4. HOW TO MEASURE PROGRAM IMPLEMENTATION. pdf

1: Strategic Implementation | OnStrategy Resources

Program Evaluation Kit, 4. Morris, Lynn Lyons; Fitz-Gibbon, Carol Taylor Measuring attainment of the program's objectives and describing the program's implementation are listed as two of the evaluator's major responsibilities.

Note that the concept of program evaluation can include a wide variety of methods to evaluate many aspects of programs in nonprofit or for-profit organizations. There are numerous books and other materials that provide in-depth analysis of evaluations, their designs, methods, combination of methods and techniques of analysis. However, personnel do not have to be experts in these topics to carry out a useful program evaluation. Besides, if you resort to bringing in an evaluation consultant, you should be a smart consumer. Far too many program evaluations generate information that is either impractical or irrelevant -- if the information is understood at all. This document orients personnel to the nature of program evaluation and how it can be carried out in a realistic and practical fashion. Note that much of the information in this section was gleaned from various works of Michael Quinn Patton. Many people believe evaluation is a useless activity that generates lots of boring data with useless conclusions. This was a problem with evaluations in the past when program evaluation methods were chosen largely on the basis of achieving complete scientific accuracy, reliability and validity. This approach often generated extensive data from which very carefully chosen conclusions were drawn. Generalizations and recommendations were avoided. As a result, evaluation reports tended to reiterate the obvious and left program administrators disappointed and skeptical about the value of evaluation in general. Many people believe that evaluation is about proving the success or failure of a program. This myth assumes that success is implementing the perfect program and never having to hear from employees, customers or clients again -- the program will now run itself perfectly. Success is remaining open to continuing feedback and adjusting the program accordingly. Evaluation gives you this continuing feedback. Many believe that evaluation is a highly unique and complex process that occurs at a certain time in a certain way, and almost always includes the use of outside experts. Many people believe they must completely understand terms such as validity and reliability. They do have to consider what information they need in order to make current decisions about program issues or needs. And they have to be willing to commit to understanding what is really going on. Consequently, they miss precious opportunities to make more of difference for their customer and clients, or to get a bigger bang for their buck. So What is Program Evaluation? In nonprofits, each of these goals often becomes a program. Nonprofit programs are organized methods to provide certain related services to constituents, e. Programs must be evaluated to decide if the programs are indeed useful to constituents. In a for-profit, a program is often a one-time effort to produce a new product or line of products. So, still, what is program evaluation? Program evaluation is carefully collecting information about a program or some aspect of a program in order to make necessary decisions about the program. The type of evaluation you undertake to improve your programs depends on what you want to learn about the program. Understand, verify or increase the impact of products or services on customers or clients - These "outcomes" evaluations are increasingly required by nonprofit funders as verification that the nonprofits are indeed helping their constituents. Too often, service providers for-profit or nonprofit rely on their own instincts and passions to conclude what their customers or clients really need and whether the products or services are providing what is needed. Over time, these organizations find themselves in a lot of guessing about what would be a good product or service, and trial and error about how new products or services could be delivered. Improve delivery mechanisms to be more efficient and less costly - Over time, product or service delivery ends up to be an inefficient collection of activities that are less efficient and more costly than need be. Evaluations can identify program strengths and weaknesses to improve the program. Evaluations can verify if the program is really running as originally planned. Produce data or verify results that can be used for public relations and promoting services in the community. Produce valid comparisons between programs to decide which should be retained, e. Fully examine and describe effective programs for duplication elsewhere. This may seem too obvious to discuss, but before an organization embarks on evaluating a program, it should have well established means to conduct itself as an organization, e. You Need

