Evaluation of Health Care for the Homeless Programs

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Land and Labor Acknowledgement

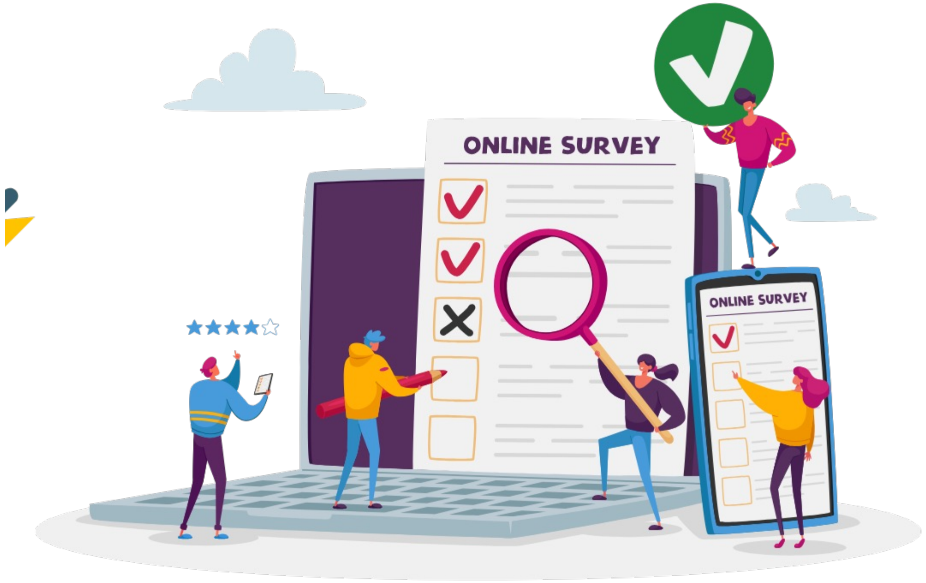
Learning Objectives

- Describe the basic terminology, major concepts, and logic of public health program evaluation.
- Identify at least one of each: evaluation goal, objective, question, and measurement tool.
- Apply evaluation frameworks to your program, utilizing tools and activities during the learning lab.

Agenda

Time	Topic
8:30 – 8:40	Welcome
8:40 – 9:25	Introduction to Evaluation
9:25 – 9:40	Table Discussions
9:40 – 9:45	Breakout Transition
9:45 – 10:25	Breakout #1
10:25 – 10:30	What to expect next
10:30 - 11	Break
11 – 11:40	Breakout #2
11:40 – 11:45	Breakout Transition
11:45 – 12:05	Mini Breakout
12:05 – 12:30	Wrap-up

What is evaluation? (1/3)



Evaluation: A systematic method for collecting, analyzing, and using data to examine the effectiveness and efficiency of programs and, as importantly, to contribute to continuous program improvement.

https://www.cdc.gov/evaluation/index.htm

What is evaluation? (2/3)

Evaluation	Purpose is to determine effectiveness of a specific program or model and understand why a program may or may not be working. Goal is to improve programs.
Research	Purpose is theory testing and to produce generalizable knowledge. Goal is to contribute to knowledge base.
Monitoring	Purpose is to track implementation progress through periodic data collection. Goal is to provide early indications of progress (or lack thereof).

https://www.cdc.gov/evaluation/index.htm

What is evaluation? (3/3)

Program evaluation and performance measurement are distinct but complementary

Different sources of evidence hold distinct value. For example, program evaluation and performance measurement are key tools for federal program management but differ in the following ways:

