# Part 1: Impact Evaluation Skill-Building Session

## Healthy Start Regions 1, 2, & 3 Meeting

**Monday, April 24 from 11:45-12:45**

HRSA Maternal & Child Health

NICHQ National Institute for Children's Health Quality

HEALTHY start TA & SUPPORT CENTER

# Impact Evaluation

Healthy Start Regions 1,2 & 3 Meeting
Boston, MA
April 24, 2023

- Senior Evaluation Consultant, MPHI
- Principal Consultant, Bumblebee Design & Evaluation
- Program Manager, Program Evaluation Group at UMSSW

- Public Health (Health Education)
- Culturally Responsive and Equitable Evaluation
- Qualitative, Arts-based Methods

# What We're Doing Today

- The Landscape of Impact Evaluation
- Implementing Impact Evaluation
- Impact Evaluation: Practice Time

# Learning Objectives

1. Define impact evaluation and differentiate it from outcome evaluation.
2. Understand ways impact evaluation can be employed in Healthy Start.
3. Identify potential facilitators and challenges in employing impact evaluation.
4. Identify strategies to address challenges and leverage facilitators while employing impact evaluation.

# Why Do Impact Evaluation?

- Provides evidence on the impact of a program with its participants
- Documents information that is helpful for quality improvement
- Promotes equity by addressing the structural factors driving inequities
- Richer picture of the lived experiences of participants and beneficiaries

# Definition

- Measurement of positive and negative long-term effects produced by a program or policy, intended or unintended.

# That's Not Outcome Evaluation?

**Outcome**

- Measures for positive effects only
- Focuses on the immediate and short-term effects of the program or policy
- Measures for intended changes (e.g. as modeled in a logic model)
- Examines effect on program participants only (or immediate relationships)

**Impact**

- Measures and documents for all effects, whether positive and negative
- Focuses on the long-term effects (with respect to the program or policy implementation)
- Measures for intended or unintended changes
- Examines effect on participants AND population

# Causation

Three ways:

1. Estimating a counterfactual
2. Checking evidence for causal relationships that have been modeled with a theory of change
3. Ruling out alternative explanations

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# framing IMPACT

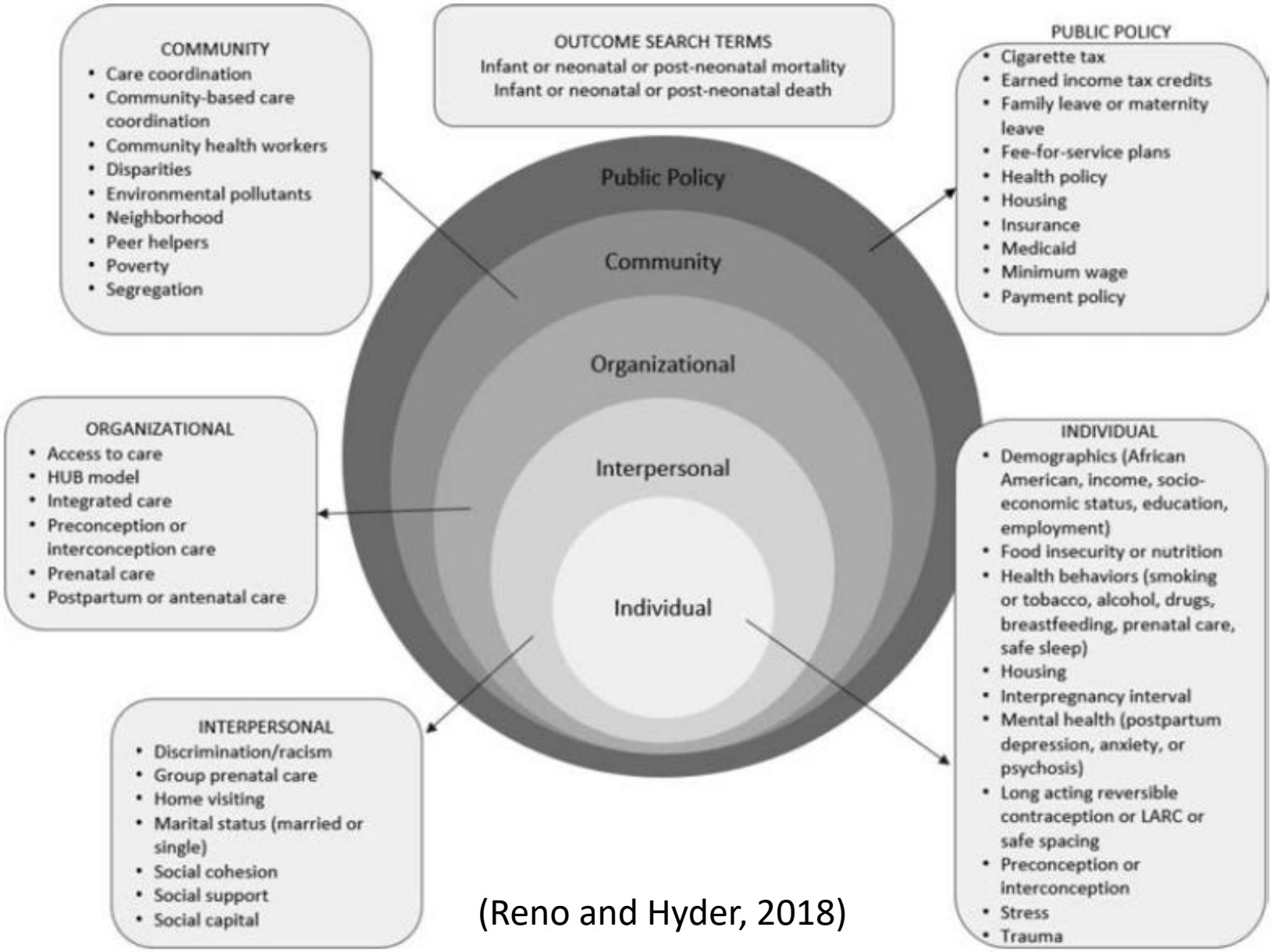
TITLE V PROGRAM
BEHAVIORAL HEALTH PROVIDERS
FAITH-BASED ORGANIZATIONS
HOUSING & FOOD ASSISTANCE
COMMUNITY HEALTH CENTERS & HOSPITALS
We CAN
WIC
FIMR
LOCAL HEALTH DEPARTMENT
COMMUNITY MEMBERS
SCHOOLS

# Building Off Your CAN

- CAN Development
  - Developing the theory of change
- Working Off Action Plans:
  - Updated data on selected SDHs
  - Additional social determinants of health

