

Remarkable Woman: That's You!

**A Community Health Worker
Program to Prevent Obesity and Diabetes Among
African American Women**



*Empowering Communities.
Changing Lives.*

Produced by:
Community Voices
HEALTH CARE FOR THE UNDERSERVED
Morehouse School of Medicine

Evaluation Guide for Community Health Workers and Implementing Agencies

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This guide will be useful to individuals and agencies implementing the Remarkable Woman: That's You! Intervention. It is our goal to keep this guide and its information as current and accurate as possible. To achieve this, we welcome your comments. Please contact Dr. Kisha B. Holden at: kholden@msm.edu regarding any suggestions, questions or concerns.

Table of Contents

INTRODUCTION	4
Overview of Remarkable Woman: That’s You!	4
Purpose	8
How to Use This Guide	8
EVALUATION PLANNING	10
Introduction	10
Types of Evaluation	14
Developing and Prioritizing Evaluation Questions	17
Drafting an Evaluation Plan	18
IMPLEMENTING THE EVALUATION PLAN	21
Using Remarkable Woman Instruments	21
Evaluation Goals	21
Evaluation Questions	26
Data Collection Instruments & Schedules	37
UTILIZATION OF DATA	39
Summarize Findings	39
Generate Recommendations for Program Improvement	39
Generate Recommendations for Future Evaluation	41
Disseminate Findings	41
Summary	42

Appendices

- Appendix A: Participant Data Collection Form
- Appendix B: Pre/Post Session Questionnaires
- Appendix C: Pre/Post Intervention Risk Behavior Questionnaire
- Appendix D: Process Fidelity Form
- Appendix E: Key Informant Interview
- Appendix F: Additional Resources

Glossary

Introduction

REMARKABLE WOMAN: THAT'S YOU!

Introduction

The *Remarkable Woman: That's You!* Evaluation Guide is designed to assist key project staff, which may include community health workers, of community based organizations and agencies interested in evaluating the *Remarkable Woman: That's You!* program.

The purpose of the *Remarkable Woman: That's You!* intervention is to help African-American women support one another in behavior change, in addition to providing specific information about obesity and diabetes and other types of chronic diseases. As the number of uninsured in our country continues to rise, communities must cope with increasingly underserved individuals who are disenfranchised and ill-equipped to navigate the complex health care system. Many have chronic conditions but are not obtaining appropriate care, and many are eligible for existing health programs but do not know how to access them. Specially trained Community Health Workers (CHWs) are helping many communities reach these vulnerable individuals to enhance appropriate and efficient use of the health care system.

Community Health Workers are community members who work almost exclusively in community settings and serve as connectors between health care consumers and providers to promote health among groups that have traditionally lacked access to adequate care. For the *Remarkable Woman, That's You!* project, the Community Health Worker will also provide education and motivation on healthy lifestyle choices and behaviors that include a healthier diet and increased physical activity. Community health workers are unique in that they live in the communities in which they work, understand what resources are available in their communities, communicate in the language of the people and recognize and incorporate cultural buffers to help promote health outcomes. A growing body of evidence documents the effectiveness of community health workers in

prevention and maintenance in chronic diseases such as diabetes as well as cardiovascular disease risk reduction among the communities they serve.

The mission, goals and objectives of the *Remarkable Woman: That's You!* include the following:

Mission

- To design, implement, and test a community-based health education and advocacy model and health services delivery which would eventually serve as a replicable model and which would result in the formulation of national policies aimed at the systematic reduction of health disparities.

Goals

- Promote healthy lifestyles among African-American women and other women of color
- Improve African American women's access to healthcare and other community assets and supports
- Influence public policy in favor of community health worker models by developing and disseminating a replicable and sustainable outcomes-based program for reducing health disparities among African Americans in the area of diabetes

Objectives

- To improve health indicators (ie, lower weight, blood pressure, glucose levels etc.)
- To increase participant's healthy eating habits
- To increase participant's frequency of engagement in exercise
- To implement the Remarkable Woman, That's You! curriculum to African American women
- To connect participant's with healthcare providers and other community supports

The core elements of the *Remarkable Woman: That's You!* intervention include:

- Recruiting and training peer community health workers (CHWs)

- Discussing health issues affecting African-American women

- Using cultural and gender appropriate materials for African-American women to acknowledge pride in being African American

- Convening small group sessions to discuss cultural and gender-related barriers and facilitators to achieving health and wellness

- Teaching healthy eating and active living as key strategies for reducing one's risk for obesity and diabetes

- Enhancing participant skills in managing stress

- Emphasizing the importance of health care provider's involvement in achieving a healthier lifestyle

These core components should be maintained and implemented to ensure program effectiveness and fidelity to the intervention.

The *Remarkable Woman: That's You!* intervention is based on Social Cognitive Theory. According to Social Cognitive Theory (SCT), individuals need not only the appropriate education but also the social skills and norms in order to apply that education. In that respect, the *Remarkable Woman: That's You!* intervention educates women on pride in their ethnicity and gender, coping skills, and self-management skills. This information is reinforced through group exercises, homework assignments, group discussions and lectures.

The *Remarkable Woman: That's You!* intervention curriculum was developed by staff at Community Voices: Healthcare for the Underserved. The contents of the intervention box include the:

- Implementation Guide (provides a step-by-step framework for implementation activities)

- Community Health Worker Training Curriculum

- Evaluation Manual

PURPOSE OF GUIDE

The purpose of this evaluation guide is to provide guidance for managers, staff, and evaluators of organizations on how to evaluate the *Remarkable Woman: That's You!* intervention. The document provides information about collecting, managing, analyzing, and using evaluation data and findings to enhance and guide Remarkable Woman evaluation planning and implementation.

Adapting Evaluation Materials

The focus of evaluation should be to use information to guide program decisions of any organization. Consequently, evaluation activities should be within the scope of the organizational resources; experience conducting evaluation; and the capacity to collect, process, analyze, and use evaluation data. In addition to being determined by organizational factors, evaluation, instruments and processes should reflect the characteristics of the specific population targeted by the organization and the adaptations made to the implementation of the intervention.

