



3rd PEACE CONFERENCE  
Sept. 18, 2008

# Developing an Evaluation Piece

Evaluation Team



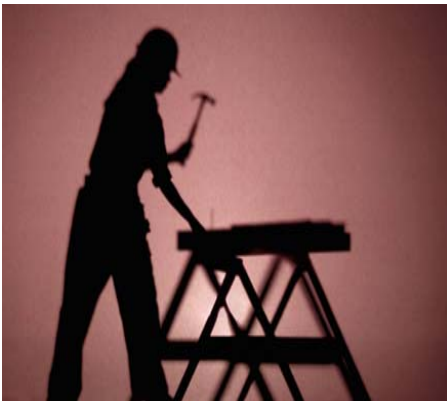
# Objectives



- *Gain* a better understanding of the role of evaluation in prevention efforts
- *Delineate* between process evaluation and outcome evaluation

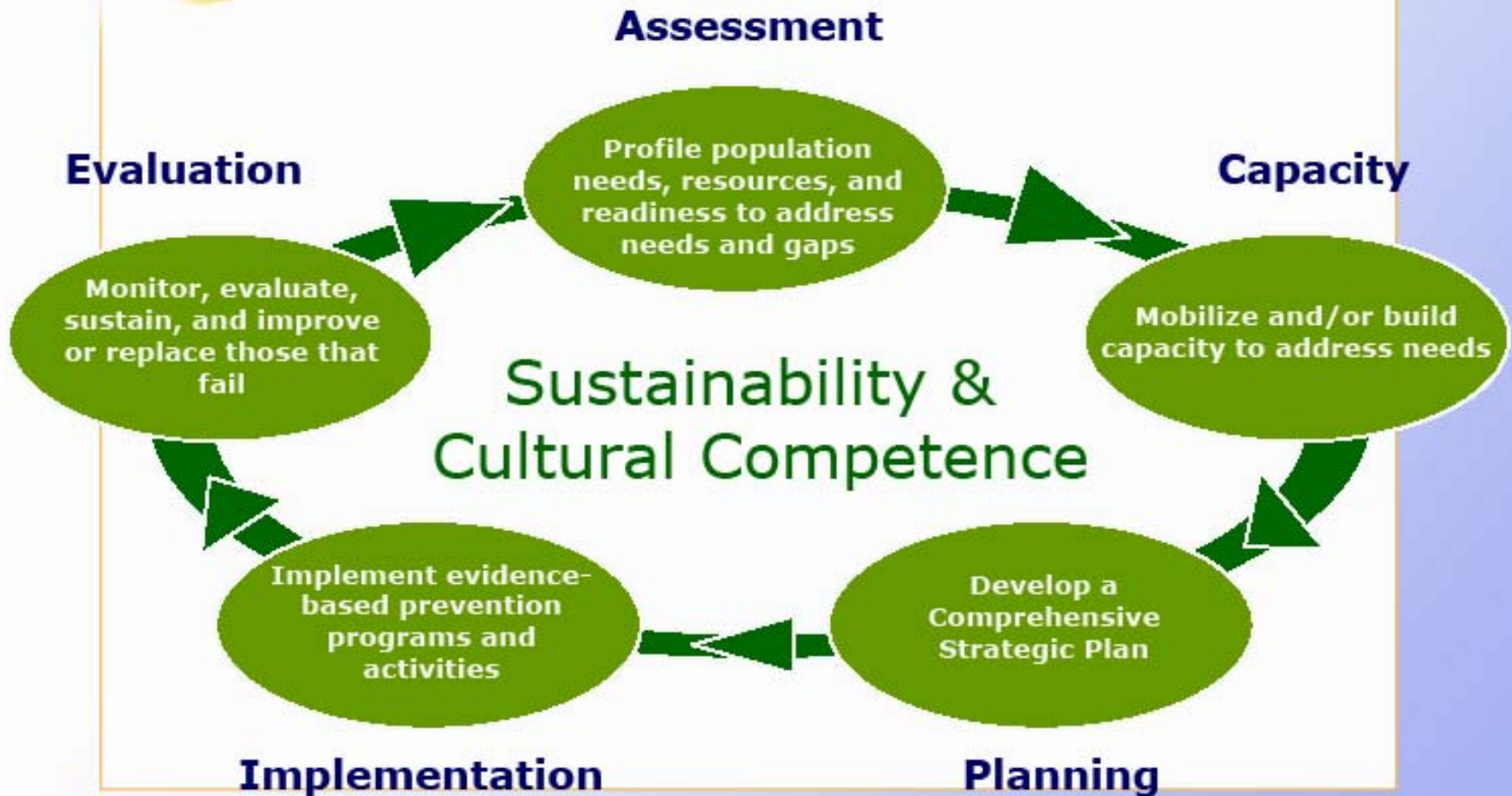
# Objectives

- *Identify* data sources that will guide you in evaluation planning
- *Build* your capacity to develop a program evaluation plan



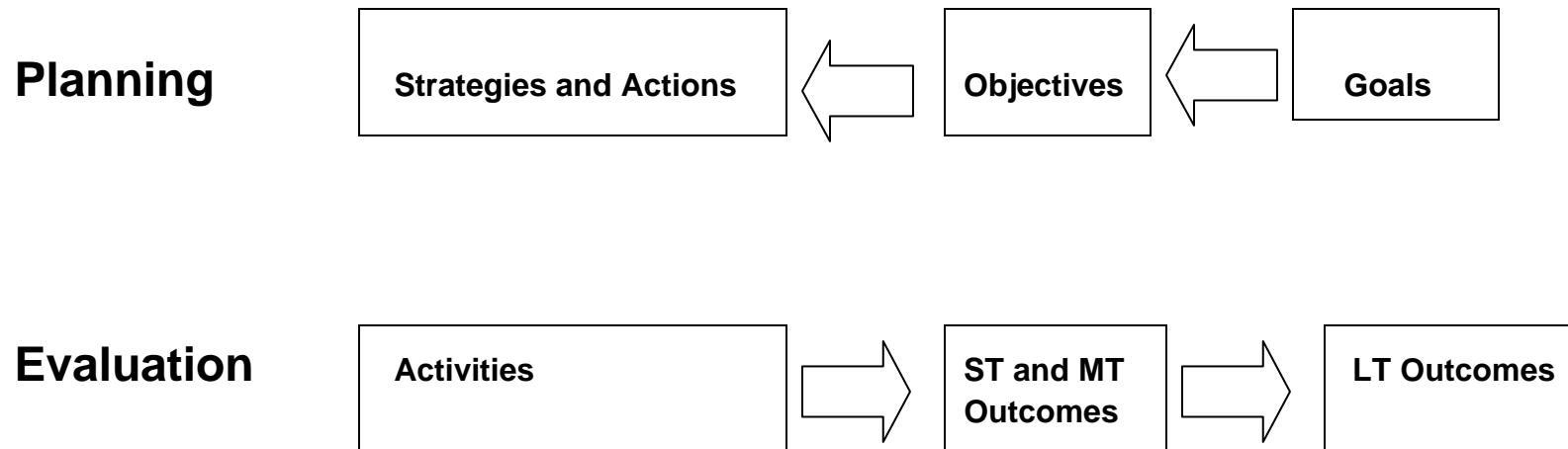


## Strategic Prevention Framework Steps



# Critical relationship

Planning and evaluation as companion processes





## SPF Step #4 Implementation

- Implementation involves:
  - Taking action guided by the Strategic Plan created in Step #3 of the SPF
- The use of a prevention or treatment intervention in a specific community-based setting with a particular target audience



## **SPF Step #4 Requirements Implement Infrastructure Development Activities**

- Community Requirements:
  - Use the findings of needs assessments to guide selection and implementation of evidence-based policies, programs, and practices
  - Strategies must be evidence-based
    - National Registry of Evidence-Based Programs
    - Peer-reviewed journal publication with proven effectiveness
    - Documented effectiveness



## Choosing Strategies

- Must address the problem identified
- Must address the causal factor(s) believed to be involved
- "Evidence-based" stands in contrast to approaches that are based on tradition, convention, belief, or anecdotal evidence.

