



Project Planning and Evaluation

Suzanne B Cashman, ScD, MS
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Objectives

- Know how to use logic models and other planning methods to develop a project plan
- Explain the six key questions that guide the program planning and management process
- Describe how to use the key questions to develop a program plan
- Outline an evaluation plan

Planning

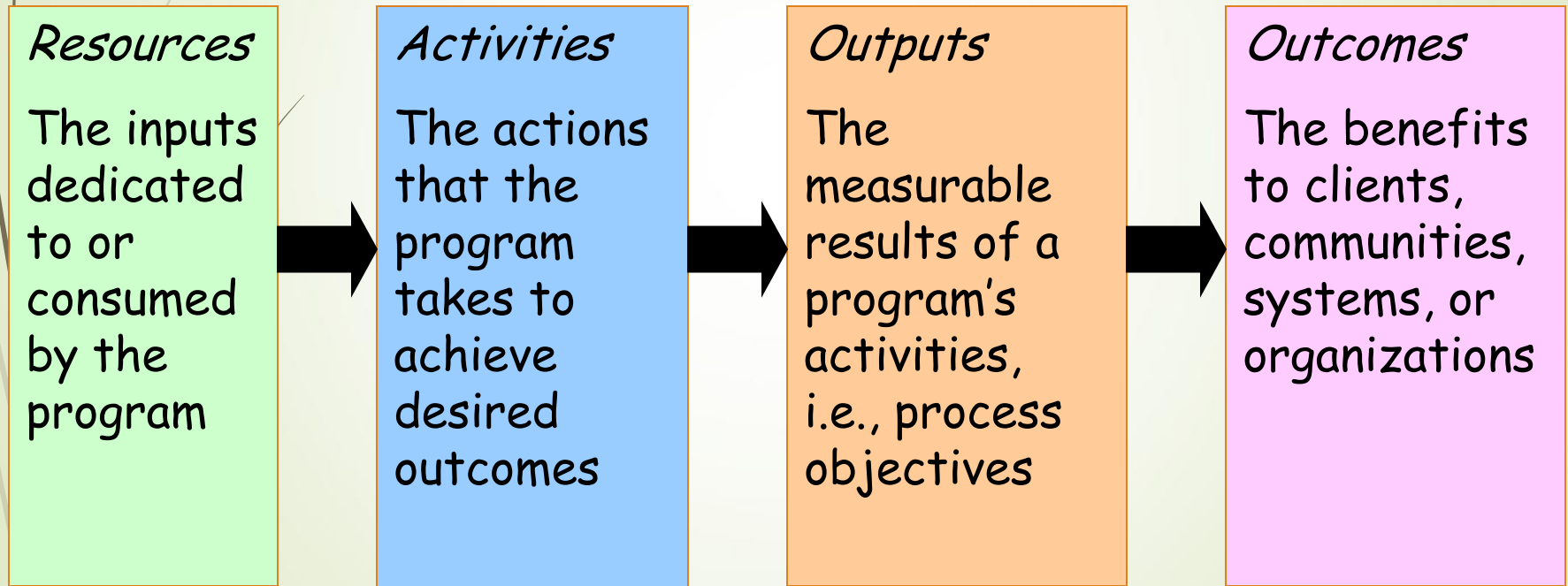
- What are some of the ways you have approached planning your PASP project?
- Did you use rational decision making to commit future resources?
- Did you use art as well as science?
- Did you see it as a way to reduce risk and achieve best possible results in a changing environment?
- Other ways/ideas?

Logic Models

- A brief picture of your program: what you are using, what you are doing, what you are trying to achieve
- Captures the logical sequence of a program
- Clarifies strategy underlying the program
- Builds common understanding, esp about relationships between actions and results

A Simple Logic Model: A Series of "If-Then" Statements

Program Goal: overall aim or intended impact



← How?

