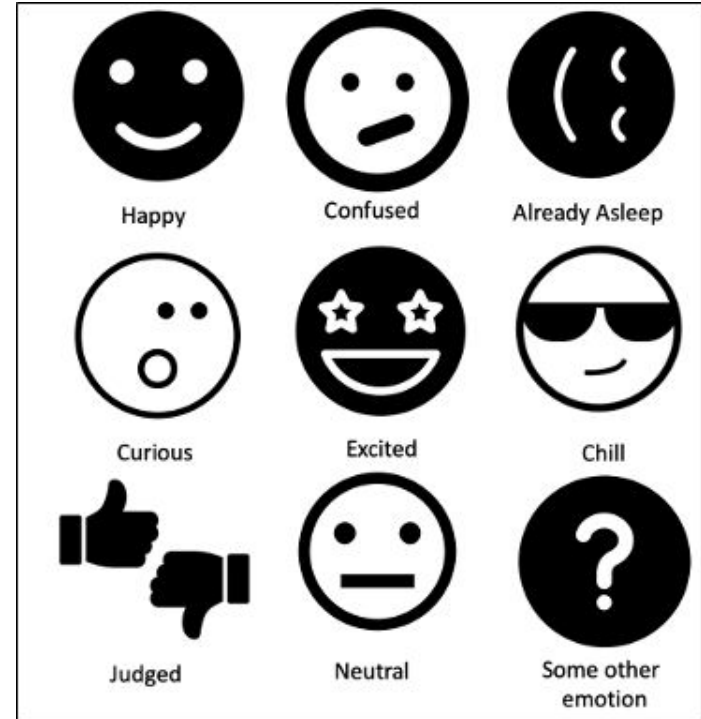


# Welcome! Please put your name and job title in the chat and complete this sentence:

*When I think of  
evaluation, I feel\_\_\_\_\_*



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U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410, or  
fax:  
(833) 256-1665 or (202) 690-7442;  
email:  
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correo postal:  
U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410, o  
fax:  
(833) 256-1665 o (202) 690-7442;  
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# Program Evaluation & Shared Metrics

Isaias Tesfalidet, Project Director, Marylanders Online  
Sandra L Saperstein, Senior Evaluation Consultant, Sharp Insight

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# Session objectives

## After our presentation, you will

1. Describe best practices for digital inclusion evaluation
2. Identify simple strategies for measuring impact with limited staff/data systems
3. Understand how to move toward shared measurement



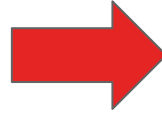


# Best practices for digital inclusion program evaluation

# Best Practice - Reframe Evaluation



Evaluation  
as Judgment



Evaluation  
as Benefit



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# Reframe evaluation by getting everyone on the same page...



1. Start with **evaluation basics**
2. Identify the **positives** of evaluation
3. Ensure everyone has a **consistent understanding** of your program and its potential effects



# 1. PROGRAM EVALUATION BASICS

Program evaluation is the “Use of **systematic data collection and analysis** to assess the **effectiveness and efficiency** of one or more programs, policies, and organizations”

- CDC's Program Evaluation Framework, 2024



# PROGRAM EVALUATION



What do we do?

# PROGRAM EVALUATION



How well do we do it?

What do we do?

# PROGRAM EVALUATION



What difference  
do we make?

How well do we do it?

What do we do?

# Start with evaluation planning

- Identify your **key evaluation stakeholders**
  - Internal team
  - Program participants
  - Partners
  - Funders
  - Legislators and government offices
- **Think through the story you ultimately want to tell**  
and think about how your evaluation activities can help you tell that story