	What drives it	What data it uses	What frequency	What it can tell
Program evaluation	Theory of program change	Quantitative or qualitative	Discrete	Whether a program is working and why
Performance measurement	Agency goals	Typically use quantitative data	Ongoing	How well a program is performing

https://www.gao.gov/assets/gao-21-404sp.pdf

Types of Evaluation

Formative evaluation:	Formative evaluation occurs during program development and implementation. It provides information on achieving program goals or improving the program.
Process evaluation:	Process evaluation is a type of formative evaluation that assesses the type, quantity, and quality of program activities or services.
Outcome evaluation:	Outcome evaluation can focus on short- and long-term program objectives. Appropriate measures demonstrate changes in health conditions, quality of life, and behaviors.
Impact evaluation:	Impact evaluation assesses a program's effect on participants. Appropriate measures include changes in awareness, knowledge, attitudes, behaviors, and/or skills.

https://www.ruralhealthinfo.org/toolkits/health-promotion/5/types-of-evaluation

Why is evaluation important? (1/2)

Know if it actually is working

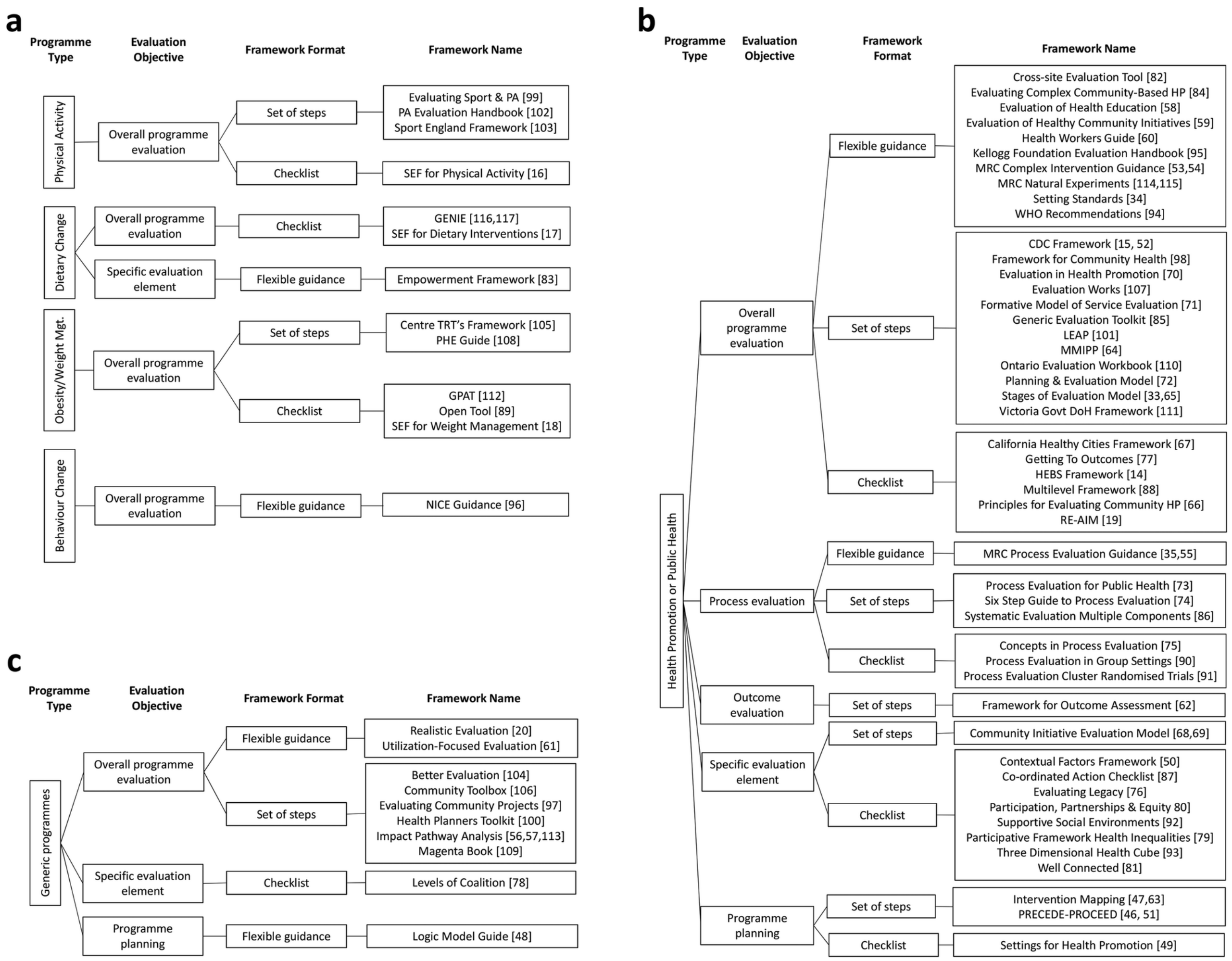
Make the case for funding

Why is evaluation important? (2/2)

- To monitor progress toward the program's goals
- To determine whether program components are producing the desired progress on outcomes
- To permit comparisons among groups, particularly among populations with disproportionately high-risk factors and adverse health outcomes
- To justify the need for further funding and support
- To find opportunities for continuous quality improvement.
- To ensure that effective programs are maintained and resources are not wasted on ineffective programs

https://www.cdc.gov/evaluation/guide/introduction/index.htm

What does evaluation look like?



https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-020-09062-0#Fig2

What does evaluation look like?

[Centers for Disease Control and Prevention. Framework for program evaluation in public health. MMWR 1999;48 (No. RR-11)]

What does evaluation look like?


Interviews


Focus Groups


Surveys


Quality Measures


Administrative Data

Evaluation Tools & Considerations

Center Lived Expertise

- Recognizing and balancing resources necessary to do this
- Consider members of your programs board
- Ensure meaningful engagement

Engage with Academics

- Expect it to be more work than you think
- Connecting with students for support
- Reach out to the Council's Research Committee

SMARTIE Goals

S	Strategic	Clear and focused DETAILS describing what will be done.
M	Measurable	Progress is assessed using DATA that is tracked over time.