Why? So what? →

Sample Logic Model

Program Goal: To improve the health of low-income children and their families who receive primary care in participating sites

Resources

LACCM coordinator
LACCM lawyers
Pediatrician champion
Evaluation TA
Advisory Board
Healthy Tomorrows TA
Participating clinic sites

Activities

Training

- Develop curriculum
- Conduct didactic trainings for medical providers

Implementation

- Provide legal counsel for eligible children and their families
- Develop tracking system for referred families
- Hold regular Advisory Board meetings
- Hold monthly project staff meetings
- Engage summer research student to develop and validate screening instrument

Outputs

Training

- Written curriculum
- # of trainings held
- # of medical providers trained

Implementation

- Lawyers provide legal counsel as appropriate
- Tracking system developed and implemented
- Regular Advisory Board and staff meetings held; stakeholders engaged
- Validated screening instrument developed

Outcomes

Medical providers refer families appropriately for legal counsel

More children and families receive needed legal counsel

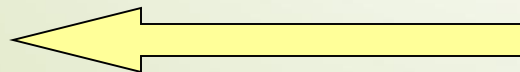
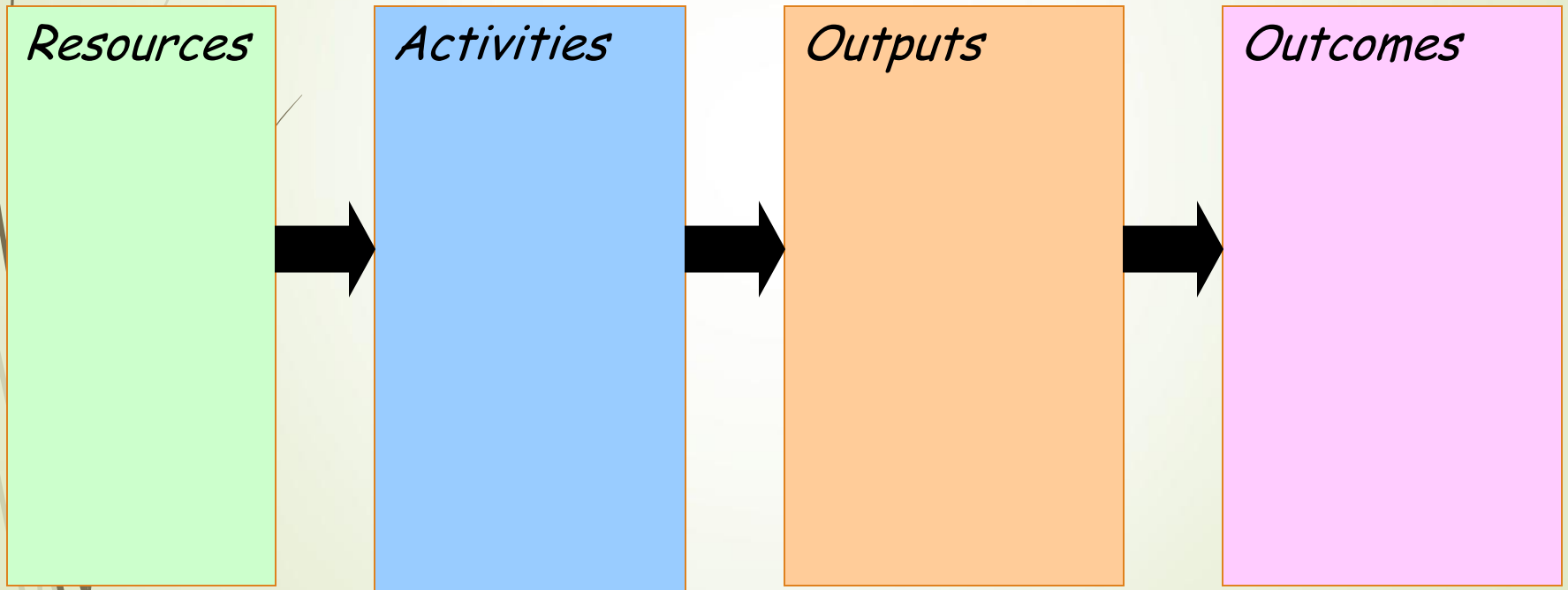
Parents are better able to advocate for themselves and their families

Children's health improved as determined by:

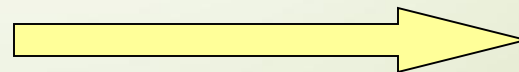
- Housing
- Financial security
- Dignity and safety
- Access to health care

A Simple Logic Model

Program Goal:



How?



Why? So what?

Key Questions for Planning

1. Where are we?
2. Where do we want to be?
3. Should something be done?
4. What should be done?
5. How should it be done?
6. How will we know if we are getting there?

