Evaluation Overview

Epiphany Community Services
www.epiphanycommunityservices.com

practical solutions to complex problems [SM]

Welcome and Introductions

- Overview/Agenda
  - What is evaluation
  - Program vs. community evaluation
  - Outcomes overview
  - Logic Model- Mapping
  - Data Types and Collection
  - Evaluation Plan- Development
- Expectations

- Training Process

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Past Experience with Evaluation

- What did you do?

- In what setting?

- Was it a positive experience-why?

- Was it a negative experience-why?

- What would you have changed?

Before we get started………..

A Word About Words

- Outcome-the statement of desired change
- Goal-the statement of change with amount of change
- Objective-the statement of change with the amount of change in a given time frame
- Performance measure-small steps taken to reach statement of change-can be process oriented.
- Risk Factor/Root Cause/ Intervening Variable
- Local Condition
- Intervention/Strategy/Activity

What is Evaluation?

An improvement process that demonstrates contribution of work to intended outcomes.

Consists of three parts

- Outcome(s)
- Action(s)
- Relationship between the two

Functions of Evaluation

- Improvement

- Coordination

- Accountability

- Celebration

- Sustainability

Research Versus Evaluation

- Scientific curiosity v Question driving

- Seeks to control variable versus Seeks to account for variables

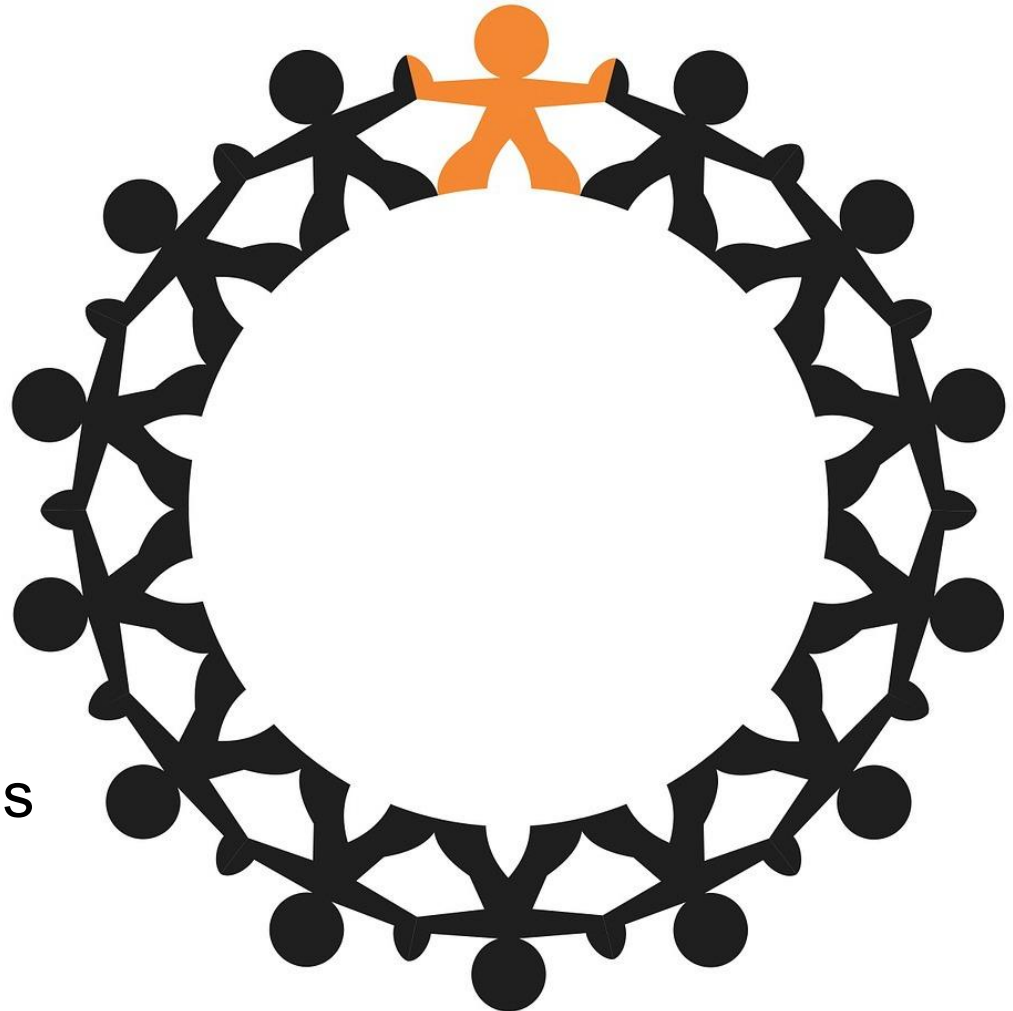- Attribution versus Contribution
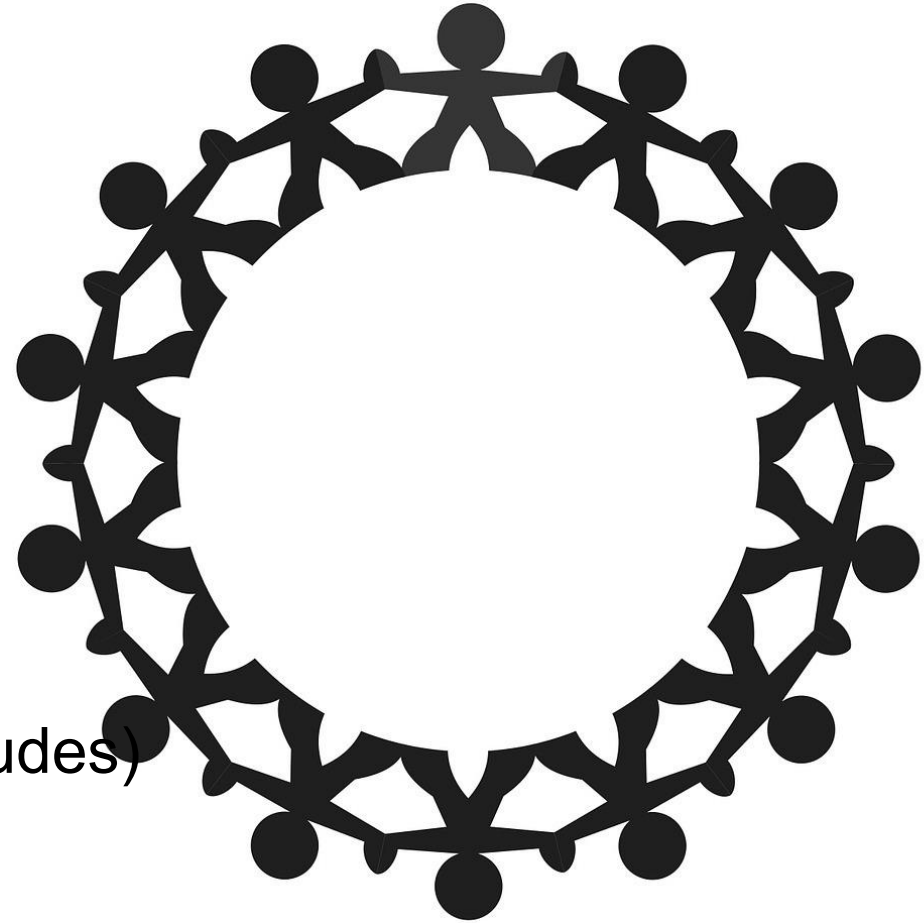
Program Versus Community Level Evaluation