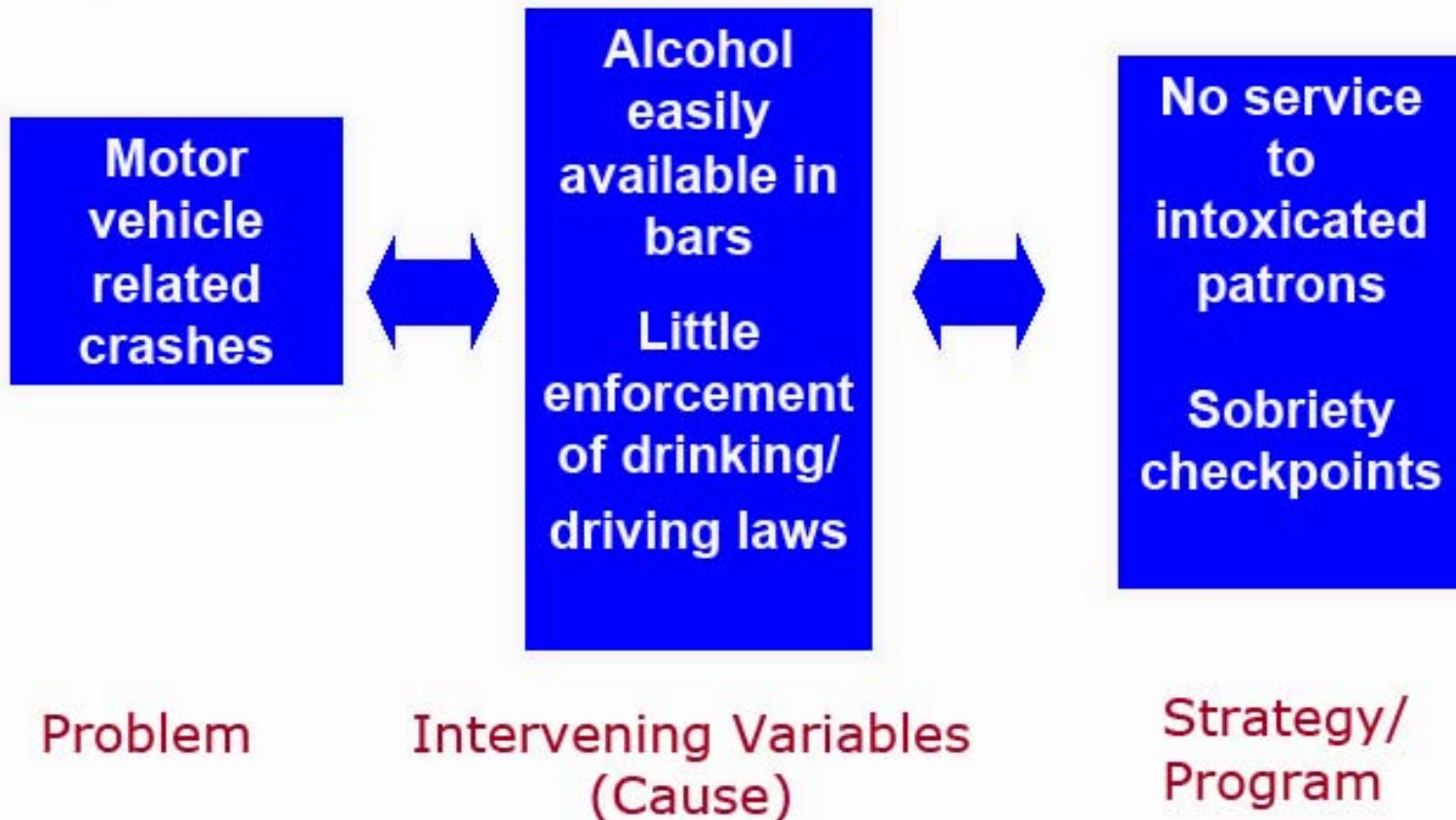


## Causal Factors (Examples)

- Community Level Factors
  - Availability of substances
  - Promotion of substances
  - Social Norms regarding use
  - Enforcement of Policies and Social Norms
- Individual Level Factors
  - Perceptions of risk
  - Perceptions of harm