A set of instruments have been developed to allow organizations to collect the data that is required by the *Remarkable Woman: That's You!* evaluation protocol. These instruments have been designed to be easy to administer by agency staff. It is recognized that organizations may need to adapt evaluation tools so that they more accurately reflect individual agency's adaptation and implementation of *Remarkable Woman: That's You!*.

HOW TO USE THIS GUIDE

This guide is not intended to be a comprehensive manual on evaluating group level interventions. It is intended to provide: a) guidance to assist in choosing evaluation methods that are suitable to the particular circumstances of organizations implementing the intervention; b) guidance to use and/or modify tools to accommodate the characteristics of participating women and the content of the sessions; and c) strategies for organizing, processing, and using evaluation data. The guide is based on the premise that there is no one "best method" for community-based organizations to evaluate

Remarkable Woman. Approaches used to evaluate the intervention will be influenced by local contexts, which include organizational capacity, funding requirements, modifications to the intervention, and characteristics of the target population.

The guide is designed to allow the user to select information from any of the sections as needed. It is organized into four main sections:

- **Evaluation Planning** provides a brief overview of reasons for evaluation; defines stages of evaluation with suggestions for determining the type of evaluation; incorporating local population characteristics and agency implementation plans; information on developing and prioritizing evaluation questions; and steps involved in drafting an evaluation plan for the intervention.
- **Implementing the Evaluation Plan** presents an overview of several data collection methods with information to aid in the selection of methods; recommendations for using the instruments developed to evaluate Remarkable Woman; issues to consider in selecting and developing data management systems; and steps to take to prepare in preparation of data analysis.
- **Utilization of Data** provides an outline for evaluation reports; guidance in summarizing evaluation findings; and recommendations for using evaluation data for program planning and future evaluation.

The appendices provide more detailed information on some topics such as writing objectives and conducting an outcome evaluation of Remarkable Woman, and other resources and additional information.

EVALUATION PLANNING

INTRODUCTION

There is an African proverb that states, “A horse has four legs, yet it often falls.” Even though our programs or interventions may appear to have all the necessary components, it is important that we evaluate and re-evaluate the situation. Evaluation helps us to assess our progress and also help us to create and maintain programs that work.

Evaluation can be defined as a “...the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming. (Patton, Utilization Focused Evaluation 1997).

Simply put, evaluation is a process of determining the effectiveness of a program or intervention. This process can be seen as a circle, complete and continuous and is an ongoing process.

Evaluation is the process of collecting information about the activities, characteristics, and outcomes of programs and making decisions based on that information. The collected information will be used to:

- ✿ Assess what works and what does not,
- ✿ Improve effectiveness,
- ✿ Demonstrate effectiveness,
- ✿ Make decisions with regard to what your programs are doing and affecting

More formally, program evaluation is the systematic process of collecting and analyzing data in order to determine whether and to what degree program aims have been achieved. The program evaluation for *Remarkable Woman, That's You!* will include multi-dimensional approaches to document program feasibility and effectiveness. These findings will help to inform areas for development and strategies for delineating promising practices for working with African American women.

Several qualitative and quantitative methods will be utilized to evaluate the *Remarkable Woman, That's You!* Project and can entail addressing the following research questions:

- 1) What is the feasibility of developing and implementing a diabetes prevention program targeted to African American women?
- 2) What are the socioeconomic variables and their role in health seeking and adherence behaviors for accessing primary care among African American women enrolled in the program?
- 3) What are the pre and post outcomes concerning health indicators (i.e., weight, blood pressure, glucose levels, exercise/activity level, healthy eating habits) among African- American men enrolled in the program?
- 4) What are the components for developing community capacity to support the sustainability of a program designed to address African American women's health?

In determining the evaluation information needs of your organization, community and funder, consider:

- Does the organization need information on how the sessions were implemented or is there sessions need for information on number and characteristics of participants, and materials used?
- Does the organization need detailed information that allows comparison of their outcomes to those achieved by other organizations implementing *Remarkable Woman: That's You!* Intervention or information to guide your organization's planning and enhancement of the program model?
- Does the organization need information on comprehensive risk behaviors across several risk categories or only those that are specific to your target behavior?

Evaluation planning involves making decisions:

- ✓ What do you want to measure?
- ✓ When do you need to measure?
- ✓ What are the information needs of your organization?
- ✓ What are the information needs of your community?
- ✓ What are the information needs and requirements of your funder?

As the questions above are thought through, also consider:

- Who needs this information?
- What is needed?
- Why is it needed?
- How will it be used?

Why Evaluate Remarkable Woman?

It is important for you to evaluate your Remarkable Woman Intervention because it allows you to:

- ◇ Assess whether you are meeting the needs of your target population
- ◇ Document the extent to which your stated intervention goals and objectives have been met.
- ◇ Generate immediate feedback that can indicate intervention's strengths and weaknesses, leading to modification for improvement.
- ◇ Demonstrate the effectiveness of your Remarkable Woman Program.
- ◇ Secure additional funding.

In addition to thoughtful consideration of information needs, other factors should be considered as plans to evaluate Remarkable Woman are made. Other factors may include:

- The stage of implementation of Remarkable Woman (e.g., piloting the intervention for the first time or with a new target population versus having implemented the intervention a few times to get a feel of how it works best with the target population(s)).
- Stage of development of the organization (new organization versus more experienced and established organizations).
- Human and financial resources.
- Evaluation experience and/or access to evaluation expertise

TYPES OF EVALUATION

Evaluation planning begins with determining what kind of evaluation is appropriate for the organization and the stage of implementation of *Remarkable Woman: That's You!*. Evaluation should be thought of as a continuum with each stage, or type of evaluation, simultaneously building on and leading to the next. One way to think about types or stages of evaluation is to envision a continuous line with points along the way representing the stages of evaluation. Each stage provides discrete information about the implementation of Remarkable Woman and utility that matches the needs of the program and the organization. The information boxes below provide a brief description of each type of evaluation, when to use it, the kind of information that it yields, and why it is useful.