# Framing Impact

- Social Determinants of Health: the conditions in the places where people live, learn, work, and play" that can affect health outcomes (CDC, 2018)




(Reno and Hyder, 2018)

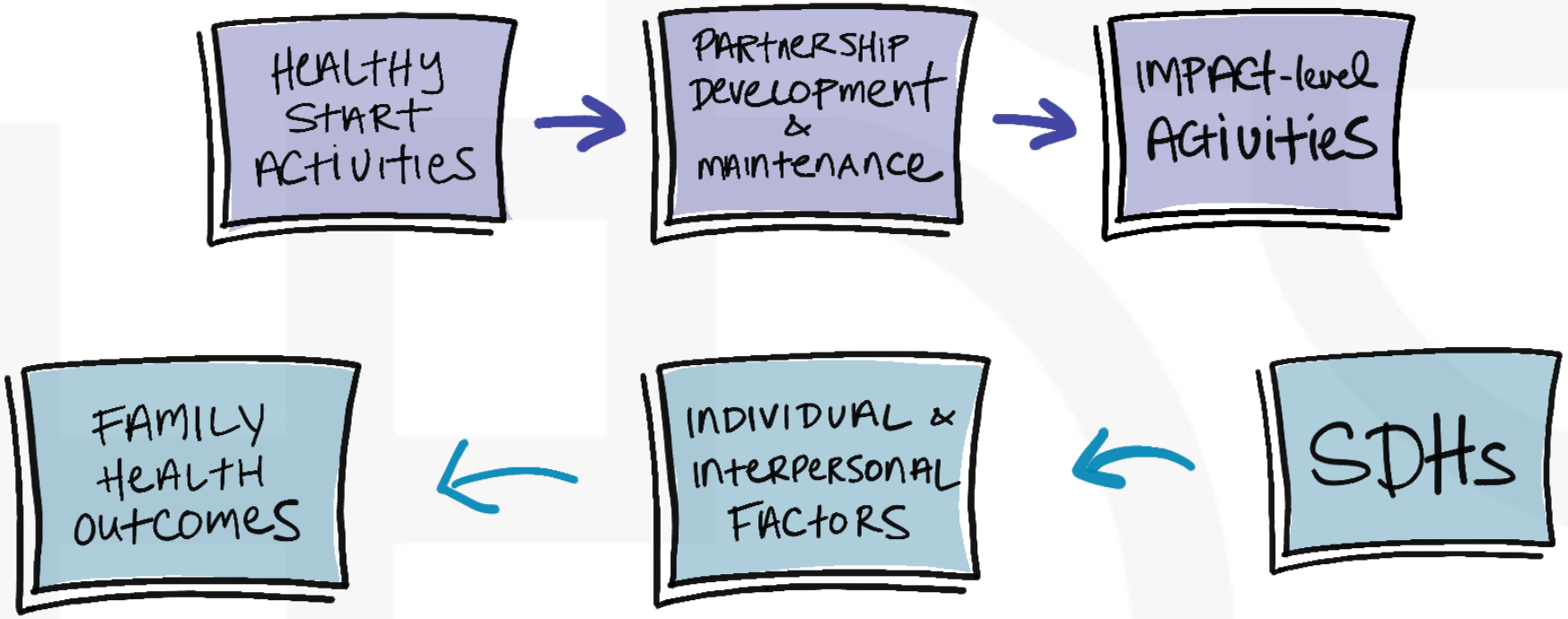
# Framing Impact

- Individual & Interpersonal factors that influence family health outcomes, such as infant mortality
  - Enabling
  - Limiting

# Framing Impact

- Outcomes for HS Participants
- Identification of Related Inequities

# assessing IMPACT



HEALTHY START ACTIVITIES
PARTNERSHIP DEVELOPMENT & MAINTENANCE
IMPACT-level ACTIVITIES

# Assessing Impact: Processes

- Documenting the work that your organization conducts under the Healthy Start umbrella