Program s: To effectively conduct program evaluation, you should first have programs. That is, you need a strong impression of what your customers or clients actually need. You may have used a needs assessment to determine these needs -- itself a form of evaluation, but usually the first step in a good marketing plan. Next, you need some effective methods to meet each of those goals. These methods are usually in the form of programs. It often helps to think of your programs in terms of inputs, process, outputs and outcomes. Inputs are the various resources needed to run the program, e. The process is how the program is carried out, e. The outputs are the units of service, e. Outcomes are the impacts on the customers or on clients receiving services, e. Often, management wants to know everything about their products, services or programs. However, limited resources usually force managers to prioritize what they need to know to make current decisions. Your program evaluation plans depend on what information you need to collect in order to make major decisions. Usually, management is faced with having to make major decisions due to decreased funding, ongoing complaints, unmet needs among customers and clients, the need to polish service delivery, etc. For example, do you want to know more about what is actually going on in your programs, whether your programs are meeting their goals, the impact of your programs on customers, etc? You may want other information or a combination of these. There are trade offs, too, in the breadth and depth of information you get. The more breadth you want, usually the less depth you get unless you have a great deal of resources to carry out the evaluation. On the other hand, if you want to examine a certain aspect of a program in great detail, you will likely not get as much information about other aspects of the program. For those starting out in program evaluation or who have very limited resources, they can use various methods to get a good mix of breadth and depth of information. They can both understand more about certain areas of their programs and not go bankrupt doing so. Consider the following key questions when designing a program evaluation. For what purposes is the evaluation being done, i. Who are the audiences for the information from the evaluation, e. From what sources should the information be collected, e. How can that information be collected in a reasonable fashion, e. When is the information needed so, by when must it be collected? What resources are available to collect the information? Some Major Types of Program Evaluation When designing your evaluation approach, it may be helpful to review the following three types of evaluations, which are rather common in organizations. Note that you should not design your evaluation approach simply by choosing which of the following three types you will use -- you should design your evaluation approach by carefully addressing the above key considerations. Goals-Based Evaluation Often programs are established to meet one or more specific goals. These goals are often described in the original program plans. Goal-based evaluations are evaluating the extent to which programs are meeting predetermined goals or objectives. Questions to ask yourself when designing an evaluation to see if you reached your goals, are: How were the program goals and objectives, is applicable established? Was the process effective? Will the goals be achieved according to the timelines specified in the program implementation or operations plan? If not, then why? Do personnel have adequate resources money, equipment, facilities, training, etc. How should priorities be changed to put more focus on achieving the goals? Depending on the context, this question might be viewed as a program management decision, more than an evaluation question. How should timelines be changed be careful about making these changes - know why efforts are behind schedule before timelines are changed? How should goals be changed be careful about making these changes - know why efforts are not achieving the goals before changing the goals? Should any goals be added or removed? How should goals be established in the future? Process-Based Evaluations Process-based evaluations are geared to fully understanding how a program works -- how does it produce that results that it does. These evaluations are useful if programs are long-standing and have changed over the years, employees or customers report a large number of complaints about the program, there appear to be large inefficiencies in delivering program services and they are also useful for accurately portraying to outside parties how a program truly operates e. There are numerous questions that might be addressed in a process evaluation. These questions can be selected by carefully considering what is important to know about the program. What is required of employees in order to deliver the product or services? How are employees trained about how to deliver the product or services? How do customers or clients come into the program? What is required of customers or client? How do employees select which products or services will be provided to the customer or client? What is the general process that customers or clients go through with the product or program? What do customers or clients consider to be strengths of the program? What do staff consider to be strengths of the product or program? Outcomes-Based Evaluation Program evaluation with an outcomes focus is increasingly important for nonprofits and asked for by funders. Outcomes are benefits to clients from participation in the program.

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2: Monitoring and Evaluating Program Implementation

