

# PEPH Evaluation Metrics Manual Education and Training Chapter

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October 26, 2010



## Why create a PEPH Evaluation Metrics Manual?

- PEPH Stakeholders identified evaluation metrics as a clear need:
  - RFI & Workshop, 2008
- Outreach and translational components of projects are difficult to measure
- Need logic models, approaches, and tangible metrics to use in both planning and evaluation
- Establish a common language around activities, outputs, and impacts among those involved in PEPH projects

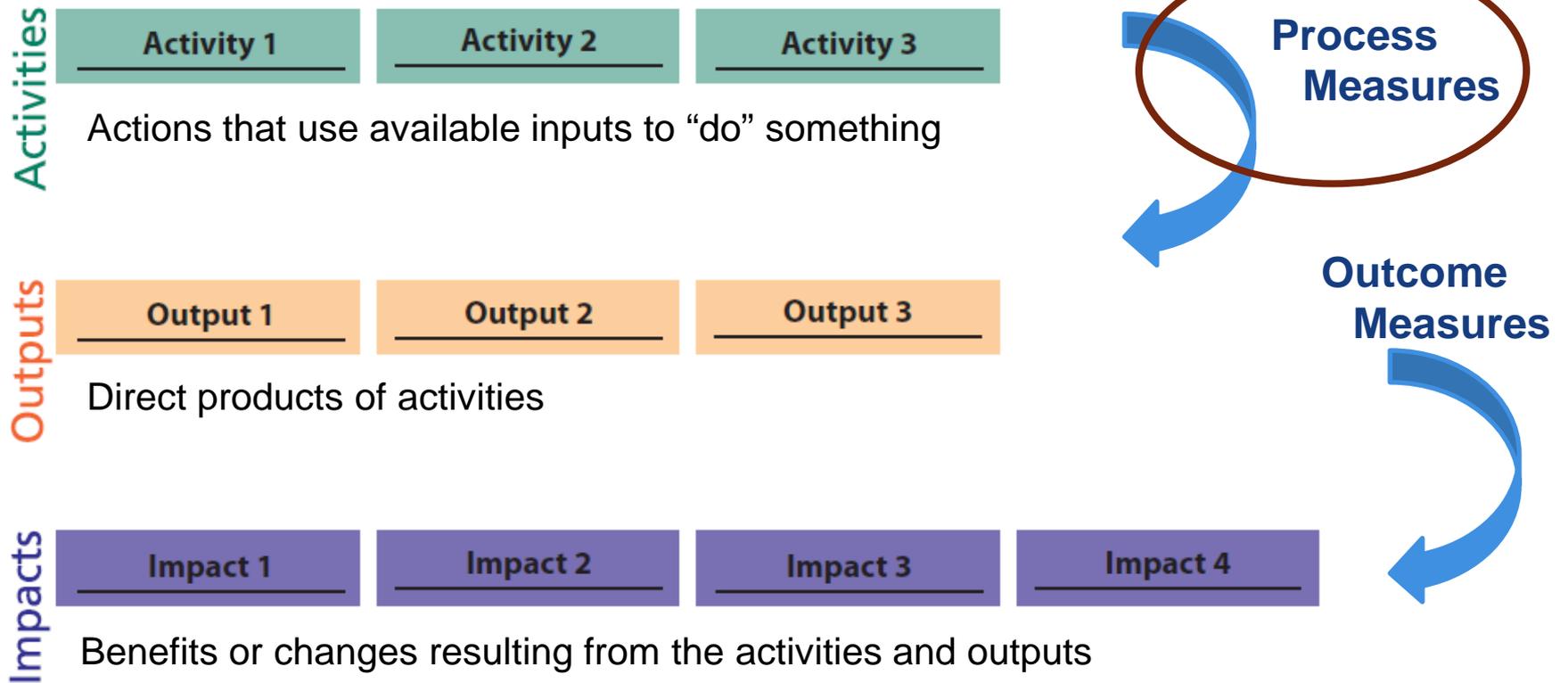
## What do we mean by “metrics”?