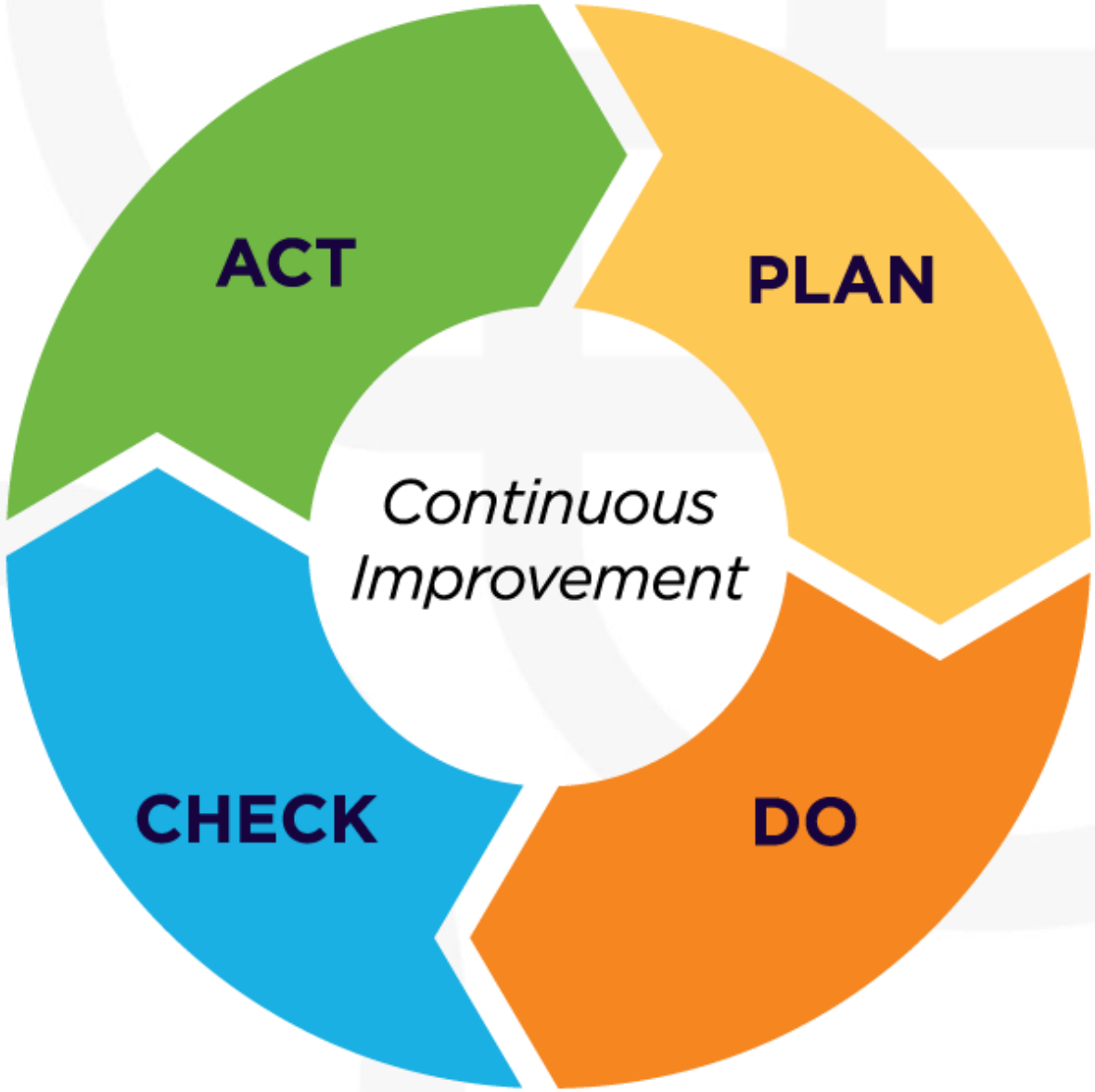
# Assessing Impact: Processes

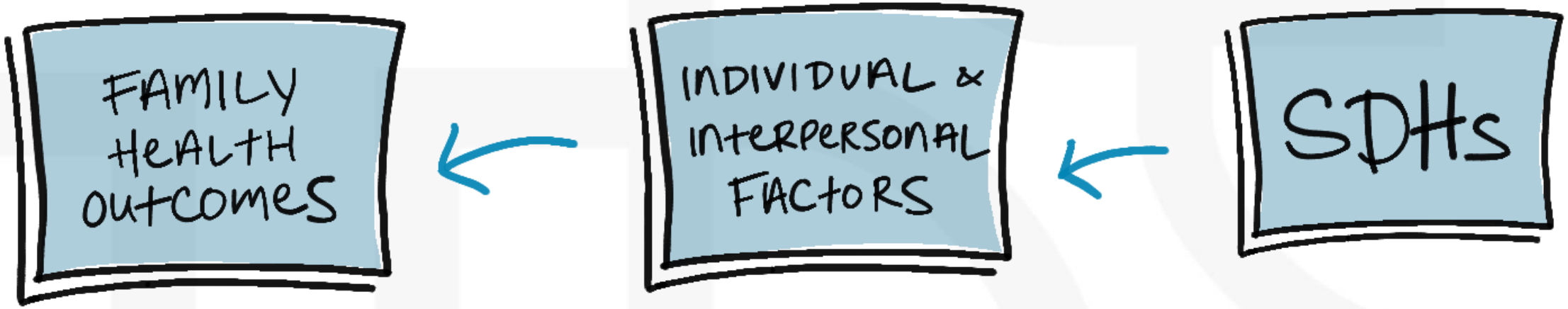
- Activities include Partnership development and maintenance
  - Shared vision
  - Commitment/investment in action plans
  - Collaboration
  - Strategic service provision

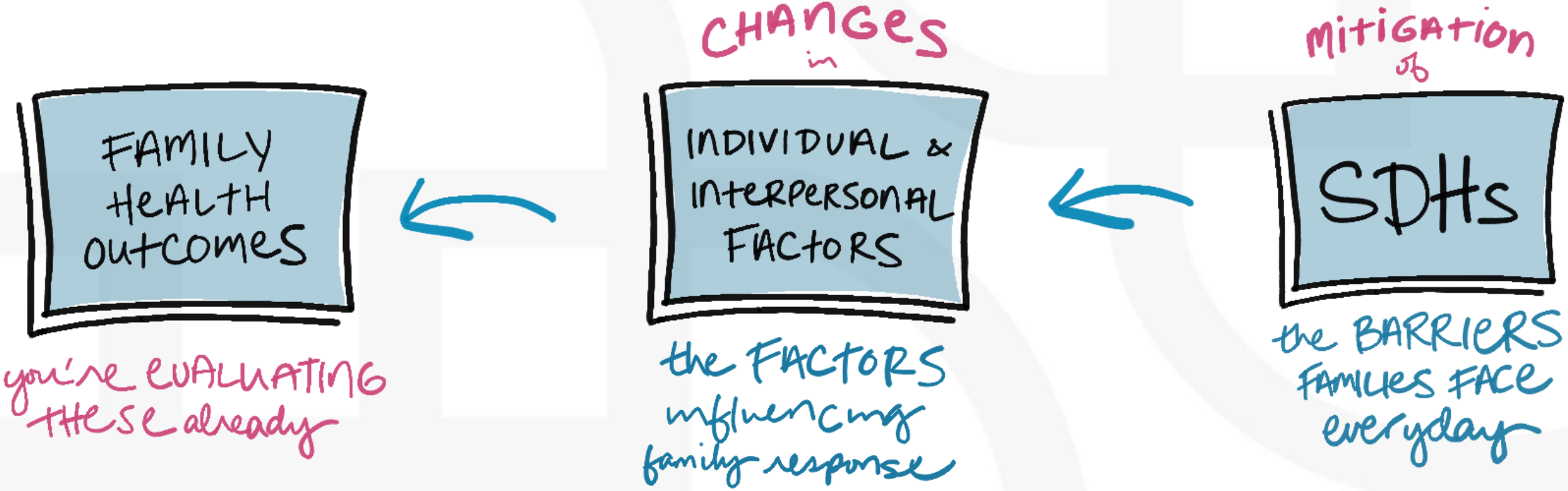
# Assessing Impact: Processes

- Impact-level activities that emerge from partnerships
  - CAN
  - Other partnerships

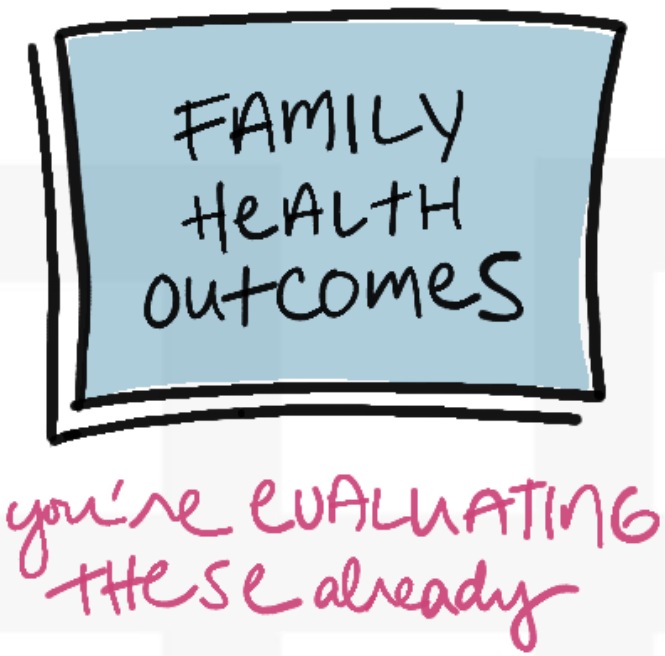
Process data helps the group better understand what is working and what can be strengthened.