Program

- Scale
  - Individual

- Outcomes
  - Individual Behaviors
  - Individual Attitudes
  - Individual Awareness
 - Individual Choices

Community

- Scale
  - Community

- Outcomes
  - Community Conditions
  - Community Behaviors
  - Community Norms (Attitudes)

Program Versus Community Level Evaluation

Key Differences

- Scale
  - Individual/Community
- Audience
  - One person/All people
- Outcomes
  - One person at a time/All People
- Measurement
  - Pre/Post-Surveys/Observation

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Program Versus Community Level Evaluation
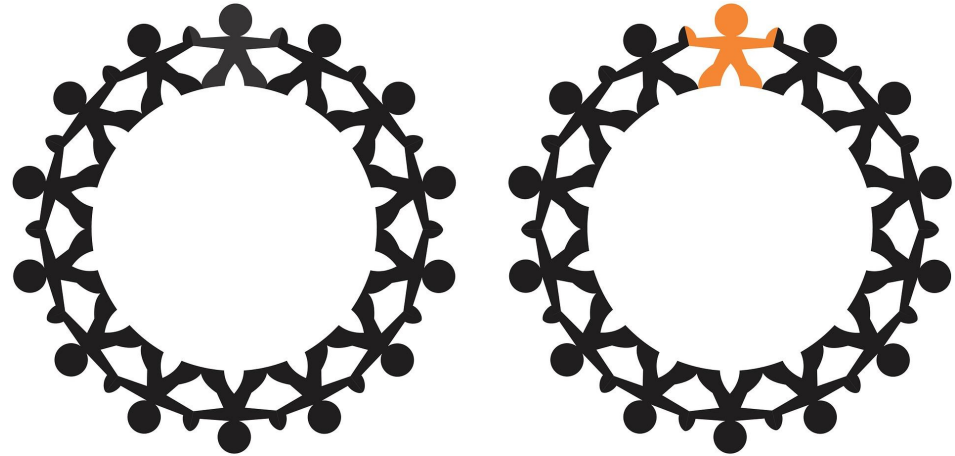
Intersection of Program and Community

- Both measure change

- Changes in community result in changes in the individual

- Individual actions act as the lead up to and reinforcement of community level change

Outcomes: What Are They?