1. Where are we?

- State the issue
- Assess current situation
- Specify resources
- Identify stakeholders

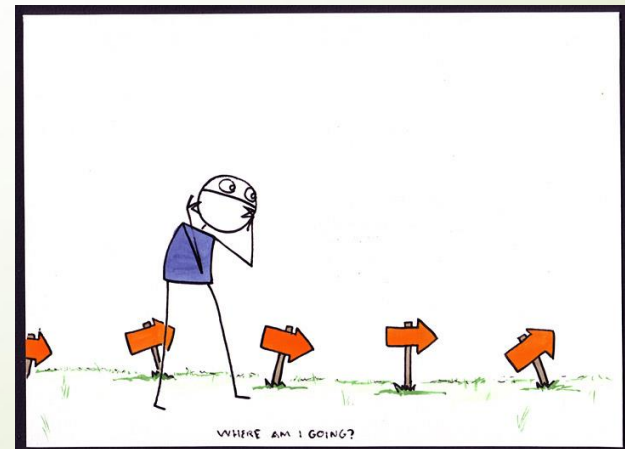


Deficit Vs Asset Approach

- Traditional deficit model
 - Neighborhoods viewed as having problems, deficiencies, needs
- Capacity/Asset-focused model
 - Recognizes that communities and their residents have strengths and assets

2. Where do we want to be?

- Articulate vision/goals
- Specify outcome objectives
 - Long term, realistic, measurable
 - SMART objectives
 - Specific
 - Measurable
 - Attainable
 - Realistic
 - Time-connected



Visioning: Constructing the Future

- Positive
- Engaging people around their dreams
- Common hope for the future
- Creative thinking and problem-solving



Program Outcome

<i>Term</i>	<i>Time Period</i>	<i>Description</i>	<i>Measurement</i>
Outcome	Usually long-term	Related to health issue	Degree of accomplishment; addresses doing the right thing

(Turnock, 2011)

Outcome: Where we want to be

- Reduce disease due to overweight/obesity among current school employees from 15% to 10% within the next 5 years
- Reduce infant mortality among babies born in XYZ county from 12.4 per 1,000 live births to 8 per 1,000 by 2025

3. Should something be done?

- Discontinue current efforts?
- Maintain/adjust current efforts?
- Implement new interventions?