FAMILY HEALTH OUTCOMES
INDIVIDUAL & INTERPERSONAL FACTORS
SDHs


FAMILY HEALTH OUTCOMES
you're EVALUATING these already
CHANGES in
INDIVIDUAL & INTERPERSONAL FACTORS
the FACTORS influencing family response
MITIGATION of
SDHs
the BARRIERS FAMILIES FACE everyday

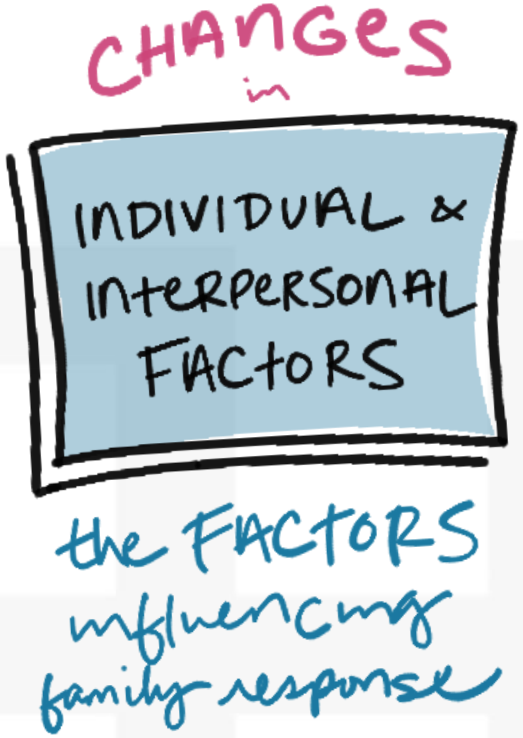
# Assessing Impact: Outcomes




- Performance measures
- Changes since beginning of HS participation

- Primary and secondary data collection

# Assessing Impact: Outcomes

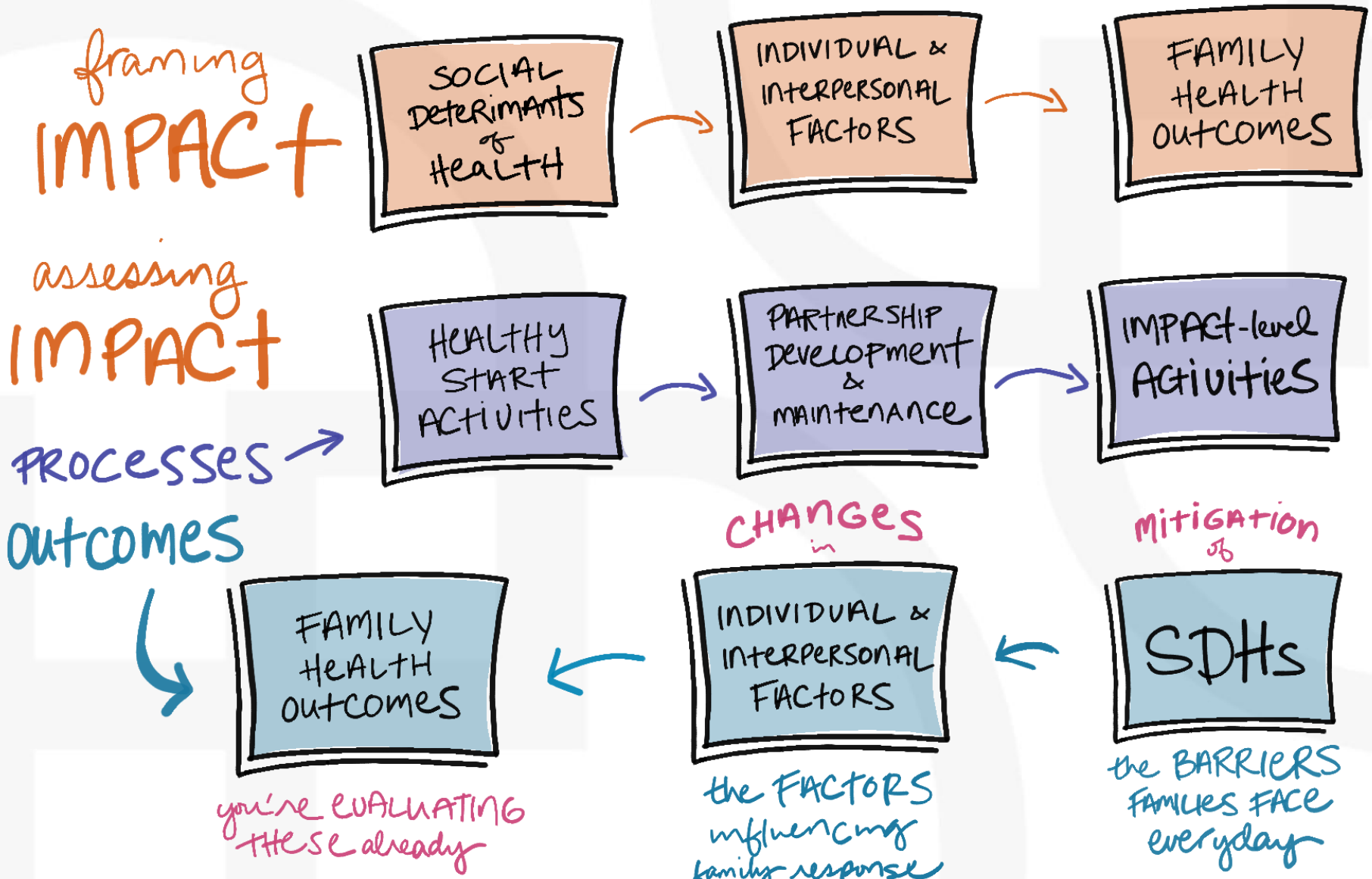



- Documenting change
  - Limiting factors: Reduced influence
  - Enabling factors: Increased influence