Stage 1-Formative Evaluation
What is it?
Formative evaluation is the process of testing program plans, messages, materials, strategies, or modifications for weaknesses and strengths before they are put into effect. Formative evaluation is also used when an unanticipated problem occurs during the implementation of the intervention.
When to use it:
<ul style="list-style-type: none">• During the preparation to implement Remarkable Woman for the first time• When the implementation of Remarkable Woman is being modified• When the intervention is being implemented with a new population
What it shows:
<ul style="list-style-type: none">• Whether the intervention messages are likely to reach, be understood by, and be accepted by your target population• How your target population receives information• Whom your target population responds to• Additional details about the proposed intervention (e.g., access to location, setting, etc.)
Why it is useful:
<ul style="list-style-type: none">• Revisions can be made before implementation begins• The likelihood that the program will succeed is maximized

Stage 2- Process Monitoring and Process Evaluation

What is it?

Process monitoring and process evaluations are mechanisms for determining whether the strategies for reaching the target population working as expected and the intervention is being implemented as planned. Process monitoring involves routine documentation of characteristics of the people served, the number of sessions conducted, the resources used to conduct the sessions, and modifications made to the intervention sessions. Process evaluation is simply comparing that information to planned number of participants, intended number and length of sessions, and other intended components of the planed implementation.

When to use it:

- As soon as implementation of Remarkable Woman begins, including the process of planning and recruiting

What it shows:

- How well the intervention and recruitment efforts are working (e.g., how many women are participating in the intervention and how many are not; the characteristics of the women responding to recruitment efforts)
- Barriers/ challenges or facilitators of implementation

Why it is useful:

- Identifies *early* any problems that occur in reaching the target population or implementing the intervention
- Allows program staff to evaluate how well the plans, procedures, activities, and materials are working
- Make adjustments before logistical or administrative weaknesses become entrenched

Stage 3- Outcome Monitoring

What is it?

Outcome monitoring is tracking changes in knowledge, skills, behaviors, attitudes, beliefs, and/or intentions of individuals participating in the intervention. Though outcome monitoring generally uses the same methods used in outcome evaluation, the change cannot be directly attributed to the intervention because there is no comparison group. Outcome monitoring provides an understanding of participants' progress toward behavioral goals and objectives, and the differences in progress within subgroups of participants.

When to use it:

- After implementation of the intervention has stabilized
- The intervention is being implemented according to plan – either as written or as modified
- The intervention is reaching a sufficient number of people as dictated by target numbers
- The intervention is sustainable (maintained over time)

<p>What it shows:</p> <ul style="list-style-type: none"> • Changes in participants’ knowledge, skills, behavior, attitudes, beliefs, and or intentions • Degree of change in knowledge, skills, behavior, attitudes, beliefs, and or intentions • Differences in change within subgroups of participants (e.g., differences based on age or educational level of participants)
<p>Why it is useful:</p> <ul style="list-style-type: none"> • Identify specific components of the intervention that show the greatest change. • Allows management and program staff to modify materials or approaches to improve effectiveness of intervention • Identify subgroups of target population for whom intervention may be more effective
<p style="text-align: center;">Stage 4- Outcome Evaluation</p>
<p>What is it?</p> <p>Outcome evaluations measure whether the intervention had an effect on the behaviors, attitudes, skills, intentions, and beliefs of individuals who participated in the intervention. A comparison group of individuals who did not participate in the intervention and matched in characteristics to those who did is needed to show that the changes that occurred were because of the intervention and not just “by chance.”</p>
<p>When to use it:</p> <ul style="list-style-type: none"> • When the intervention is stable and implemented as planned over time • When there are a sufficient number of individuals participating in the intervention • Where there is a group either not participating in the intervention matching the characteristics of those participating, or participating at a later point in time • When participation is consistent enough to collect data pre-intervention and post-intervention and at other scheduled intervals (such as follow-up) • Where there are sufficient and appropriate resources to collect and analyze collected data
<p>What it shows:</p> <ul style="list-style-type: none"> • The degree to which the intervention has been effective in changing risk behaviors • Changes in participants’ knowledge, skills, behavior, attitudes, beliefs, and or intentions
<p>Why it is useful:</p> <ul style="list-style-type: none"> • Allows the organizations to learn from their successes and failures and incorporate that experience into future planning • Provides evidence of the efficacy of the intervention • Provides evidence of success to use in future requests for funding

DEVELOPING AND PRIORITIZING EVALUATION QUESTIONS

Evaluation questions are the basis of any evaluation plan. They help organizations begin to focus in on the intent of their programs, how they plan to implement programs, and how they intend to evaluate the success of the program. It is important that these questions are developed at the start of any planning and implementation process. When developed, the questions should be useful and feasible to answer. Evaluation in any form is only worthwhile if the information gathered is *used*.

As an organization adapts the Remarkable Woman project, it will be necessary to develop evaluation questions that are relevant to the implementation of the project. To hone in on what those questions are, it will be necessary to brainstorm with key staff and stakeholders, answering the questions:

- What do we want to learn from an evaluation of Remarkable Woman?
- What questions will provide answers that help us to improve our implementation of Remarkable Woman?
- What information/data do we need to gather to establish whether our adaptation and implementation of the Remarkable Woman project is successful?

While brainstorming, maintain a list of all questions and rank them in order of priority. The goal is to eventually have a list of two or three questions only that best represent how your evaluation should be focused.

- Which questions will provide the most useful information?
- Which questions are also the most feasible?

Usefulness and feasibility should drive how you prioritize your evaluation questions.

DRAFTING AN EVALUATION PLAN

In addition to the intervention implementation plan, organizations should have an evaluation plan. Ideally, the evaluation plan is incorporated into the implementation plan so that evaluation is a seamless part of their program's work. It should address all aspects of the intervention, from implementation through outcomes. With a detailed plan, staff will have a record of each stage of the process that identifies which aspects work well and which need improvement for future efforts.

Agency staff unfamiliar with evaluation and its benefits may be resistant to conducting evaluation. In several agencies, the role and purpose of evaluation is misunderstood. Some staff may feel that the time and resources spent on evaluation activities is misused and would be better utilized on delivering services to the target community. These staff may experience burnout and fatigue from burdensome data collection and other evaluation related tasks, and may not understand how their evaluation responsibilities contribute to the evaluation as a whole. Many staff may fear that the evaluation will yield negative findings that may affect their job status and responsibilities. Another barrier is the lack of evaluation expertise and computer skills. Several strategies for overcoming various challenges are listed below.