Strategic Implementation By Erica Olsen Implementation is the process that turns strategies and plans into actions in order to accomplish strategic objectives and goals. Implementing your strategic plan is as important, or even more important, than your strategy. The video The Secret to Strategic Implementation is a great way to learn how to take your implementation to the next level. Critical actions move a strategic plan from a document that sits on the shelf to actions that drive business growth. Sadly, the majority of companies who have strategic plans fail to implement them. According to Fortune Magazine, nine out of ten organizations fail to implement their strategic plan for many reasons: A strategic plan provides a business with the roadmap it needs to pursue a specific strategic direction and set of performance goals, deliver customer value, and be successful. Getting Your Strategy Ready for Implementation For those businesses that have a plan in place, wasting time and energy on the planning process and then not implementing the plan is very discouraging. The strategic plan addresses the what and why of activities, but implementation addresses the who, where, when, and how. The fact is that both pieces are critical to success. In fact, companies can gain competitive advantage through implementation if done effectively. Avoiding the Implementation Pitfalls Because you want your plan to succeed, heed the advice here and stay away from the pitfalls of implementing your strategic plan. Here are the most common reasons strategic plans fail: The most common reason a plan fails is lack of ownership. Getting mired in the day-to-day: Owners and managers, consumed by daily operating problems, lose sight of long-term goals. Out of the ordinary: The plan is treated as something separate and removed from the management process. The goals and actions generated in the strategic planning session are too numerous because the team failed to make tough choices to eliminate non-critical actions. Strategy is only discussed at yearly weekend retreats. The planning document is seen as an end in itself. No one feels any forward momentum. Accountability and high visibility help drive change. This means that each measure, objective, data source, and initiative must have an owner. Although accountability may provide strong motivation for improving performance, employees must also have the authority, responsibility, and tools necessary to impact relevant measures. Otherwise, they may resist involvement and ownership. Before you start this process, evaluate your strategic plan and how you may implement it by answering a few questions to keep yourself in check. Take a moment to honestly answer the following questions: How committed are you to implementing the plan to move your company forward? How do you plan to communicate the plan throughout the company? Are there sufficient people who have a buy-in to drive the plan forward? How are you going to motivate your people? Have you identified internal processes that are key to driving the plan forward? Are you going to commit money, resources, and time to support the plan? What are the roadblocks to implementing and supporting the plan? How will you take available resources and achieve maximum results with them? Making Sure You Have the Support Often overlooked are the five key components necessary to support implementation: All components must be in place in order to move from creating the plan to activating the plan. People The first stage of implementing your plan is to make sure to have the right people on board. The right people include those folks with required competencies and skills that are needed to support the plan. In the months following the planning process, expand employee skills through training, recruitment, or new hires to include new competencies required by the strategic plan. Resources You need to have sufficient funds and enough time to support implementation. Often, true costs are underestimated or not identified. True costs can include a realistic time commitment from staff to achieve a goal, a clear identification of expenses associated with a tactic, or unexpected cost overruns by a vendor. Structure Set your structure of management and appropriate lines of authority, and have clear, open lines of communication with your employees. A plan owner and regular strategy meetings are the two easiest ways to put a structure in place. Meetings to review the progress should be scheduled monthly or quarterly, depending on the level of activity and time frame of the plan. Systems Both management and technology systems help track the progress of the plan and make it faster to adapt to changes. As part of the system, build milestones into the plan that must be achieved within a specific time frame. A scorecard is one tool used by many organizations that incorporates progress tracking and milestones. To reinforce the importance of focusing on strategy and vision, reward success. Develop some creative positive and negative consequences for achieving or not achieving the strategy. The rewards may be big or small, as long as they lift the strategy above the day-to-day so people make it a priority. Determine Your Plan of Attack Implementing your plan includes several different pieces and can sometimes feel like it needs another plan of its own. Use the steps below as your base implementation plan. Finalize your strategic plan after obtaining input from all invested parties. Align your budget to annual goals based on your financial assessment. Produce the various versions of your plan for each group. Establish your scorecard system for tracking and monitoring your plan. Establish your performance management and reward system. Roll out your plan to the whole organization. Build all department annual plans around the corporate plan. Set up monthly strategy meetings with established reporting to monitor your progress. Set up annual strategic review dates, including new assessments and a large group meeting for an annual plan review. She has developed the format and the user interface for the award-winning OnStrategy on-line strategic management system. Erica has developed and reviewed hundreds of strategic plans for public and private entities across the country and around the world. Clients executing their plans with OnStrategy: A Dose of Strategy.