## 2. Program evaluation can help you...



Support efficiencies



Test your assumptions



Improve programs

## 2. Program evaluation can help you...



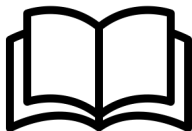
Support efficiencies



Showcase your positive findings



Test your assumptions



Tell the story of your program



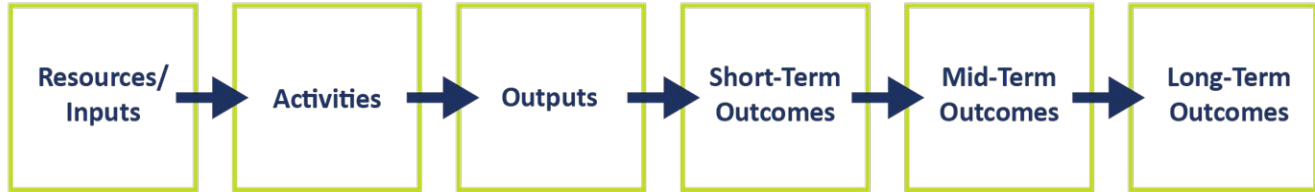
Improve programs



Secure funding

### 3. Ensure your team has a solid understanding of the program

*How? Learn to love a logic model*



# LOGIC MODEL

A logic model is a **graphic depiction** that helps organizations make the **connection between what you do and what difference you make**

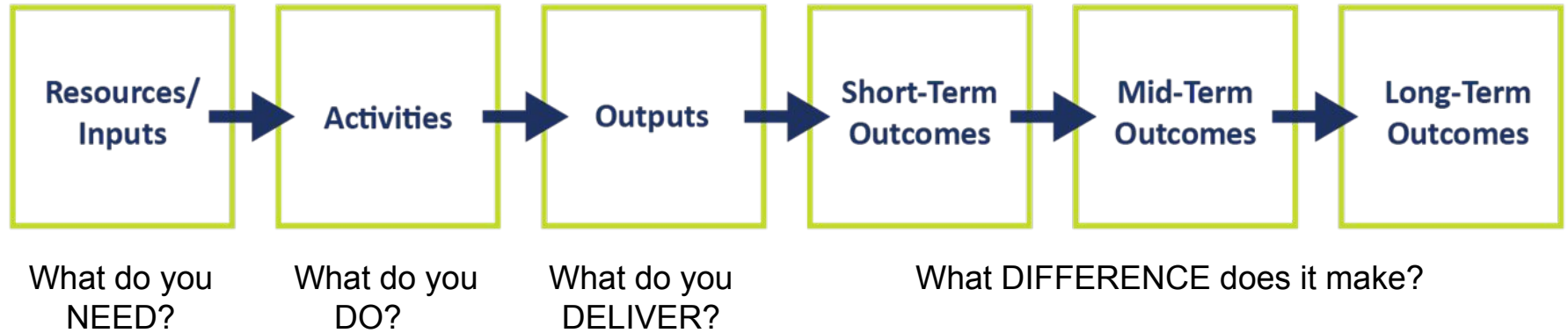
- ✓ **Creates a common vocabulary** around your program and success
- ✓ **Provides the foundation** for evaluation



