

Community Benefit



Evaluating the Quality and Impact of Community Benefit Programs

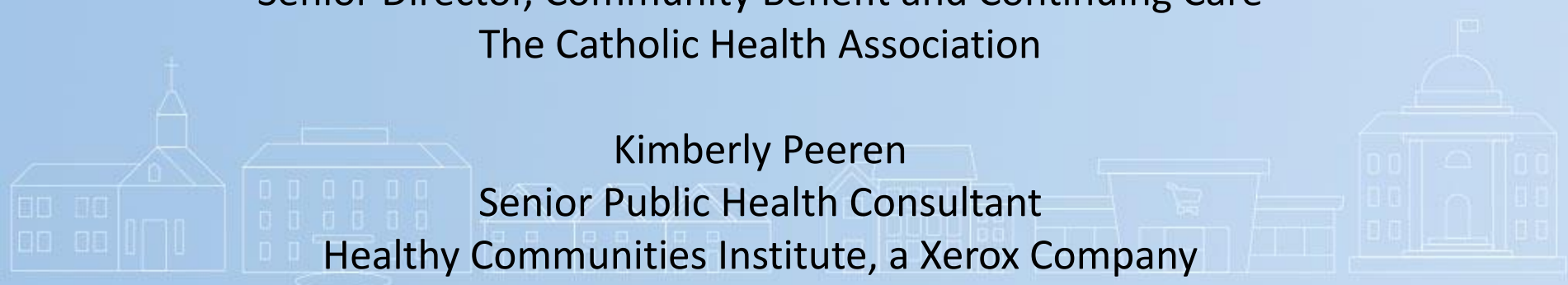
September 27, 2016

Julie Trocchio

Senior Director, Community Benefit and Continuing Care
The Catholic Health Association

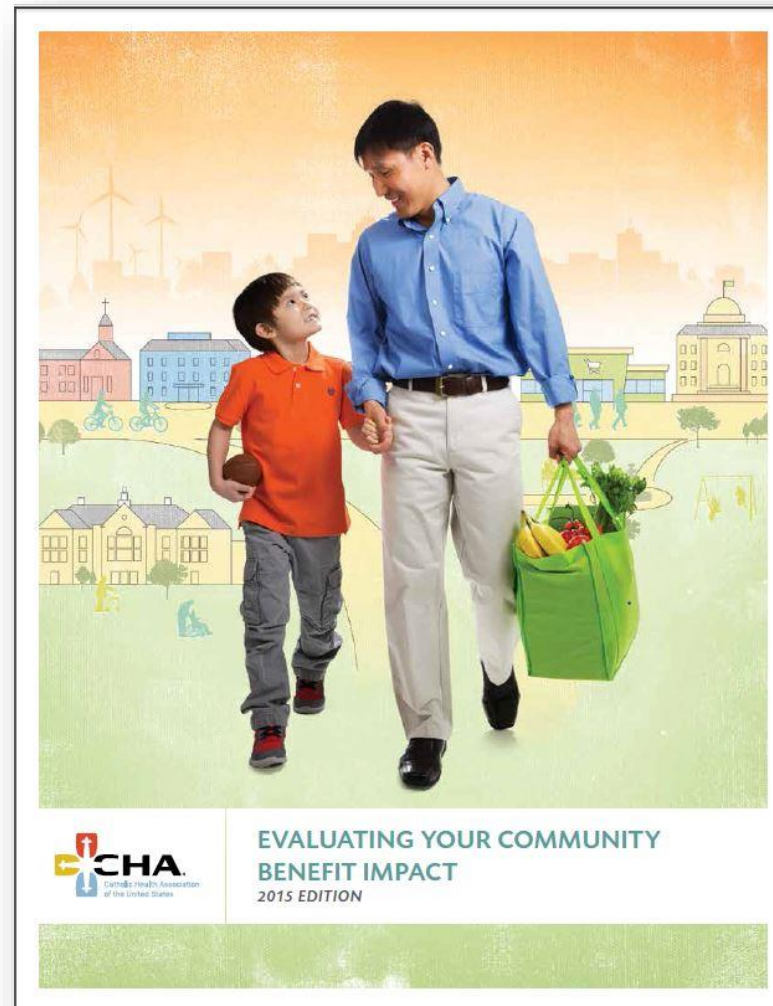
Kimberly Peeren

Senior Public Health Consultant
Healthy Communities Institute, a Xerox Company



- **Understand the mission and legal basis** for evaluating the quality and impact of community benefit programs.
- **Learn how the CDC's Framework for Program Evaluation can be used** to evaluate community health improvement activities.
- **Become familiar with tools and resources for evaluating and reporting** the impact of community health improvement programs to help meet new IRS requirements for tax-exempt hospitals.

Resource: CHA Evaluation Guide



Source: <https://www.chausa.org/communitybenefit/community-benefit>

Why Evaluate?

- ✓ To improve programs
- ✓ To assess the organization's impact
- ✓ To ensure resources are being used wisely
- ✓ To meet federal requirements



Implementation Strategy

Include anticipated impact of activities taken in response to CHNA



Community Health Needs Assessment

Report impact

Source: <https://www.federalregister.gov/articles/2014/12/31/2014-30525/additional-requirements-for-charitable-hospitals-community-health-needs-assessments-for-charitable>

Community Benefit Cycle

Community
Health Needs
Assessment

Implementation
/ Program
Planning

Implementation
and Evaluation

Community
Health Needs
Assessment

IDENTIFY
PRIORITIES

DESIGN
EVALUATION

EVALUATE
PROGRESS

REPORT
EVALUATION
FINDINGS

CDC Evaluation Framework

PLAN

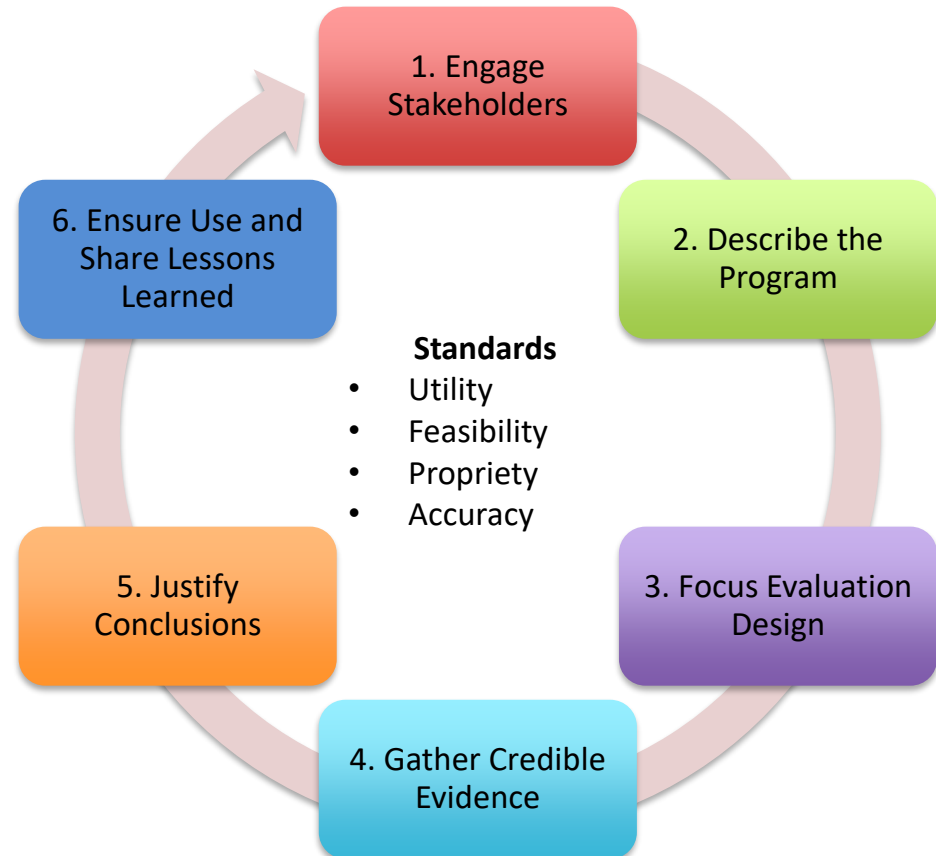
1. Engage stakeholders
2. Describe the program
3. Focus evaluation design