- Involve agency staff in developing an evaluation plan.
- Involve agency staff in developing evaluation questions.
- Work with supervisory staff to develop agency-wide communication about the benefits of evaluation. This may help facilitate a better understanding of the evaluation.
- Involve all staff in evaluation communications. Over time this may influence staff attitudes and perceptions of evaluation.
- Explain to staff the crucial role they play in the process of improving and monitoring the programs and interventions their agency provides.

- Organizations that lack staff with evaluation expertise should seek outside evaluation expertise.
- Collaborate with other chronic disease prevention related organizations.

Developing an evaluation plan can be a daunting process. However, it is a process that is made easier by doing your research, using the right tools, and involving key organization leadership in the process. Your goals, objectives, and activities will guide development of your plan so it is important to have clearly defined objectives to work with during this process.

The purpose of writing an evaluation plan is to document the following about the Remarkable Woman project at your organization:

- ① **Schedule and Processes:** When and how your intervention will be developed, implemented, and evaluated
- ② **Accountability:** Who will be responsible for various aspects of the work
- ③ **Data Management:** How you intend to collect data and track activities; how data will be organized and stored
- ④ **Data Analysis Plans and Schedules:** How and when the data will be analyzed
- ⑤ **Report Development:** How, when, and what types of reports will be developed
- ⑥ **Dissemination Plans and Schedules:** When reports, data analysis, and other deliverables will be disseminated to which stakeholders

Documentation of an evaluation plan can be tailored to meet your organization's needs and should include as much specific information about your intervention as possible. The table below summarizes the six key steps to developing an evaluation plan.

Six Key Steps to Evaluation Plan Development

Step 1	Identify your organization's evaluation goals.
Step 2	Assess evaluation resources and capacity available to your organization (internal and external).
Step 3	Describe past, current, and planned evaluations of your prevention activities supported by your organization (and, when possible, those supported by other agencies).
Step 4	Identify evaluation activities required by funders that are not adequately covered by existing evaluation efforts.
Step 5	Determine when each type of evaluation will be implemented.
Step 6	Determine how data will be collected, managed, and used.

Careful implementation of these steps will help your organization develop an evaluation plan that is useful and feasible.

IMPLEMENTING THE EVALUATION PLAN

USING REMARKABLE WOMAN: THAT'S YOU! ASSESSMENT TOOLS

The instruments developed for Remarkable Woman evaluation utilize survey/questionnaire and focus group methods of data collection. These tools are located in the appendices of this manual Instruments manual. Organizations should carefully examine their own evaluation needs to select methods to supplement the questionnaires as needed and appropriate. Organizations should also exercise care when modifying the instruments to accommodate the needs of the organization and the characteristics of intervention participants.

The specific evaluation activities that should be conducted include:

- Focus groups with diverse African-American women.
- Key informant interviews with selected community stakeholders.
- Community strategic building information sessions with community stakeholders.
- Examination of data generated from pre/post curriculum session survey measures.
- Examination of data generated from pre/post intervention survey measures.
- Examination of process survey data collected from program participants.
- Examination of community health outreach worker journal notes.
- Synthesis of information and data regarding community resources that are related to health and health outcomes.
- Site visits to monitor, track, and observe program activities.

The Remarkable Woman Evaluation Tools Include:

- **Focus Group Protocol:** Intended to collect data before implementing Remarkable Woman to provide the agency with information on the needs and preferences of the intended target audience. Data collected during focus groups can also help determine if Remarkable Woman is appropriate for an identified target group. Focus groups are part of the formative evaluation.
- **Key Informant Interview:** Intended to collect data before implementing Remarkable Woman from key leaders and stakeholders in the target community to provide the agency with information on the needs and preferences of the intended target audience.
- **Fidelity/Process Forms:** Used to collect implementation data during the intervention after or during each session. Sessions facilitators complete these forms immediately after each session indicating whether or not the activities for each session were implemented as they are described. Any changes (elimination, substitutions) to session activities must be accompanied by an explanation of the reason for changes. These forms are part of the process evaluation. The data help organizations understand how to implement the activities to meet the needs and characteristics of their target population(s). These data also help organizations interpret outcome-monitoring data.
- **Participant Pre/Post Session Questionnaire:** Used to collect information from participants regarding their knowledge of each of the session content. The forms may also solicit recommendations to improve the sessions. These forms are part of the process evaluation in that they help organizations determine whether or not the objectives for each session were achieved. The data also serve as quality assurance measures as participants rank both the facilitator and the session.
- **CHW Observation Form:** Used to monitor how the sessions are conducted by Community Health Workers. In addition to quality assurance data, the forms provide data for process evaluation. They are used primarily by supervisors to

ensure accurate implementation of the intervention, however, organizations may choose to designate other staff or volunteers to conduct the observations.

- **Pretest and Post-test Intervention Questionnaires:** Used to collect participant data before the first session and three months after they complete the intervention. The forms collect demographic information that is part of process monitoring. The forms also collect information on:
 - Attitudes toward healthy eating and physical activity
 - BMI and glucose levels
 - Diabetes knowledge
 - Past medical history
 - Health behaviors

These measures are part of outcome monitoring. Comparing post intervention responses to pre intervention responses of participants helps agencies determine if their implementation of the intervention achieved the expected change in participant knowledge, attitudes, and intentions to change behaviors. Process monitoring and process evaluation data described above help agencies understand what they did to achieve the desired outcomes or what may have led to less than desirable outcomes.

In addition to using the instruments at prescribed schedules, reviewing the documents (content analysis/document review) at intervals during implementation and at completion will provide you with insights on activities that work best with your target population.

Any modifications to the instruments developed to evaluate Remarkable Woman should be guided by:

- **Evaluation questions**

Your evaluation questions should yield data that addresses the information needs of your organization, your funder, your community, and your consumers. The questions should be used to guide your modification to the Remarkable Woman evaluation tools as well as defining additional data collection content and methods.