Levels of Outcomes

- Health and Social Consequences
    - 5-10 years
- Long Term
    - 4-5 years
- Intermediate
   - 2-5 years
- Short Term
    - 12-24 months

Determining What We Can Change

Problem Analysis

- **5 Whys**
  - Used when trying to uncover needed data and identifying linkages to other community problems

- **ABC**
  - Used when identifying individual outcomes

- **Root Cause**
  - Used when engaging in a single problem and when we know a lot about the issue

Determining What We Can Change

Retaining Ideas from a Problem Analysis

- Specific
- Identifiable
- Actionable
- Local Conditions are
  - Not attitudes
  - Not framed as lack of something

Local Conditions:

Specific

Actionable

Identifiable

Determining What We Can Change
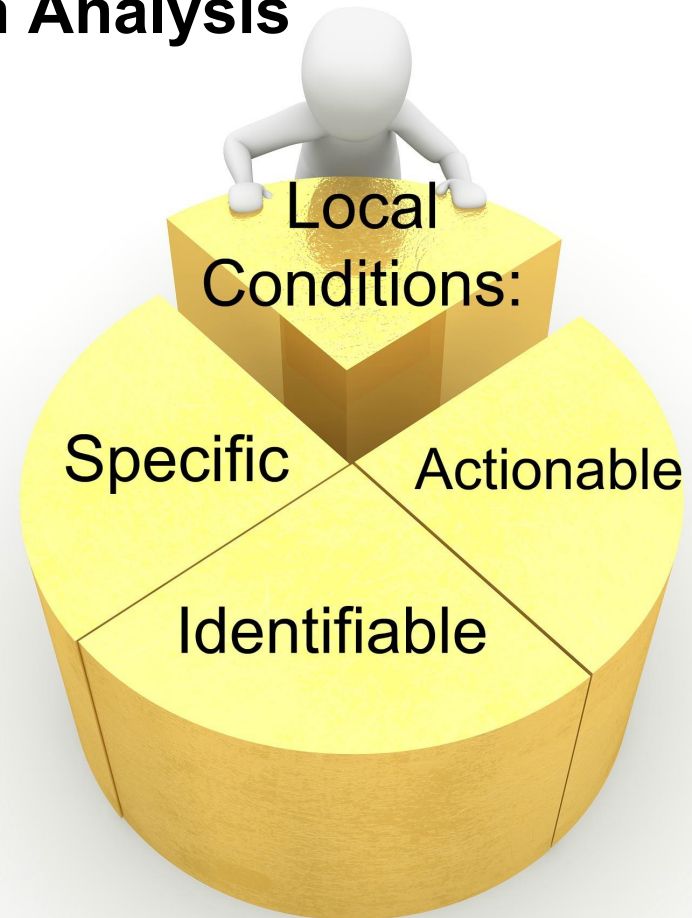
Choosing our Outcomes

- Engage in a feasibility analysis to:
  - Prioritize first steps
  - Understand what will take longer
  - Eliminate outcomes that cannot be achieved

Feasibility Analysis:

- Some candidate changes will be both important and feasible—these should be priorities for immediate action by the coalition.

- Some candidate changes will be important but rated as difficult—these often require more planning, time and resources to bring about.

- Some candidate changes will be rated as easy

- Some candidate changes will be rated as difficult and unimportant—these are to be expected if brainstorming rules were followed. These are rarely implemented by coalitions.

Lunch Break

Logic Models

Problem

Risk Factor

Local Condition

Underage Drinking

- 58% of 12th graders drank alcohol in the last 30 days
- 21% of 10th graders were binge drinkers in the last 30 days
- 27% of 6th graders have tried alcohol

Availability

- 80% of 8th graders say alcohol is easy or very easy to get
- 90% of town hall participants say they could get alcohol if they wanted

Gas Stations selling alcohol without checking id's

- 1 out of 5 Alcohol Merchants not checking id

Bars Accepting Fake Ids

- 1 out of 3 bars are accepting fake ids

Community Norms

- 48% of youth say that their community would not feel it is wrong for them to consume alcohol
- 77% of 11th graders they see alcohol marketing and advertising in their community

Alcohol is advertised at family oriented events

- 66% of community events have alcohol sponsorship/advertising

Community festivals do not follow know best practices for alcohol sales and service

- 0% of community festivals have policies/procedures related to sale of alcohol.
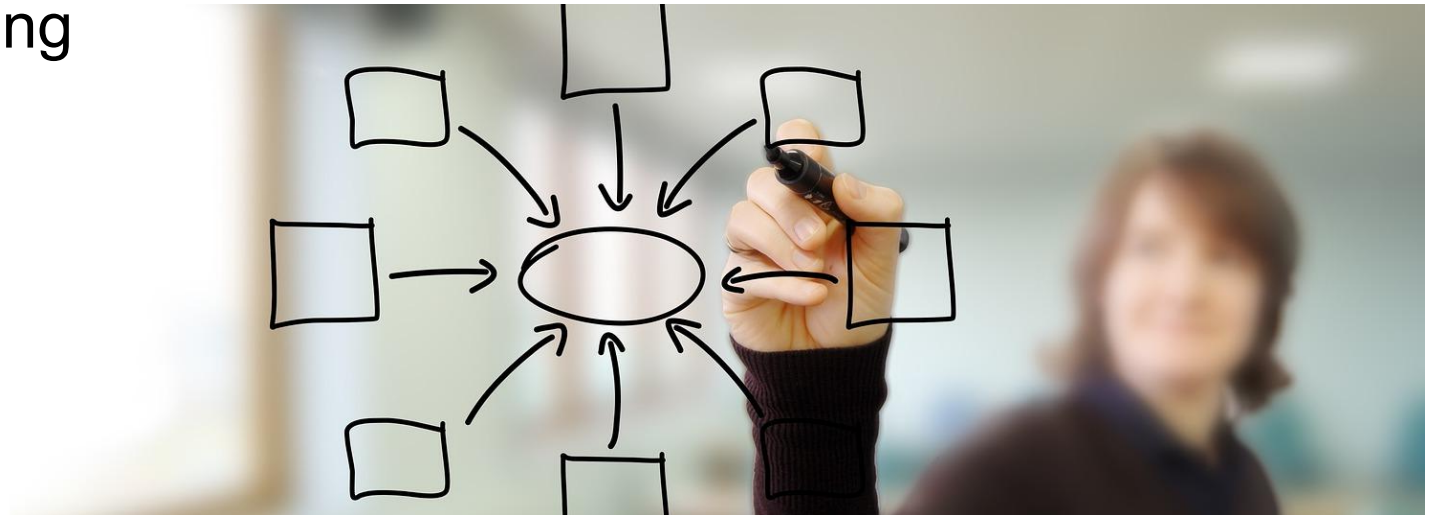
Moving from a Problem Analysis to A Logic Model

