Consulting Service: Webinar Series

Fundraising 2: Demonstrating Impact through Program Evaluation

Presented by Judy Rollins, PhD, RN
07.21.2010

The Society is grateful to the National Endowment of the Arts for its support of the Consulting Service, which strives to provide affordable assistance to organizations wishing to establish or advance the arts in healthcare.
Fundraising 2

Demonstrating Impact through Program Evaluation
Overview

- Importance of the evaluation section of the proposal
- Types of evaluations
- Approaches to evaluation
- Evaluation terms
- Evaluation plan walk through
The Congress finds that—

- **Waste and inefficiency** undermine the confidence of the American people in the Government and reduce the Federal Government’s ability to address adequately vital public needs;

- Federal managers are seriously disadvantaged in their efforts to improve program efficiency and effectiveness, because of insufficient articulation of program goals and inadequate information on program performance;

- Congressional policymaking, spending decisions, and program oversight are seriously handicapped by insufficient attention to program performance and results.
Government Performance and Results Act of 1993

- Shifted focus of government decision making and accountability
- No longer a preoccupation with the activities undertaken
- Focus on the results of the activities
- Development of strategic plans, annual performance plans, and reports
And others followed ...

- **W. K. Kellog Foundation**: What specific outcomes do you expect to achieve? Describe what will be different as the result of this project.

- **Washington Regional Association of Grantmakers**: Based on the implementation plan, what measurable outcomes will be achieved during this grant period? What are the measurable longer-term outcomes of the program? What methods/strategies will be used to gather data on the project? How will the program evaluation be used?
Johnson & Johnson Grants
Selection Criteria 2: Evaluation

- Are the program goals well-defined and how will success be measured?
- Goals should be specific, measurable, attainable, realistic, and timely.
- Some examples of outcome measurements include surveys of clients, staff, family members, or stakeholders; pre- and post-tests on knowledge, condition, or satisfaction; trained observer ratings; and post-program data collection.
Proposal—The Proper Time

- Forces you to sharpen your goals and objectives
  - Are they clear?
  - Are they measurable?
  - Can they be achieved? Within time limit set?
  - Are they worth achieving?

- Makes you more cost-conscious

- Keeps you focused and redirects your efforts toward the desired outcomes

- Reduces likelihood that funding agency will conduct its own evaluation
Is It Research or Evaluation?

- **Research**—To contribute to fundamental knowledge and theory

- **Evaluation**—To examine and judge the processes and outcomes aimed at attempted solutions, and to use findings to make decisions, improve programs, and solve problems
### Types of Evaluation

<table>
<thead>
<tr>
<th>Type</th>
<th>Process</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative</strong></td>
<td>Process</td>
<td>Examines the methods of the program to determine whether or not they are consistent with the plan and effective in achieving the program goals.</td>
</tr>
<tr>
<td></td>
<td>Process</td>
<td>Is conducted during the period of the proposal and is ongoing.</td>
</tr>
<tr>
<td><strong>Summative</strong></td>
<td>Outcomes Product Impact</td>
<td>Examines the results of the program to determine whether or not it has achieved the stated goals and objectives and whether or not these achievements can be attributed to the program.</td>
</tr>
<tr>
<td></td>
<td>Outcomes Product Impact</td>
<td>Is conducted at the end of the proposal period.</td>
</tr>
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</table>
Who Should Conduct the Evaluation?

- Choices
  - Inside evaluator
  - Outside evaluator
  - Participatory evaluation with an evaluation consultant

- Funding source
  - Requirement
  - Budget expense

- Resource
  - American Evaluation Association
  - http://www.eval.org/
The Inside Evaluator

Has greater knowledge of project

Probably costs less

Probably better able to conduct formative (process) portion of evaluation

Questions:

- How much will it cost?
- Is anyone on the staff competent to carry out an evaluation, particularly the summative (outcome) one?
- Would an inside evaluator have the time to do the job well?
- Can the inside evaluator proceed without prejudice?
- Will other members of the staff feel threatened if one or two are singled out for this task?
The Outside Evaluator

Can probably be more objective
Can add to the credibility of the proposal
May be better able to conduct summative (outcome) portion of evaluation