- Consider qualitative and engagement-oriented approaches to data collection
    - Most Significant Change
    - Ripple Effect Mapping
  - These also promote equity:
    - Participants are engaged in the development of findings
    - Participants make meaning based on their lived experiences and contexts

# Assessing Impact: Outcomes

- Documenting participants' ability to mitigate the challenges in their environments
  - Understanding of SDHs (conceptually!)
  - Ways in which challenges have influenced their lives
  - Approaches to managing those challenges
  - Ways they have advocated for change, alongside or as part of CAN


framing
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# Causation

Three ways:

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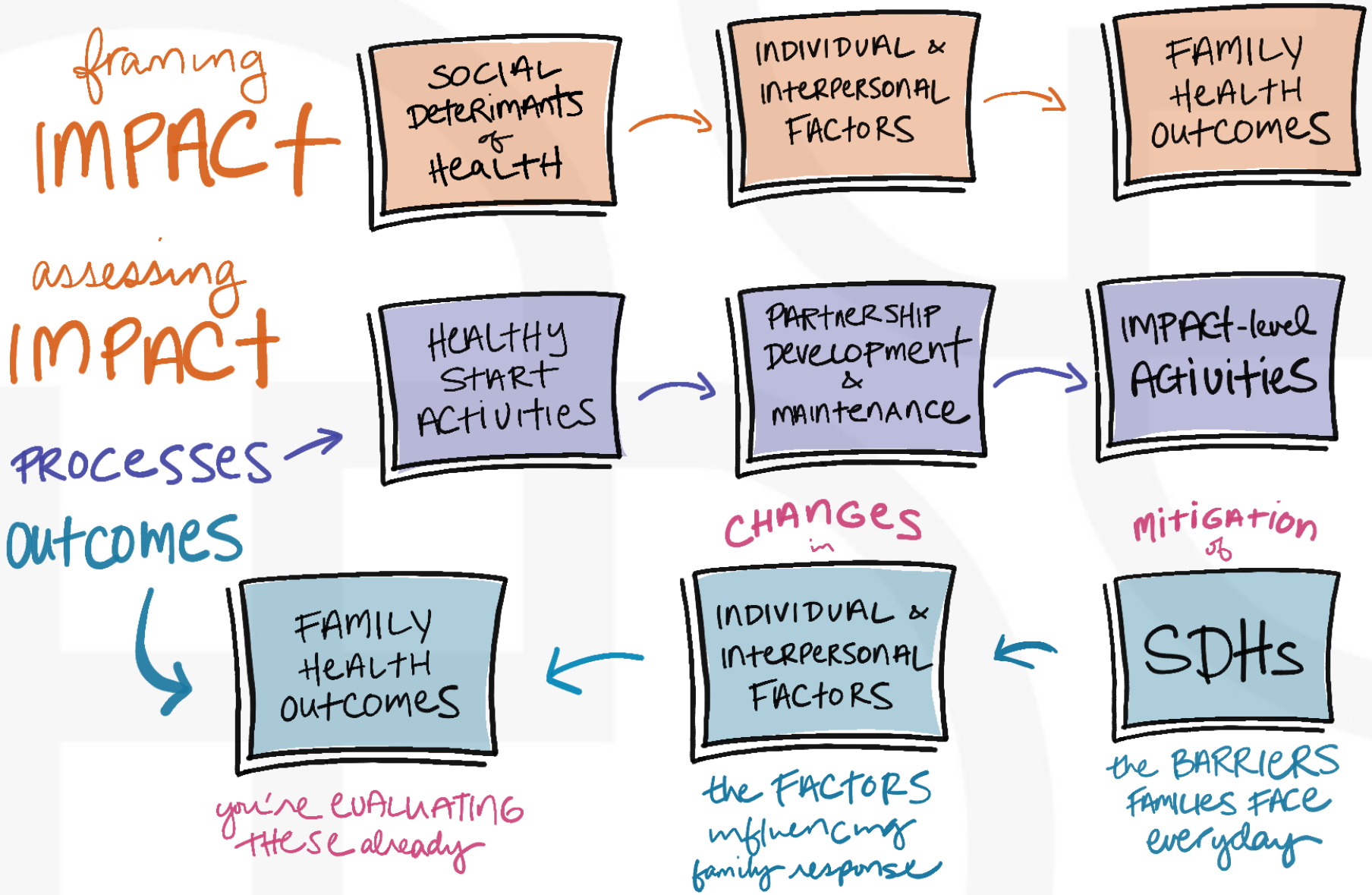
# BREAK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# Questions

- What are some things that stood out from Part 1?
- What are some things that you would like to unpack?

# Let’s Practice!

- Get together in groups.
- Read the scenario out loud.
- As a group, discuss how you would respond to the issues raised in the scenario.
- Designate a note taker and speaker to report out!

# Debrief

- Where did you feel equipped to address the issues raised?
- Where did you feel like you needed more information?

# In Your Own Spaces…

- What opportunities do you have to apply these learnings?
- What barriers/challenges do you anticipate?