- **Characteristics of the target population**

Questionnaire items should fit the particular needs of the intended participants. Modifications to the type of words used may be needed so that terms are more understandable to a particular group.

- **Adaptations made to the intervention**

Attention should be given to include items that follow the specific components of the adaptations and eliminate those topics or components that will not be covered. The instrument should be practical for use within the environment in which the data are collected.

- **Your organization's stage of evaluation**

The stage of evaluation, which defines the type of evaluation your organization is conducting, influences how you adapt Remarkable Woman evaluation tools to your unique needs and implementation of the intervention.

The **evaluation goals** below are followed by **evaluation questions**. A brief narrative that describes the relevance of the question follows each question. The table below each question provides a list of data that would answer the question, methods that can be used to obtain the data, and recommendation for how to analyze the data in order to use the information. A **summary table** lists the instruments included in the Remarkable Woman evaluation plan, when the instrument is used, who uses the instrument, and who is responsible for accurate and timely data collection using that instrument. The rest of the document consists of the evaluation instruments separated by tabs. Each section has a cover sheet with a brief overview of how to use the instrument.

Evaluation Goals

The evaluation goals that will be addressed as part of the Remarkable Woman evaluation are as follows:

- To determine the feasibility of developing and implementing a diabetes prevention program targeted to African American women
- To determine the socioeconomic variables and their role in health seeking and adherence behaviors for accessing primary care among African American women enrolled in the program
- To assess the pre and post outcomes concerning health indicators (i.e., weight, blood pressure, glucose levels, exercise/activity level, healthy eating habits) among African- American men enrolled in the program
- To determine the components for developing community capacity to support the sustainability of a program designed to address African American women's health

Evaluation Questions

Formative

1. What are the conditions and characteristics of the targeted population?

Information on the risk characteristics of the target population and the conditions that contribute to those risk characteristics is useful in determining what should be addressed during the implementation of Remarkable Woman with any particular group. This information also helps determine what tailoring is needed to focus the intervention.

Data	Data Source/Methods	Analysis
<ul style="list-style-type: none"> • Data from needs assessments • Risk behaviors target population (such as unprotected sex, multiple partners, partners of unknown risk, substance using partners, etc.) • Attitudinal conditions or perceptions that influence risk • Environmental conditions that influence risk • Financial conditions that influence risk • Relationship conditions that influence risk 	<ul style="list-style-type: none"> • Focus group data • Community observations • Target group self reports • Community assessment data 	<ul style="list-style-type: none"> • Examine behaviors and habits that increase vulnerability to infection • Identify conditions that contribute to the continuation of behaviors and habits

2. What are the needs of the targeted population?

Though no one intervention can address all of the needs of participants, to be effective the needs of potential participants must be taken into account when planning intervention activities. This information is necessary to make the appropriate linkages for referrals to additional services during the planning phase.

Data	Data Source/Methods	Analysis
<ul style="list-style-type: none">• Data from needs assessments• Data collected from previous work with targeted populations	<ul style="list-style-type: none">• Focus group data• Community observations• Target group self report• Observations during other interventions or activities• Intake records	<ul style="list-style-type: none">• Review compiled list of identified needs

3. Is the proposed plan appropriate and feasible for implementation with the selected target population?

In order for any intervention to be effective in changing risk behaviors, the intervention must be appropriate for the intended audience. Careful comparisons of the population with the elements and characteristics of the intervention provides this information.

Data	Data Source/Methods	Analysis
<ul style="list-style-type: none"> • Conditions and characteristics of targeted population • Identified needs of targeted population 	<ul style="list-style-type: none"> • Focus group data • Target group self report • Intake records • Observations during other interventions or activities • Community needs assessment data • Program model logic model • Program model description 	<ul style="list-style-type: none"> • Review characteristics and mitigating conditions of targeted population • Review needs of targeted population • Determine if risk characteristics and needs of targeted population can be adequately addressed

Process

1. Which core elements of Remarkable Woman were implemented?

It is important to know if all of the core elements of Remarkable Woman is implemented in order to learn whether the intervention was implemented as intended and consistent with the design of the intervention (fidelity).

Data	Data Source/Methods	Analysis
<ul style="list-style-type: none">• Number of sessions conducted• Length of sessions• Description of activities conducted/ material covered during each session• Description of materials used (e.g., newsprint)• Description of materials disseminated (e.g., brochures, poems, information on resources available)• Number and type of materials disseminated• Number of facilitators	<ul style="list-style-type: none">• Process Fidelity Form• CHW Session Observation Form•	<ul style="list-style-type: none">• Compare activities conducted to descriptions in implementation manual

2. How and why were the program activities modified?

Agencies may modify activities based on characteristics of the target population, agency resources, priorities, or in consideration of current activities as long as the core elements are maintained. For example, the setting may be adapted to reach a vulnerable population or the content in sessions tailored to the needed of the target group.

Data	Data Source/Methods	Analysis
<ul style="list-style-type: none"> • Number of sessions conducted • Length of sessions • Description of activities conducted/ material covered during each session • Description of materials used (e.g., newsprint) • Description of materials disseminated (e.g., brochures, poems, information on resources available) • Number and type of materials disseminated • Number of facilitators 	<ul style="list-style-type: none"> • Process Fidelity Form • CHW Session Observation Form 	<ul style="list-style-type: none"> • Compare the activities conducted to those described in the implementation manual • Document the rationale for the changes made • Identify trends (how participants responded to particular sessions, where more or less emphasis was needed, etc.) across intervention cycles

3. What was the demographic profile of participating women?

A demographic profile of participating women demonstrates that the target population for which the intervention is intended is being reached. The information also provides information that can be used to inform the development of activities to address the needs of the target population.

Data	Data Source/Methods	Analysis
Demographic data of participating women including: <ul style="list-style-type: none">• Age• Race• Ethnicity• Gender• Educational level• BMI• Risk behaviors	<ul style="list-style-type: none">• Review personal information sections from pre and post test surveys• Participant data collection forms	<ul style="list-style-type: none">• Total the responses for each demographic characteristic• Summarize the demographic profile of the participants by age, race, ethnicity, and risk level (high, medium, or low)

4. What proportion of women recruited participated in the Remarkable Woman intervention?

An agency needs to determine the number of women recruited and the proportion of that population participating in the intervention. It is also important to know if the population served is the same as the population that the agency intended to serve. This information can be used to examine recruitment strategies and guide planning.