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3: Monitoring Planning and Implementation

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

Key components of an effective performance measurement system include these: Qualitative and quantitative performance measures are being integrated into existing DOE project management practices and procedures DOE, They are used at critical decision points and in internal and external reviews to determine if a project is ready to proceed to the next phase. Project directors and senior managers are using them to assess project progress and determine where additional effort or corrective actions are needed. However, DOE does not receive the full benefit of these measures because there is no benchmarking system to analyze the data to identify trends and successful techniques or compare actual performance with planned outcomes. For long-term process improvement, project performance measures and benchmarking processes should be used as projects are planned and executed as well as after they are completed. In this model, project management processes are applied to inputs such as project resources to generate project plans, and these plans and resources become inputs for project execution. Individual projects are assessed and benchmarked against project targets and the performance of other projects. Output measures are compared with performance targets to identify performance gaps. These gaps are analyzed to identify corrective actions and improve the project as it proceeds. Once a project is completed, an assessment can be made of what worked well and where improvements in processes and project teams are needed for future projects NRC, c. The National Academies Press. Performance measures for public program assessments are generally identified as input, process, output, and outcome Hatry, Input is a measure of the resources money, people, and time provided for the activity being assessed. Process measures assess activities by comparing what is done with what should be done according to standard procedures or the number of process cycles in a period of time. Output measures assess the quantity and quality of the end product, and outcome measures assess the degree to which the end product achieves the program or project objectives. Assessment becomes more difficult as the target moves from input to outcome because of the influence of factors that are external to the program. Following this paradigm, project management is essentially a process; however, project management can be evaluated at both the program and the project level to assess its inputs, processes, outputs, and outcomes Figure 2. At the program level, the input measures include the number of project directors and their training and qualifications. Program process measures relate to policies and procedures and how well they are followed. Program output measures identify how well projects are meeting objectives for cost and schedule performance. When project management is assessed at the project level, the input measures include the resources available and the quality of project management plans. Project process measures look at how well the plans are executed. Project output measures include cost and schedule variables, while outcome measures include scope, budget, and schedule and safety performance. Page 10 Share Cite Suggested Citation: The committee believes that this will facilitate the benchmarking process by addressing the needs of the people who provide the data and derive benefits from the process. The selection of the right measures depends on a number of factors, including who will use them and what decision they support. For example, the airline industry has used on-time arrivals and lost bags per 1, as output measures, but to improve efficiency, procedures and processes are measured and analyzed in more detail by the airport ramp manager. Measures such as the time from arrival and chock in place to cargo door opening, the number of employees required and present for the type of aircraft, and whether the runner at the bottom of the conveyer is in place when the door is opened provide the information needed to improve efficiency and effectiveness. Over the last several years DOE has improved and implemented new project management procedures and processes in the form of Order Efforts to measure and analyze implementation of the order at the project level can drive compliance and provide information for continued improvement. The committee believes that the requirements of Order The committee provides a set of performance measures in Tables 2. DOE should adopt performance measures suggested by the committee or other measures that have the following characteristics NYSOT, Measurable, objectively or subjectively;.