# Thanks!

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Michigan Public Health Institute
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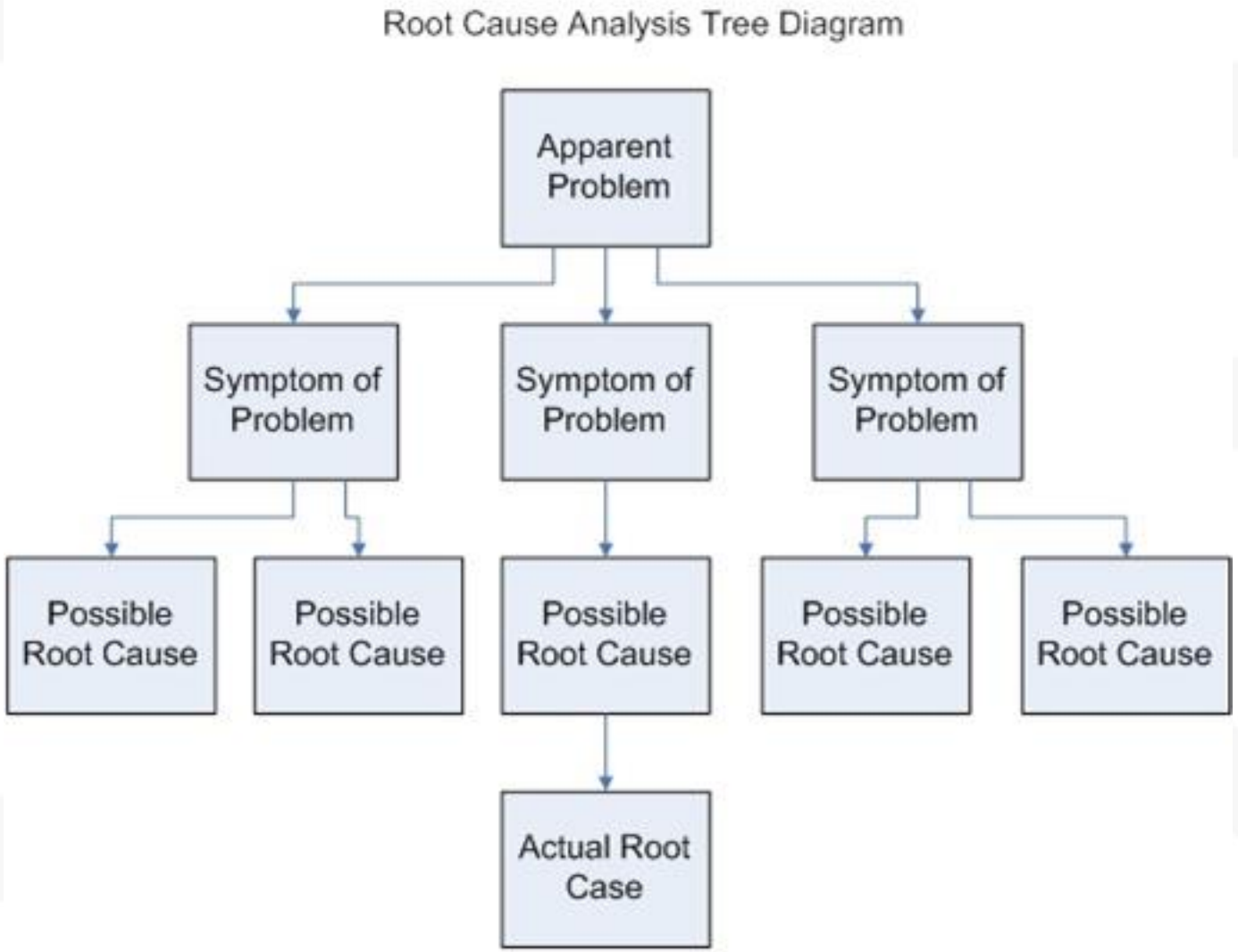
# Extras

# Identify Root & Causal Factors

- Root cause factor: a factor that, when taken away, prevents an outcome from occurring
- Causal factor: a factor that contributes to a given outcome




Source: Example of a root cause method. Reprinted [or adapted] from Wikipedia. Retrieved from https://en.wikipedia.org/wiki/Root_cause_analysis#/media/File:Root_Cause_Analysis_Tree_Diagram.jpg

# Activity: Construct a Root Cause Tree

- Get together in groups of 4-5.
- Identify a problem in your groups. If you prefer, use a case study.
- Using the post-its, brainstorm possible causal factors for the issue or problem or interest by asking why it is occurring. Use individual post-its for each causal factor.
- When done brainstorming, connect the factors in a logical cause-and-effect order to arrive at the root of the issue. Draw arrows between factors as in the example.
- Elect a person or two to talk through the tree to the large group.

# Root Cause Tree Large Group Debrief

- In doing the tree, what were some strengths and challenges of this method?
- In what ways might this method be used to advance progress?
  - Outcomes?
  - Processes?

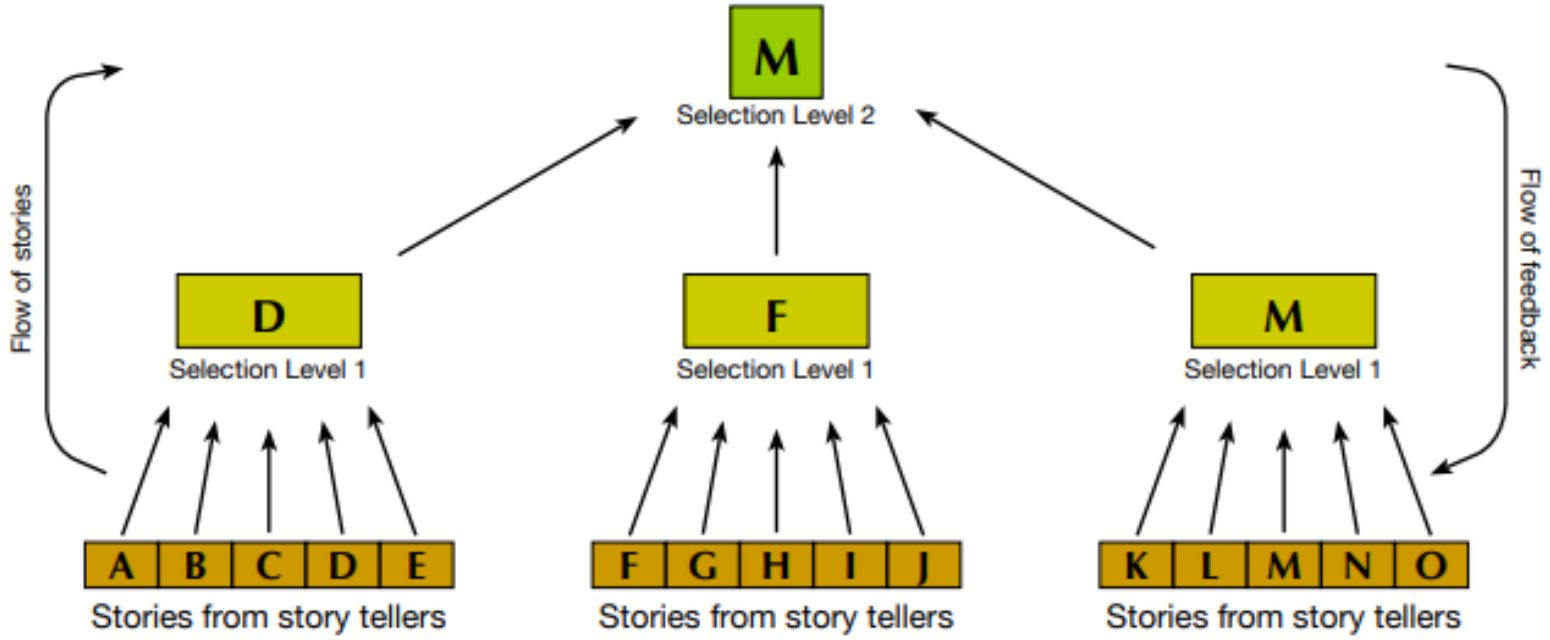
# Alternative: 5 WHYs

**Too many (too few) people are _____.**
*Q: But why?*
**A. Because...**
*Q: But why?*
**A. Because...**
*Q: Could that have been prevented?*
**A. Yes**
*Q: How?*
*Q: But why?*
**A. Because...**
*Q. But why?*
**A. Because...**
*Q But why?*
(and so forth)