A	Attainable	The team is ABLE and AGREES to accomplish the goal as written.
R	Relevant	The goal is MEANINGFUL and aligned with values and outcome statements.
T	Time-bound	Clear START and END date to achieve completed work.
I	Inclusive	INCLUDES setting the conditions for sharing power, collective policymaking, and data-informed decision-making with traditionally marginalized people.
E	Equitable	Elements of FAIRNESS and JUSTICE that addresses systemic inequity and oppression

https://ici-s.umn.edu/files/nGmP9MXh7Y/smartie-goal-sheet?preferredLocale=en-US

Defining Scope

Knowing your goal and being honest about capacity.

- Is your goal to evaluate the process or evaluate the outcomes?
- What is the intended utility (quality improvement, demonstrating value to funders…)?
- Who will be the audience for your results?

Defining Scope: Types of Evaluation Questions

Implementation	Were your program's activities put into place as originally intended?
Effectiveness	Is your program achieving the goals and objectives it was intended to accomplish?
Efficiency	Are your program's activities being produced with appropriate use of resources such as budget and staff time?
Cost-Effectiveness	Does the value or benefit of achieving your program's goals and objectives exceed the cost of producing them?
Attribution	Can progress on goals and objectives be shown to be related to your program, as opposed to other things that are going on at the same time?

https://www.cdc.gov/evaluation/guide/introduction/index.htm

Defining Scope: Considerations

1. What is the purpose of the evaluation?
2. Who will use the evaluation results?
3. How will they use the evaluation results?
4. What do *other* key stakeholders need from the evaluation?
5. What is the stage of development of the program?
6. How intensive is the program?
7. What are relevant resource and logistical considerations?

https://www.cdc.gov/evaluation/guide/step3/index.htm

Defining Scope: Standards & Questions

Standard	Questions
Utility	• What is the purpose of the evaluation? • Who will use the evaluation results and how will they use them? • What special needs of any other stakeholders must be addressed?
Feasibility	• What is the program's stage of development? • How intense is the program? • How measurable are the components in the proposed focus?
Propriety	• Will the focus and design adequately detect any unintended consequences? • Will the focus and design include examination of the experience of those who are affected by the program?
Accuracy	• Is the focus broad enough to detect success or failure of the program? • Is the design the right one to respond to the questions—such as attribution—that are being asked by stakeholders?