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4: Kirkpatrick's Four-Level Training Evaluation Model - www.enganchecubano.com

4 | measuring program implementation streams and to share learning lessons from across program sites, making adjustments for the current year's participants and for future trainees.

May 1â€”30, 25 Data Storage and Security. You will also want to think about where and how you will store and secure the data you collect. Be sure to store hardcopy forms in a place safe from damage or loss. For electronic data, be sure to back up hard drives or keep separate copies of your database on an external drive or CDâ€”ROM. Analyze and Interpret Data Analyzing the data you have collected should begin with a review of your research questions. This will help you organize your data and focus your analysis. Here are a few tips for analyzing and interpreting qualitative and quantitative data. Qualitative data are typically obtained from open-ended questions, the answers to which are not limited by a set of choices or a scale. You would typically ask these types of questions during interviews, focus groups, or as open-ended questions on a survey instrument. Analyze qualitative data to look for trends or patterns in the responses. These trends or patterns are the general statements that you can make about what you have learned about your community. Below are some basic steps for analyzing qualitative data: Review all of the data. Organize and label responses into similar categories or themes. Look for similarities and differences among your respondents. This review will allow themes to emerge from the data and provide a basis for your coding scheme. Develop a coding scheme based on the data collected. These data are collected in surveys or through other means in the form of numbers and are usually presented as totals, percentages, and rates. Use quantitative data to generate averages or percentages across the responses. These averages or percentages tell you what proportion of your respondents feel a certain way or have a certain level of knowledge about an issue. When embarking on the data analysis process, keep in mind the following questions: What do the raw data tell you? Are the results low, average, or high? Are there any red flags or extreme values? What can you infer from the data? Copy or back up your data before analyzing the data. Keep track of what you have or have not analyzed. Use computer software to organize, enter, track, and secure your data. Depending on your skills as a qualitative or quantitative data analyst, you may want to hire a local evaluator or consultant. Some questions to ask when considering whether you need outside help include the following: Do you have enough experience analyzing qualitative and quantitative data to make sense of the data collected? Do you have sufficient time to thoroughly analyze the data? Do you have the funds to hire an evaluator? Are you able to use the data to answer the research questions in the most effective way? The Guide to Hiring a Local Evaluator , included within this series, can help with finding an evaluator. Present and Report Results In summarizing evaluation results, remember the purpose of your evaluation and the audience for your report. The report will include an interpretation of the results of your evaluation and will serve several purposes: Demonstrate accountability and attract resources. Gain support for your program. Tips on creating the report and considering your audience follow. In general, the type and structure of your report will depend on your audience, but every evaluation report has several integral parts: Title Pageâ€”A single page that includes the name of your program, the name of the evaluator or company if applicable , and the date the report is prepared. Table of Contentsâ€”A list of topics and their page locations in the report. Executive Summaryâ€”A very brief overview of the purpose of the evaluation, evaluation questions, and procedures that highlights your findings and recommendations. Introductionâ€”A description of the background, purpose, and contents of the report. This section sets the stage for the report by providing a description of your program and the type of evaluation conducted, the target audience, goals of the evaluation, and the questions addressed. Methodologyâ€—A description of the evaluation plan, which includes a description of the evaluation design, data collection strategies and instruments, and analysis methods. Findings and Resultsâ€”A summary of your analysis and an interpretation of your findings. This section should provide extensive details about the results of the evaluation e. The section should also document the limitations of the evaluation e. Generously use tables, charts, and graphs in addition to text to illustrate the results. Conclusions and Recommendationsâ€”A summary of the implications of the findings, which includes how the findings will be used, strengths and weaknesses revealed, and decisions that must be made as a result of the evaluation. Appendixesâ€”Documents that support aspects of the report and further illustrate its findings or that describe the evaluation overall. For example, you will want to include the data collection instruments, bibliography of resources consulted, and diagrams to further explain how you implemented the evaluation. Overall, the evaluation report is your chance to document the results of your program activities. A sample report outline is provided in appendix J PDF Communicate clearly and effectively. Avoid making sweeping generalizations. Note the limitations of your data and conclusions. Cross-check your data and sources, but refrain from suppressing unfavorable results. The Audience To ensure that you get the right message out, you must think about your audience and its specific information needs. Make sure that your conclusions are relevant to your audience. Who will be reading these reports? What do you most hope to convey? What do you hope they learn from your reports? How can they duplicate what you have done to achieve similar results? There are potentially many audiences you may want to target. These include program staff, community stakeholders, collaborators or external partners, policymakers, and the media. Your staff may use this information internally to improve program function, effectiveness, and efficiency. Community stakeholders and external collaborators may want to implement an evaluation similar to yours. Finally, depending on the results, policymakers and even the media also may be interested in your findings. Policymakers may be interested in the success or overall nature of the evaluation in terms of making strategic decisions about your program and other programs like yours, while your findings may also increase the visibility of your program in the media. Therefore, what you highlight for each audience will differ greatly. Use Evaluation Results You can use the results of your evaluation in ongoing program planning, program refinement, or program sustainability. Program Planning You can use the results of evaluations and performance measurement to make internal decisions about the planning and management of your program. This ongoing activity can aid decisionmaking because it helps uncover concrete evidence of the effectiveness of your program. For example, if you are providing a service that is rarely used or has shown little impact, the results will help you decide whether to continue providing the service. Your findings also will help guide you in day-to-day operational decisions that support program activities. Overall, your findings will help keep you informed so that you can think strategically about what modifications e. Program Refinement You can use evaluation results and performance measures to refine your program. To keep your program operating effectively and efficiently, you must continuously monitor the activities and services you provide. Using the information in this guide will help you understand how all of these factors, independently or together, influence your program and how you can use the information resulting from the evaluation to refine your efforts so that you continue to see results. Evaluations are important tools for determining sustainability because the results inform you about the health of your program. Performance measures and evaluation results can be used toâ€” Demonstrate the effectiveness of your program. Justify and maintain your program or specific program activities. Expand ongoing programs or specific activities. Obtain additional funding to support outcome activities. Plan or implement a new program. Determine the needs of your target population. Increase the chances of reaching and effectively serving your target population. Appropriate planning, ongoing monitoring, and periodic refinements are all integral to ensuring sustainability. Employing the program evaluation tools provided in this guide will help you find ways of measuring your performance so that you can remedy challenges before they become overwhelming and plan for shifts in client, community, or program needs. Apply the Basics Applying what you have learned requires preparation and planning. Here is a five-step plan for preparing to evaluate your program: Clarify the focus of your evaluation. What is your purpose? Who is your audience? Who will conduct the evaluation? What is your timeline for conducting this evaluation?

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5: CEBC Â» Implementing Programs â€º Tools â€º Measures

After developing a clear understanding of a program's foundation (i.e., program theory) and implementation system, a strategy can be developed to measure integrity. This process is commonly known as program monitoring and is defined by Rossi, Lipsey, and Freeman () as "the systematic documentation of aspects of program performance that are.