IMPLEMENT

4. Gather credible evidence

ANALYZE AND USE FINDINGS

5. Justify conclusions
6. Ensure use and share lessons learned



Source: <http://www.cdc.gov/eval/framework/>

Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide

Source: <http://www.cdc.gov/eval/guide/index.htm>

CDC Evaluation Framework

PLAN

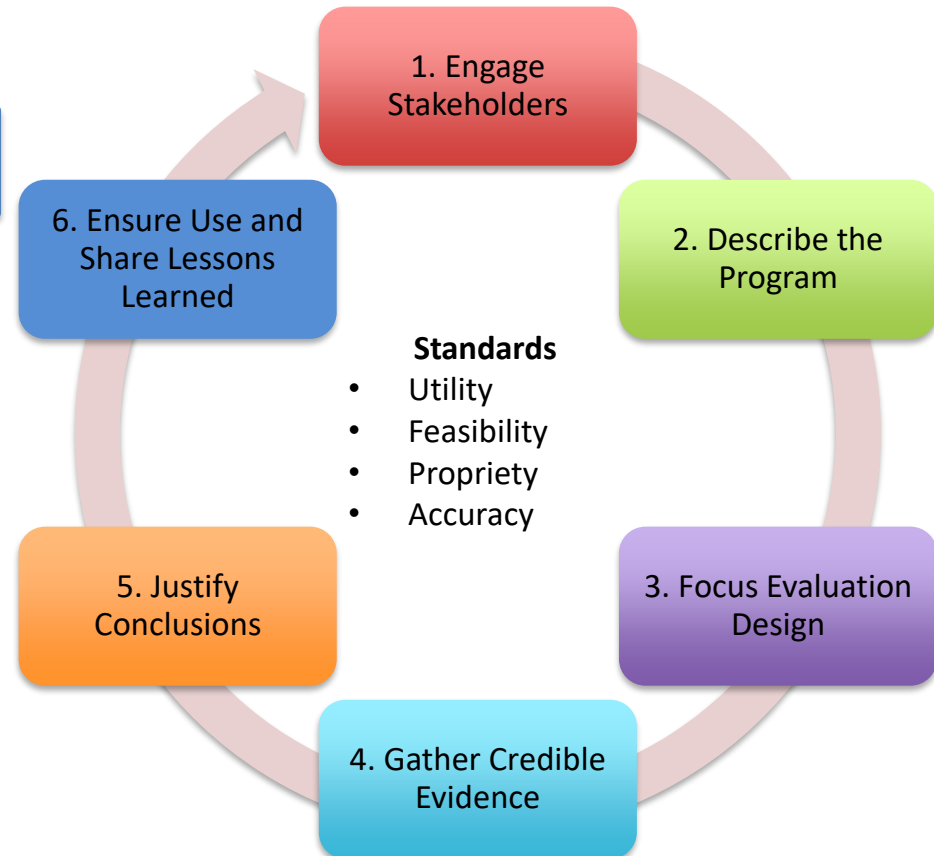
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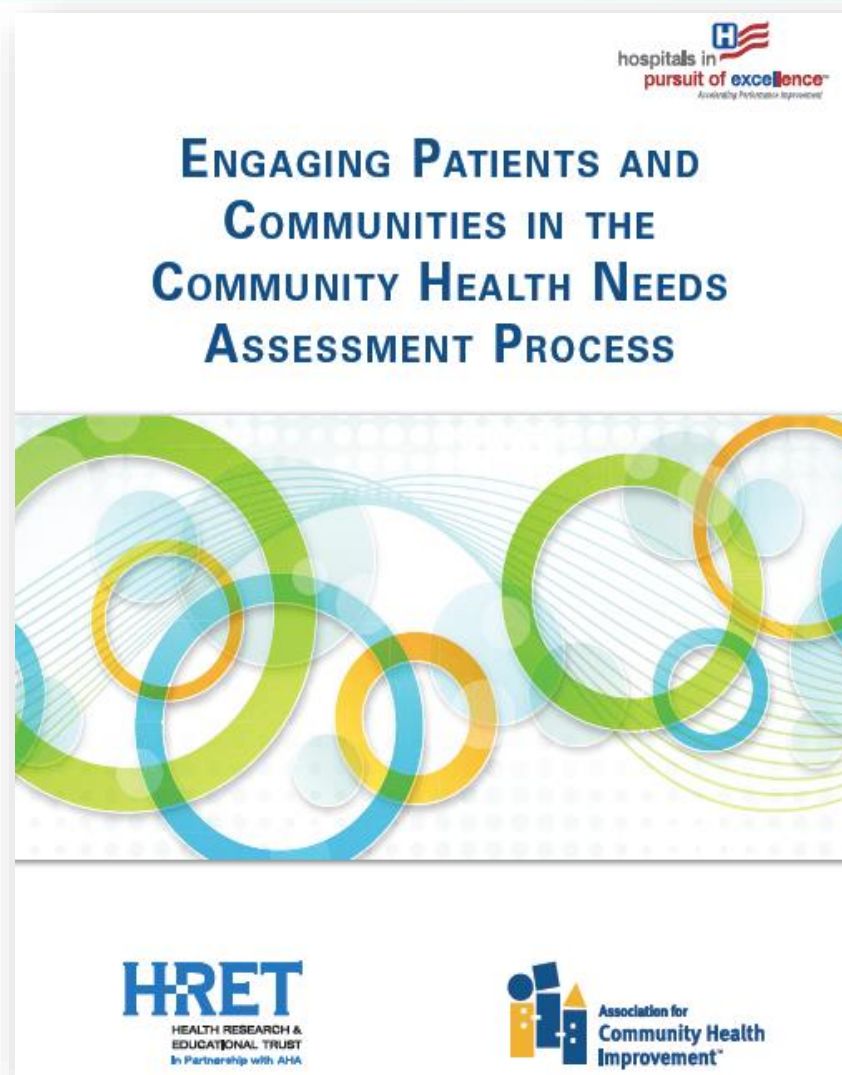


Source: <http://www.cdc.gov/eval/framework/>

Step 1. Engage Stakeholders

- Who is involved in program operations?
- Who is served?
- Who will use findings?

Resource: HPOE Guide



Source: <http://www.hpoe.org/resources/hpoehretaha-guides/2846>

Who Will Use the Findings?