Questions:
- Does the funding agency require one?
- How much more will it cost?
- Will the evaluator assist in designing the project?
- Will the evaluator agree to waive a fee if the project is not funded?
- Does the evaluator have a reputation that will add credibility to the proposal?
- Can the evaluator remain objective and proceed without prejudice?
Participatory Evaluation with Evaluation Consultant

- Working with people instead of doing something to people
- Program people are “co-investigators”
- Role of evaluator is facilitator
- Process controlled by program people
Partnership Approach

- Identify relevant questions
- Plan the evaluation design
- Select or develop appropriate measures and methods
- Gather and analyze data
- Reach consensus about findings, conclusions, recommendations
- Disseminate results and prepare action plan
Evaluation Terms

- **Inputs**—What materials and resources you use to achieve your objectives
- **Activities**—What you do to get the job done
- **Outputs**—What comes out
- **Outcomes**—What changes as a result
- **Outcome Targets**—What number or percent you anticipate will achieve outcome
- **Outcome Indicators**—What success looks like
Request for proposals (RFP) may ask you to ...

- Present a plan for evaluating accomplishment of objectives
- Present a plan for evaluating and modifying methods over the course of the project or program
- Tell who will be doing the evaluation and how they were chosen
- Clearly state evaluation criteria
- Describe how data will be gathered
- Explain any test instruments or questionnaires
- Describe the process of data analysis
- Show how evaluation will be used for program improvements
- Describe any evaluation reports to be produced
VA Poetry Workshop Series

Objectives

- To increase veterans' self-expression, self-esteem, and socialization
- To increase VA staff awareness of the benefits of the arts for hospitalized veterans
- To provide a new outlet for the poet to share his/her knowledge and skills
Formative Evaluation Questions

- Were the appropriate persons selected and included in the planned activities?
- Are the activities being carried out as planned?
- Are the participants moving toward the anticipated/planned goals?
Summative Evaluation Questions

- How effective was the series in increasing veterans’ self-expression, self-esteem, and socialization?
- Did the series increase VA staff awareness of the benefits of the arts for hospitalized veterans?
- What impact did facilitating these workshops have on the poet?
Objectives: (1) To increase veterans’ self-expression, self-esteem, and socialization; (2) To increase VA staff awareness of the benefits of the arts for hospitalized veterans; (3) To provide a new outlet for the poet to share his/her knowledge and skills

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### Logic Model

**Poetry Workshop Series at the VA**

Objectives:
1. To increase veterans’ self-expression, self-esteem, and socialization;
2. To increase VA staff awareness of the benefits of the arts for hospitalized veterans;
3. To provide a new outlet for the poet to share his/her knowledge and skills.

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<tr>
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<td><em>Facilities</em></td>
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<td><em>BOD</em></td>
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<td><em>Money</em></td>
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<td>BOD</td>
<td>Schedule sessions</td>
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<td>Money</td>
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<tr>
<td><strong>Staff</strong></td>
<td>Fundraise</td>
<td>3 grants submitted</td>
<td>$2,500 raised</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
<td>Recruit poet</td>
<td>1 poet hired</td>
<td>For veterans:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Facilities</strong></td>
<td>Train poet</td>
<td>8 sessions scheduled</td>
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<td><strong>Poet</strong></td>
<td>Recruit participants</td>
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<td></td>
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<td><strong>VA staff</strong></td>
<td>Conduct program</td>
<td>400 poems created</td>
<td>• Increased appreciation for the arts</td>
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**For poet:**
- Satisfying job experience
# Logic Model

**Poetry Workshop Series at the VA**

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<td>For veterans:</td>
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<td>8 sessions scheduled</td>
<td>• 75%: increased self-esteem</td>
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<td><strong>Money</strong></td>
<td>Publicize program</td>
<td>100 flyers printed and distributed</td>
<td><strong>For VA staff:</strong></td>
<td>• 90%: increased appreciation for the arts</td>
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<td><strong>Poet</strong></td>
<td>Recruit participants</td>
<td>50 veterans served</td>
<td><strong>For poet:</strong></td>
<td>• Minimum of satisfactory job experience</td>
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<td><strong>VA staff</strong></td>
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For veterans:
- Increased self-expression
- Increased self-esteem
- Increased socialization