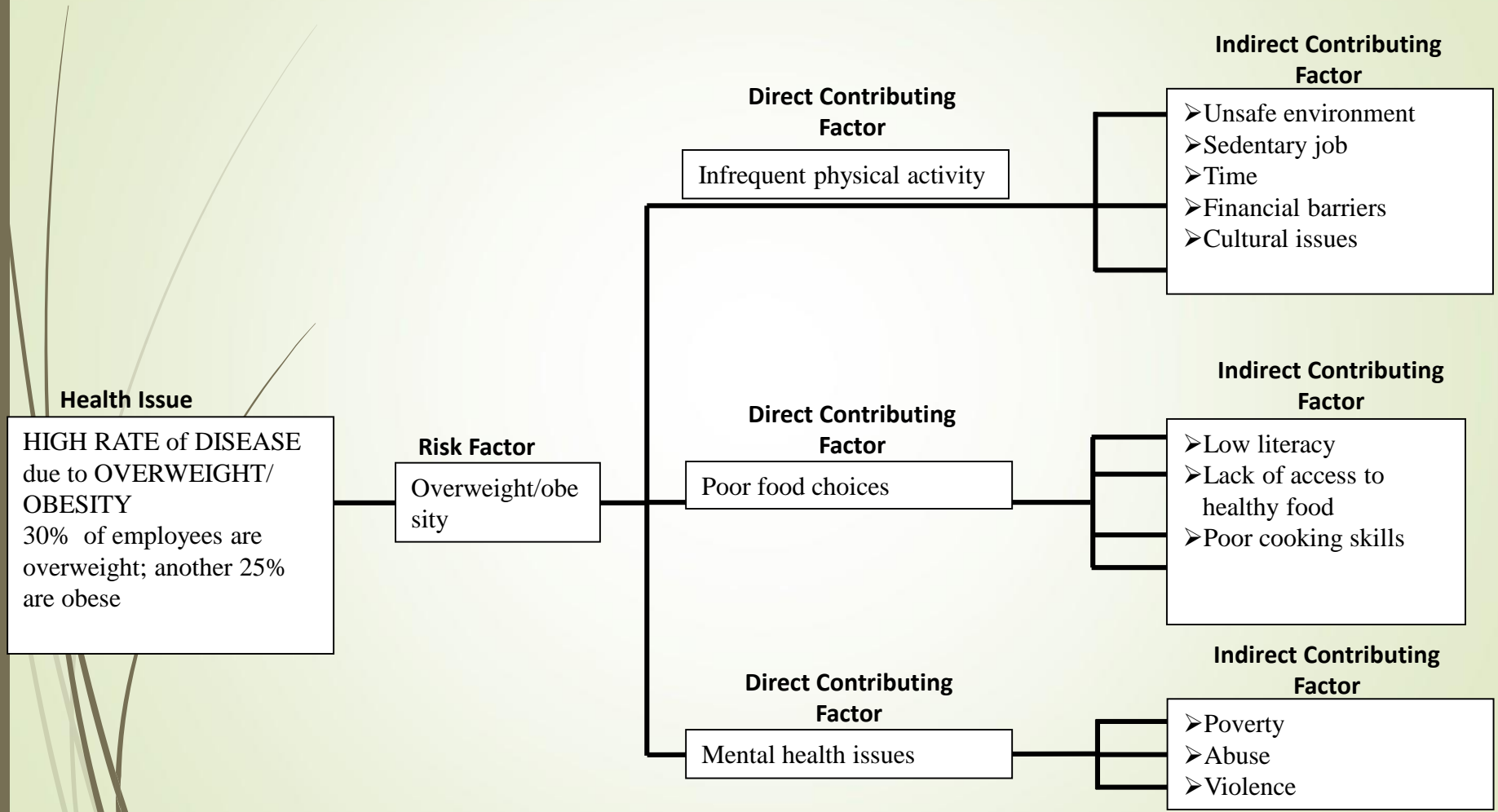


4. What should be done?

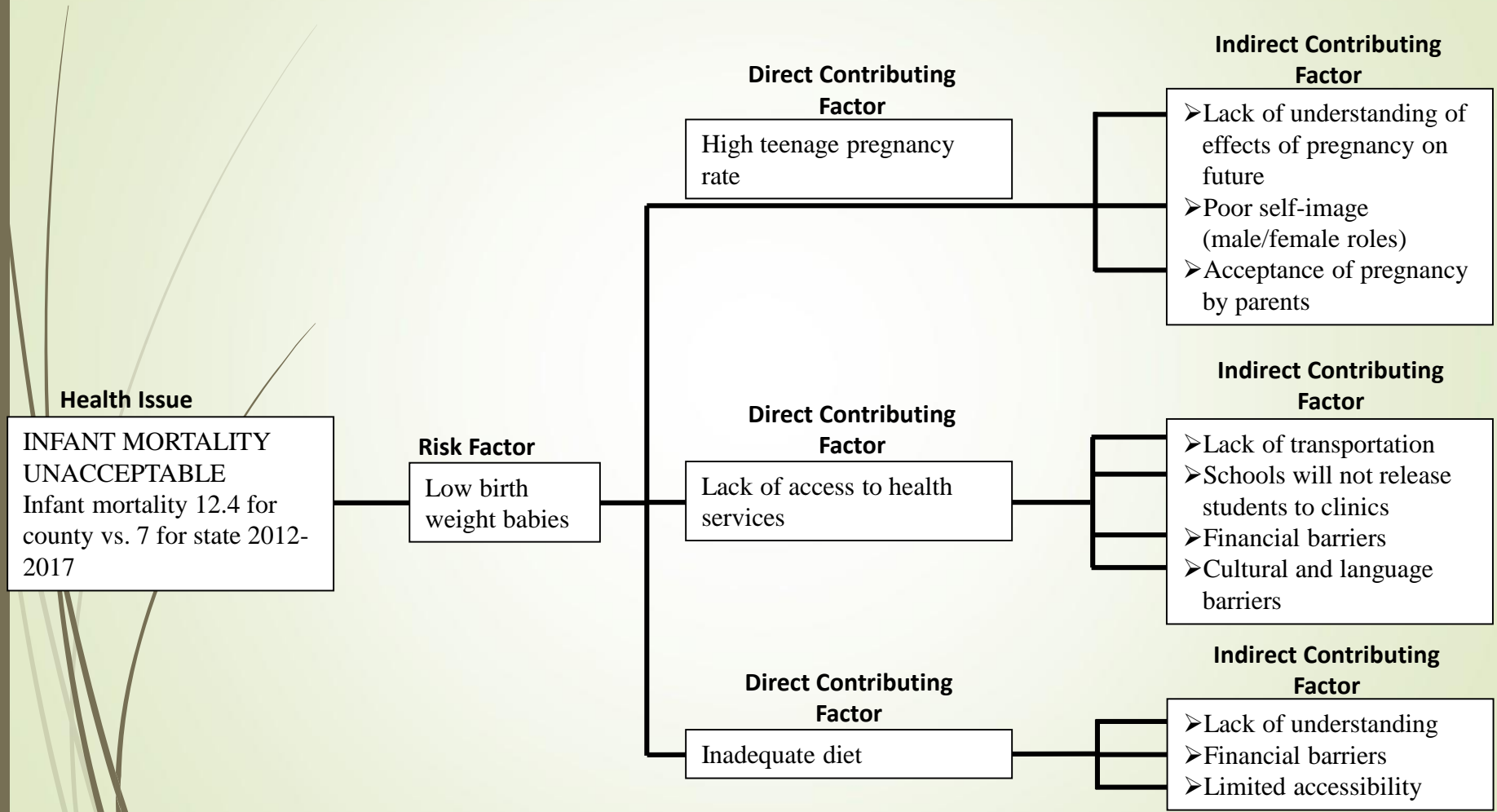
- Analyze problem for risk factors and contributing factors
- Determine intervention point most likely to result in effecting change in the desired direction
- Assess evidence