https://www.cdc.gov/evaluation/guide/step3/index.htm#focus

Logic Models

Measurable goals and outcomes

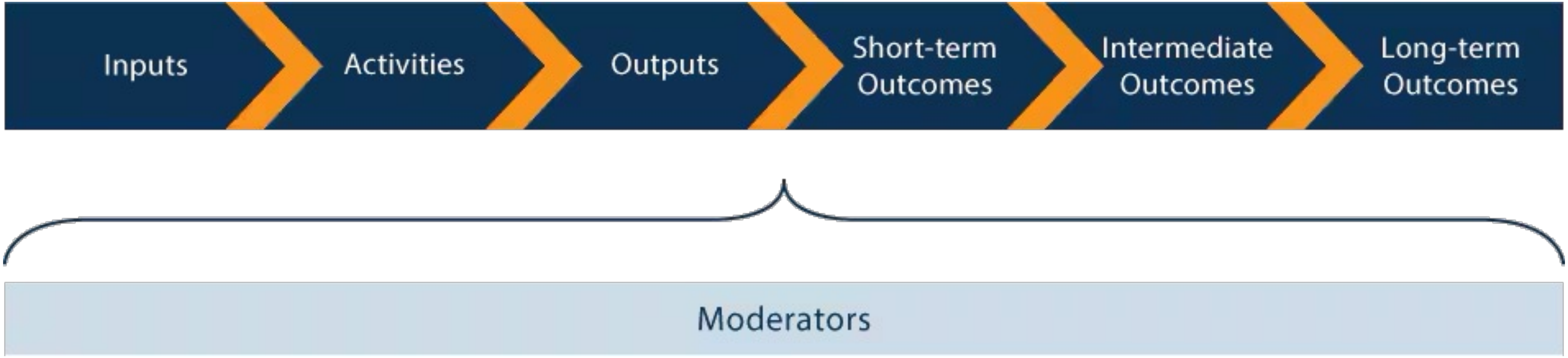
Move beyond process measures and look at outcomes

Logic Models: Components (1/2)

Inputs	The resources needed to implement the activities
Activities	What the program and its staff do with those resources
Outputs	Tangible products, capacities, or deliverables that result from the activities
Outcomes	Changes that occur in other people or conditions because of the activities and outputs
Impacts	The most distal/long-term outcomes (not always included)
Moderators	Contextual factors that are out of control of the program but may help or hinder achievement of the outcomes