Data	Data Source/Methods	Analysis
<ul style="list-style-type: none"> • Number of target women reached through recruitment efforts • Number of women attending the first session • Number of sessions attended by each participant • Number of women participating in booster sessions 	<ul style="list-style-type: none"> • Attendance data • Participant data collection forms 	<ul style="list-style-type: none"> • Compare the number and description of those participating against the targeted population • Compare the number participating against the number recruited • Determine the proportion of recruited women who participated • Determine the proportion completing three or more sessions

5. What were the barriers to, and facilitators of, implementation?

Identifying the barriers to implementing Remarkable Woman can help and enhance or improve strategies used to implement the intervention. It is also important to identify facilitators to implementing Remarkable Woman to recognize successful implementation activities and approaches.

Data	Data Source/Methods	Analysis
<ul style="list-style-type: none">• Challenges/facilitators identified by facilitators• Data from staff meetings• Data from participants	<ul style="list-style-type: none">• Participant written feedback• Pre/Post session questionnaires• Session observations• Staff meeting discussions	<ul style="list-style-type: none">• Identify barriers to implementation• Summarize barriers to implementation• Identify facilitators to implementation• Summarize facilitators to implementation• Identify themes

Outcome

1. Among participants, to what extent was there a change in knowledge about personal practices?

Changes might include an increase or decrease in knowledge how to reduce personal risk for obesity and chronic diseases such as obesity. This information, which may be observed by facilitators or self-reported by participants, informs whether program objectives were realized.

Data	Data Source/Methods	Analysis
<ul style="list-style-type: none">• Outcome monitoring data from pretest/posttest• Observation of group participants	<ul style="list-style-type: none">• Participant observation• Pre and posttests	<ul style="list-style-type: none">• Compare responses at pretest to responses at posttest• Summarize observations and informal interview data

2. Among participants, to what extent was there a change in attitudes and intentions to become more physically active and to eat healthier foods?

This data informs whether participant objectives were realized and the degree of change.

Data	Data Source/Methods	Analysis
<ul style="list-style-type: none">• Outcome monitoring data from pretest/posttest• Observation of group participants• Observation of skills demonstrations	<ul style="list-style-type: none">• Participant observation• Pre and posttests	<ul style="list-style-type: none">• Compare responses at pretest to the responses at posttest• Summarize observations and informal interview data

3. Among participants, to what extent was there a change in visiting a health care provider for a physical exam?

This data informs whether participant objectives were realized and the degree of change.

Data	Data Source/Methods	Analysis
<ul style="list-style-type: none"> • Outcome monitoring data from pretest/posttest • Observation of group participants • Observation of skills demonstrations 	<ul style="list-style-type: none"> • Participant observation • Pre and posttests 	<ul style="list-style-type: none"> • Compare responses at pretest to responses at posttest • Summarize observations and informal interview data

4. Among participants, to what extent was there a change in their body mass index?

This data informs whether participant objectives were realized and the degree of change.

Data	Data Source/Methods	Analysis
<ul style="list-style-type: none"> • Outcome monitoring data from pretest/posttest • Observation of group participants • Observation of skills demonstrations 	<ul style="list-style-type: none"> • Participant observation • Pre and posttests 	<ul style="list-style-type: none"> • Compare responses at pretest to responses at posttest • Summarize observations and informal interview data

5. Among participants, to what extent was there a change their behaviors to increase physical activity or improve healthful eating?

This data informs whether participant objectives were realized and the degree of change.

Data	Data Source/Methods	Analysis
<ul style="list-style-type: none"> • Outcome monitoring data from pretest/posttest • Observation of group participants • Observation of skills demonstrations 	<ul style="list-style-type: none"> • Participant observation • Pre and posttests 	<ul style="list-style-type: none"> • Compare responses at pretest to responses at posttest • Summarize observations and informal interview data

Data Collection Instruments and Schedules

The table below summarizes the data collection activities.

REMARKABLE WOMAN EVALUATION SUMMARY SHEET

Instrument	When to Use	Administered by	Completed by
Focus Group Protocol	Before Implementation	Supervisor/ Community Health Worker	Community Health Worker
Key Informant Interview	Before Implementation	Supervisor/Program Manager	Supervisor/Program Manager
Fidelity/Process Form	After each session	Community Health Worker	Community Health Worker
Session Surveys	After each session	Community Health Worker	Participant
CHW Observation Form	At least once a month	Supervisor	Supervisor
Pretest Questionnaires Contains the following scales/measures: 1. Demographic 2. BMI 3. Fasting glucose levels 4. Attitudes towards	Before or during the first session	Community Health Worker	Community Health Worker

<p>healthy eating and active living</p> <p>5. Communication self-efficacy</p> <p>6. Diabetes knowledge</p> <p>7. Physical activity behaviors</p> <p>8. Healthy eating behaviors</p>			
<p>Posttest Questionnaires</p> <p>Contains the same pretest scales/measures</p>	<p>Three and six months after the last session or during the booster sessions</p>	<p>Community Health Worker</p>	<p>Community Health Worker</p>

UTILIZATION OF DATA

SUMMARIZE FINDINGS

Once the data have been collected it will need to be analyzed. The process of reviewing the methods used to evaluate the implementation, challenges to implementing the evaluation plan, and the information that the evaluation yields provides information to guide program improvements. An evaluation report should be developed.

If the evaluation was implemented according to plan and the expected changes did not occur, the process data should provide some insights into some of the reasons. When reviewing the data, consider:

- Did the implementation include all of the core components?
- Was something left out or changed from the implementation that may make the intervention less effective than originally demonstrated?
- What components were actually delivered and to whom?
- How well were the components implemented?
- Were the activities culturally appropriate for the target population?