- Decision-makers
- Program planners
- Individuals reporting to regulators
- Senior staff
- Board members
- Funders

CDC Evaluation Framework

PLAN

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2. Describe the program

3. Focus evaluation design

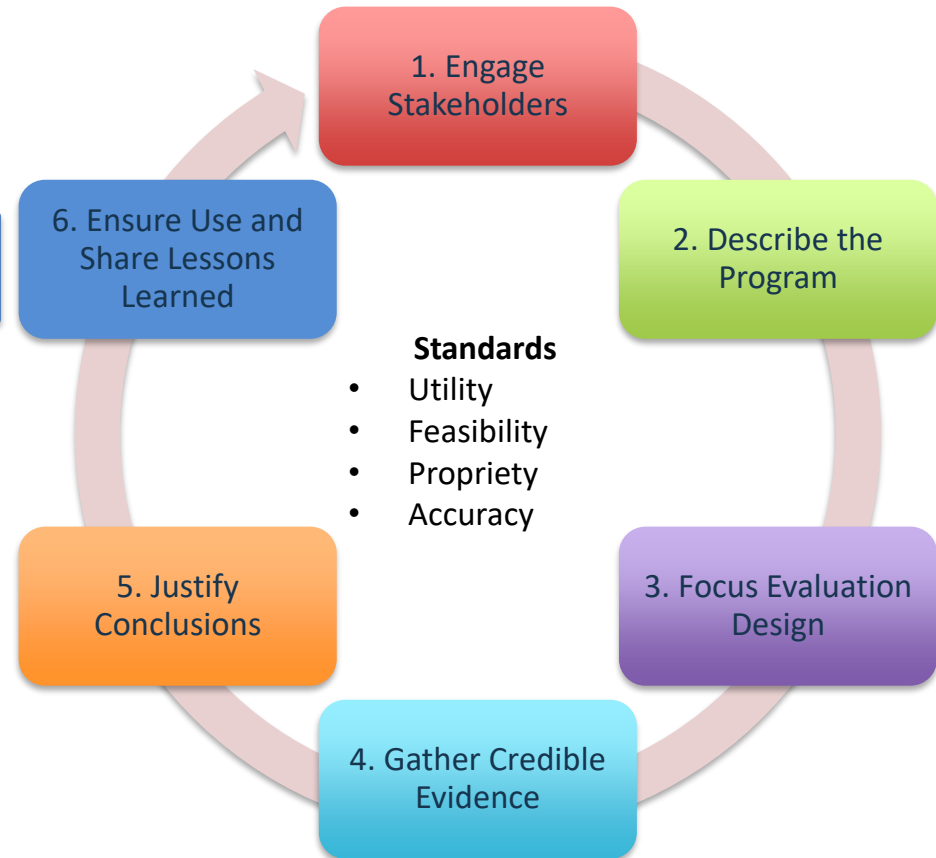
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Source: <http://www.cdc.gov/eval/framework/>

Step 2. Describe the Program

- Goal
- Resources to be used
- Activities
- Anticipated outcomes

Program Mapping



Resources

What we invest in our programs

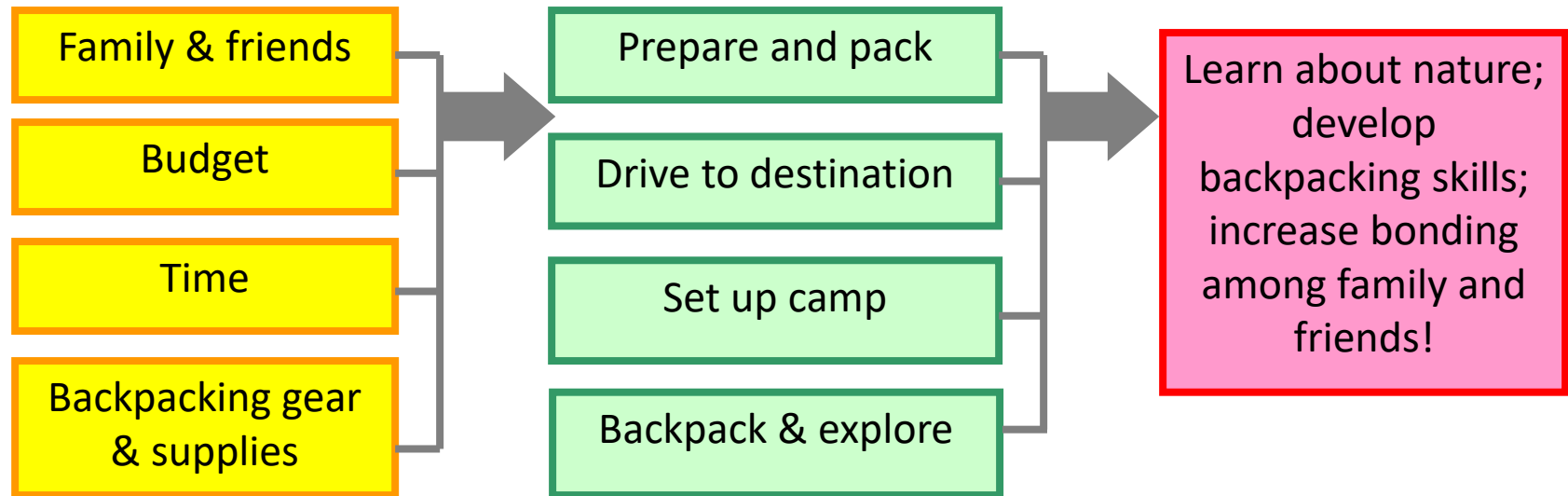
Activities + Participants

What we do and whom we reach through our programs

Results

What happens as a result of our programs

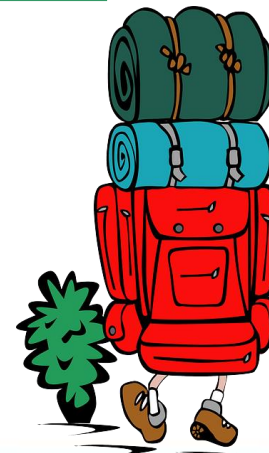
Simple Logic Model



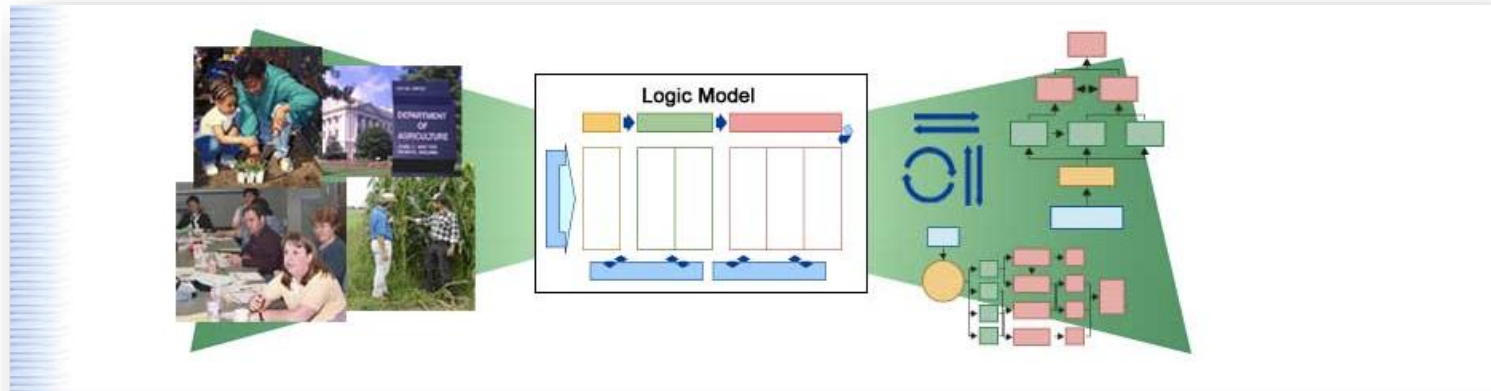
INPUTS

OUTPUTS

OUTCOMES



Resource: UWEX Logic Models



Welcome to *Enhancing Program Performance with Logic Models*

This course provides a holistic approach to planning and evaluating education and outreach programs. It helps program way of thinking to help us improve our work and be accountable for results. You will learn what a logic model is and how communicating about your program.

