

Evaluation 101:

Getting the Most Bang for the Buck

Debra Palmer Keenan, PhD, EdM

Director, NJ FSNEP



FSNEP

Food Stamp Nutrition Education Program
Rutgers, The State University of New Jersey

"Helping New Jersey Achieve Food Security"



What I Want to Look At

Preventing This.....



Or This...

It was pretty cool seeing what happens to a bone that sits in vinegar for three days! But, I wonder what that had to do with nutrition?

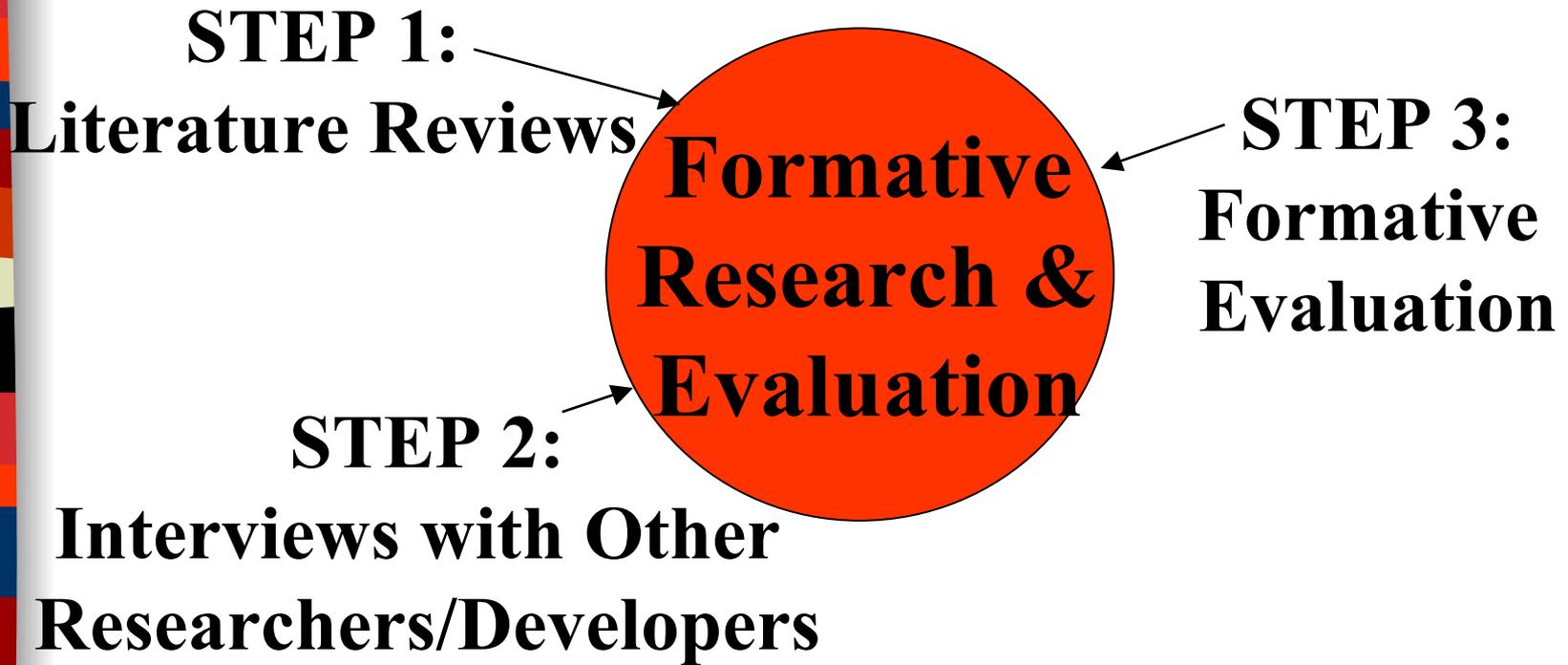


Or This...



I agree. I thought it was also also very interesting to learn that more people of color are being diagnosed with osteoporosis than ever before. Good thing we exercise...I'm just sorry I can't get more calcium. All those foods they showed us give me too much gas! You think we should avoid eating too much vinegar?

In the beginning...



...begin with the end in mind

In the beginning...

STEP 1:

Literature Reviews

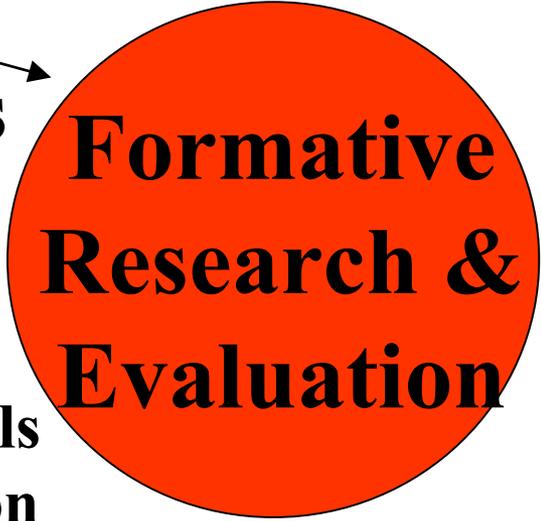
Nutrition/Science

Similar Programming

Target Audience(s)

Applicable Theories/Models

Evaluation Instrumentation

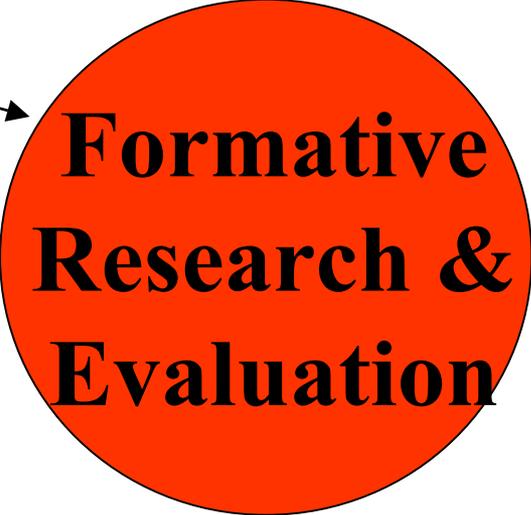


**Formative
Research &
Evaluation**

In the beginning...