1. We can demonstrate it is a problem (local data)

2. Science says that is matters

3. Another community has had success in addressing something similar

4. Community wants to change it

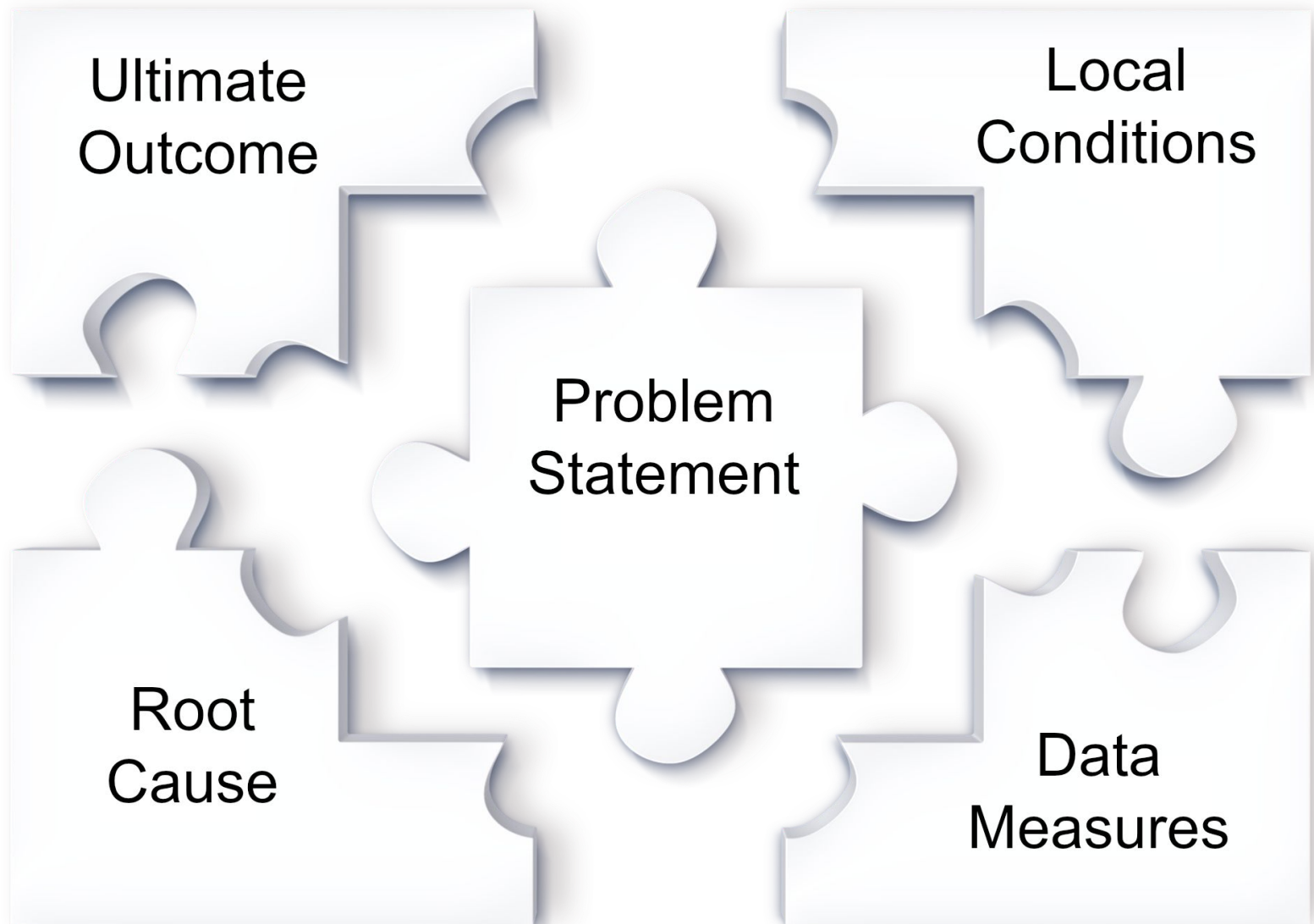5. Can do something about it

Uses of a Logic Model

- Evaluation

- Determining what interventions

- Interpret evaluation results

- Story telling

Elements of a Logic Model

Logic Models

Problem Statement

**But Why?
(Root Cause)**

**But Why Here?
(Local Condition)**

Logic Models

Underage Drinking

Community Norms
- Excessive Advertising in Stores
- High School Tailgating allows alcohol