[Review the help pages for set up requirements](#)

Before you begin, acquaint yourself with the **system requirements** and other information found in our **Help pages**.

[Connect to the course content](#)

Begin the interactive online course.

[Now available \(Oct. 2010\) a PDF version of the course for offline use](#)

This file (216 pages, 3.35MB) may be downloaded to view offline or print all or selected pages for reference. Note that no revisions have been made.

CDC Evaluation Framework

PLAN

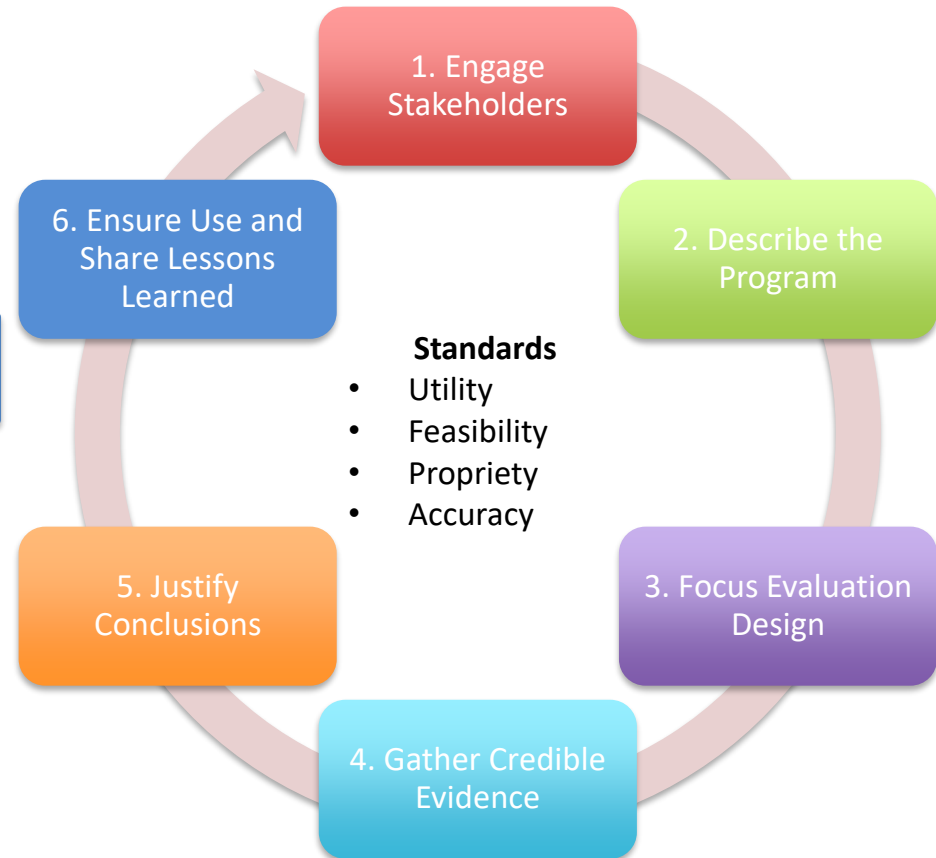
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Source: <http://www.cdc.gov/eval/framework/>

Step 3. Focus Evaluation Design

- Determine evaluation **purpose**
 - Program expansion/replication
 - Funding
 - Objectives
- Identify what program aspects to evaluate
- Identify what questions to ask
- Identify indicators for evaluation questions
- Design the evaluation

Step 3. Focus Evaluation Design

- Determine evaluation purpose
- Identify what **program aspects** to evaluate
 - Short, medium, long-term outcomes
 - Cost effectiveness, etc.
- Identify what questions to ask
- Identify indicators for evaluation questions
- Design the evaluation

Step 3. Focus Evaluation Design

- Determine evaluation purpose
- Identify what program aspects to evaluate
- Identify what **questions** to ask
- Identify **indicators** for evaluation questions
- Design the evaluation

- **How was the program carried out?**
 - Who did the program reach?
 - How involved were participants in program activities?
 - Were activities implemented as planned?
 - How satisfied were participants?
 - What else happened?



Evaluation Briefs

No. 4 | February 2009

Developing Process Evaluation Questions

Evaluation questions help focus and provide structure to an evaluation, guide the evaluation planning process, facilitate decision making about evaluation methods to use, and inform discussions about how evaluation results can be used to improve school health programs. This brief defines evaluation questions and addresses steps to develop them.

Evaluation Questions Defined

Evaluation questions define the key issues to be explored by an evaluation. They are developed and prioritized by program staff, evaluation personnel, funders, and other stakeholders.

Steps to Develop Process Evaluation Questions

The most useful evaluation questions reflect a diversity of stakeholder perspectives, key components of your program, your most important information needs, and

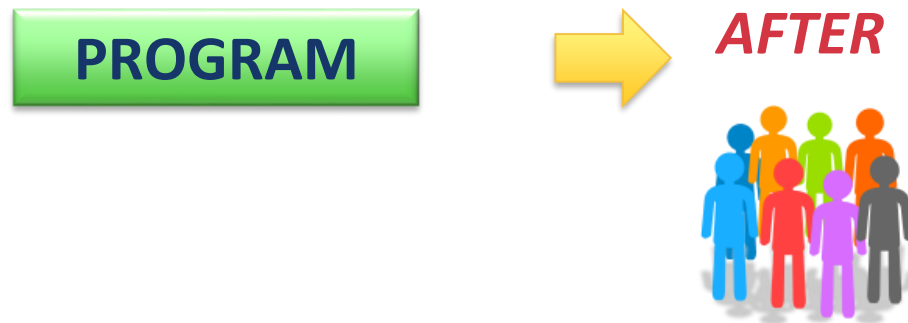
Source: <http://www.cdc.gov/healthyyouth/evaluation/pdf/brief4.pdf>

- ***What changed?***
 - Did participants increase their **knowledge or awareness**?
 - Did participants acquire new **skills**?
 - Did participants change their **behavior**?
 - Did **health status** improve?
 - Did program achieve anticipated **impact**?

Step 3. Focus Evaluation Design

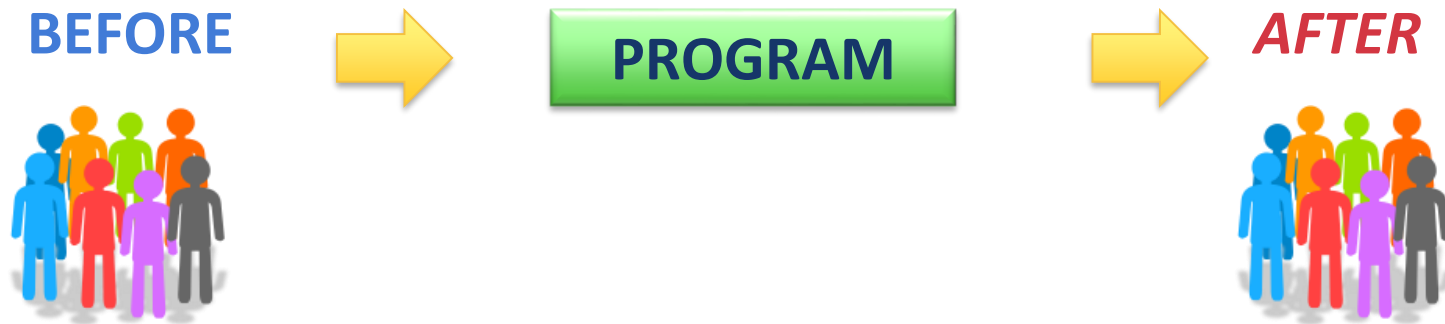
- Determine evaluation purpose
- Identify what program aspects to evaluate
- Identify what questions to ask
- Identify indicators for evaluation questions
- **Design** the evaluation