STEP: 2

**Interviews with
Other
R & D People
Telephone, Email
Listservs**



**Formative
Research &
Evaluation**

2-fold purpose:

What do they know

What questions still need to be asked

In the beginning...

STEP 3:

Formative Evaluation

Observation

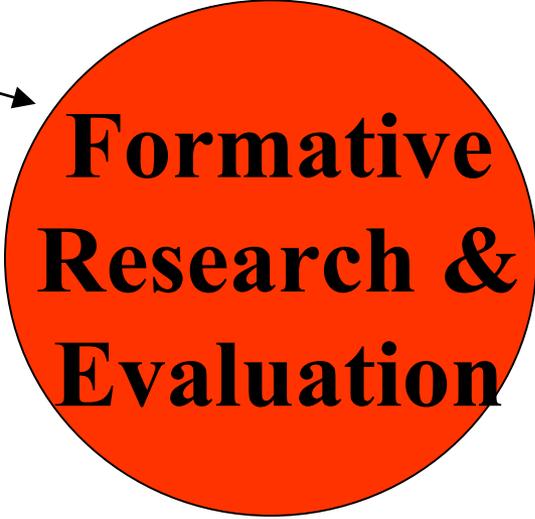
Informal Conversations

Interviews

Focus Groups

Quantitative Assessment

(if needed)



**Formative
Research &
Evaluation**

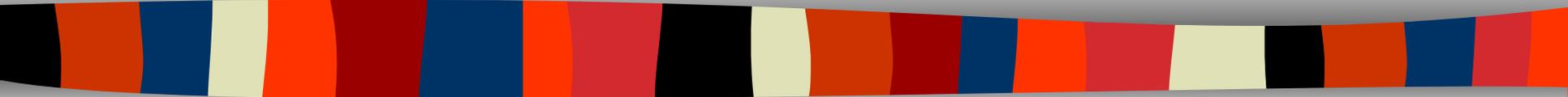


If You Use Focus Groups

Be prepared:

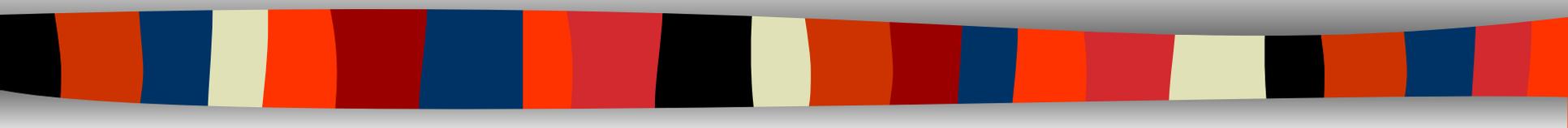
- **Use trained staff**
- **Children may need to be cared for**
- **Recruitment done in advance may not ensure adequate sample size, at on site is better**
- **If others recruit for you, some participants might not really qualify**
- **FOLLOW THE IRB!!!**
- **Ensure that questions, props, etc are culturally appropriate**
- **Meet with the research team after the first interviews to adjust probes & questions as needed, consult with others when possible**
- **When you're not learning anything new, it's time to stop!**

Now You Should be Able to **CLEARLY** Define Your Objectives

- 
- Write them on your walls
 - Affirm them daily
 - Ensure that they guide all you do

Don't EVER Forget Them! Now you can keep the end in mind as you develop your materials/intervention

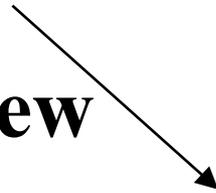
A Note on Translations



and so called experts...

In the middle...

**Step 4:
Expert Review**

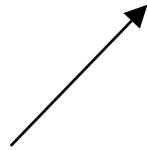


**Pilot/Process
Research &
Evaluation**

**Step 6
Pilot-test II
With
Assessment of
Instrumentation
If Needed**



**Step 5:
Pilot-test I**





In the middle...

STEP 4:

Expert Review

Recruit different sorts of experts

- Scientists
- Nutrition educators with understanding of culture & foods
- Intended educators



**Content &
Process
Evaluation**

In the middle...

STEP 5:

Pilot-test I

Done by you or your staff

- Teach as you have written, but punt when necessary
- Have someone follow along with what is written, or tape yourself if possible, to check to see if you did **EXACTLY** what you said
- Review the lesson as soon as you finish & revise



**Content &
Process
Evaluation**

In the middle...

Step 6

Pilot-test II

Done by a sample of “typical”
educators who are unfamiliar with
what you have been developing

- Reinforce that materials must be used as directed
- Observe use if possible
- Evaluate both process & content
- Assess both educators & educatees, if possible



**Content &
Process
Evaluation**

Assessment of Instrumentation, If Needed

If impact evaluation instruments need to be checked for validity/reliability, do it now!

Finally...

**Step 7:
Impact
Evaluation
Qualitative
and/or
Quantitative**



**Program
Evaluation**

**MUST be meaningful to stakeholders;
invest time in knowing one another if need be**

Words of advice:

- **Be realistic**
- **Practice using the prayer for serenity**

How much does this cost?

How long would all this take?

Why bother?



Leverage, leverage, leverage

Network Resources!

**Find your common ground & recognize one
another's needs**