# Building Blocks of a Logic Model



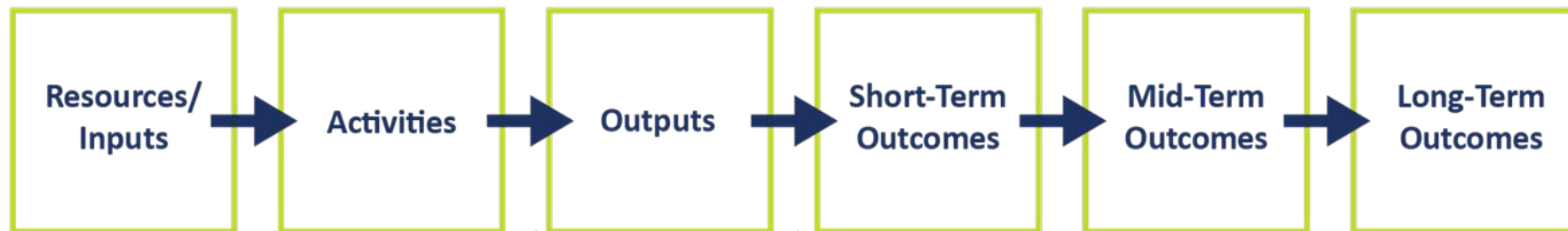
# Building Blocks of a Logic Model



# LOGIC MODELS SHOULD BE LOGICAL

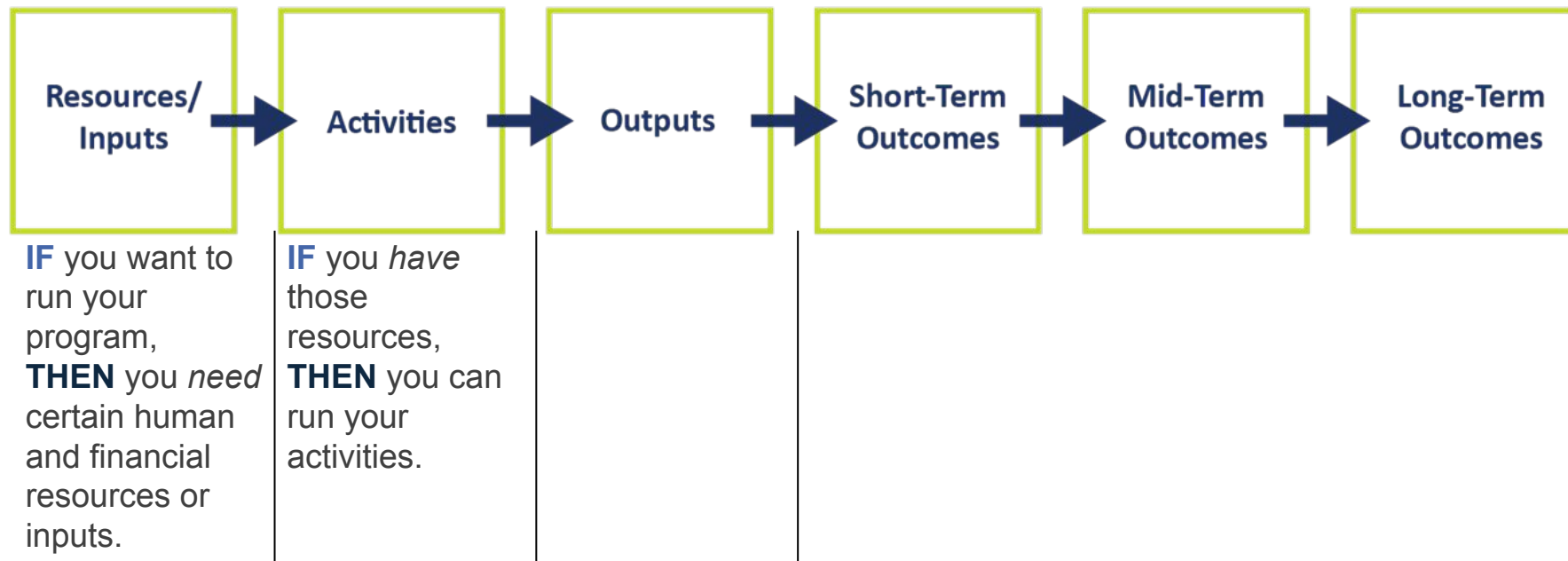
A logic model is simply a series of **IF-THEN** statements.