- Post-test only
- Pre-test and post-test (single group)
- Pre-test and post-test with two or more groups
- Pre-test and post-test with control group



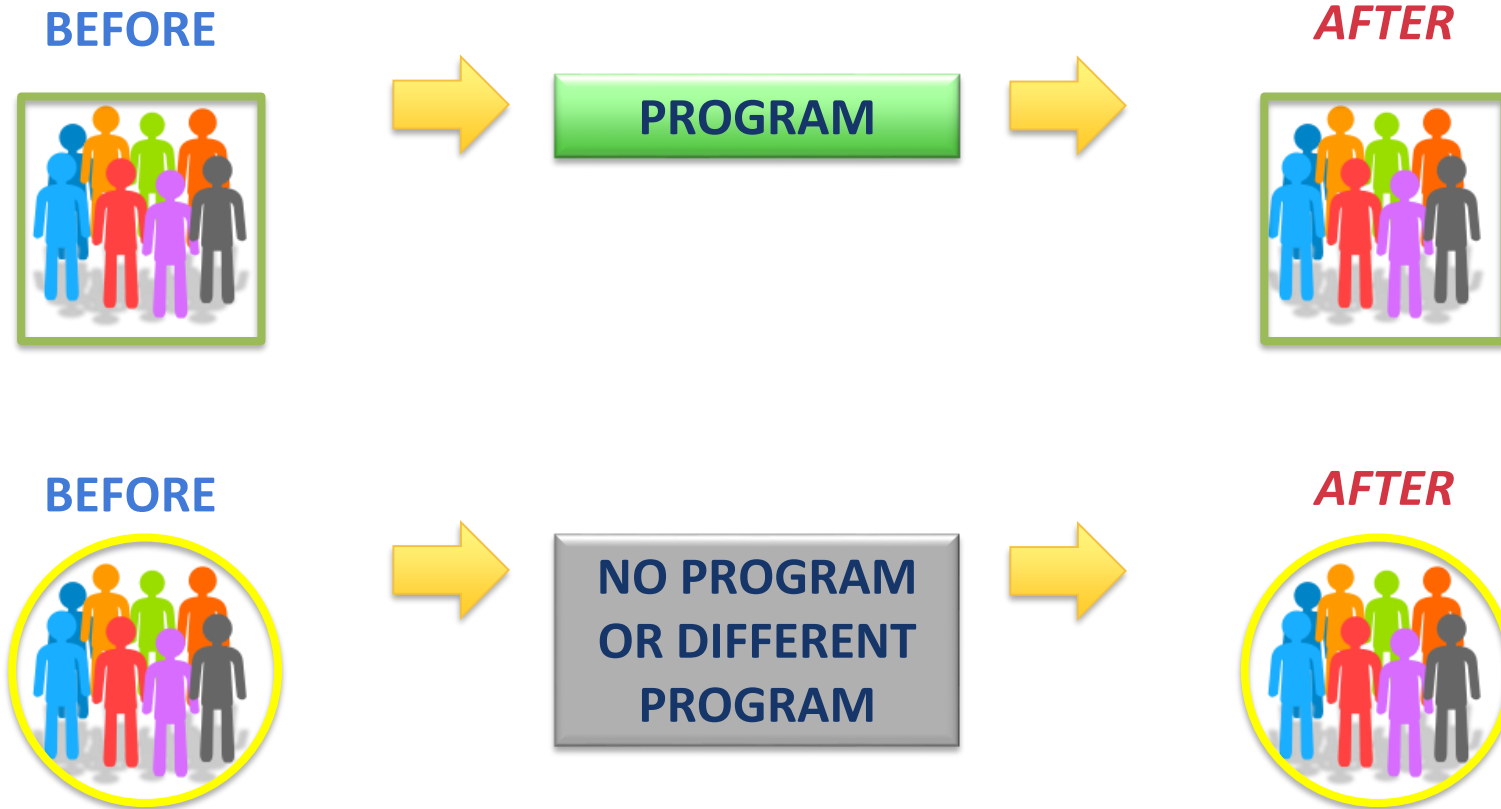
Simple design; many factors can influence results and no other results to compare with

Pre-Test Post-Test (one group)



Can compare pre/post results of one group; must consider factors that can influence participants and results (e.g., participant selection, external events)

More than One Group



Can compare different groups' results; must consider factors that can influence participants, groups and results

Control Group

BEFORE



PROGRAM



AFTER



BEFORE



**NO PROGRAM
OR DIFFERENT
PROGRAM**



AFTER



Groups with
similar
characteristics








Can compare results of similar groups receiving different interventions;
consider group comparability and other factors that can influence results

Resource: Community Toolbox



Enter your search...



| | | | | |
|---|--|---|---|---|
|  LEARN A SKILL how-to information |  HELP TAKING ACTION guidance for your work |  CONNECT link with others |  ABOUT the tool box |  SERVICES supporting collective |
|---|--|---|---|---|

Home » Table of Contents » Evaluating Community Programs and Initiatives » Chapter 37. Operations in Evaluating Community Interventions

← Table of Contents

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46

Chapter 37. Operations in Evaluating Community Interventions

- Section 1. Choosing Questions and Planning the Evaluation
- Section 2. Information Gathering and Synthesis
- Section 3. Data Collection: Designing an Observational System
- Section 4. Selecting an Appropriate Design for the Evaluation
- Section 5. Collecting and Analyzing Data
- Section 6. Gathering and Interpreting Ethnographic Information
- Section 7. Collecting and Using Archival Data

Source: <http://ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-interventions>

