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Facilitating Use of Evaluation Findings

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Outline

- Framework for reviewing data
- Evaluation reports
- Facilitating use
- Program science
- Case exercise

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Framework for reviewing data

Description and analysis

- Involves organizing raw data into a form that reveals basic patterns
- Evaluator presents in user-friendly fashion, the factual findings as revealed in actual data

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Country	Number of medals	Thousand people per medal	GDP \$U.S.- billion per medal
Australia	31	591	10
Cuba	15	729	0.93
Hungary	12	859	4
Belarus	12	869	5
Bulgaria	8	1,099	4
Netherlands	12	1,287	21
Romania	15	1,546	4
France	31	1,874	33
Canada	14	2,031	44
Germany	40	2,033	33
Italy	25	2,330	38
Poland	14	2,770	12
Russia	39	3,843	19
United States	64	4,122	99
South Korea	11	4,141	38
Ukraine	12	4,322	17
Britain	9	6,477	108
Japan	10	12,550	254
Brazil	8	20,092	98
China	32	37,598	81

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Data analysis and presentation

Presentation 1: Raw results presented in the same order as items appeared in the survey

Expressed Needs of 478 Physically Disabled People

	<i>Great Need for This</i>	<i>Much Need</i>	<i>Some Need</i>	<i>Little Need</i>
Transportation	35	36	13	16
Housing	33	38	19	10
Educational opportunities	42	28	9	21
Medical care	26	45	25	4
Employment opportunities	58	13	6	23
Public understanding	47	22	15	16
Architectural changes in buildings	33	36	10	19
Direct financial assistance	40	31	12	17
Changes in insurance regulations	29	39	16	16
Social opportunities	11	58	17	14

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Data analysis and presentation

Presentation 2: Results combined into two categories; no priorities emerge

	<i>Great or Much Need</i>	<i>Some or Little Need</i>
Transportation	71	29
Housing	71	29
Educational opportunities	70	30
Medical care	71	29
Employment opportunities	71	29
Public understanding	69	31
Architectural changes in buildings	71	29
Direct financial assistance	71	29
Changes in insurance regulations	68	32
Social opportunities	69	31

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Data analysis and presentation

Presentation 3: Utilization-focused results arranged in rank order by "great need" to highlight priorities

<u>Rank order</u>	<u>Great Need for This</u>
Employment opportunities	58
Public understanding	47
Educational opportunities	42
Direct financial assistance	40
Transportation	35
Housing	33
Architectural changes in buildings	33
Changes in insurance regulations	29
Medical care	26
Social opportunities	11

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Framework for reviewing data (cont'd)

Interpretation

- What do the results mean?
- What's the significance of the findings?
- What are possible explanations of the results?
- Interpretations go beyond the data to add context, determine meaning, and tease out substantive significance based on deduction or inference

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Framework for reviewing data (cont'd)

Judgment

- Values are added to analysis and interpretations
- Determining merit or worth means resolving to what extent and in what ways the results are positive or negative
- What is good or bad, desirable or undesirable, in the outcomes?
- Have standards of desirability been met?

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Framework for reviewing data (cont'd)

Recommendations (if agreed to be undertaken)

- Adds action to analysis, interpretation, and judgment
- What should be done?
- What are the action implications of the findings?
- Only recommendations that follow from and are grounded in the data ought to be formulated

(Patton, 2012)

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Reports

The single biggest problem with communication is the illusion that it has taken place (George Bernard Shaw)
(Cited by Patton, p. 365)

In logic model terms, an evaluation report is an output, not an outcome.

We should not confuse producing a report with having communicated findings.