Access
- Liquor Stores Not Carding Under 21
- Youth are stealing from Kroger
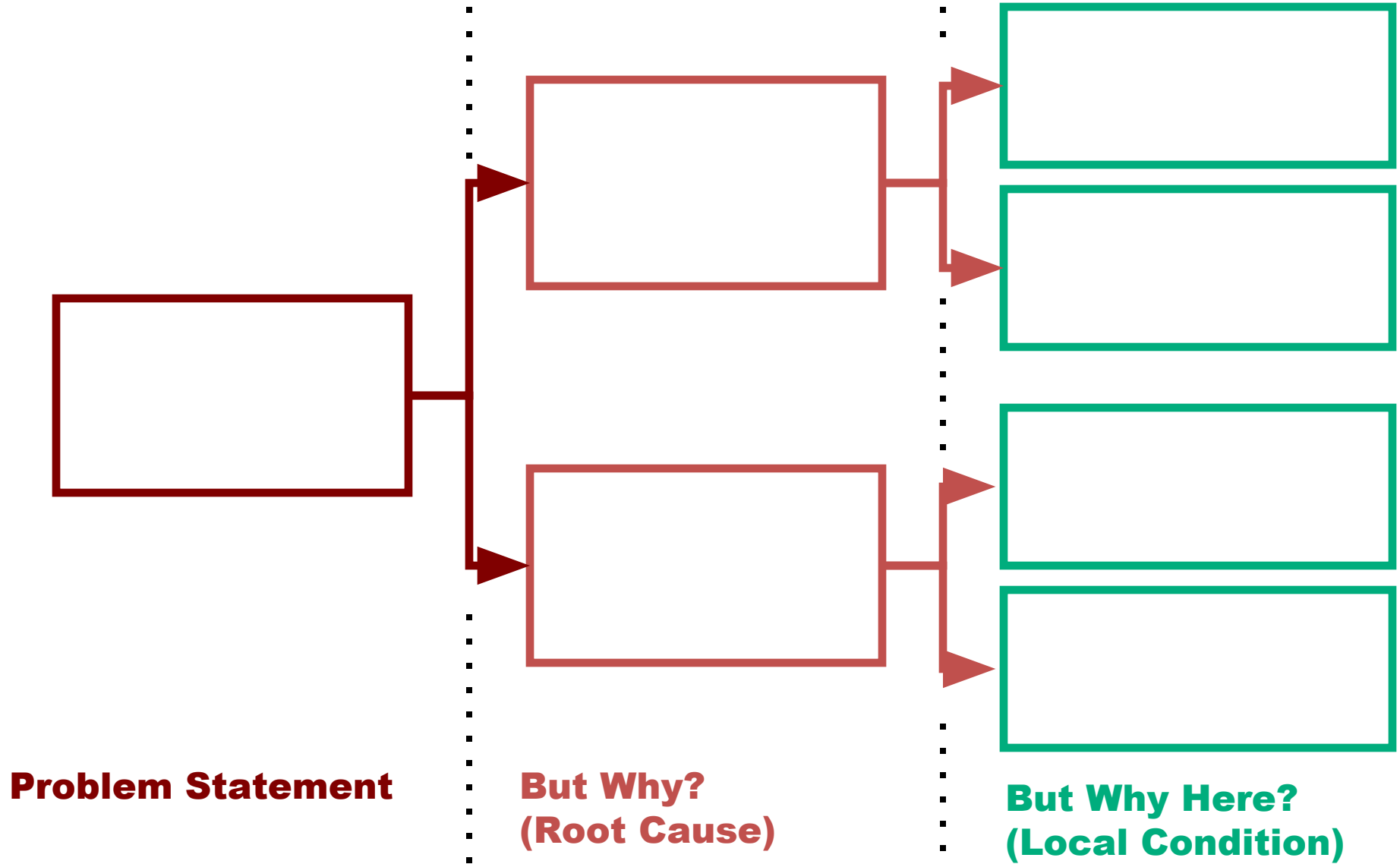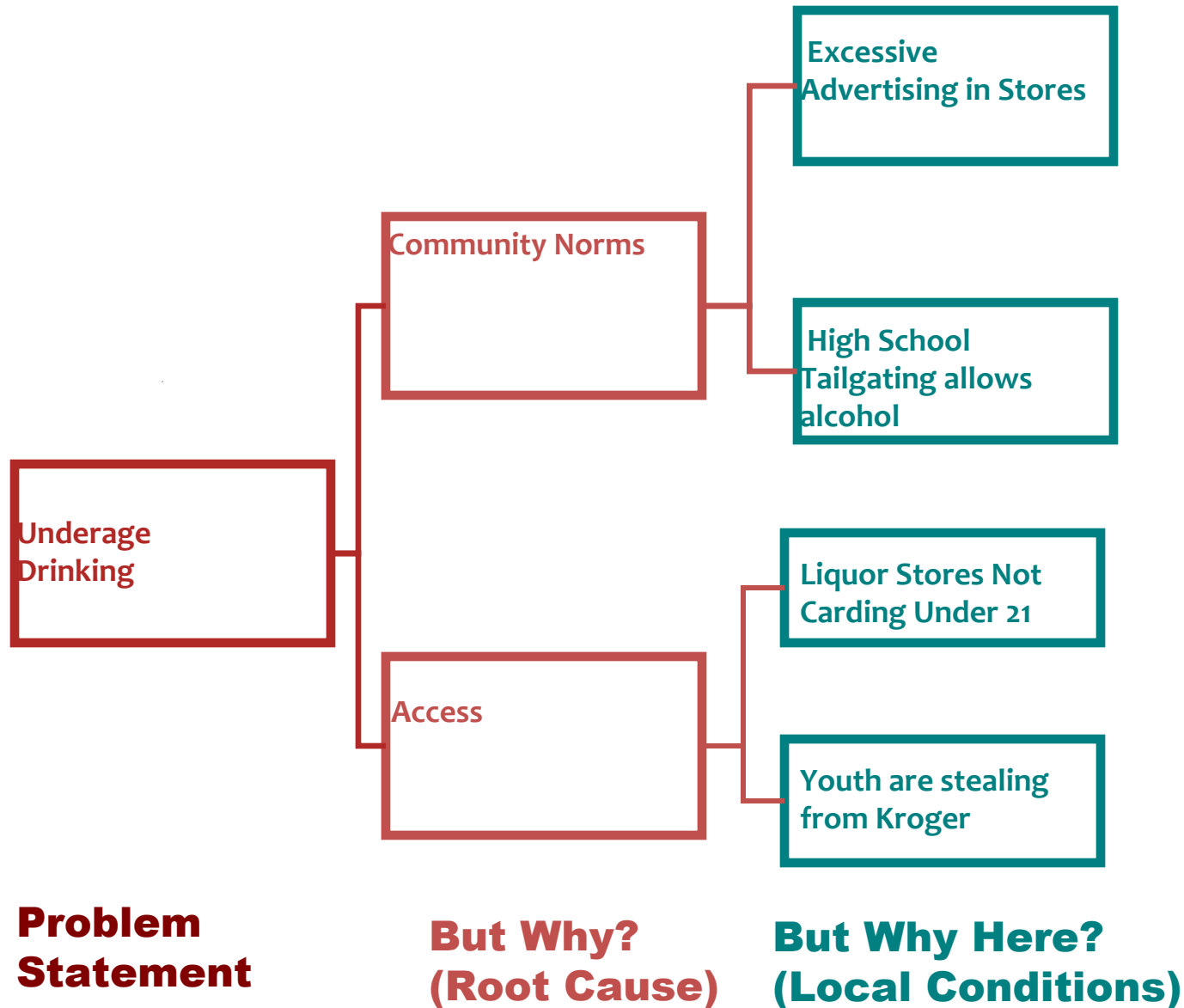
Local Conditions
- Specific
- Identifiable
- Actionable