Glossary Implementation Measures Linked implementation teams define an infrastructure for assuring effective implementation supports for every practitioner teacher in every service-providing organization school in a human service system education. The linked implementation teams align, integrate, and leverage existing structures, roles, and functions in a system to focus purposefully and precisely on achieving intended outcomes at the practice level. In this section, practical assessments of key factors at each level of the infrastructure are described and links are provided to technical descriptions and examples of data. The term may also encompass the quality of adaptationâ€"the ability of a school or educator to grow, progress, or improve. In education and other fields, expertise is embedded in the members of implementation teams, and implementation capacity for scaling in a system is developed in the form of linked implementation teams at the state, region, district, and local levels. To be useful, the core components of the AIF must be teachable, learnable, doable, and assessable in practice. The AiHub coupled with just enough, just in time professional development on site provide opportunities for teaching and learning at every level of a system. Active modeling and coaching from AIF experts I do, we do, you do expand the learning as new implementation team members learn to do the work of implementation to improve delivery of effective innovations and improve human service outcomes. Assessment in practice has been a challenge because of the complexities in human service environments, the novelties encountered in different domains e. The measures related to the AIF have been developed as the AIF themselves have been developed, used, revised, and reused in a variety of human service systems. They are relevant and include items that are indicators of key leverage points for improving practices, organization routines, and system functioning. They are sensitive to changes in capacity to perform with scores that increase as capacity is developed and decrease when setbacks occur. They are consequential in that the items are important to the respondents and users and scores inform prompt action planning that impacts implementation capacity development; repeated assessments each year monitor progress as capacity develops. They are practical with modest time required to learn how to administer assessments with fidelity to the protocol, and modest time required of staff to respond to rate the items or prepare for an observation visit in a classroom. The action evaluation measures listed here are in various stages of development, and all are in use by the National Implementation Research Network and by others in human services. Links are provided to brief descriptions of the measures that include rationales for and descriptions of the measure, advice and cautions related to administration, examples of uses of the measure, and a summary of the psychometric and other testing done regarding the measure itself. The links among the measures in an education context are shown in the table. A vexing problem in implementation practice and science is the interaction among these factors. If the implementation drivers are essential for consistent high fidelity use of an intervention and reliable and sustained outcomes, then where do the implementation drivers come from? This vexing problem is repeated at each level of the cascade shown in the table. An input implementation drivers at one level is the output at the next level district implementation capacity. In research terms, each independent variable at one level is a dependent variable at the next level. For example, research shows that coaching is a key factor related to high fidelity use of an effective innovation; in these studies coaching is an input independent variable and fidelity is an output dependent variable. Where do competent coaches come from? Coaches are selected, developed, and supported by District Implementation Teams. Coaching is an output dependent variable of a District Implementation Team independent variable. A summary of the NIRN assessments are outlined in the table with links to more detailed information and examples of data provided for quick reference.

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6: How to measure program implementation (edition) | Open Library

- measure the level of execution of the various activities within a program (for example, in the case of constructing a sewer system, one can measure the length of pipes installed in relation to the total to be installed; in a training activity, one can analyze the number of people who participated in specific activities in relation to the.

This article has been cited by other articles in PMC. Abstract An unresolved issue in the field of implementation research is how to conceptualize and evaluate successful implementation. We propose a two-pronged agenda for research on implementation outcomes. Conceptualizing and measuring implementation outcomes will advance understanding of implementation processes, enhance efficiency in implementation research, and pave the way for studies of the comparative effectiveness of implementation strategies. Implementation, Outcomes, Evaluation, Research methods Background A critical yet unresolved issue in the field of implementation science is how to conceptualize and evaluate success. Studies of implementation use widely varying approaches to measure how well a new mental health treatment, program, or service is implemented. Some infer implementation success by measuring clinical outcomes at the client or patient level while other studies measure the actual targets of the implementation, quantifying for example the desired provider behaviors associated with delivering the newly implemented treatment. While some studies of implementation strategies assess outcomes in terms of improvement in process of care, Grimshaw et al. We define implementation outcomes as the effects of deliberate and purposive actions to implement new treatments, practices, and services. Implementation outcomes have three important functions. First, they serve as indicators of the implementation success. Second, they are proximal indicators of implementation processes. And third, they are key intermediate outcomes Rosen and Proctor in relation to service system or clinical outcomes in treatment effectiveness and quality of care research. Because an intervention or treatment will not be effective if it is not implemented well, implementation outcomes serve as necessary preconditions for attaining subsequent desired changes in clinical or service outcomes. Distinguishing implementation effectiveness from treatment effectiveness is critical for transporting interventions from laboratory settings to community health and mental health venues. When such efforts fail, as they often do, it is important to know if the failure occurred because the intervention was ineffective in the new setting intervention failure , or if a good intervention was deployed incorrectly implementation failure. Our current knowledge of implementation is thwarted by lack of theoretical understanding of the processes involved Michie et al. Conceptualizing and measuring implementation outcomes will advance understanding of implementation processes, enable studies of the comparative effectiveness of implementation strategies, and enhance efficiency in implementation research. Our objective of advancing a taxonomy of implementation outcomes is comparable to the work of Michie et al. Our work is complementary to these efforts because implementation outcomes will provide researchers with a framework for evaluating implementation strategies. Conceptual Framework for Implementation Outcomes Our understanding of implementation outcomes is lodged within a previously published conceptual framework Proctor et al. The framework distinguishes between three distinct but interrelated types of outcomesâ€”implementation, service, and client outcomes. Improvements in consumer well-being provide the most important criteria for evaluating both treatment and implementation strategiesâ€”for treatment research, improvements are examined at the individual client level whereas improvements at the population-level within the providing system are examined in implementation research. However, as we argued above, implementation research requires outcomes that are conceptually and empirically distinct from those of service and clinical effectiveness.