For VA staff:
- 90%: increased appreciation for the arts

For poet:
- Minimum of satisfactory job experience
Logic Model
Poetry Workshop Series at the VA

Objectives: (1) To increase veterans’ self-expression, self-esteem, and socialization; (2) To increase VA staff awareness of the benefits of the arts for hospitalized veterans; (3) To provide a new outlet for the poet to share his/her knowledge and skills

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<td>Equipment</td>
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<td>1 poet hired</td>
<td>For veterans:</td>
<td>• 75%: increased self-expression</td>
<td>Shows or talks about work with others</td>
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<td>Facilities</td>
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<td>• Increased self-expression</td>
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<td>Schedule</td>
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Formative Evaluation Plan

Observations

Document reviews

Regularly scheduled meetings
Summative Evaluation Plan

<table>
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<tr>
<th>Questions</th>
<th>Indicators</th>
<th>Source</th>
<th>Methods</th>
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| 1. How effective was the series in increasing veterans’ self-expression,  | *Creates poetry*  
*Shows or talks about work with others*  
*More willing to try new things*  
*Interacts more with others* |        |         |
|    self-esteem, and socialization?                                        |                                                                           |        |         |
| 2. Did the series increase VA staff awareness of the benefits of the arts |                                                                           |        |         |
|    for hospitalized veterans?                                            |                                                                           |        |         |
| 3. What impact did facilitating these workshops have on the poet?         |                                                                           |        |         |
# Summative Evaluation Plan

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  VA staff  
  Administration  
  Poet  
  Other program staff |         |
| 2. Did the series increase VA staff awareness of the benefits of the arts for hospitalized veterans? |                                                                                             |                               |         |
| 3. What impact did facilitating these workshops have on the poet?          |                                                                                             |                               |         |
The Four Ways to Gather Information

- Talk to people
- Get written responses
- Observe people
- Review written information

Callahan, 2004
Quantitative Designs

- Traditional scientific approach
- May have control group
- May have randomization
- Collect numerical information from formal measurement
- Data analyzed with statistical procedures
Qualitative Designs

- Naturalistic approach
- Emphasizes understanding the human experience as it is lived
- Collect narrative, subjective materials through observation, interviews, and documents
- Data collection and analysis usually concurrent
Methods

- Questionnaires, surveys, checklists
- Interviews
- Documentation review
- Observation
- Focus groups
- Case studies
## Summative Evaluation Plan

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Administration  
Poet  
Other program staff | Surveys  
Observation  
Interview  
Documentation  
Case study |
| 2. Did the series increase VA staff awareness of the benefits of the arts for hospitalized veterans? | | | |
| 3. What impact did facilitating these workshops have on the poet? | | | |
Where to Begin

Use or build upon existing sources of information.

Avoid asking for information that you can obtain elsewhere.

- Nursing Home Residents http://medicare.gov
- Community Health Status Indicators http://communityhealth.hhs.gov/HomePage.aspx
- KIDS COUNT http://www.kidscount.org/datacenter/
- Consumer Assessment of Healthcare Providers and Systems Hospital Survey (HCAHPS) http://hcahpsonline.org/home.aspx
- Patient/family, staff satisfaction surveys—“To what extent did the arts enhance your hospital experience?”
- Technical apparatus
Sensitivity

Arts in healthcare work is sensitive; methods chosen to evaluate such work should be sensitive as well.

When evaluations are intrusive, they run the risk of destroying the process to be observed.
Factors That Influence Survey Response Rates

- Questionnaire length
- Respondent pre-notification
- Issue salience
- Incentive
- Method
- Reminders
Activity Documentation

1. With whom did you work?
2. What did you do?
3. What were the participants’ responses?
4. Any positive testimonials from participants, family members, and/or staff?
5. Any additional comments/concerns?