Problem Statement

But Why? (Root Cause)

But Why Here? (Local Conditions)

Mapping Measures
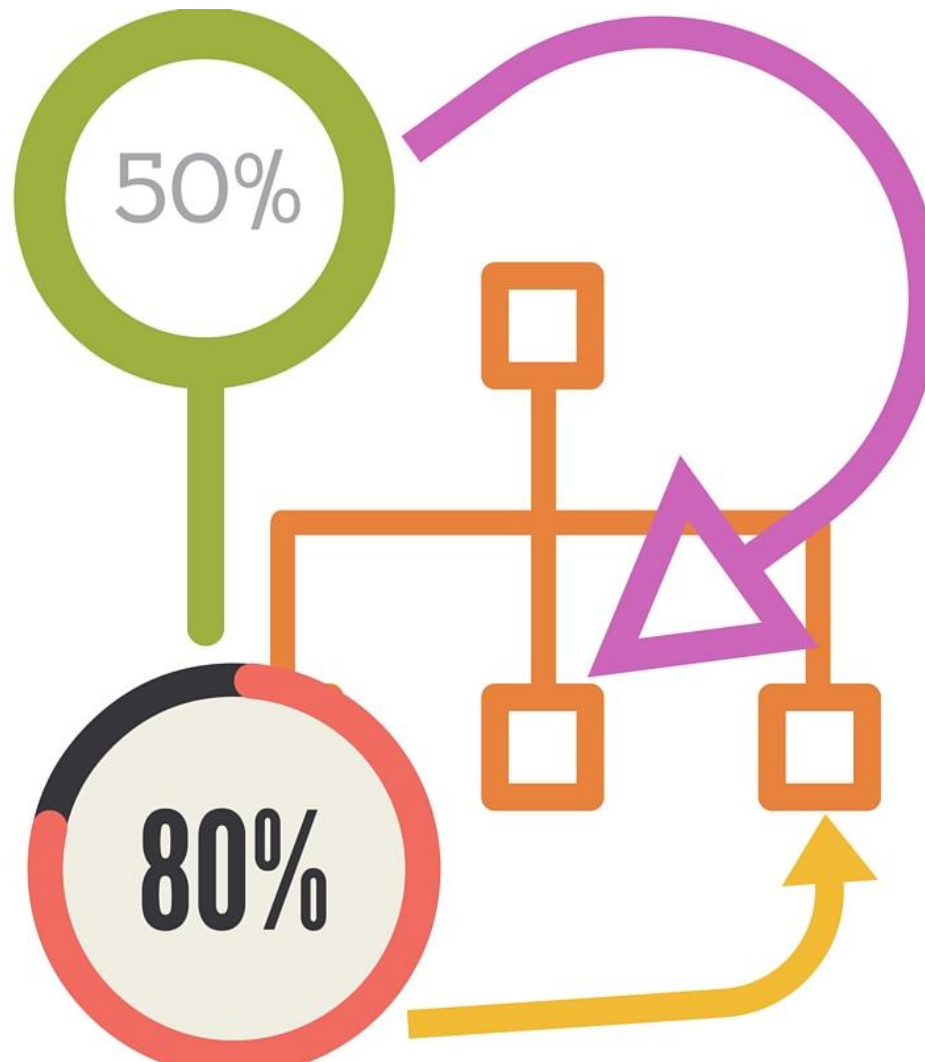
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Problem