## Outcomes-Based Prevention - Strategy Matches Problem and Cause





## Outcomes-Based Prevention - Strategy Does Not Match Problem and Cause





## Comprehensive Analysis for Planning

Related Problems

High rate of alcohol-related crashes

Substance Use

High rates of binge drinking

High rates of drinking and driving

Causal Factors

Low perceived risk of alcohol use

Social norms encouraging binge drinking

Little enforcement of drinking and driving

Strategies

Curriculum to increase knowledge about risk

Media campaign to correct perceptions of 'normal' consumption

Checkpoints



## Key Outcomes for Step # 5

- Evaluation Report and updates
- Recommendations for quality improvement

# STEP 5: EVALUATION

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Systematic collection of data about program activities, characteristics, and outcomes to be used for monitoring implementation, improving effectiveness, and making decisions.

# Continuous and ongoing

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Evaluation is an ongoing process that \_\_\_\_\_ as soon as the idea for a program is conceived, . . . interweaves with program activities \_\_\_\_\_ the life of the program, . . . and \_\_\_\_\_ after the program is finished.



***It's not the  
knowing that  
is difficult,  
but the  
doing.***

**Chinese  
Proverb**

# DON'T PANIC!



# Types of program evaluation



## Process Evaluation –

Documenting program implementation (while ongoing)

## Outcome Evaluation –

Documenting effects that you expect to achieve after the program is implemented

# Why evaluate?



- Monitor progress
- Determine desired progress on outcomes
- Permit comparisons among groups
- Justify funding support
- Improve process of implementation
- Ensure resources go to programs that work

# Why evaluate?

Evaluation is critical in prevention because it tells us:

- What works
- What doesn't work
- What to improve
- How to improve it



# Evaluation Action Plan

Evaluation Questions	Information Required	Data Source	Methods of Data Collection	Key Findings	Use of Evaluation Results