Evaluation Report Menu

Style and Format Options: Written report

- Traditional academic research monograph
- Executive summary followed by a full report
- Executive summary only
- Different reports (or formats) for different targeted users
- Newsletter article for dissemination
- Press release
- Brochure



Evaluation Report Menu (cont'd)

Style and Format Options: Oral and Creative

- Oral briefing with charts
- Short summary followed by questions (e.g., at a board meeting)
- Discussion groups based on prepared handouts
- Half or full day retreat-like work session
- Videotape or audiotape presentation
- Dramatic, creative presentation (e.g., reader's theatre)
- Advocacy-adversary debate



Utilization-Focused Reporting Principles

1. Be intentional about reporting (i.e., know the purpose of a report and stay true to that purpose)
2. Stay user focused (focus the report on the priorities of primary intended users and answer their questions)
3. Use graphics and other visuals to communicate findings succinctly and powerfully
4. Prepare users to engage with and learn from "negative" findings
5. Distinguish dissemination from use

(Patton, 2012)



Facilitating Use

Importance of follow-up to enhance use

- Plan for follow-up
- Budget for follow-up
- Adapt findings for different audiences
- Keep findings in front of those who can use them
- Watch for emergent opportunities to reinforce the relevance of findings



Facilitating Use (cont'd)

Importance of follow-up to enhance use

- Deal with resistance
- Watch for and guard against misuse
- Champion use of the findings, but don't become a champion for the program
- Continue to build evaluation capacity for use throughout the follow-up process
- Consider the future implications of all you do in the follow-up

(Patton, 2012)



Program Science

Program Science model - March 9 2015.pdf - Adobe Acrobat Reader DC

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Sign In

What is Program Science?

Evidenced based: Systematic application of theoretical and empirical scientific knowledge to improve the design, implementation and evaluation of health interventions

Impact focused: Goal is to speed up the impact of research on individual and population health

Inclusive: Engages policy-makers, system planners, service providers and service users as partners throughout the process

Can the intervention work in the real world?

Can the intervention be delivered in different settings and with different populations and still be effective?

Can the intervention be sustained over the medium to long term and still be effective?

Efficacy

Which interventions are efficacious? In which settings? In which populations?

Sources of evidence:

- RCTs
- Systematic reviews & meta-analysis
- Epidemiological & surveillance data
- Operations research
- Participatory evaluation research
- KTE

Effectiveness

Is the intervention relevant to the real world setting/ population?

Is it feasible for the setting to deliver the intervention? Does it have the capacity?

What training and support are required?

Is the real-world implementation of the intervention able to replicate the controlled research findings?

Does it work well as part of a package of interventions?

Scalability

Can the intervention be applied in similar settings with the same population?

Can it be applied in different settings and with different populations?

What is the context (social, political, economic, cultural) in which the intervention will operate?

What factors (e.g. social context, structural barriers, capacity issues) will affect scalability?

What synergies, overlaps and antagonisms exist with other interventions?

Sustainability

Is the intervention/ package of interventions cost effective?


Can the intervention produce reliable consistent results at a reasonable cost?

How engaged/ supportive are policy makers, system planners, service providers and service users?

Does the system have trained professionals who can deliver the intervention?


Does the intervention work well with other programs and services?

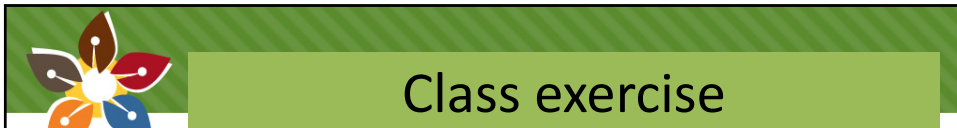
Continuous monitoring and evaluation throughout



Use of Findings



Discussion of its potential and its challenges based on experience of course participants.



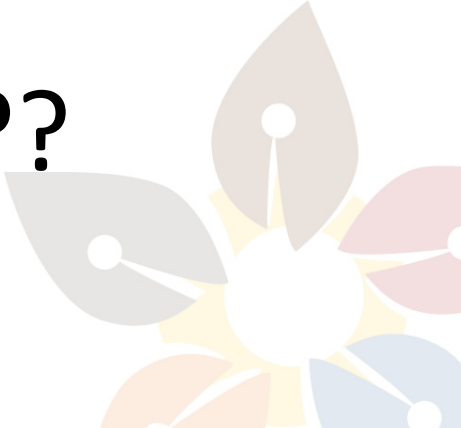


Class exercise

Critique of evaluation report and discussion on how to implement use.



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