# Logic Model Logic

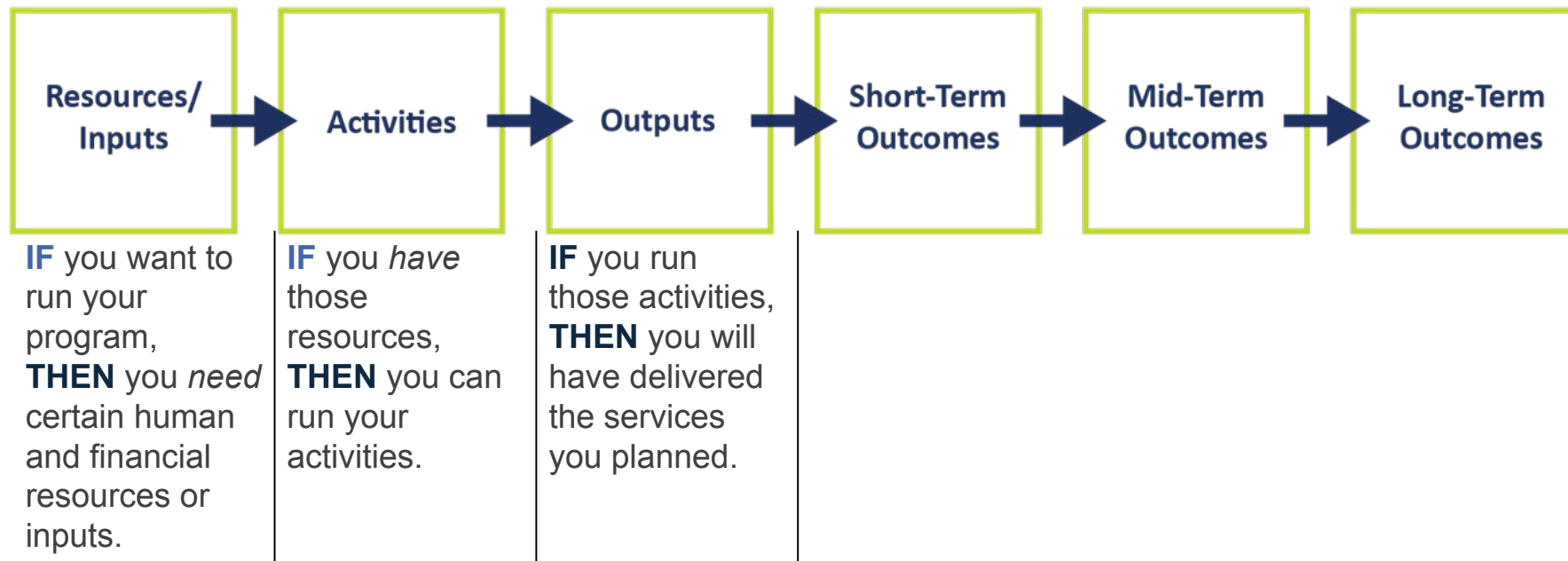


**IF** you want to run your program,  
**THEN** you *need* certain human and financial resources or inputs.

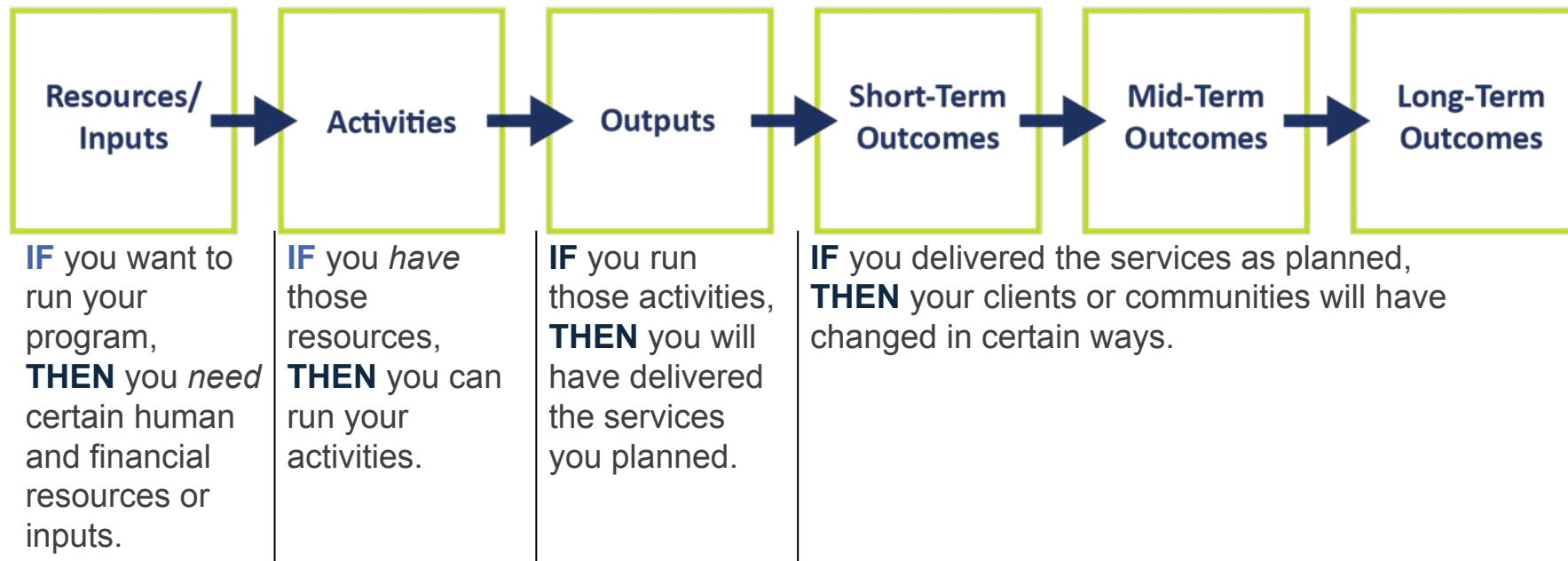