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7: Implementation Measures | NIRN Project site

This is the 4th book out of the 8-Books Series PROGRAM EVALUATION KIT. Each book may be used independently or in complete -- Progarm Evaluation Kit. This is #4 How to Measure Program Implementation.

Process Evaluation Planning Tool p. Did the program follow the basic plan for service delivery? What are the program characteristics? This tool elaborates on questions posed in the Process Evaluation Planning Tool, providing information on the following: How well did the program work? Comparisons of the Common Evaluation Designs p. The developers recommend conducting a pre-post method with a comparison group, but if that is not feasible, than to do a pre-post. The following evaluation designs are assessed: While quantitative methods typically seek to answer who, what, where and how much, qualitative methods answer why and how. Linking Design, Collection and Analysis at a Glance p. Outcome Evaluation Tool p. How will continuous quality improvement strategies be incorporated? The CQI Tool summarizes findings from earlier steps and determines how this information will inform changes to program implementation. The following questions are listed: Does the program continue to fit with your agency both philosophically and logistically and your community? Have the resources available to address the identified needs changed? How well did you plan? What suggestions do you have for improvement? How well was the program implemented? How well did you follow the plan you created? What were the main conclusions from the process evaluation? How well did the program reach its outcomes? What were the main conclusions from the outcome evaluation? Who is involved Using this resource would require the involvement of many individuals and resources since evaluation and continuous quality improvement activities are long-term and ongoing processes. Some individuals who would be involved include program directors, program managers, public health nurses, public health nutritionists, health promotion officers, program coordinators, research and evaluation specialists and project specialists.

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8: OVC Technical Assistance Guides: Guide to Performance Measurement and Program Evaluation

Implementation Measures. Tools for measuring implementation can assist child welfare systems and other service providers with addressing various issues and improving their overall efforts with exploring and installing evidence-based practices.

Making an inventory of community social resources, services and opportunities; Transect walks, maps; and Situation analysis is very important before any attempts to solve the problem because: Situation analysis should be continuous, in order to provide additional information during project implementation, monitoring and re-planning. Situation analysis and problem identification should be monitored to ensure that correct and up dated information is always available about the community and its problems. Since monitoring should be integrated into all aspects or phases of the process, let us go through each phase and look at the monitoring concerns associated with each. Setting Goals and Objectives: Goal setting asks the question, "Where do we want to go? Before any attempts to implement a project, the planners, implementors and beneficiaries should set up goals and objectives. See Brainstorm for a participatory method to do this. A goal is a general statement of what should be done to solve a problem. It defines broadly, what is expected out of a project. A goal emerges from the problem that needs to be addressed and signals the final destination of a project. Objectives are finite sub-sets of a goal and should be specific, in order to be achievable. To achieve the objectives of a project, it is essential to assess the resources available within the community and those that can be accessed from external sources. See Revealing Hidden Resources. The planners, implementors and community members should also identify the constraints they may face in executing the project and how they can overcome them. Based on the extent of the constraints and positive forces, the implementors may decide to continue with the project or to drop it. The goals and objectives provide the basis for monitoring and evaluating a project. They are the yardsticks upon which project success or failure is measured. Generating Structures and Strategies: This aspect asks the third key question , "How do we get there? The planners and implementors communities and their enablers should decide on how they are going to implement a project, which is the strategy. Agreeing on the strategy involves determining all items inputs that are needed to carry out the project, defining the different groups or individuals and their particular roles they are to play in the project. These groups and individuals that undertake particular roles in the project are called "actors. Discussing and agreeing on the activities to be undertaken during implementation; Defining the different actors inside and outside the community, and their roles; and Defining and distributing costs and materials necessary to implement the project. After establishing the appropriateness of the decisions, the executive should discuss and agree with all actors on how the project will be implemented. This is called designing a work plan. How do we get what we want? A work plan is a description of the necessary activities set out in stages, with rough indication of the timing. In order to draw a good work plan, the implementors should: List all the tasks required to implement a project; Put the tasks in the order in which they will be implemented; Show allocation of the responsibilities to the actors; and Give the timing of each activity. The work plan is a guide to project implementation and a basis for project monitoring. It therefore helps to: Finish the project in time; Do the right things in the right order; Identify who will be responsible for what activity; and Determine when to start project implementation. The implementors and planners have to agree on monitoring indicators. Monitoring indicators are quantitative and qualitative signs criteria for measuring or assessing the achievement of project activities and objectives. The indicators will show the extent to which the objectives of every activity have been achieved. Monitoring indicators should be explicit, pertinent and objectively verifiable. Monitoring Indicators are of four types, namely; Input indicators: Writing down the structures and strategies helps in project monitoring because they specify what will be done during project implementation. Planning must indicate what should be monitored, who should monitor, and how monitoring should be undertaken. Monitoring implementation asks the fourth key question "What happens when we do? Before the implementation of a project, the implementors spearheaded by the project committee or executive should identify their strength and weaknesses internal forces , opportunities and threats external forces. The strength and opportunities are positive forces that should be exploited to efficiently implement a project. The weaknesses and threats are hindrances that can hamper project implementation. The implementors should ensure that they devise means of overcoming them. Monitoring is important at this implementation phase to ensure that the project is implemented as per the schedule. This is a continuous process that should be put in place before project implementation starts. As such, the monitoring activities should appear on the work plan and should involve all stake holders. If activities are not going on well, arrangements should be made to identify the problem so that they can be corrected. Monitoring is also important to ensure that activities are implemented as planned. This helps the implementors to measure how well they are achieving their targets. This is based on the understanding that the process through which a project is implemented has a lot of effect on its use, operation and maintenance. When implementation of the project is not on target, there is a need for the project managers to ask themselves and answer the question, "How best do we get there? The above illustrates the close relationship between monitoring, planning and implementation. Planning describes ways which implementation and monitoring should be done; Implementation and monitoring are guided by the project work plan; and Monitoring provides information for project planning and implementation. There is a close and mutually reinforcing supportive relationship between planning, implementation and monitoring. One of the three cannot be done in isolation from the other two, and when doing one of the three, the planners and implementors have to cater for the others.