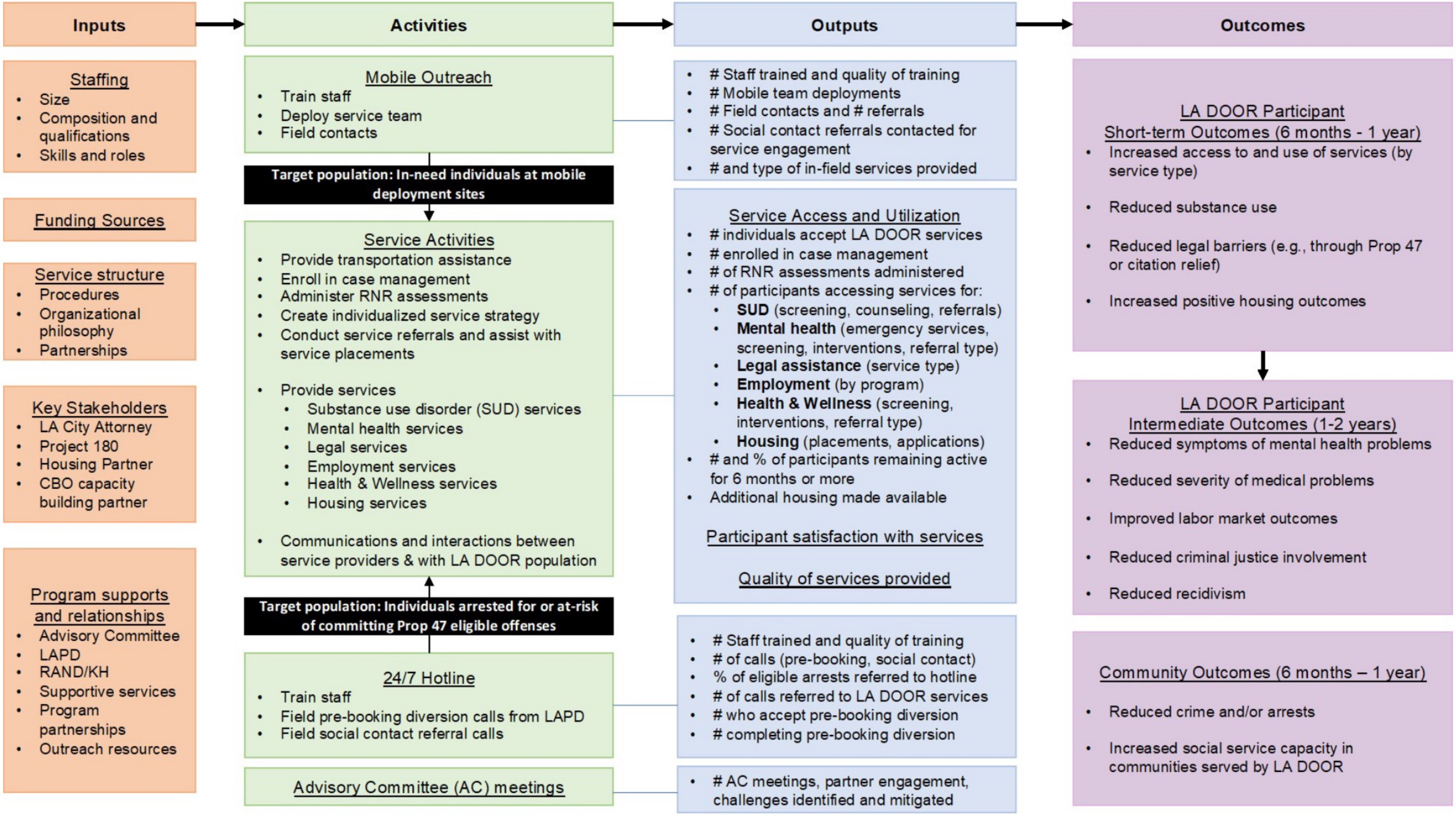
https://www.cdc.gov/evaluation/steps/step2/index.htm

Logic Model Components (2/2)



https://www.cdc.gov/evaluation/steps/step2/index.htm

Figure 1.1. LA DOOR Logic Model



NOTE: CBO = community-based organization; RNR = risk-need responsivity.