# Logic Model Logic



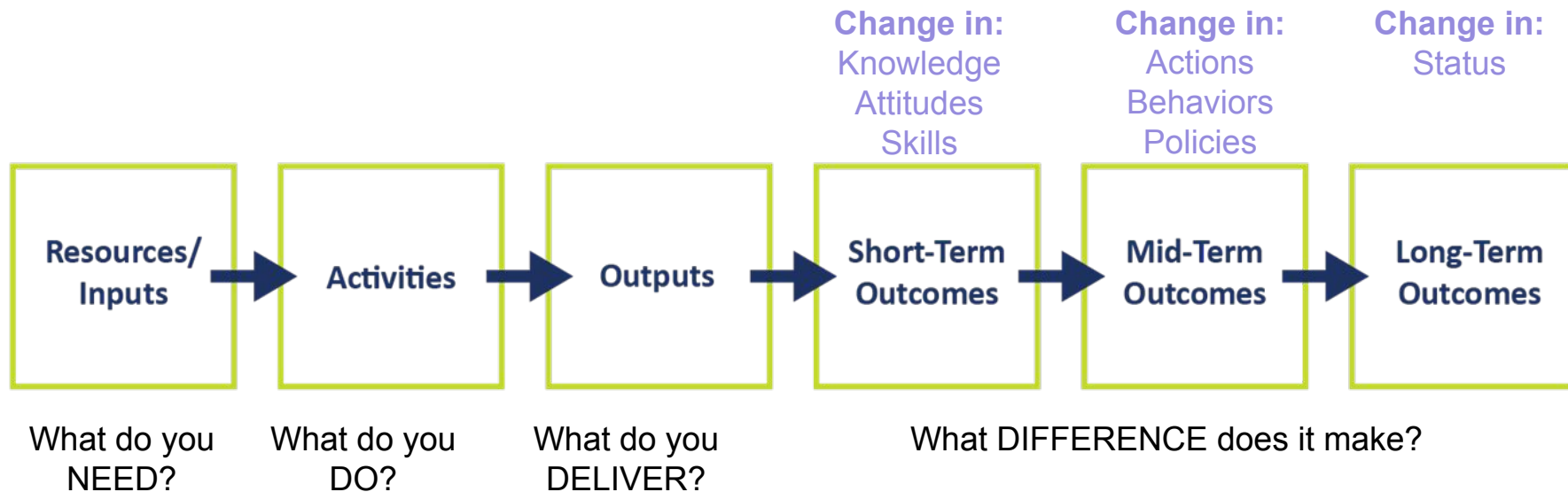
# Logic Model Logic



# Logic Model Logic



# Logic Model: Outcomes

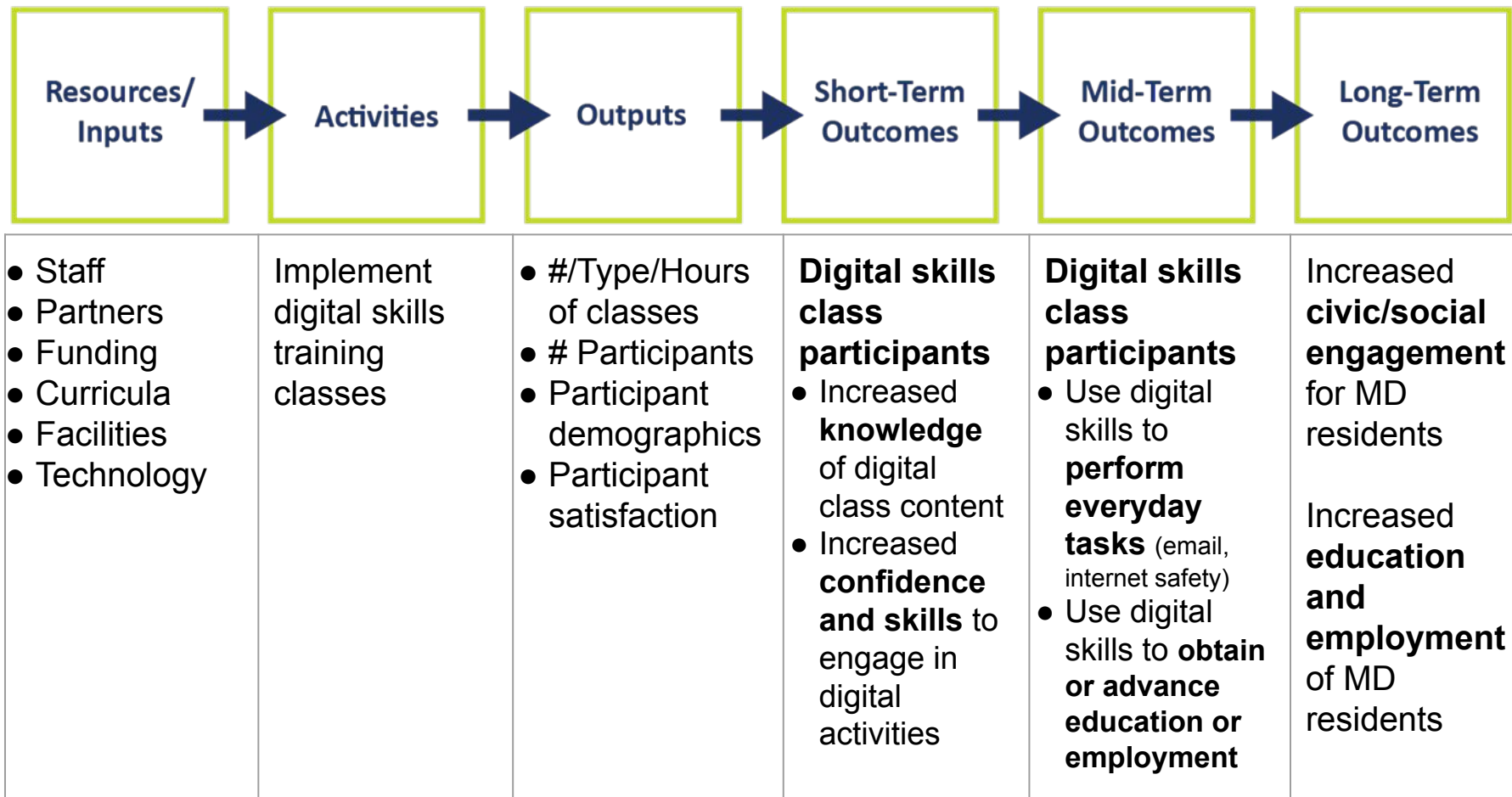





# Long term outcomes

- Changes in status
  - Health
  - Employment/workforce development
  - Civic/Social engagement
  - Education
  - Ability to access essential services