CDC Evaluation Framework

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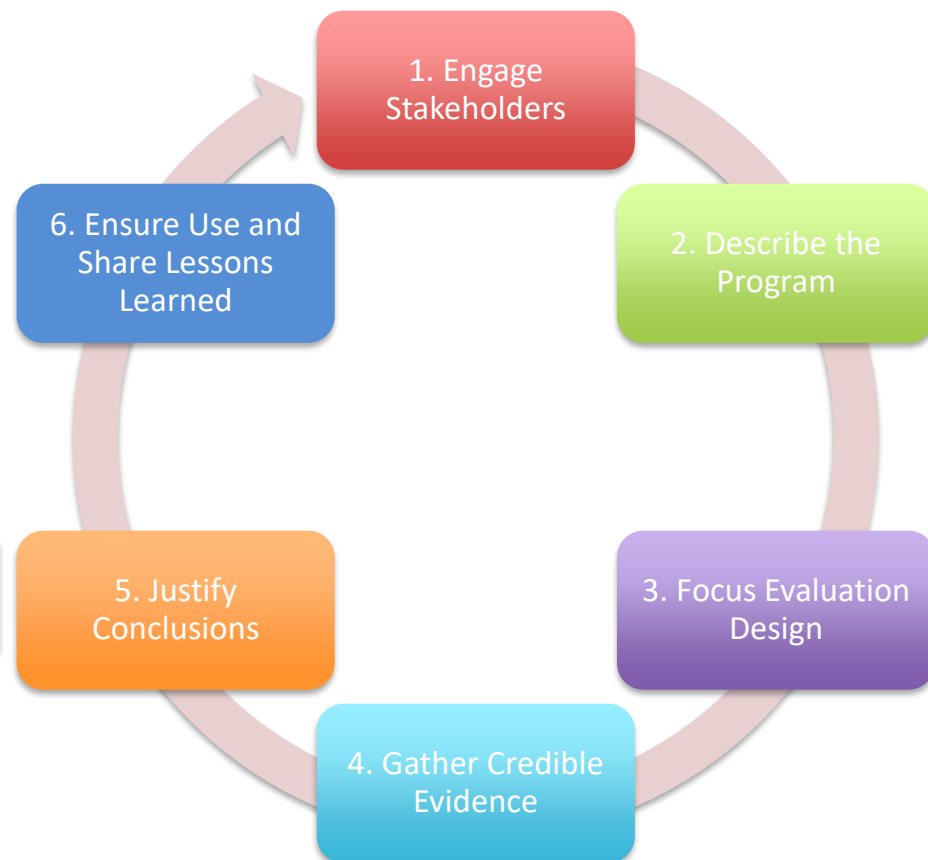
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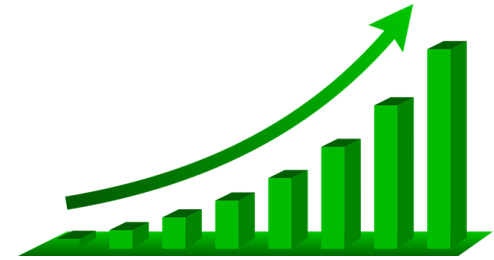
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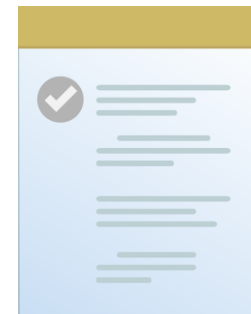


Source: <http://www.cdc.gov/eval/framework/>

- **Quantitative** data = numbers
 - Counts, ratings, scores
 - E.g. # of participants, survey scores



- **Qualitative** data = narrative
 - Descriptions
 - E.g. key informant interviews, observation studies



Types of Data

PRIMARY DATA

Original data collected for your own purposes



- Surveys, questionnaires
- Focus group discussions
- Key informant interviews
- Program records, existing databases
- Observation

SECONDARY DATA

Data **collected by someone else**



- County Health Rankings
- State and local health departments
- CMS
- Small Area Health Insurance Estimates
- USDA Food Environment Atlas, etc.

Step 4. Gather Credible Evidence

- **Have a plan for:**
 - Questions to be answered
 - Data sources for answers
 - Method of collecting data
 - Timing
 - Who is responsible

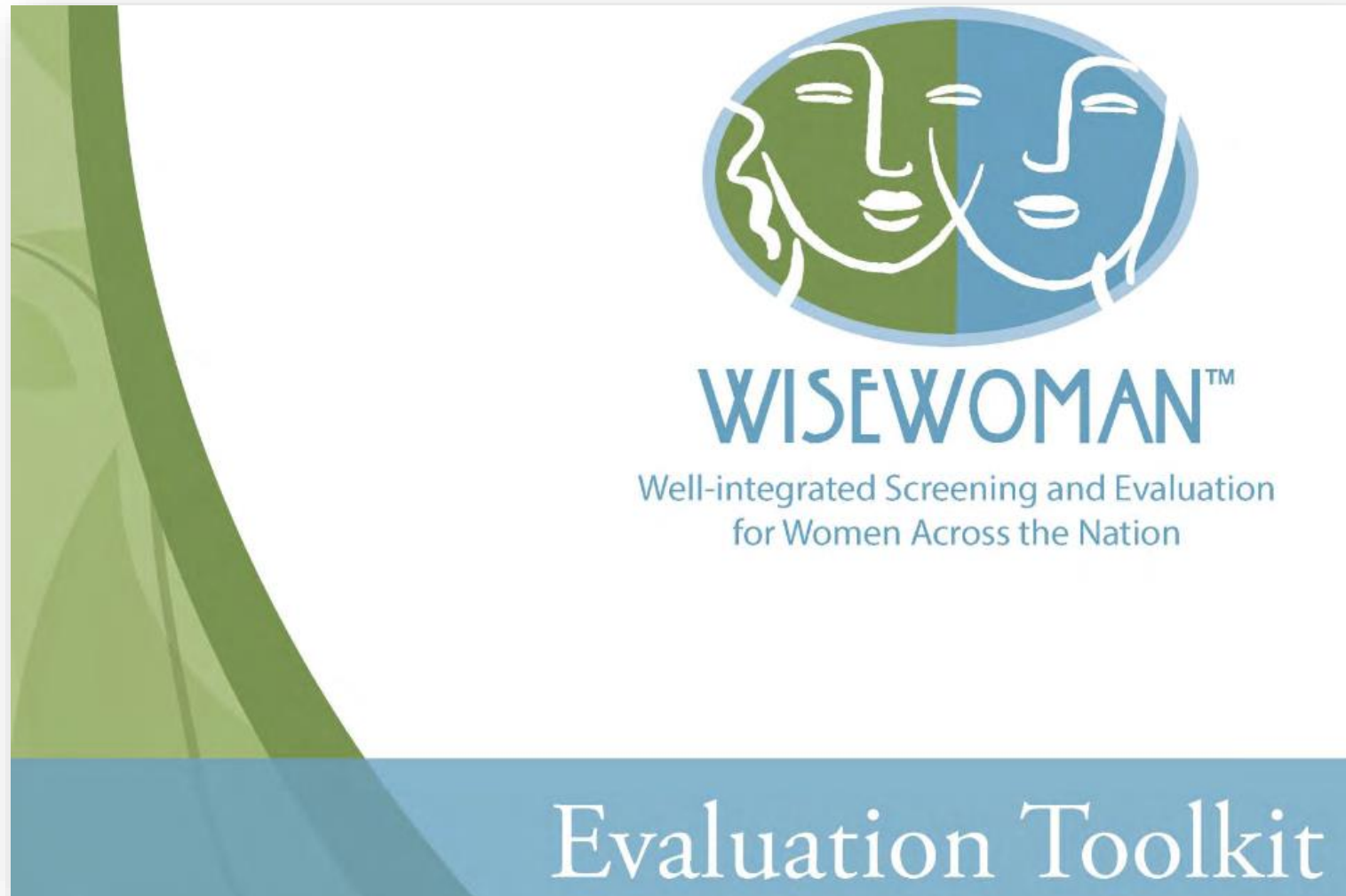


Data Collection Plan

| Data Source (existing/new) | Related Evaluation Questions | Data Collection Method/Description | Timing | Person(s) Responsible | Quality Assurance | Notes |
|--|--|--|---------------|----------------------------|---|--|
| Interviews with clinical service providers (new) | <p>What best practices are used by providers to incorporate WISEWOMAN protocols into practice workflows?</p> <p>Have our program activities with providers contributed to changes in protocols for providing services for all women?</p> | Evaluation consultant will conduct 30-minute telephone interviews with clinical site program coordinators using a semi-structured interview guide. Interviewers will take notes during the discussion and all interviews will be digitally recorded. | February 2014 | Evaluation consultant team | Interviews will be audio recorded to allow the evaluation consultant to verify notes for analysis | Designed in such a way to address both evaluation questions and thus eliminate the need to interview providers multiple times. |