# **DESIGNING AN EVALUATION**



**Clarify PURPOSE of  
evaluation that leads  
to...**



**QUESTIONS that  
require...**



**INFORMATION and  
data obtained from...**



**METHODS**

**PURPOSE**



**QUESTIONS** that meet  
the evaluation...



**INFORMATION** and data  
that answer...

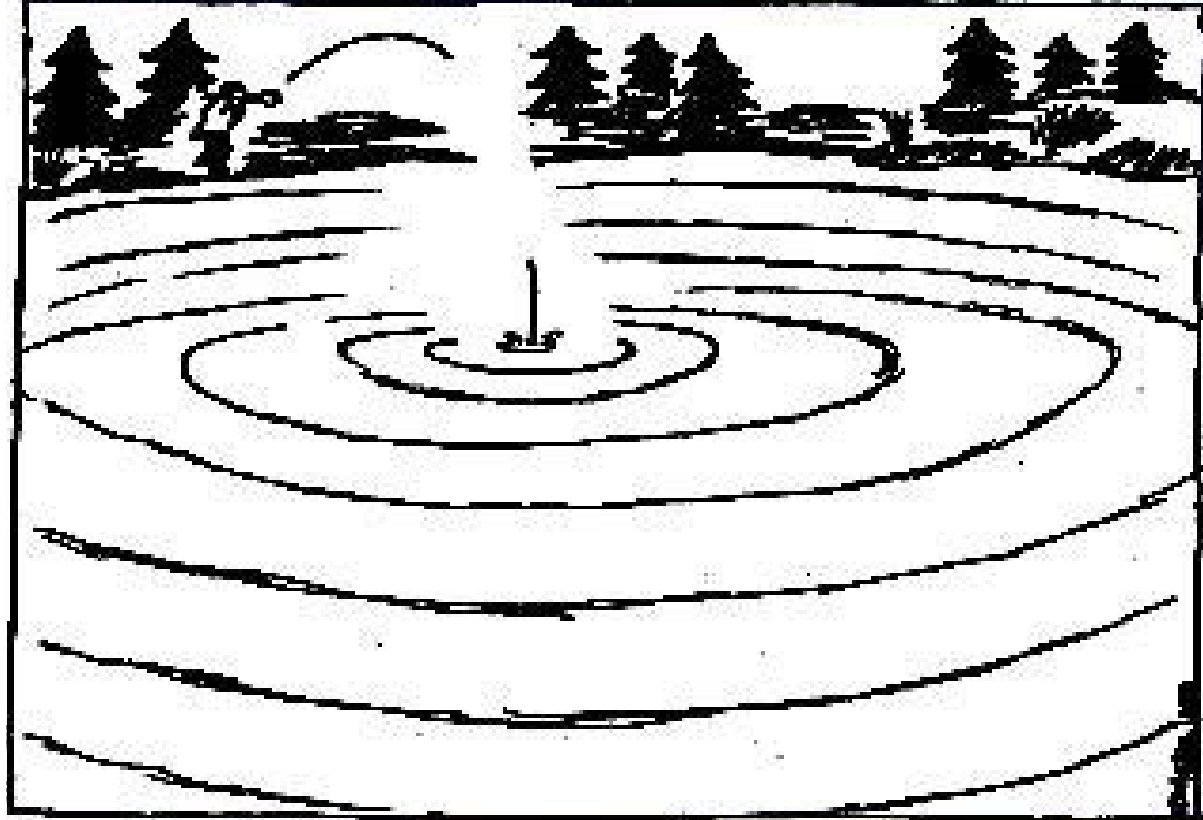


Use **METHODS** to  
obtain...



**CONDUCTING  
AN EVALUATION**

# Outcomes as Results



## Evidence-based

Approaches to prevention or treatment that are based in theory and have undergone scientific evaluation. "Evidence-based" stands in contrast to approaches that are based on tradition, convention, belief, or anecdotal evidence.

# Outcomes



- the tangible results of a program
- ultimately what we want to achieve with the program
- what we need to measure to know if we are achieving what we want to achieve
- short, medium, or long term

# Why process evaluation?



- **Did the program/policy meet its process objectives?**
- **Was the program/policy implemented as planned?**
- **What were the type and volume of services provided?**
- **Who was served among the population at risk?**

# Why outcome evaluation?

- **Did the program/policy meet its outcome objectives/goals?**
- **Did the program/policy make a difference?**



# Which methods work best?

Choose methods that are suitable for the goal of the evaluation and that will produce the type of information you are looking for.



# Some sources of evaluation data



Who might you survey or interview?

*People*

What might you observe?

*Observations*

Which documents might you analyze?

*Documents*

# Quantitative and Qualitative

Quantitative methods are ways of gathering objective data that can be expressed in numbers

Qualitative methods are generally open-ended and determines attitudes, knowledge level and beliefs

*Quantitative* data can show what is happening while *qualitative* data can show why it is happening.

# Quanti and Quali Data

Quantitative	Qualitative
Frequency counts	Anecdotal evidence
Checklists	Case studies
Surveys	Focus groups
Pre-post tests	Key informant interviews
Analysis of existing statistics (secondary data) E.g. epi profile	Field observations
	Document review

# Benefits of Quantitative Methods

- Standardized
- Succinct
- Easily aggregated for analysis
- Systematic
- Easily presented in short space
- Generalizability is widely accepted