# Sample Logic Model for a Digital Skills Training Class





## Objective 2: Tips for measuring impact with limited staff/data systems

# Best Practice - **Be realistic, not idealistic**

## *How?*



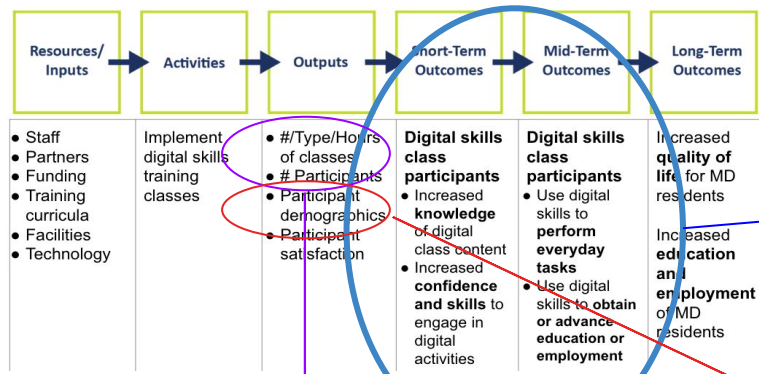
- **Think through** what you'd like to measure
- **Be clear about what's realistic**, given your staffing, resources, and funder requirements



# Ethical data collection

- Participating should be completely **voluntary**
- Protect participant **privacy**
  - Don't collect identifying information if not required
- Be mindful of **participant burden** - keep it short
  - Focus on “need to know”

# Let your logic model drive data collection



2. How much do you agree or disagree with these statements? <i>After taking today's class,</i>	Strongly disagree	Disagree	Agree	Strongly Agree
I know more about how to use the Internet, my computer/device, or software (like programs or apps).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know more about where I can get help to use the Internet or my computer/device, phone, or tablet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident I can use the skills I learned today at home, school, or work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to use what I learned today at home, school, or work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Digital Skills Class Tracking**

File Edit View Insert Format Data Tools Extensions Help

Search Menu 100% 123 Default... 10 B I A

	A	B	C	D	E	F	G
1	Date	Class Title	Instructor	Number of Sessions	Hours per Session	Total Hours	Number of Participants
2	1/15/25	Introduction to Email	MS	1	1.5	1.5	10
3	1/31/25	QR Codes	JP	1	1.5	1.5	6
4	2/15/25	Online safety	JP	3	1	3	18
5							
6							
7							
8							
9							

How old are you?

- ☐ Younger than 18  
☐ 19 - 64  
☐ 65 or older

What's your highest level of education?

- ☐ Some high school  
☐ High school graduate  
☐ Some college  
☐ Associate's or technical degree  
☐ Bachelor's degree or higher

# Create a tracking spreadsheet

- **Track your outputs**
  - Date of classes
  - Titles/topics
  - Length of classes/total hours
  - Number of attendees
- **Log any follow-ups** you have with participants, including spontaneous emails/conversations, that speak to your mid- and long-term outcomes
  - How are they using their skills?
  - Did they get a job or go back to school?

# Think about research design for outcomes

- Having a **Control Group** or even a **One Group Pre-Post** would be amazing, but not realistic (for most)
- **Post-Only survey or interviews** - Most realistic, given time and resource constraints
  - After attending this class, I know more about...
- **Longer-term follow-up** - Did they get a job? Engage in online banking? Pursue education?
- **Showing return on investment** - Ultimate goal



# Developing your measurement tools

- See if anything already exists
- Consider both quantitative and qualitative data
  - Quantitative - Numerical data
    - “87% of participants strongly agreed that they developed new skills”
  - Qualitative - Words or stories
    - “I’m now able to access my patient portal to set up appointments and email my doctor”

# Know your audience

- Think about the reading abilities of your audience and use plain language
- Provide surveys in
  - Online and paper formats
  - Alternate formats for people with disabilities (e.g., large print)
  - Primary language that your audience speaks

# Use Low or No-Cost Tools

**Google Forms** - free, requires participant use of technology

**Paper surveys** - but require staff for data entry

**On the wall surveys** - requires summation

**Digital Skills Class Survey**

sandy@sharp-insight.com [Switch account](#)

Not shared

How much do you agree or disagree with the following?

	Strongly disagree	Disagree	Agree	Strongly agree
The presenter was an effective teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this class to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree or disagree with the following?

After taking today's class,

	Strongly disagree	Disagree	Agree	Strongly agree
I know more about how to use job application sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more confident that I can successfully apply for jobs online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Digital Skills Class Participant Survey**

We'd like your feedback on the class you attended. The survey does not ask your name so no one will know what you say. Some questions ask about your use of computers and the Internet. This information will help us understand who comes to our classes so we can make our classes better.