GENERATE RECOMMENDATIONS FOR PROGRAM PLANNING AND IMPROVEMENT

Use the data to determine how you can improve your implementation of Remarkable Woman: That's You!, plan future implementations, and identify other activities and interventions needed to meet the prevention needs of your target population. The questions below illustrate issues to consider when reviewing your findings.

- What was the response to recruiting efforts of Community Health Workers? Of African American women participants?
- Were the participants who participated in the intervention those who were targeted for the intervention?
- How are participants responding to the session activities?

- How are participants responding to the community health worker/facilitator(s)?
- Did the expected changes in knowledge, attitudes and behaviors occur?

Use the data being collected:

- To make adjustments and modifications to the implementation of Remarkable Woman: That's You!.
- To determine if the intervention promotes healthy eating and active living and good decision making among participating women.
- Help determine if it is culturally appropriate to the population(s) of women that the organization serves.
- To guide improvements and modifications to the Remarkable Woman intervention to expand its reach to other populations of women.
- To report to external stakeholders (including consumers) and build support for the intervention.
- To report to internal stakeholders to see the result of their efforts and inform ways to improve facilitation and planning.

GENERATE RECOMMENDATIONS FOR FUTURE EVALUATION

The lessons learned during the evaluation of the implementation of *Remarkable Woman: That's You!* should be documented and used to improve and inform future evaluations. The challenges and successes can be reflected in:

- Methods for recruiting CHWS and participants
- Methods of collecting pre and post data
- Adapting questionnaires/forms for population(s) served
- Adapting questionnaires/forms for topics covered
- Methods of storing and organizing data
- Methods of collecting respondent data
- Methods of analyzing data

DISSEMINATE FINDINGS

Evaluation reports to funders, Advisory Boards or Boards of Directors, and other stakeholders should be both thorough and brief. A typical outline includes:

Purpose of the Evaluation

- Why was the evaluation being conducted?
- How will the findings be used?
- What evaluation questions drive the evaluation?

Methods

- What data were collected?
- How were the data collected?
- How were the data analyzed?

Findings/Results

- What themes emerged?
- Use illustrative quotes when appropriate.
- What changed and by how much?

Discussion

- What were the strengths and limitations of the data?
- Which objectives were achieved?
- What were some of the external factors that influenced change?

Conclusions and Recommendations

- What changes or modifications will be made to future implementations of Remarkable Woman?
- What changes or modifications will be made to other components of the implementation (such as staffing and recruiting)?
- What lessons were learned about the evaluation?

SUMMARY

This guide is a product Community Voices: Healthcare for the Underserved at Morehouse School of Medicine and the Program Development Branch, Division of Nutrition, Physical Activity, and Obesity Prevention, Centers for Disease Control and Prevention. It is intended to provide guidance for organizations implementing the Remarkable Woman: That's You! intervention, for obesity and diabetes prevention, in effectively evaluating the implementation of the program curriculum and using evaluation data to improve upon those efforts.

Dissemination of findings is not limited to written reports. However, most funders require some type of written evaluation report. The schedule for developing reports depends on the internal needs of the organization and the reporting requirements of funders.

Other methods of disseminating findings include:

- Presentations at local, regional, and national conferences
- Presentations at community forums
- Fact sheets
- Electronic or hard copy newsletter articles
- Community Based Workshops
- Local newspaper articles
- Website summaries

GLOSSARY

Accountability	Responsibility of program staff to provide evidence– to sponsors, boards, and the community among others – of conformity to program specifications and fiscal requirements.
Adaptation	Modifying or changing the population or the setting of a research based intervention to meet community needs and priorities and resources available to an agency while maintaining the core elements of the intervention.
Attitudes	People’s biases, inclinations, or tendencies that influence their response to situations, activities, people, or program goals.
Baseline	The time point in a study or evaluation just before initiation of intervention when starting measurements are taken. Measurements taken at later time points may be compared with those taken at baseline to study variations.
Construct	A psychological characteristic that is considered to vary across individuals. A construct is not directly observable, but it is a theoretical concept derived from research and experience that has been constructed to explain observable behavior patterns.

Content Analysis	A review and analysis of documents such as agendas, outlines, intake and tracking forms, and other service records, financial records, and calendars, process logs and forms.
Control Group	A segment of the target population not receiving those services which are being evaluated, against which the effect of providing services to a separate group – intervention group – is compared. <i>Also called a comparison group.</i>
Core Elements	Components that are critical features of an intervention’s intent and design and thought to be responsible for its effectiveness and that consequently must be maintained without alteration to ensure program effectiveness.
Coverage	Number of people that will be reached by a particular intervention. Coverage is a subset of scale (the total number of people reached by all interventions in a given location).
Data Management	A plan for how the organization intends to collect information on and track activities, and the system and protocol for entering and organizing the information.
Effect Size	The amount or degree of change that an intervention will produce among intervention participants.
Efficacy	The capacity of a program to produce the desired effect or outcome.

Evaluation	The systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming. (<i>Patton, Utilization Focused Evaluation, 1997</i>)
Evaluation Capacity	The organization's level of ability to conduct an effective evaluation and use the evaluation findings for program improvement.
Evaluation Plan	A detailed description of the evaluation activities (i.e., data collection, management, and analysis); including who will be responsible for each aspect; protocols for data collection, management, and analysis; when such activities will take place; and specifics on how the information will be synthesized and disseminated. The evaluation plan should be included as part of the implementation plan.
Evaluation Question	Statements of inquiry that help an organization assess the extent to which an organization implemented their programs as planned, the reasons or causes for the differences in the planned versus actual implementation of the programs, and the extent to which the programs achieved the desired outcomes to guide decision-making regarding program improvement.
Fidelity	Conducting and continuing an intervention by following exactly the core elements, protocols, procedures, and content set by the research study that determined its effectiveness.