https://www.rand.org/pubs/research_reports/RRA1500-2.html

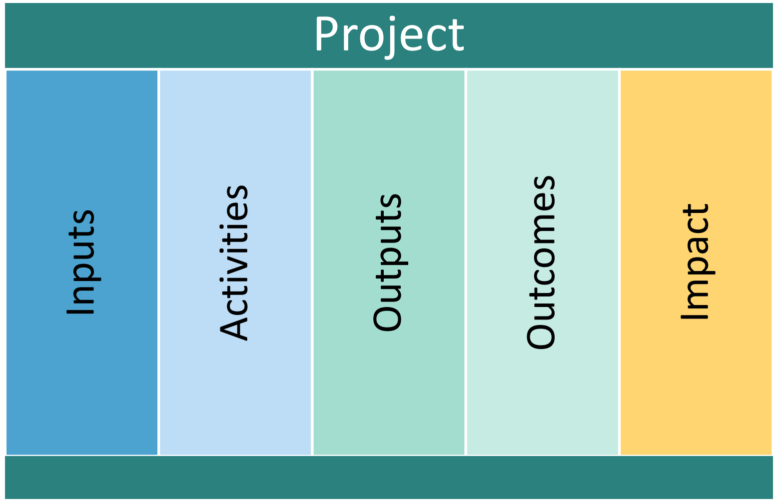
Inputs	Activities	Outputs	Outcomes
Assessors & Front Door Staff	Attempt Diversion Assess households with Housing Triage Tool	Households diverted Assessments completed	Highest need, most vulnerable households are prioritized and placed in housing
Housing Navigators & Providers	Locate and communicate with households Learn & share household housing preferences	Case conferences attended Clients nominated for resources	
Referral Specialists & CEA Staff	Organize and facilitate case conferencing Manage referrals Manage priority pool	Housing referrals	Supportive services are used as efficiently and effectively as possible
Housing Resources	Resource availability and eligibility requirements communicated	Program enrollments Housing move-ins	Disparities and inequities in the experience of homelessness are eliminated
Data Systems	Routine data entry	Households prioritized	

Figure 2: Simplified Logic Model of CEA

https://kingcounty.gov/~/media/depts/community-human-services/housing-homelessness-community-development/documents/CEA/Coordinated_Entry_for_All_-_2019_Evaluation_Plan_FINAL.ashx

What to measure and how

Your data collection tools should be informed by your logic model.



Developing Evaluation Indicators

Key Elements	Examples of key elements of an indicator	
Specific	Provides a clear description of what you want to measure	"In-school adolescents aged 13 – 18 who test positive for Chlamydia" vs. "Youth who have an STD"
Observable	Focuses on an action or change	"The proportion of school-clinic staff who can list two risk factors for Chlamydia" vs. "The proportion of school-clinic staff who can identify the risk factors for Chlamydia"
Measurable	Quantifies change and generally reported in numerical terms such as counts, percentages, proportions or ratios	

https://www.cdc.gov/std/Program/pupestd/Developing%20Evaluation%20Indicators.pdf

Example: LA DOOR Evaluation (1/2)

Process Evaluation	Outcome Evaluation
• How was LA DOOR Cohort 2 implemented, and how did implementation of the core program model vary across referral sources? • How many individuals were served by LA DOOR? • What types of services did clients receive? • What implementation challenges and successes were observed? • Were individuals satisfied with their experience in LA DOOR?	• Increase access to services (short term, from enrollment to exit) • Improve housing situation of LA DOOR clients (short term, from enrollment to exit) • Address legal barriers (short term, from enrollment to exit) • Reduce substance use (short term, from enrollment to exit) • Reduce symptoms of mental health problems (intermediate, assessed at various points) • Reduce criminal justice involvement, including recidivism (intermediate, assessed annually)

https://www.rand.org/pubs/research_reports/RRA1500-2.html

Example: LA DOOR Evaluation (2/2)

Data Sources	• Service Now (SNow) database • Client focus groups • Partner group interviews
Selected Measures	
Demographics	age, sex, race/ethnicity, primary language, socioeconomic indicators
Mental Health Services	Field-based SUD counseling session completed or brief interventions, Linked to SUD services, other
SUD treatment	Field-based therapeutic sessions or brief interventions, Linked to mental health services, Received IOP services, Other
Housing Services	Completed an application for CES, Placed in LA DOOR–funded housing, Linked to transitional housing, Linked to permanent housing, Other

https://www.rand.org/pubs/research_reports/RRA1500-2.html

Coordinated Access Evaluation: Winnipeg, CA (1/3)