Program/Workshop Leader: \_\_\_\_\_

Your Zip Code: \_\_\_\_\_

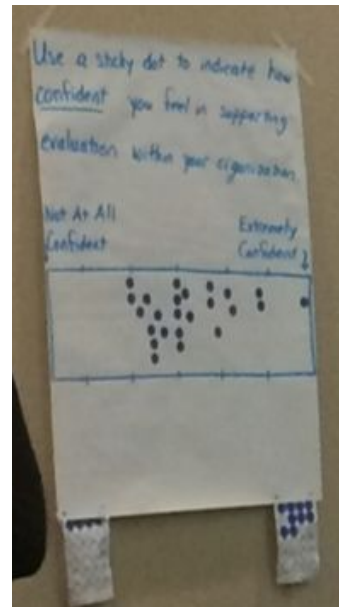
Date: \_\_\_\_\_

1. How much do you agree or disagree with these statements?	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The presenter was effective in communicating the content of the workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presenter was responsive to participant concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presenter was well prepared for this workshop or program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned a lot from this workshop or program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, this presenter was an effective teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the class provided me with information that I can use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How much do you agree or disagree with these statements?	Strongly disagree	Disagree	Agree	Strongly Agree
After taking today's class, I know more about how to use the Internet, my computer/device, or software (like programs or apps).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know more about where I can get help to use the Internet or my computer/device, phone, or tablet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident I can use the skills I learned today at home, school, or work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to use what I learned today at home, school, or work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


3. Please give us any comments or suggestions you might have about this workshop or program

4. Are there any other computer or Internet-related classes that you would like to take?



# Provide orientation/training for your staff

- Tell them **WHY** you're evaluating the program
  - Start with evaluation basics and benefits
- Explain **HOW** and **WHEN** the evaluation will be conducted and what their responsibilities are
  - Provide a script and ensure time for survey administration before the class ends
- Ensure they have **WHAT** they need
  - e.g., Link & QR code to the survey tool; printed copies, pens & a manila envelope; sticky dots, markers, & flip charts
- **FOLLOW UP** to ensure completion and to identify any issues



## Objective 3: Moving to shared measurement

# Shared Measurement

- Collaborative framework that allows different groups to systematically collect and report data using standardized metrics and methods
- Practice of how best to do this is still developing ([Cabaj, 2017](#))

# Key steps

- Form an **advisory group** - ideally those with real experience in the work
- Determine the **current state of measurement** for your area
  - What is already being collected?
  - What instruments are being used?
  - How is the data collected?
  - How is it stored?
  - What is working well and what is challenging?
- Conduct a **wider scan** - What is being done elsewhere?
- Develop **guiding documents** - framework, logic model, definitions
- **Create measures** - based on previous steps
- **Get feedback** on whether measures are feasible and relevant
- **Standardize** with clear definitions for key terms
- Develop **supporting resources**

# Statewide Digital Equity Plan - Vision & Principles

- **Vision - essential elements:** Access to affordable, reliable internet connectivity at home, computing device and the opportunity to maintain it (accessible devices for those that need them), Opportunity to learn digital skills, tools and information to be safe online, online State resources that are accessible and usable
- **Core principles:** Inclusivity and accessibility, equitable access, community engagement and collaboration, sustainability, data-driven decision making
- Identifies **priority populations** - Individuals who are/have:
  - Aging, incarcerated, racial or ethnic minorities, rural residents, disabilities, language barriers, low-income, and veterans



# Alignment with existing efforts to improve outcomes

- **Focus on key outcomes:** economic and workforce development, education, health, civic and social engagement, and delivery of essential services
- **Identifies** key agency partners, corresponding plans, goals/priorities, and digital equity alignments - some examples:
  - Economic and workforce development
    - **Agency partners:** OSB, MD Labor & partners
    - **Plan:** “Capital Projects Fund, 2023 Report,” OSB & MD-WIOA State Plan 2020-2024
    - **DE alignment:** 6 key areas (Enhancing Employability, Closing Skill Gaps, Inclusive Participation, Preparing for Future Jobs, Fostering Economic Growth, Community Development)