Focus Group	A structured discussion among a carefully selected small group of people to explore a specific topic. A trained moderator guides or facilitates the group using prepared questions to generate discussion and reflection on the topic (moderator guide).
Formative Evaluation	The process of testing program plans, messages, materials, strategies, or modifications for weaknesses and strengths <i>before</i> they are put into effect. It may also be used when an unanticipated problem occurs <i>after</i> beginning to implement the intervention.
Goal	A broad statement of a desired, long-term outcome of the program. As such, goals express general program intentions and help guide the program's development. Each goal has a set of related, more specific objectives that, if met, will collectively permit program staff to reach the stated goal.
Impacts	The long-range, cumulative effects of programs. Impacts are rarely, if ever, attributable to a single program; yet, a program may, with other programs, contribute to impacts on a population.
Incidence	The number of new cases of a particular problem or condition, expressed as a rate of occurrence, that are identified or arise in a specified area during a specified period of time
Indicator	A measure reflecting a problem or condition.

Inputs	Resources used in an intervention, such as money, staff, curricula, and materials.
Instrument	The tool used to gather information on people’s knowledge, attitudes, beliefs, or behaviors.
Intervention	Any planned activity designed to produce intended changes in a target population.
Item	One question or statement on an instrument used to measure knowledge, attitudes, beliefs, or behaviors.
Key Characteristics	Crucial activities and delivery methods for conducting an intervention, which may be tailored for different agencies and at-risk populations.
Logic Model	A model of logical connections showing the main elements of an intervention and how they work together. Usually depicted as a graphic, it shows the relationship and theory of action among the various components of a program or intervention. It articulates the relationships and linkages to ensure achievement of anticipated benefits.
Monitoring	Assessment of whether or not a program is (1) operating in conformity to its design, (2) reaching its specific target population and (3) achieving anticipated effects.
Multiple Funding Streams	Refers to funding from a variety of funding sources; can be a combination of funding from federal, state, local, not-for-profit and private agencies.
Needs Assessment	Systematic appraisal of type, depth, and scope of problems of the target population.

Objective	Specific, time phased, and measurable operational statements of desired accomplishments of the social intervention program.
Open-ended Interview	Structured interviews conducted with individuals or groups using predetermined open-ended questions. Responses are in the participant's own words based on personal experience. The method allows respondents to have questions clarified and give in-depth responses. Interviewers take notes or the interviews may be audio taped.
Outcomes	The effects of programs on target audiences or populations. These outcomes include effects of the program activities that may focus on the knowledge, attitudes, and beliefs, skills, and behaviors of the intended audience.
Outcome Evaluation	Collection of data about outcomes before and after the intervention for clients as well as a similar group that did not participate in the intervention being evaluated. Determines if the intervention cause the expected outcomes.
Outcome Monitoring	Collection of data about client outcomes before and after the intervention, such as knowledge, attitudes, skills, or behaviors. Determines if the anticipated change occurred.
Output	Direct products or deliverables of the intervention, such as intervention sessions completed, people reached, and materials distributed.

Participant Observation	Systematically watching what is happening in the community (e.g., watching where the target population congregates, what and whom they respond to, with whom they associate) and the intervention sessions (e.g., watching how participants respond to information, activities, facilitators; and what they do during breaks). Observer(s) discreetly takes notes.
Pilot Test	A small-scale trial conducted before a full-scale program or administration begins to see if the planned methods, procedures, activities, materials, or questionnaire items will work.
Planning	The process of converting goals into objectives and formulating specific interventions and defining relevant target populations.
Problem Statement	Statement that describes the factors that put a population at risk or create some other problem to be addressed by a program. These factors may be related to knowledge, attitudes, beliefs, behaviors, skills, access to services and information, policies, and environmental conditions.
Process Evaluation	Collection of data about how the intervention was delivered, differences between the intended population and the population served, and access to the intervention.
Process Monitoring	Collection of data describing the characteristics of the population served, the services provided, and the resources used to deliver those services.

<p>Qualitative Data</p>	<p>Detailed descriptions of situations, events, people, interactions, and observed behaviors; direct quotations from people about their experiences, attitudes, beliefs, and thoughts; and excerpts or passages from documents, correspondence, records, and case history. Qualitative data come from include open-ended interviews, focus groups, observation, document review, and questionnaires without predetermined, standardized categories.</p>
<p>Quality Assurance</p>	<p>A program for the systematic monitoring and evaluation of the various aspects of a project, service, or facility to ensure that standards of quality are being met (Merriam-Webster On-Line: The language center. Retrieved June 4, 2002. http://www.merriam-webster.com).</p>
<p>Quantitative Data</p>	<p>Data represented by numbers that represent predetermined categories that can be treated as ordinal or interval data, and subjected to statistical analysis. Quantitative data comes from structured questionnaires, tests, standardized observation instruments, and program records.</p>
<p>Quantitative Methods</p>	<p>Usually involve surveys or other types of questionnaires that gather respondent information that can be aggregated and analyzed.</p>

Questionnaire/Survey	A structured set of questions to assess participant characteristics, level of knowledge about diabetes and prevention strategies, attitudes and behavior, participant satisfaction with the program. Responses should be confidential and the identity of respondents must be protected. They can be administered as an individual structured interview or participants can complete them by hand or electronically.
Rate	Occurrence or existence of a condition expressed as a proportion of units in the population.
Reliable Measure	A measure on which scores are reproducible in repeated administrations; assuming relevant factors are the same.
Sample	A subset of people in a particular population.
Spot Interview	Very informal, unstructured, short interviews. These interviews have no pre-determined format or structure to the questions asked. Questions arise during free-flowing discussion that can take place in a social or program environment. Keep interviews brief and take notes during the interviews. Spot interviews can be conducted before or after intervention sessions.
Tailoring	Customizing delivery of interventions to agency circumstances and ensuring that messages are appropriate for target populations without altering, deleting, or adding to the intervention core components.

<p>Target Population</p>	<p>The specific individuals, group, or community for whom a particular intervention or program is intended and is based upon certain risk factors.</p> <p>In the case of diabetes, descriptors include behavioral risk and demographic characteristics, such as gender, race/ethnicity, geographic location, and socio-economic status.</p>
<p>Valid Measure</p>	<p>A measure for which there is evidence or presumption that it reflects the concept it is intended to measure.</p>
<p>Variable</p>	<p>The representation of a concept or construct, such as age, gender, level of knowledge, attitude. Variables may be discreet (e.g., 1 = Female, 2 = Male) or continuous, such as a scale (e.g., height or weight).</p>