Source: http://www.cdc.gov/wisewoman/evaluation_toolkit.htm

Resource: WISEWOMAN Toolkit



Source: http://www.cdc.gov/wisewoman/evaluation_toolkit.htm

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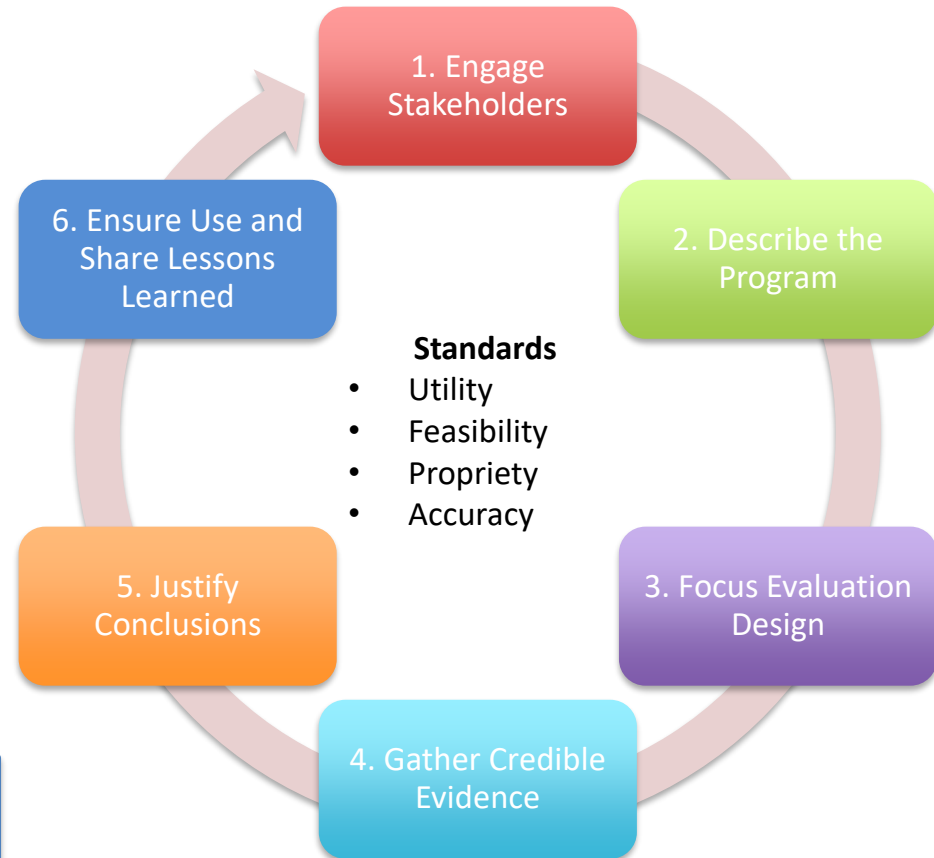
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Source: <http://www.cdc.gov/eval/framework/>

Step 5. Justify Conclusions

- Analyze and interpret results
- Examine patterns
- Consider factors that may have influenced results (e.g., external events)

Step 5. Justify Conclusions

- **Process:**
 - Was the strategy implemented correctly?
 - Did any external events intervene?
 - If program was evidence-based, was it faithful to the model?

Step 5. Justify Conclusions

- **Impact:**
 - Did program participants change?
 - Were the changes measurable?
 - Were the changes likely because of the program?

- CDC's WISEWOMAN Evaluation Toolkit
- CDC Evaluation Briefs:
 - **Analyzing Qualitative Data:**
<http://www.cdc.gov/healthyyouth/evaluation/pdf/brief19.pdf>
 - **Analyzing Quantitative Data:**
<http://www.cdc.gov/healthyyouth/evaluation/pdf/brief20.pdf>

Look At Your Evaluation Findings

- What does information suggest about program?
- Was program carried out as planned?
- Any surprising information?
- What lessons were learned?
- Positive findings? Negative findings?

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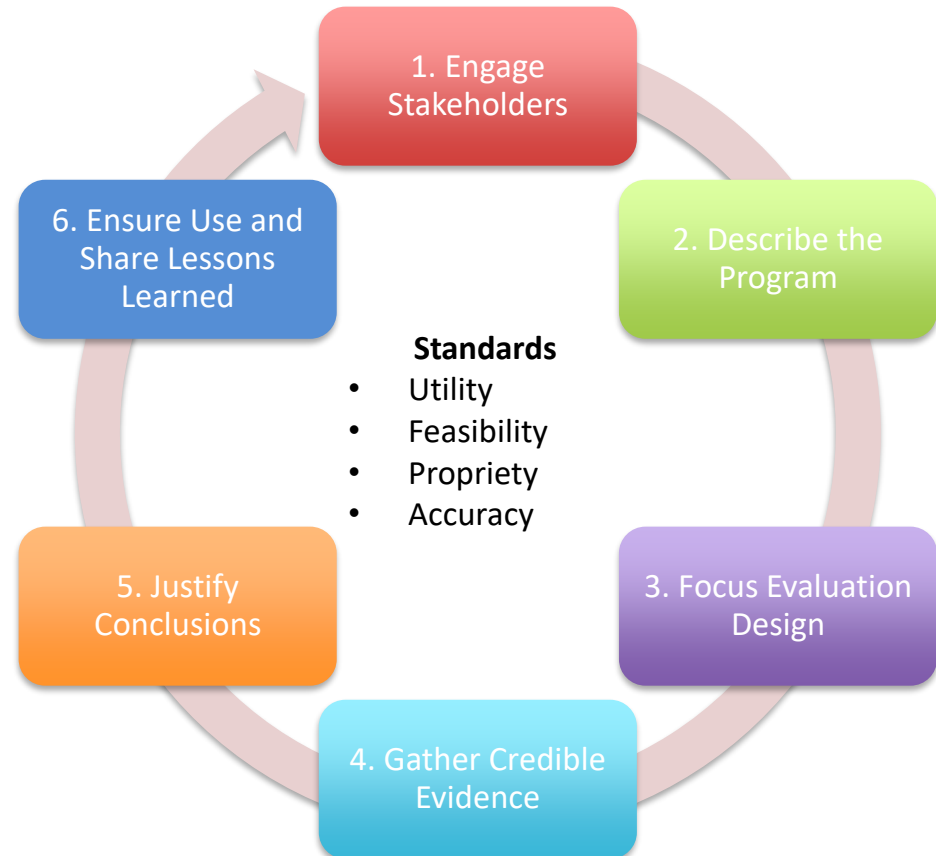
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Source: <http://www.cdc.gov/eval/framework/>

Audiences to Share Findings With

- Program participants
- Program managers, staff
- Funders
- Hospital leaders
- Community members
- Policy makers

Implementation Strategy

Include anticipated impact of activities taken in response to CHNA



Community Health Needs Assessment

Report impact

Source: <https://www.federalregister.gov/articles/2014/12/31/2014-30525/additional-requirements-for-charitable-hospitals-community-health-needs-assessments-for-charitable>

Step 6. Ensure Use

- **Improve** program
- Identify **resources** needed
- Make **decisions** about program
- **Replicate/expand** program
- **Disseminate** information to those who might be interested in adopting program



BetterEvaluation

betterevaluation.org

May 2013



Report and Support use of findings

Develop and present findings in ways that are useful for the intended users of the evaluation, and support them to make use of them.

1. Identify reporting requirements

What timeframe and format is required for reporting?

Communication plan: developing a plan that outlines the strategies which will be used to communicate the results of your evaluation.