# Most Significant Change



*Figure 2. Flow of stories and feedback in MSC*

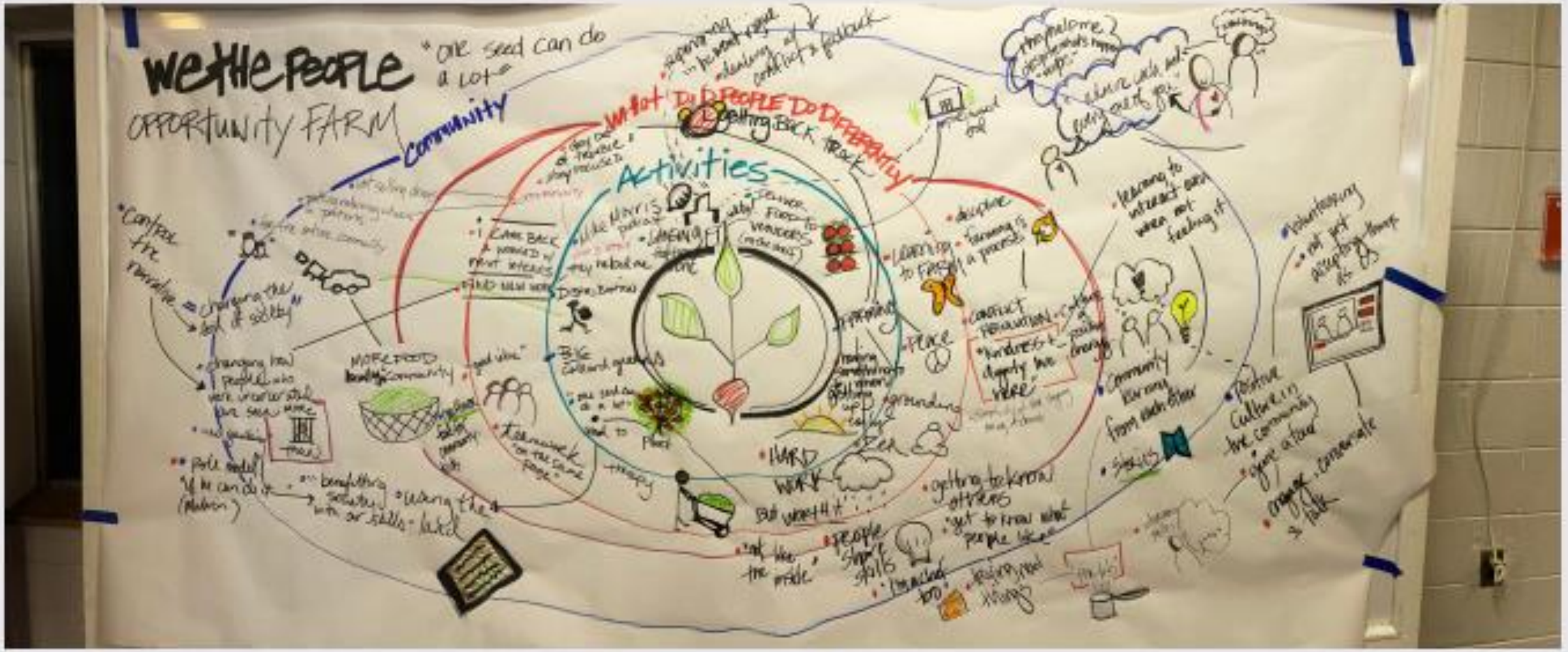


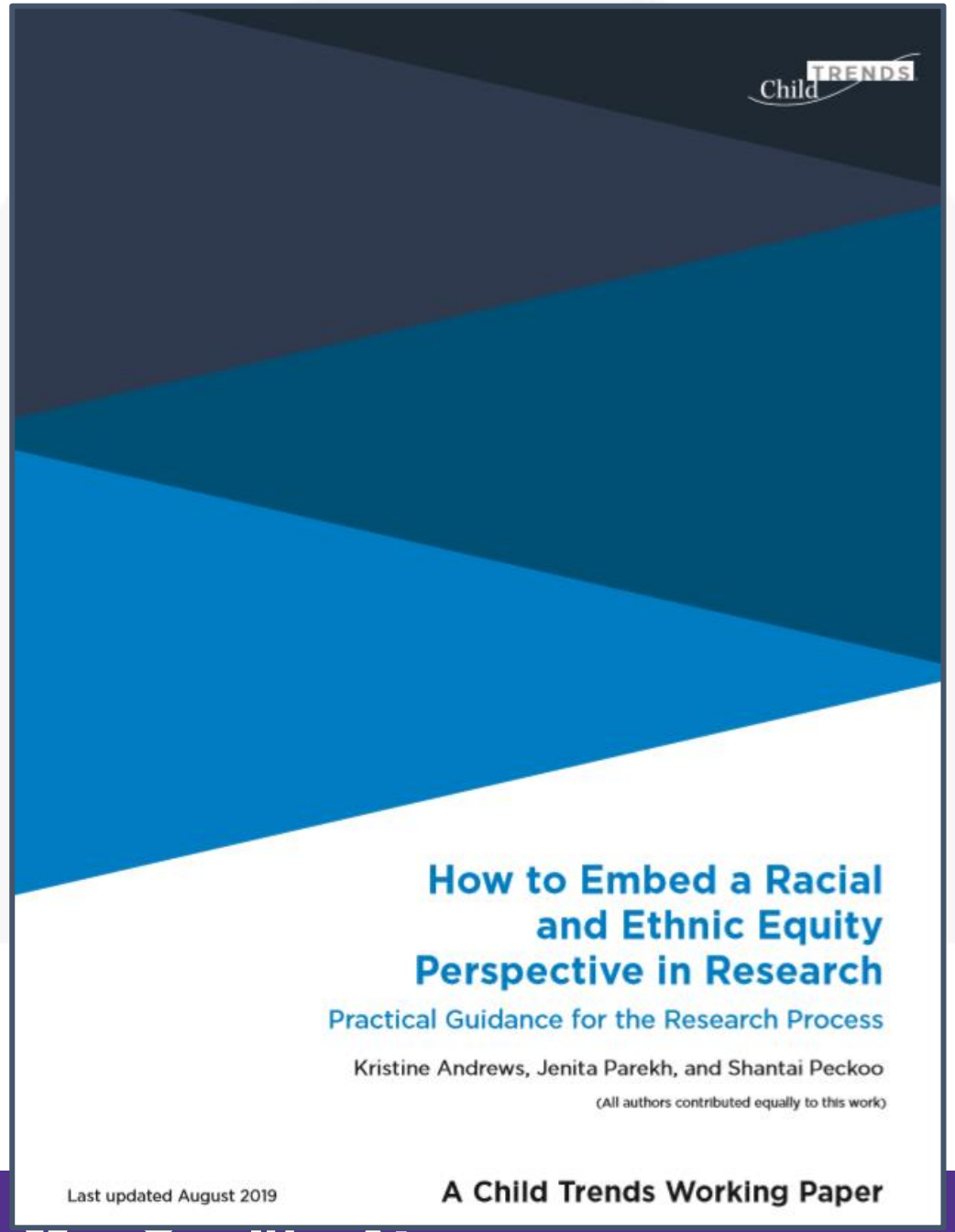
# Most Significant Change

- Data collection
  - Participants recruit and/or interview people from their communities.
  - Stories are recorded or typed out by the interviewer.
- Data analysis
  - Participants read stories.
  - Participants brainstorm domains.
  - Participants engage in dialogue.
  - Participants classify stories in domains & identified inclusion criteria.
  - Participants select most representative story based on domains and inclusion criteria.

# Ripple Effect Mapping (REM)

- Similar to a focus group but differs in that it ends with a "map" of the program activities connected to outcomes
- REM participants respond to three basic questions:
  - What Activities Did (Program Participants) Do?
  - What Did (Program Participants) Do Differently Because Of These Activities?
  - What Did The Community Do Differently?


We the People
"one seed can do a lot"
OPPORTUNITY FARM
Community
What DID PEOPLE DO DIFFERENTLY
Activities
HARD WORK
Peace
Zen
Community
Stories
Positive Culture in the community
Learning to interact even when not feeling it
Learning to FARM
Conflict Resolution
Dispute
Teamwork
Big Cultural Gardens
Mike Morris
Dishes Barrow
Contrast the narrative
Changing the feel of society
Pole model
Using the
People share skills
Getting to know others
Get to know what people like
Not like the inside
Teamwork
Community
Volunteering
Not just accepting things as is
Engage, conversate
Talk

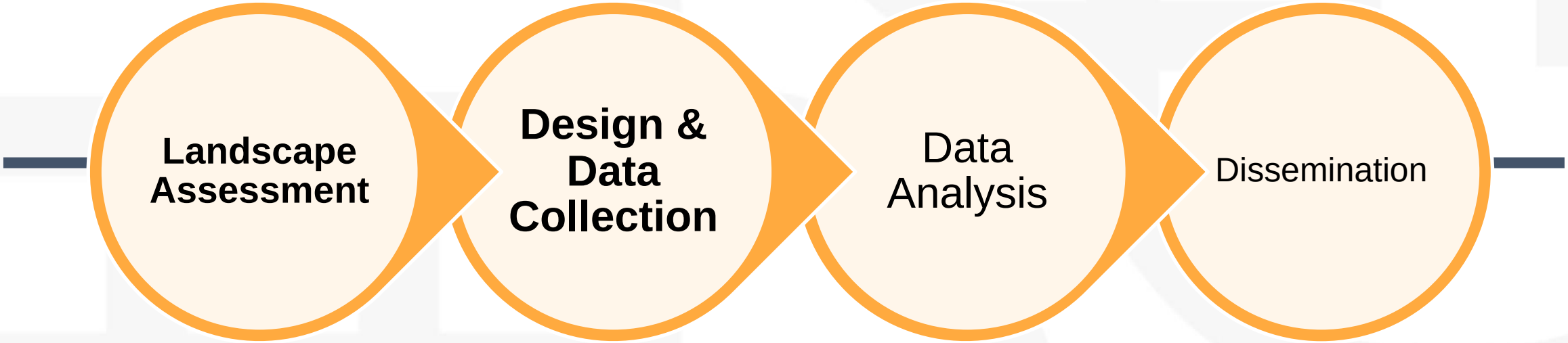



https://www.childtrends.org/publications/a-guide-to-incorporating-a-racial-and-ethnic-equity-perspective-throughout-the-research-process

# Equity: Definitions

- Outcome: social identity (e.g. race/ethnicity) does not predict the course of a person's life
- Process: those most impacted by structural equity are meaningfully involved in the creation and implementation of the institutional policies and practices that govern their lives