Type	Question	Data Source(s)	Collection Method
Process Evaluation	How were individuals with living and lived experience included in the development of coordinated access?	• Elders and Knowledge Keepers • Individuals with living and lived experience • End Homelessness Winnipeg Partners • Homelessness and Housing Sector Partners	• Interviews • Focus groups • Surveys

https://www.homelesshub.ca/resource/sharing-journey-coordinated-access-winnipeg-logic-model-and-evaluation-framework

Coordinated Access Evaluation: Winnipeg, CA (2/3)

Type	Question	Data Source(s)	Collection Method
Implementation Evaluation	Were diverse communities accessing the coordinated access system? How did diverse communities feel accessing the coordinated access system?	• Elders and Knowledge Keepers • Individuals with lived and living experience • End Homelessness Winnipeg Partners • Homelessness and Housing Sector Partners • Participants of engagement events	• Interviews • Focus groups • Post-event surveys

https://www.homelesshub.ca/resource/sharing-journey-coordinated-access-winnipeg-logic-model-and-evaluation-framework

Coordinated Access Evaluation: Winnipeg, CA (3/3)

Type	Question	Data Source(s)	Collection Method
Outcome Evaluation	Were community members being housed in an efficient manner compared to processes used prior to the implementation of coordinated access?	• Elders and Knowledge Keepers • Individuals with Lived and Living Experiencing • End Homelessness Winnipeg Partners • Homelessness and Housing Sector Partners • Administrative data	• Interviews • Focus groups • Administrative data • Length of time to attain housing

https://www.homelesshub.ca/resource/sharing-journey-coordinated-access-winnipeg-logic-model-and-evaluation-framework

Designing Good Self-Response Questions

- Use validated questions
- Ensure questions and survey methods are accessible
- Piloting and pre-testing survey

Constructing Questions – Tips (1/3)

Check for existing data sources that may meet your needs.

Who are you surveying?	**What** do you need to know?	**How** will the survey be administered?

https://www.cdc.gov/dhdsp/docs/constructing_survey_questions_tip_sheet.pdf

Constructing Questions – Tips (2/3)

Pitfall	Description	Example	Revision
Double-barreled questions	Double-barreled items contain two or more things that are being asked in a single question. It is a question that touches upon more than one issue, yet allows for only one answer.	"Do you have high blood pressure and high cholesterol?"	Separate into two questions: 1. "Do you have high blood pressure?" 2. "Do you have high cholesterol?"
Introducing bias	Leading items introduce bias and may influence the way a respondent answers a question. Also, check to make sure that a previous question does not influence how a respondent answers a later question.	"Exercising every day is important—do you exercise every day?" □ Always □ Sometimes □ Never	"Do you exercise every day?" □ Always □ Sometimes □ Never

https://www.cdc.gov/dhdsp/docs/constructing_survey_questions_tip_sheet.pdf

Constructing Questions – Tips (3/3)

Pitfall	Description	Example	Revision
Balanced question and response	Not including an adequate range of response categories may require respondents to choose answers that do not accurately reflect their experiences or may cause respondents to be frustrated and skip the question.	"In a typical year, how often do you visit your doctor?" □ Weekly □ Monthly	"In a typical year, how often do you visit your doctor?" □ Once per week □ One time each month □ Two times each year □ One time each year □ Never
Negative items	Answering negative questions can be confusing to your respondents.	"Do you typically not eat vegetables every day?" □ Always □ Sometimes □ Never	"Do you typically eat vegetables every day?" □ Always □ Sometimes □ Never

https://www.cdc.gov/dhdsp/docs/constructing_survey_questions_tip_sheet.pdf

Additional Tips

- Identify existing questionnaires and scales when possible
- Ask only questions that will help you meet your goal.
- Define things specifically.
- Make sure you cover all possible answer choices.
- Focus on using closed-ended questions over open-ended questions.
- Avoid yes/no question and use 5 to 7 point Likert scales.
- Be consistent with the formatting.
- Explain acronyms.
- Group related questions and keep order in mind.
- Think about the respondents' context.
- Start with an introduction and consider your transitions.

https://mwcc.edu/about-mwcc/offices/research/mwcc-survey-policies-and-resources/survey-best-practices-and-tips/#writingquestions

Example: LA DOOR Feedback Survey

LA D.O.O.R.