- METRIC = a measure of magnitude (or another characteristic)
  - An inch is a metric for length
  - Length is a characteristic of an object – e.g., a projection screen
- All metrics are not equal; some are much easier to understand and apply than others
  - It is more challenging to think about how to measure the magnitude of a partnership or an education program
  - A key step to define your metrics is to define the characteristics of what you are trying to measure
  - “Indicators” (both quantitative and qualitative)

## Logic Models

- A logic model typically describes how a program is expected
  - to utilize various resources (*inputs*)
  - conduct a range of *activities*
  - to produce a series of products (*outputs*)
  - which in turn result in benefits (*impacts*)
- Logic models can contain many layers of information but there is no single format that a logic model should take

## Example Logic Model



## Metric development

- Metrics can be developed for any component of a logic model
- Metrics are established based on the goals and components of a program
- The manual provides examples of metrics for each component of each example logic model

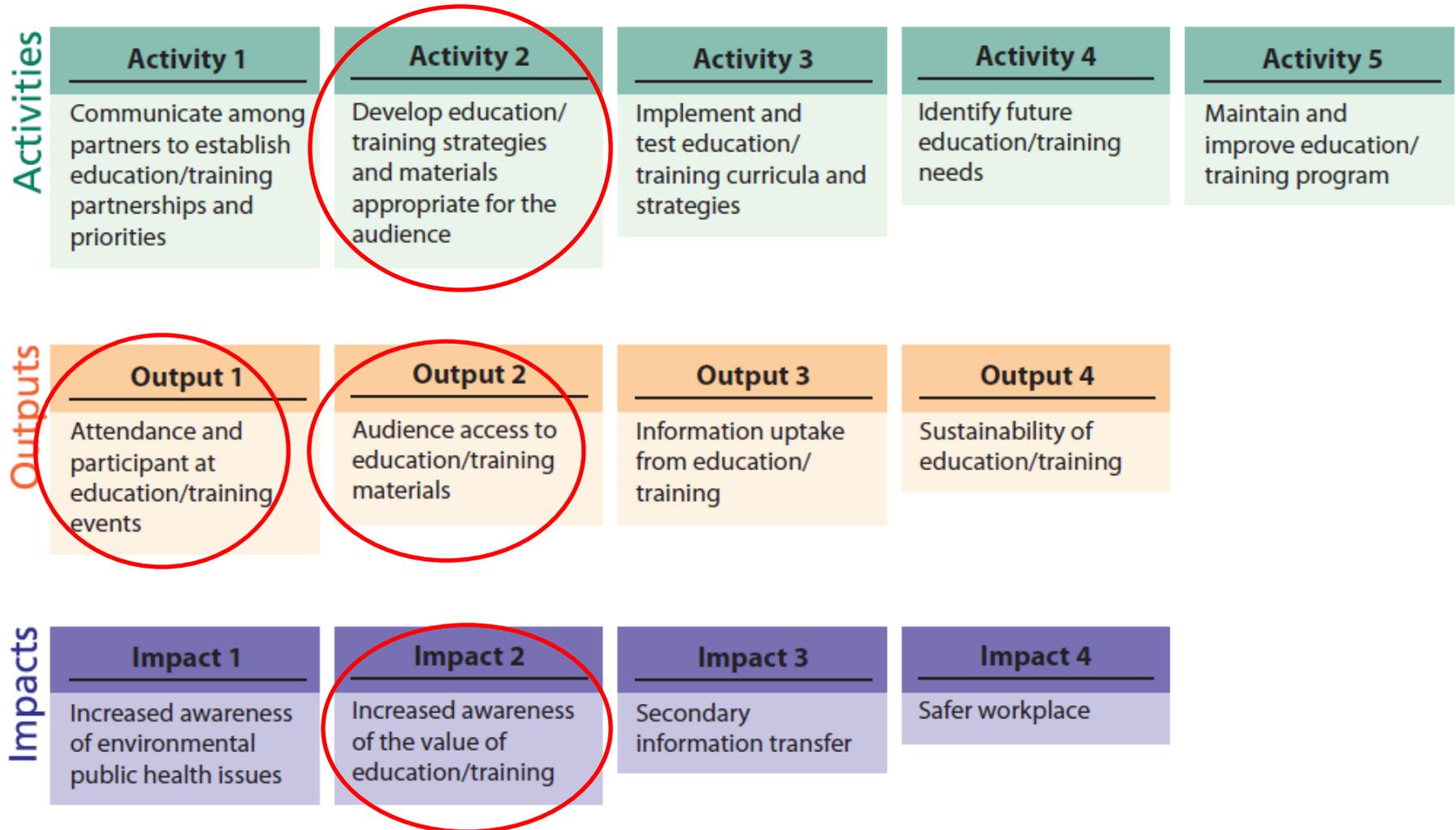
## How did we develop the manual?