4. HOW TO MEASURE PROGRAM IMPLEMENTATION. pdf

9: Basic Guide to Program Evaluation (Including Many Additional Resources)

Relevance for Public Health. This tool will be helpful for program planners, managers and program evaluation specialists. It can be used to assist with program planning, implementation and evaluation phases to inform continuous quality improvement strategies.

Monitoring and Evaluating Program Implementation Excerpt from: Participation in Upgrading and Services for the Urban Poor: Lessons From Latin America. The World Bank, Key Process Issues In addition to daily control over operations, deadlines, and any problems that may arise, the institution promoting a development program, or an administration responsible for policy implementation, should also perform periodic evaluations of the program or policy as a whole. This is needed to gauge the results obtained by each stage of implementation of the program or policy, within its economic, social, cultural, institutional, and environmental context. A system of appropriate indicators must be developed for the purposes of such evaluations - which relates directly to project monitoring. The system of indicators should be divided into two sub-systems. Poverty Indicators If we define poverty as a continued deprivation of the means of well-being over time, we should consider the following six major points: Obviously, not all changes recorded over time with regard to the conditions of poverty, social exclusion and social capital can be considered solely as effects of the project being monitored. But if a project implements environmental sanitation activities, and a clear improvement of health indicators is recorded, there is probably a connection between the two. In this case, the variation of health indicators would measure, even if indirectly, the effects of the project. Effectiveness, Efficiency, Impact and Pertinence Indicators The second sub-system should be formed by specific indicators pertaining to the activities undertaken and their expected results. Obviously, these indicators can be conceived only in conjunction with the formulation of their corresponding activities. Sequence of Activities The development of the appropriate indicators needs to be an integral part of the program formulation exercise. During the implementation period of the project, the system of indicators described above could be utilized in the following manner: Secondary information sources would be tapped most of the time, although rapid on-site research would be conducted on an ad-hoc basis. As mentioned above, the variations would be evaluated. In this manner, indirect information on the development of the project can be obtained; the second set of indicators would be applied on a more frequent basis. These indicators would be measured on the basis of the internal documentation of the project and through rapid on-site appraisal techniques. Special attention should be paid to the timely execution of monitoring activities. Delays can lead to a loss of control of the implementation of the program, with negative economic consequences and loss of impact. If indicators are well designed and consistently monitored, stakeholders can be kept abreast of the development of the program, and participatory evaluation techniques can be utilized to gauge the results obtained during each stage of implementation, to correct shortcomings in its operating strategy and to adapt the program to changes in the circumstances in which it operates. Considerations Before Moving On Before moving on to the project implementation cycle, it is essential to have a reliable monitoring and evaluation setup firmly in place. The definition of responsibilities for data collection, processing and storage is as important as the definition of good indicators; and care should be taken not to waste resources by generating an exaggerated amount of data that will not be used. Washington, November 16th,

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