MEASURES

Risk Factor

Local Condition

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Types of Data

- **Quantitative**
  - Tells us the What
  - Breadth of Issues
  - Numbers

- **Qualitative**
  - Tells us the Why
  - Builds Relationships
  - Broader Understanding
  - Depth of Issues
  - Flexibility
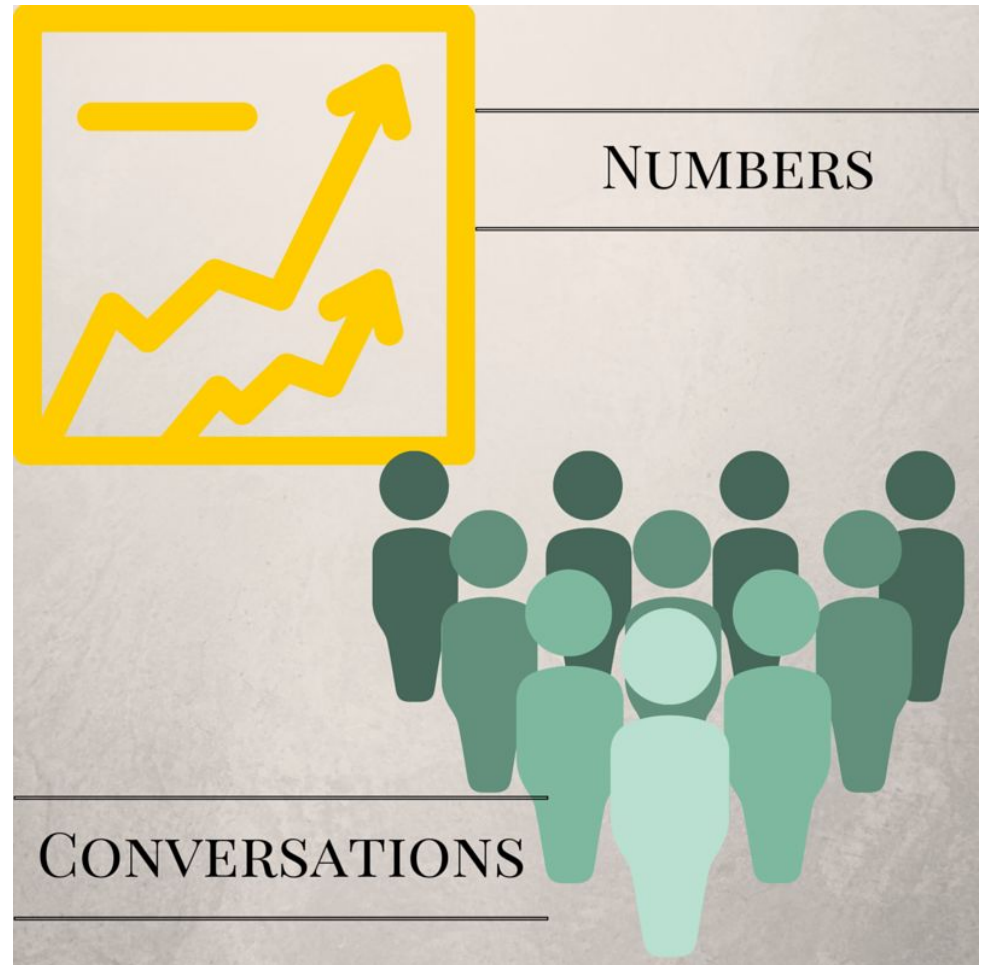
Quantitative-Secondary Data

- School Survey Data
- Hospital/Health Data
- Census Information
- Law Enforcement
- Admissions information
- Existing Survey

Primary Data

- Any data collected for your own purpose i.e. self created survey

Qualitative

- Environmental Scans
- Listening Session
- Focus Groups
- One on One Interviews
- Key Informant
- Town Hall Meetings
- Media Scans

No Perfect Measure

- Sensitive
    - Measuring what you want to measures-validity
- Proximate
    - At the level of community or intervention
- Feasible
    - Can collect it often enough to show change