- Discussions with NIEHS staff
  - Prioritized PEPH program activity areas (for metrics)
  - Gathered program literature
- Discussions with subject experts (grantees from a wide range of different programs)
  - Asked how grantees gauge success
- Literature review
  - Programmatic literature (summaries, websites, previous evaluation efforts)
  - Peer reviewed articles, book chapters, etc.
  - Web searches
- Synthesized common measures across programs and areas
- Drafted logic models, approaches, metrics for each area

# Evaluation Metrics Manual Chapters

- 1. Introduction**
- 2. Partnerships**
- 3. Leveraging**
- 4. Products and dissemination**
- 5. Education and training**
- 6. Capacity-building**
- 7. Evaluation**

## Education and Training Logic Model (draft)



## **A2: Develop education/training strategies and materials appropriate to audience (activities and approaches)**

- Identify and prioritize target audiences
- Survey characteristics of the target audience
- Determine levels of comprehension and appropriate communication strategies
- Test and refine materials with target audiences

## A2: Develop education/training strategies and materials appropriate to audience

- Needs and Makeup of Community
  - Cultural sensitivities
  - Language, literacy and educational levels
- Participants involved in the development of products for education/training
  - Productivity of meetings/interactions
  - Growth in partner abilities
- Education and training materials developed
  - Communication media used
  - Accessibility of education and training materials



## O1: Attendance and participation at educational and training events (approaches and activities)

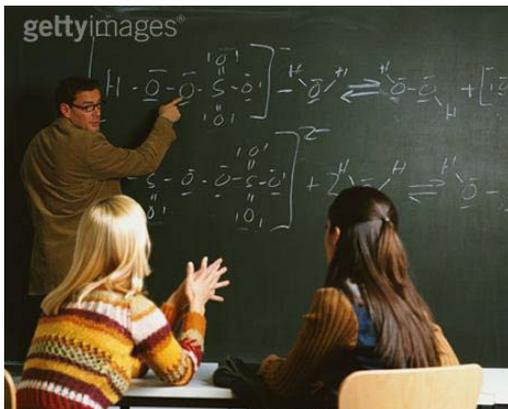
Use of:

- Rosters
- Attendance Sheets
- Formal Registration
- Distribution of materials (large scale events)



## O1: Attendance and participation at educational and training events

- Number of participants at educational and training events
- Regularity of training and educational events
- Degree that actual trainees matched the intended audience
- Number and type of materials distributed (curricula, manuals, handouts, presentations, etc)