Reporting needs analysis: working with your client to determine their reporting needs.

2. Develop reporting media

What types of reporting formats will be appropriate for the intended users?

Written

Executive Summaries: including an executive summary which is a shortened version of the full report.

Final Reports: ensuring they are readable, straight to the point, and use a writing style that promotes understanding regardless who the target audience is.

Interim reports: presenting the interim, preliminary, or initial evaluation findings.

Memos and email: maintaining ongoing communication among evaluation stakeholders through brief and specific messages about a particular issue.

News media communications: sharing news relating to evaluation findings through press releases.

Newsletters, bulletins, briefs and brochures: highlighting particular findings or angles on an evaluation using shorter communications such as bulletins, briefs, newsletters, blogs and brochures.

Postcards: collecting information quickly in order to

Presentations

Conference: discussing a set topic or theme in a large group of people at a set venue.

Displays and exhibits: drawing attention to particular issues and assisting in community engagement.

Flip Charts: providing a useful way of interacting with your audience and therefore allowing you to present your own ideas and results and also to immediately record input, feedback and ideas from your audience.

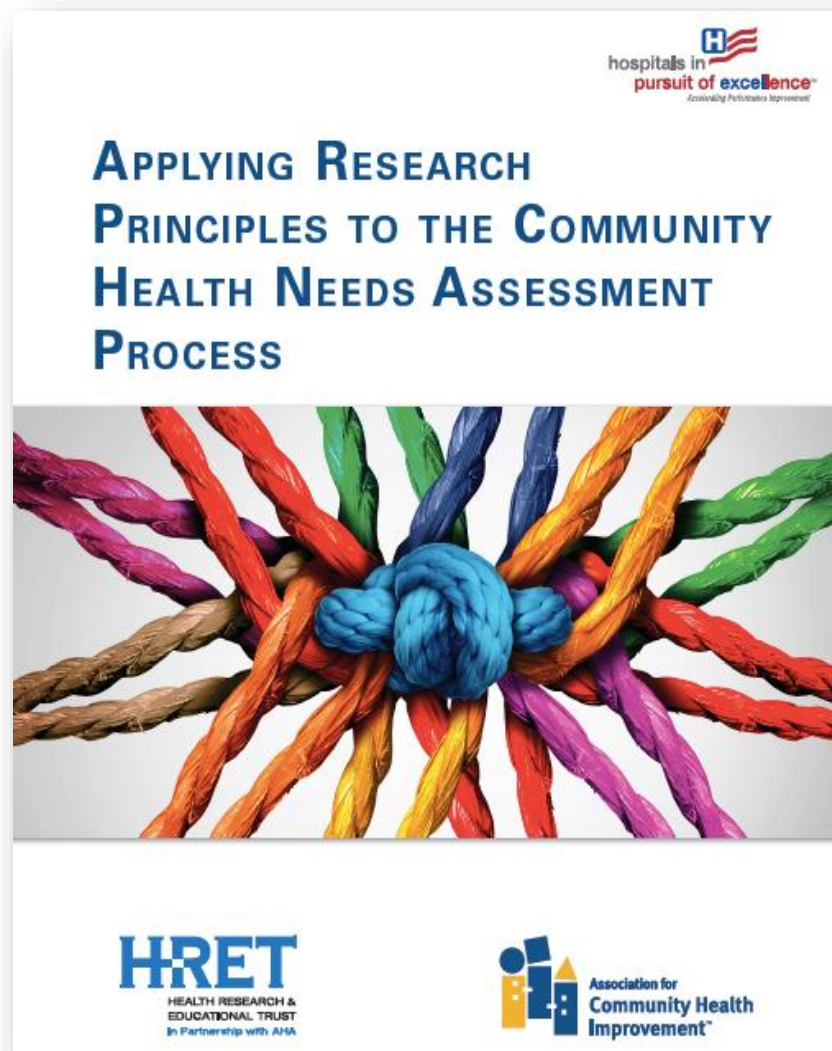
Information Contacts: providing a contact person for all media and public enquiries about a project or program.

Posters: presenting your evaluation findings in the form of a poster provides a good opportunity to get your message across in a clear way while also providing opportunities for feedback.

PowerPoint: organizing and communicate information coming from evaluations in the form of a slide show which can be used at a meeting or conference.

Source: BetterEvaluation - Report and Support Use of Findings (May 2013) <http://betterevaluation.org>

Resource: HPOE Guide



Source: <http://www.hpoe.org/resources/hpoehretaha-guides/2858>

Resource: CDC CHI Navigator

CDC Community Health Improvement Navigator

CHI Navigator Home



Making the Case for Collaborative CHI

Tools for Successful CHI Efforts +

Database of Interventions

CHI Navigator Resources +

Frequently Asked Questions

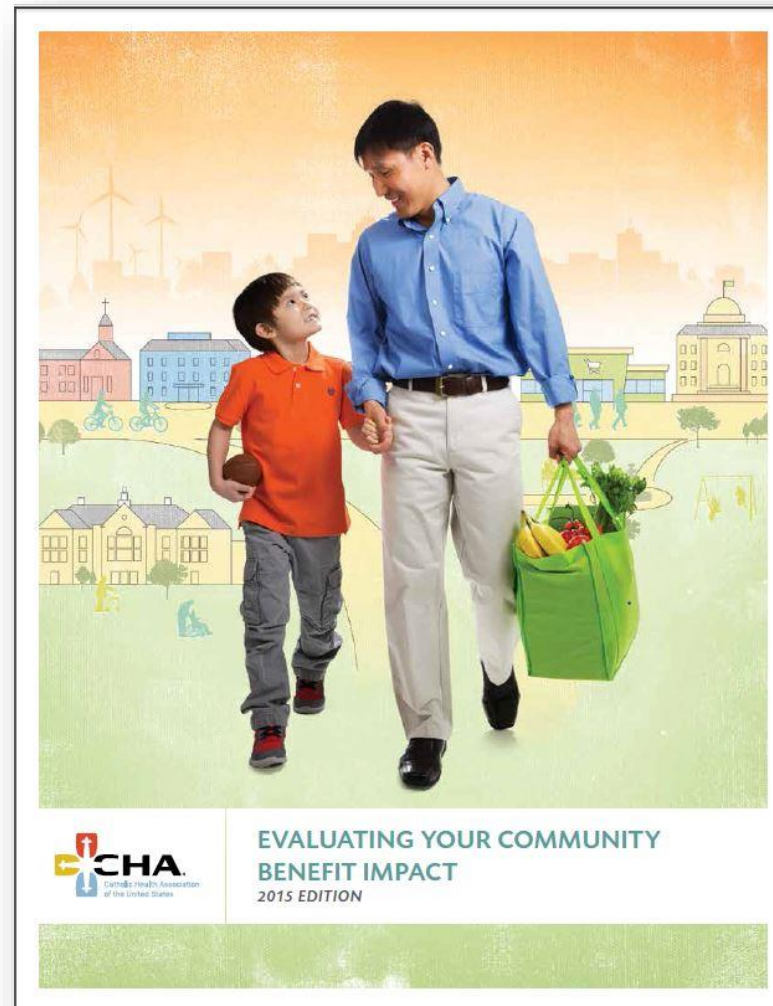
DATABASE OF INTERVENTIONS

Search for *Interventions that Work* in 4 Action Areas



Source: <http://www.cdc.gov/chinav/>

Resource: CHA Evaluation Guide



Source: <https://www.chausa.org/communitybenefit/community-benefit>

Questions?

Thanks for participating in this webinar!