- Simple
- Examples:
  - Sessions reports
  - Journals
  - Logs
  - Artist’s reflection
- Analyze themes
- Simple descriptive statistics
Primary Themes

- Distraction: 24%
- Engagement: 33%
- Presence: 30%
- Discovery: 13%
Rubrics

- 0 = Child does not respond.
- 1 = Child completes the movement with assistance.
- 2 = Child may be coordinated, off balance, but completes the movement with limited assistance.
- 3 = Child completes the movement independently.
The Comfort Line

- **Relief**—the state of having a specific comfort need met

- **Ease**—the state of calm or contentment

- **Transcendence**—the state in which one can rise above problems or pain

http://www.thecomfortline.com/weenstruments.html
PedSQL™
Present Functioning Scales
Child & Teen Self-Report

DIRECTIONS
Please put a mark on each line that best shows how you feel now. If you have no problem and feel fine, put a mark at the end of the line by the happy face. If you have some problems and do not feel that well, put a mark near the middle of the line. If you feel very bad or have lots of problems, put a mark by the sad face.

1. I feel afraid or scared

   😄 | Not afraid
      | Not scared
   😞 | Very afraid
      | Very scared

2. I feel sad or blue

   😄 | Not sad
      | Not blue
   😞 | Very sad
      | Very blue

3. I feel angry

   😄 | Not angry
   😞 | Very angry

4. I worry about what will happen to me

   😄 | Not worried
   😞 | Very worried

5. I feel tired

   😄 | Not tired
   😞 | Very tired

6. I feel pain or hurt

   😄 | Not hurting
      | No discomfort
      | No pain
   😞 | Hurting a whole lot
      | Very uncomfortable
      | Severe Pain

PedSQL VAS Child
08/06

Copyright ©1998 JW Varni, PhD. All rights reserved
Measuring Joy

Baltimore Clayworks

Deborah Bedwell, Executive Director

Rate observable behavior:

1=Not at all; 2=Occasionally; 3=Sometimes; 4=Frequently; 5=Frequently, with enthusiasm

- Shows work to peers
- Concentrates on techniques
- Talks about work to others
- Talks to artist/teacher
- Holds work close to body
- Uses clay vocabulary
- Anxious to continue; doesn’t want to stop
- Is working on a group project (if applicable)
Lullaby Project
Amherst Glebe Arts Response, Inc.
Lynn Kable, Director
Nursing Home
“Counting the Bells”
What’s Different?

What is different about you since you began this program? Please draw before and after pictures and write statements about each one.

<table>
<thead>
<tr>
<th>Before the program</th>
<th>After the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>I kept to myself and didn’t have any friends. It was like I was closed up in a box.</td>
<td>I have lots of friends and am no longer lonely.</td>
</tr>
</tbody>
</table>
Appreciative Inquiry

A group process

Inquires into, identifies, and further develops the best of “what is” in organizations to create a better future

Seeks what is “right” in an organization

Both a philosophy and a process

- Pair off
- Interview guide: peak experiences, values, wishes
- Interview and switch
- Report out
- Identify threads

## Summative Evaluation Plan

<table>
<thead>
<tr>
<th>Questions</th>
<th>Indicators</th>
<th>Source</th>
<th>Methods</th>
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</thead>
</table>
| 1. How effective was the series in increasing veterans’ self-expression, self-esteem, and socialization? | *Creates poetry*  
*Shows or talks about work with others*  
*More willing to try new things*  
*Interacts more with others* | Veterans  
VA staff  
Administration  
Poet  
Other program staff | Surveys  
Observation  
Interview  
Documentation  
Case study |
| 2. Did the series increase VA staff awareness of the benefits of the arts for hospitalized veterans? | *Lingers around workshop*  
*Asks questions*  
*Verbal, non-verbal, or written feedback* | VA staff  
Administration  
Poet | Interviews  
Observation  
Documentation |
| 3. What impact did facilitating these workshops have on the poet?          | *Verbal, non-verbal, or written feedback*  
*Attendance* | Poet  
Veterans  
VA staff  
Administration | Interviews  
Observation  
Documentation |
In closing ... 

- The only man who behaves sensibly is my tailor; he takes my measurements anew every time he sees me, while all the rest go on with their old measurements and expect me to fit them.

George Bernard Shaw