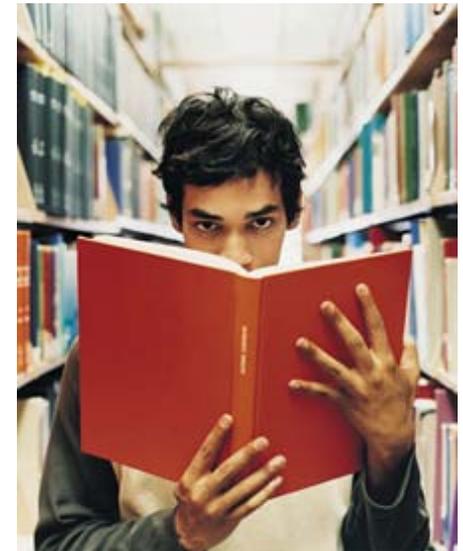


## O2: Audience access to education/training materials (activities and approaches)

- Assess the ability of trainees and students to participate.
- Assess the ability of trainees and students to understand and absorb the materials. Is there a basic level of scientific or environmental health literacy that prevents students from understanding messages?

## O2: Audience access to education/training materials

- Efforts made to increase access of participants to training and educational events
- Efforts made to increase access to the information provided in materials
- Number and types of education and training materials/curricula provided
- Number of materials accessed or obtained through various forms of dissemination (distributed in hard copy, downloaded from websites, accessed through mobile phone, etc)



## I2: Increased awareness of the value of education and training (approaches and activities)

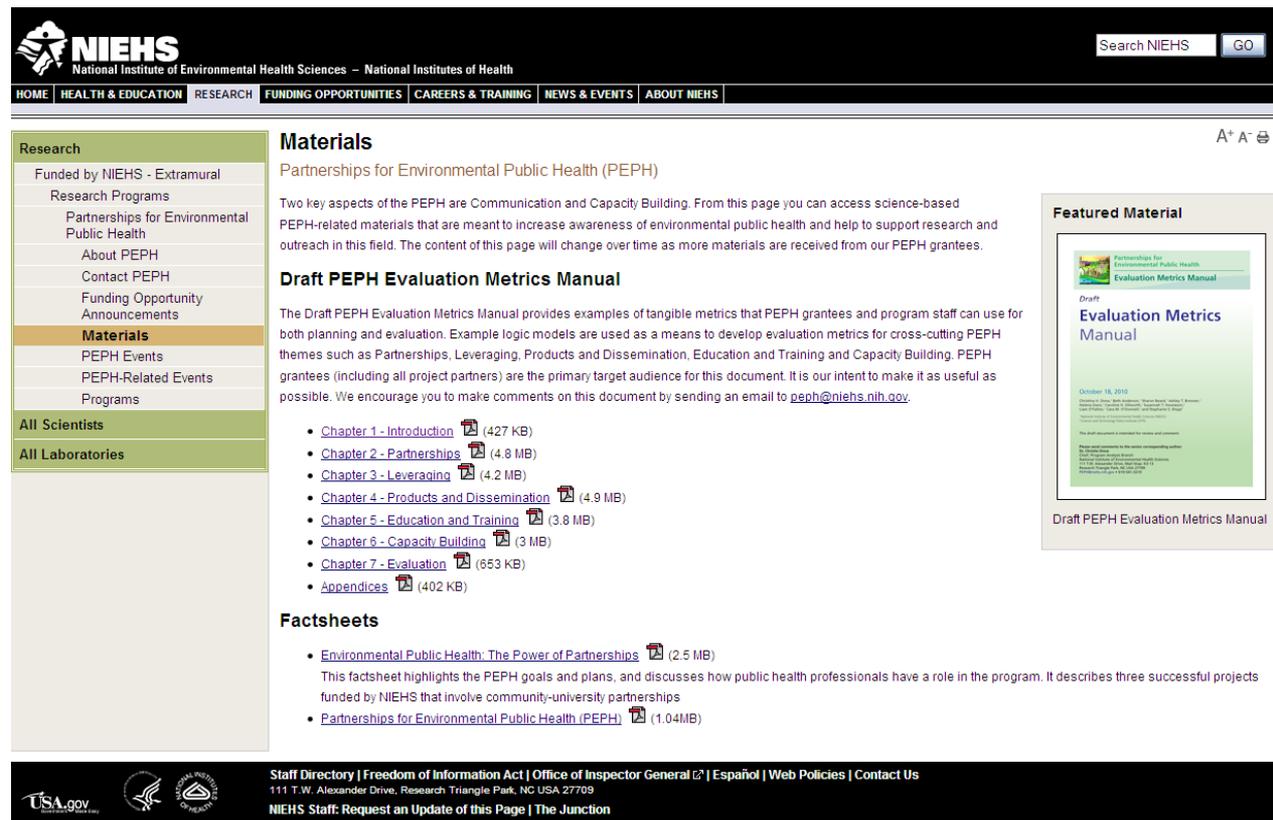
- Collecting information from surveys
- Collecting personal comments and anecdotes from trainers, educators, and students
- Collecting data from recipients of secondary information

