, Objective Information”

- Process evaluation data are “neutral”. They <u>describe</u>.
- They do not <u>assess</u>, unless compared with standards, protocols, etc., to make judgments about quality of implementation.

Step 1: Engage Stakeholders

- People served/affected by program

  e.g., patients, clients, advocacy groups, community members, elected officials

- People operating and/or funding program

  e.g., staff, volunteers , partners, funders/payers, coalition members

- People who make decisions about the program

  e.g., partners, funders/payers, legislators

Potential Stakeholders	**Involve?** **If yes: Who? (Identify specific people/organizations.)**	**Initial Engagement** **How will Stakeholder initially be notified and involved?**	**Ongoing Involvement?** **If yes: How and when?**
Program managers and staff			
Local, state, and regional coalitions			
Funding agencies			
State or local health departments and health commissioners			
Local government, state legislators, and state governors			
Health care systems and the medical community			
Community organizations			
State agencies and related programs			
Etc.			

Step 2: Describe the Program / Construct the Logic Model

Inputs: (Examples – Smoke-Free Initiative)

- Staff
- Money
- Expertise
- Other resources, capabilities
- Partnerships, coalitions

Activities:　　　(Examples – Smoke-Free Initiative)

- Rule making, interpretation, definition of the law
- Education of public and businesses
- Enforcement

Outputs:　　　(Examples – Smoke-Free Initiative)

- Number of businesses contacted for education/compliance
- Number of media messages
- Number of educational meetings with businesses and others
- Number of State Health Department regulations

Step 3: Focus the Evaluation

- Select evaluation questions, in collaboration with stakeholders

  (Examples provided earlier)

Step 4: Gather Credible Evidence

- Select indicators suitable for measuring the inputs, activities, and outputs you want to measure and for answering the questions you and your stakeholders want to answer.
- Develop and implement the methods best suited and feasible for these indicators.

Item (For Process Evaluation)	Indicator	Data Collection Method	Who Will Collect? From Whom?	When Collected?
INPUTS				
ACTIVITIES				
OUTPUTS				
OTHER ITEMS NEEDED TO RESPOND TO EVALUATION QUESTIONS				

Step 5: Justify Conclusions

- Database construction
- Tabulation, summarization (quantitative and qualitative information)
- Description
- Interpretation

Step 6: Ensure Use of Evaluation Findings and Share Lessons Learned

- Identify:
  - Who should learn the findings
  - What they should learn
  - How they should learn
- Do reports and presentations

Stakeholder / Audience	In-Person 1 on 1	In-Person Group Meeting	Formal Report	Customized Report	Web Site	Media (newspaper, TV, etc.)	Other Means
Program managers and staff							
Local, state, and regional coalitions							
Funding agencies							
State or local health departments and health commissioners							
Local government, state legislators, and state governors							
Health care systems and the medical community							
Community organizations							
State agencies and related programs							
Etc.							

Discussion