# Benefits of Qualitative Methods

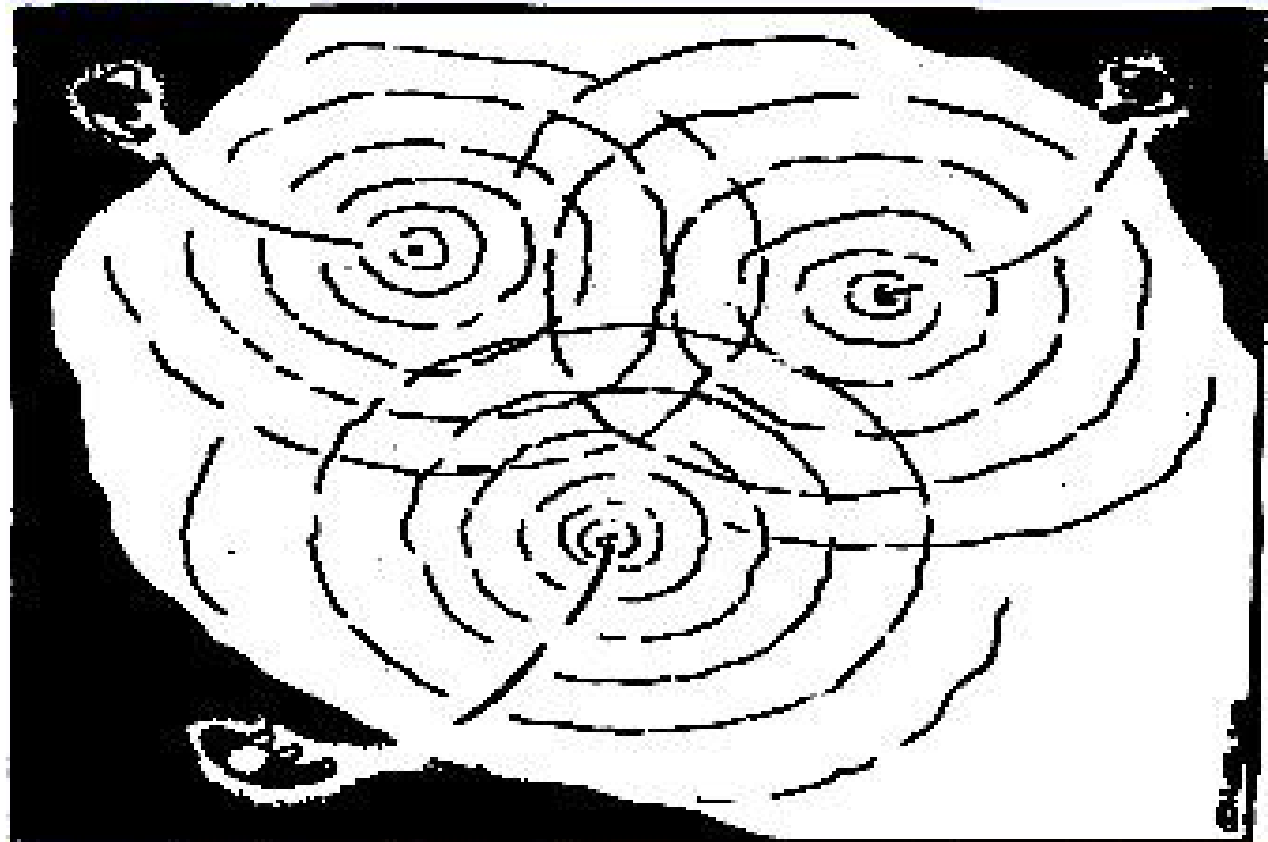


- Detailed and variable
- Unanticipated benefits and/or concerns are possible
- Offer explanations for short-term outcomes
- Help generate new ideas and/or theories

# Assessing program outcomes

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**...in  
real life**



# Evaluation components -- handout



*Component 1:* Evaluation Plan Table  
and Narrative

*Component 2:* Data collection

*Component 3:* Data management and  
Analysis

*Component 4:* Interpretation and  
Reporting

# Evaluation Designs

**Evaluations most often benefit from a multi-method and multi-source data approach.**



# Logistics and protocol

- Worksheets to help you conceptualize your evaluation design

Worksheet 4A  
Evaluation Questions, Indicators, and Data Collection Methods/Sources

Logic Model Components in Evaluation Focus	Indicator(s) or Evaluation Questions	Data Method(s)/Source(s)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

# Logistics and protocol

- Worksheets to help you conceptualize your evaluation design

Worksheet 4B  
Data Collection Logistics

	Data Collection Method/Source	From whom will these data be collected	By whom will these data be collected and when	Security or confidentiality steps
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				