## I2: Increased awareness of the value of education and training

- Evidence of increased value of knowledge
  - Increased knowledge/skill set demonstrated in the workplace
  - Participant attendance at additional training activities
- Evidence of increased interest in education
  - Enrollment of participants in courses or training outside of PEPH
  - Participation of trained/educated individuals in additional events of PEPH interest.
- Evidence of personal gain
  - Participant descriptions or testimonials that describe anticipated uses of knowledge/skills
  - Descriptions of benefits gained by participants (e.g., surveys, stories)

## Next Steps

- Chapters are available (<http://www.niehs.nih.gov/research/supported/programs/peph/materials/index.cfm>)
- Comments welcome: [PEPH@niehs.nih.gov](mailto:PEPH@niehs.nih.gov)
- Working on a review form to collect comments
  - What works?
  - What doesn't work?
  - How will you use it?
  - More examples?
- PEPH Webinar to be scheduled
- Chapters will be revised based on comments and feedback



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- Programs

All Scientists

All Laboratories

**Materials**

Partnerships for Environmental Public Health (PEPH)

Two key aspects of the PEPH are Communication and Capacity Building. From this page you can access science-based PEPH-related materials that are meant to increase awareness of environmental public health and help to support research and outreach in this field. The content of this page will change over time as more materials are received from our PEPH grantees.

**Draft PEPH Evaluation Metrics Manual**

The Draft PEPH Evaluation Metrics Manual provides examples of tangible metrics that PEPH grantees and program staff can use for both planning and evaluation. Example logic models are used as a means to develop evaluation metrics for cross-cutting PEPH themes such as Partnerships, Leveraging, Products and Dissemination, Education and Training and Capacity Building. PEPH grantees (including all project partners) are the primary target audience for this document. It is our intent to make it as useful as possible. We encourage you to make comments on this document by sending an email to [peph@niehs.nih.gov](mailto:peph@niehs.nih.gov).

- [Chapter 1 - Introduction](#) (427 KB)
- [Chapter 2 - Partnerships](#) (4.8 MB)
- [Chapter 3 - Leveraging](#) (4.2 MB)
- [Chapter 4 - Products and Dissemination](#) (4.9 MB)
- [Chapter 5 - Education and Training](#) (3.8 MB)
- [Chapter 6 - Capacity Building](#) (3 MB)
- [Chapter 7 - Evaluation](#) (653 KB)
- [Appendices](#) (402 KB)

**Factsheets**

- [Environmental Public Health: The Power of Partnerships](#) (2.5 MB)  
This factsheet highlights the PEPH goals and plans, and discusses how public health professionals have a role in the program. It describes three successful projects funded by NIEHS that involve community-university partnerships
- [Partnerships for Environmental Public Health \(PEPH\)](#) (1.04MB)

**Featured Material**

Partnerships for Environmental Public Health  
Draft  
**Evaluation Metrics Manual**  
October 18, 2010  
Draft PEPH Evaluation Metrics Manual

Draft PEPH Evaluation Metrics Manual

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