Timing of Data Collection

- Long Term
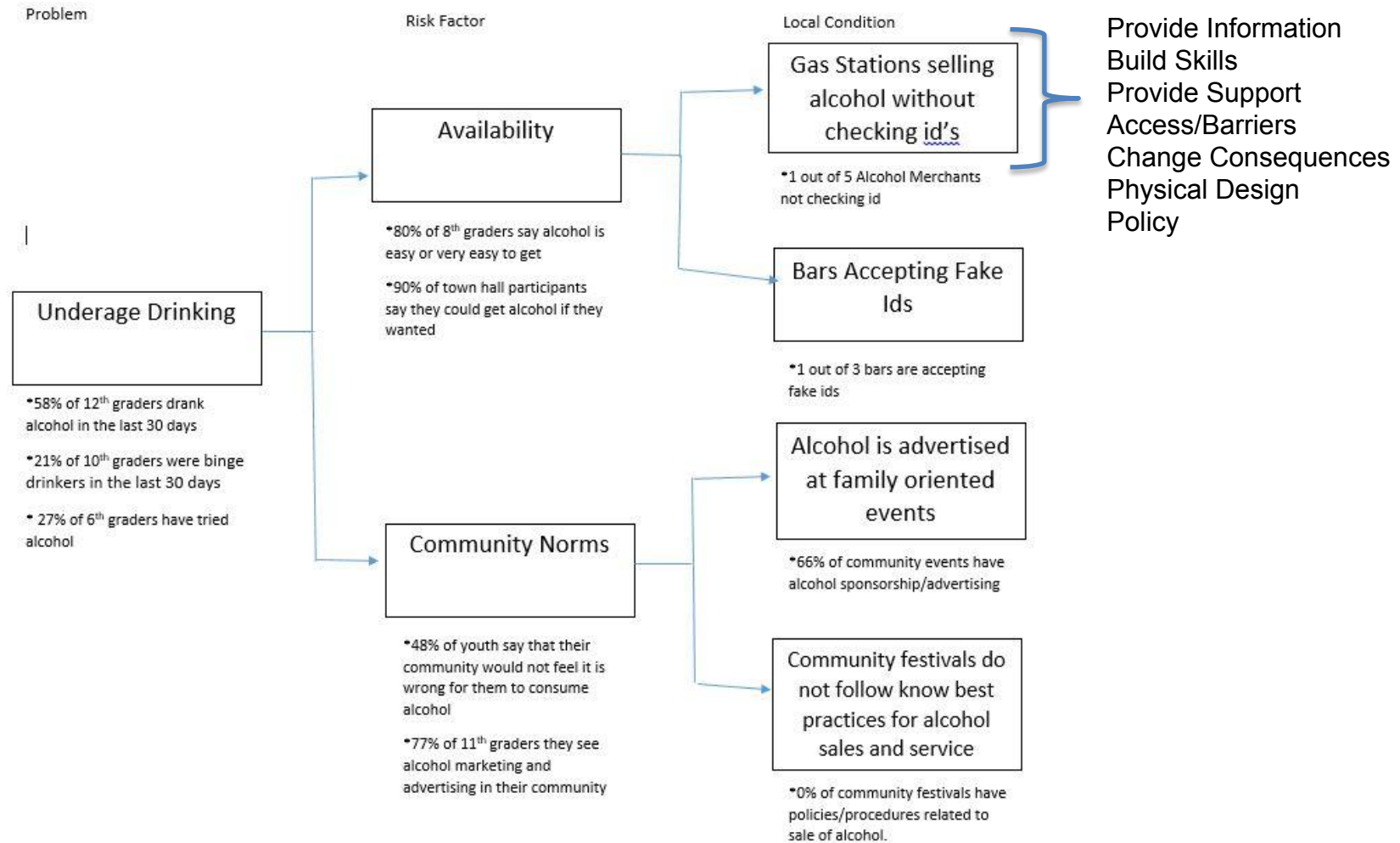 - Every other years/biennially
- Intermediate
  - Annually
- Short Term
  - Quarterly

How Often Do We Collect Data?

Aligning Strategies with Logic Model

Provide Information
Build Skills
Provide Support
Access/Barriers
Change Consequences
Physical Design
Policy

Problem

Risk Factor

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Incorporating Environmental Strategies into your Current Work

Matching Outcomes to Actions

- **Community Action**
  - Steps taken to creating changes in policy, program or practice
- **Community Change**
  - Actual changes in policy, program or practice
- **Media**
  - Instances of coverage, media, providing information
- **Services Provided**
  - Events, sessions that seek to change individual behavior
- **Resources Generated**
  - Cash, services, time given to further the aims of the coalition

What is a SMART + C Objective**?**

Specific-specific to the statement of change(outcome)

Measurable-statement of measurement i.e. 10%

Achievable-can it be achieved in the given timeframe

Relevant-will be the result of the stated strategies/activities

Timed-when the change will occur by i.e. by March 2, 2020

Community level-at the level of community that is being changed or "C"-challenging can be done with a stretch

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Components of an Evaluation Plan

- Evaluation Question
- Indicator/Performance Measure
- Method and Source
- Frequency of Data Collection
- Who has the Data