Health Issue Analysis Worksheet



Health Issue Analysis Worksheet



What should be done (cont'd)?

- Specify outcome and process objectives, activity measures, work plan, budget
- Review expected outcome objective(s)



Program Objectives (cont'd)

<i>Term</i>	<i>Time Period</i>	<i>Description</i>	<i>Measurement</i>
Outcome objective	Intermediate	Related to risk factors	Degree of accomplishment; addresses doing the right thing

(Turnock, 2016)

Outcome Objective Related to Risk Factors

(overweight/obesity; low-birth weight babies)

- Increase proportion of employees with a healthy weight from 45% to 70% within next 5 years
- Reduce incidence of low-birth weight babies born in XYZ county from 7.6% to 5% by 2025

Program Objectives (cont'd)

<i>Term</i>	<i>Time Period</i>	<i>Description</i>	<i>Measurement</i>
Process objective	Short-term	Related to contributing factors	Degree of accomplishment; addresses doing things right

(Turnock, 2016)

Process Objectives

- Increase proportion of employees who engage in physical activity at least 4 times/ week from 20% to 40% within next 5 years.
- Increase the proportion of women in XYZ county receiving adequate prenatal care from 70% to 85% by 2025.

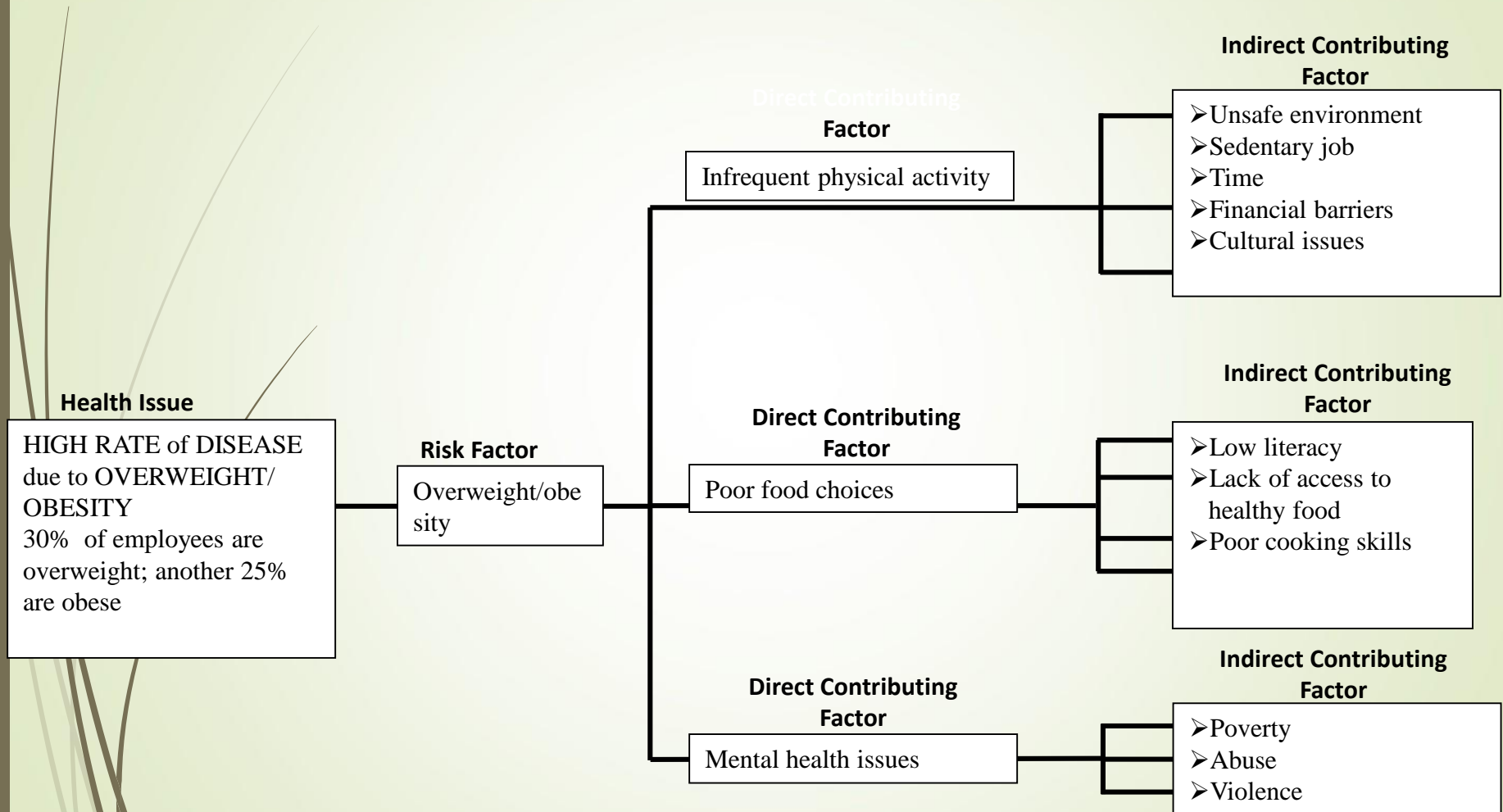
Program Objectives (cont'd)

<i>Term</i>	<i>Time Period</i>	<i>Description</i>	<i>Measurement</i>
Activities	Usually short-term	Describes the use of program resources	Accomplishment (yes/no); addresses doing things right