LA DOOR Focus Group—Client Feedback Survey

The purpose of this focus group is to get your feedback about LA DOOR services and programs.

Directions:

1. Please rate the effectiveness of the services that you have received through LA DOOR using the scale High, Medium, or Low. If you have not received the service, please mark N/A for that service.

2. Circle the number of the top 3 services that are most important to you and that you want to discuss today.

LA DOOR Service		Effectiveness			
		High	Medium	Low	N/A
1	Help getting a driver's license, Social Security card, or other ID				
2	Help getting access to public benefits				
3	Transportation services, like getting a ride to a doctor or other appointments				
4	Housing services				
5	Help completing an application for federal or CES housing services				
6	Being linked to a shelter				
7	Being linked to another housing resource (SRO, client paid housing, sober living, etc.)				

https://www.rand.org/pubs/research_reports/RRA1500-2.html

Dissemination and Data Visualization

Know **who** your audience is and **why** you are sharing the results with them. This will inform **what** your product is and **how** you disseminate it.

Facilitating Use of Findings

- Co-develop recommendations and action steps
- Focus on actionable strategies within the control of the intended users
- Provide multiple options (especially incremental changes)
- Generate ideas or information and obtain stakeholders' feedback throughout the evaluation
- Diagnose, contextualize, and be specific when sharing a negative finding (e.g., disaggregating and stratifying data to pinpoint the problem)

https://vetoviolence.cdc.gov/apps/evaluaction/framework/step6

Considerations for Dissemination

Utility
Are significant mid-course findings and reports shared with users in a way that encourages follow-through and supports stakeholders' use in a timely fashion?

Feasibility
Are recommendations and the format of sharing beneficial to the audience's use, action, and decision-making?

Propriety
Are evaluation findings, including the limitations, made accessible to everyone affected by the evaluation and others who have the right to receive the results?

Accuracy
Are the conclusions and recommendations specific and relevant to the program and fairly reflected by the evidence?

https://vetoviolence.cdc.gov/apps/evaluaction/framework/step6

Types of Dissemination Products

- Evaluation summary report
- Presentation
- Newsletter or Press Release
- One-Pager
- Success Story
- Dashboard

https://vetoviolence.cdc.gov/apps/evaluaction/assets/pdf/Sharing-Findings.pdf

Table Discussion

- Introduce yourselves to your table.
- Share where are you in your evaluation process?
- What programs are you evaluating or want to evaluate?
- What are you measuring or what do you want to measure?

Breakout Groups

- Outline Plan and Goals
- Go where it makes sense based on where you are in the process or what your role is.
- If you are just starting out, we recommend:
  - Defining the Scope of your Evaluation
  - Developing a Logic Model

Breakout Groups

- Defining the Scope of your Evaluation*
- Developing a Logic Model*
- Determining What to Measuring and How
- Designing Good Self-Response Questions
- Dissemination and Visualization

What's after the break?

Come back directly to your next breakout

- Defining the Scope of your Evaluation*
- Developing a Logic Model*
- Determining What to Measuring and How
- Designing Good Self-Response Questions
- Dissemination and Visualization

Break

Come back at 11am

Breakout Groups

- Defining the Scope of your Evaluation*
- Developing a Logic Model*
- Determining What to Measuring and How
- Designing Good Self-Response Questions
- Dissemination and Visualization

Transition

- Defining the Scope of your Evaluation*
- Developing a Logic Model*
- Determining What to Measuring and How
- Designing Good Self-Response Questions
- Dissemination and Visualization

Mini-Breakout Groups

- Defining the Scope of your Evaluation*
- Developing a Logic Model*
- Determining What to Measuring and How
- Designing Good Self-Response Questions
- Dissemination and Visualization

Wrap-up and Report-out