# Evaluation Can Be More Equitable.



# Landscape Assessment

- Process of exploring and documenting the historical and political context in which the research study will operate and provide opportunities for stakeholders to share their perceptions of the apparent issue or topic.

## With An Equity Lens…

- Know the Context
- Clarify apparent issues
- Identify root causes

# Design and Data Collection

- Process of creating the structure and process of a research study

## With An Equity Lens…

- Develop equitable research questions
- Determining research design
- Decide who is collecting data
- Identify data collection instruments

# Develop Equitable Research Questions

- Evaluation questions serve as the “guiding force” of the evaluation.

## With An Equity Lens…

- Questions that advance racial/ethnic equity
  - Reflect community/cultural norms and assumptions
  - Community history and context
  - Reality of structural inequities
- Does it matter who creates questions?

# Examples: Impact Evaluation Questions

- In what ways are HS organizations especially **effective at addressing racial equity within their organizations and within the broader community** they serve? To what extent do projects support or hinder these efforts? What can we learn about what it takes to **advance racial equity** in this sector?
- To what extent does Healthy Start programming choices reflective of **local neighborhoods' challenges with housing and transportation**? To what extent are choices **accountable to local advocacy groups** such as doula collectives or breastfeeding support organizations? To what extent are program's choices **accountable to grassroots organizations addressing identified SDHs**? How is this connected to programs' effectiveness?

# Identify Data Collection Instruments

- Selected to measure specific metrics or indicators
- Can measure metrics or indicators at individual, community, institutional level

## With An Equity Lens…

- Instruments that are validated with diverse populations
- Instruments that measure root and causal factors, and the effects of such

# Thank you!

*Healthy Start Regions 1, 2, & 3 Regional Meeting*
*Hosted by the Healthy Start TA & Support Center at NICHQ*

NICHQ
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