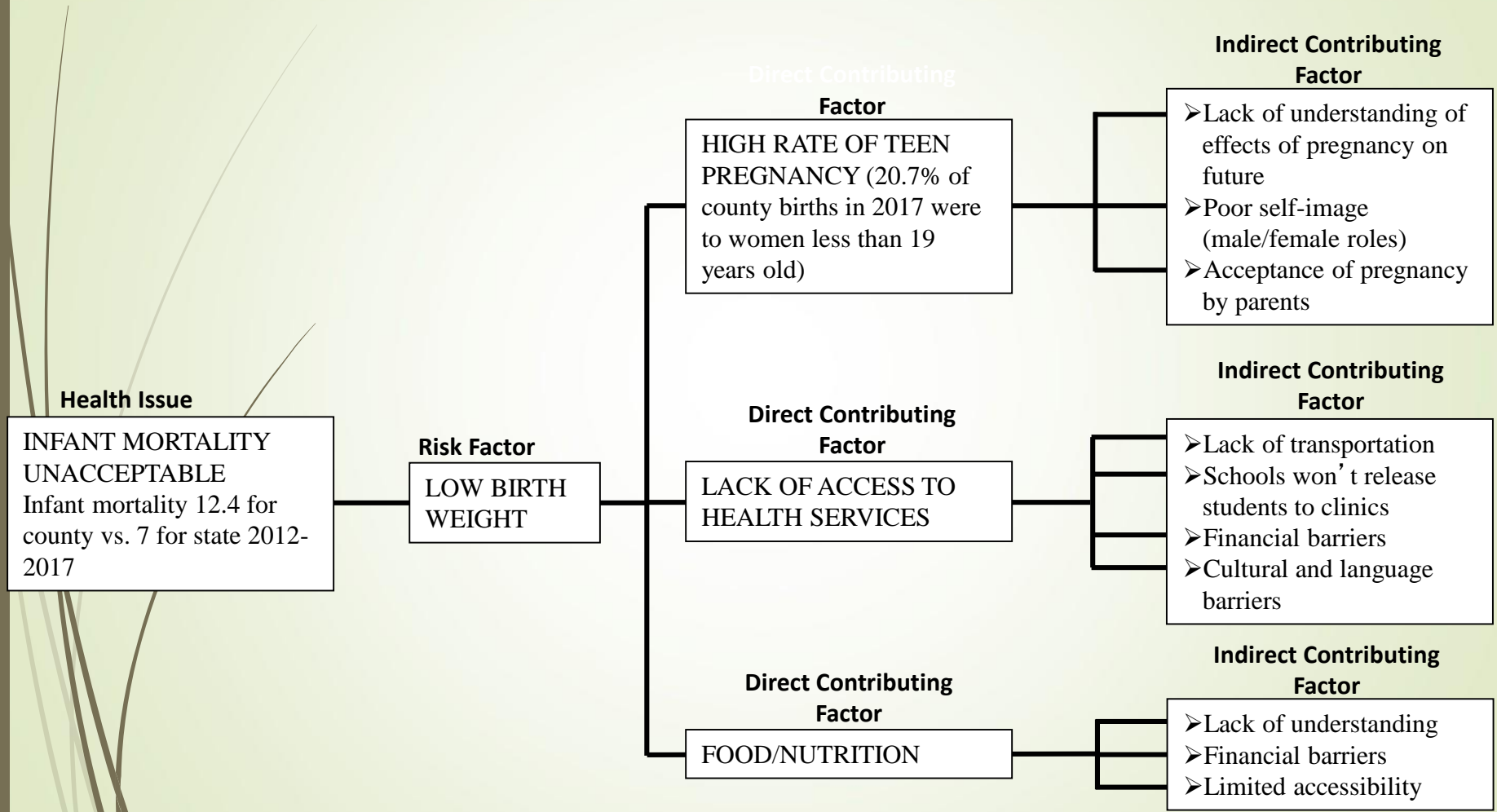
Activities

- Work with employer to develop and implement policies related to employees being able to use onsite workout facility
- Expand and publicize county Healthy Start Initiative that provides prenatal services at no financial cost

Health Issue Analysis Worksheet



Health Issue Analysis Worksheet



5. How should the activity be done?

- Who are the stakeholders?
- Are they engaged?/What do they want?
- What resources are available?
- What processes can be used?
- What cultural issues need particular attention?



6. How will we know if we are getting there?

- Create an evaluation plan
 - The WHAT: the indicators
 - The HOW: the data collection instruments and evaluation design
 - The WHEN and the WHO: the data collection plan



Evaluation Plan

What do we want to know?	What will we measure?	How will we measure?	Who will be responsible? When?	How will we use results?

Gather Credible Evidence

- Types of data
 - Demographic, health status, expenditures, quality of life, eligibility, utilization, capacity
- Sources of data
 - Statistical reports, published studies, voluntary organizations, program reports, media articles, government reports, state surveys

Thinking about data

- Match the data to the questions – what kinds of information would be worthwhile?
- As much as possible, use data that are being created as a regular part of the program
- Collect and analyze data from multiple perspectives
- Keep available resources in mind

Data Collection Methods

- Surveys
- Interviews
- Focus groups
- Literature searches
- Structured observations
- Critical events logs
- Institutional documentation



Now that we have the data.....

- Analyze
 - Quantitative (statistical software)
 - Qualitative (systematic review and assessment)
- Synthesize information
- Write reports/inform appropriate media
- **Disseminate and Ensure Sustainability**

Aim

To do the right things
and
To do the things right



Do the Right Thing

+

-

Do the Thing Right

+



Health information is not needed.

But--Good, culturally appropriate health information is provided.

-

Hold DPH self assessment lunch meeting; poorly publicized; fail to create a buzz. Terrible Attendance



References

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(rotary.org/ridocuments/en_pdf/605c_en.pdf)
- Community Tool Box (<http://ctb.ku.edu>)
- MAP-IT (www.healthypeople.gov/2020/implementing/default.aspx)
- MAPP (<http://naccho.org>)