

Evaluation Planning Across the Continuum

Sarah Krichels Goan, MPP
Kristin McAuley, MHP
Hornby Zeller Associates, Inc.

November 13, 2008

Goals of This Session

- Review SPF SIG model
- Why evaluate?
- Introduce evaluation basics
- Discuss the evaluation and planning cycle
- Evaluation activity

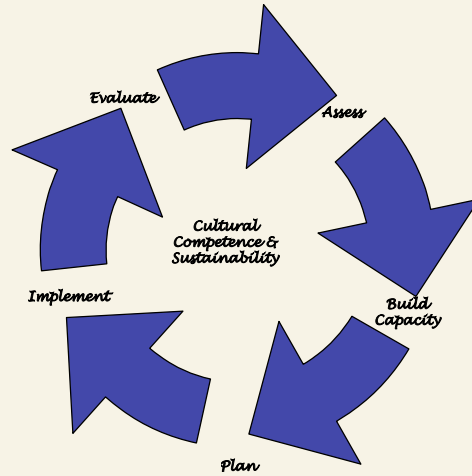
The Strategic Prevention Framework



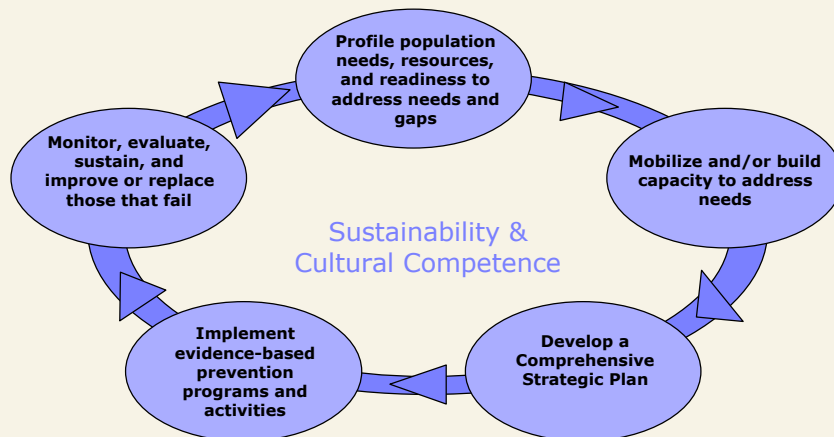
The Strategic Prevention Framework



The Strategic Prevention Framework



The Strategic Prevention Framework



What is SPF?

The Five Steps

- Conduct a community needs assessment
- Mobilize and/or build capacity
- Develop a comprehensive strategic plan
- Implement evidence-based prevention programs and infrastructure development activities
- Monitor process and evaluate effectiveness

What is SPF in Maine?

- Maine funded in 2004
 - Unified Governance Study (UGS)
 - Cultural Subpopulations Studies
 - Maine's Epidemiological Profile
 - Maine's Strategic Plan for Prevention
- Communities (counties) funded in 2006
 - 16 Community Needs Assessments
 - 16 Community Strategic Plans

Why Evaluate?

- Assess whether a particular strategy or activity is working
- Decide whether it should continue, expand, or terminate
- Pinpoint areas in need of midcourse adjustments
- Guide strategic planning

Why Evaluate?

- Learn more about the issue(s) or individuals that your efforts target
- Determine if your prevention efforts are having the desired effect as well as identify other impacts
- Build support and respect for prevention

Evaluation 101

- Types of Evaluation
 - Process
 - Outcome (Short-term)
 - Impact (Long-term)

Process Evaluation

- Documents how prevention work is being implemented.
 - Who, what, when, where, and how?
- Compares the work done to what was originally planned.
 - Helps you decide whether it should continue, adjust, expand, or terminate.

Process Evaluation

Example Measures: Number of people attending meetings, frequency of meetings, who is involved, how many strategies implemented, etc.

Example Sources: KIT, meeting and work notes, tracking tools, key informant interviews, attendance lists, etc.

Process Evaluation

- **Sample questions:**
 - How many meetings were held? How many people attended?
 - Was this lower/higher than we expected?
 - How many fliers were distributed?
 - Was this lower/higher than we expected?
 - Where were they distributed? Were any important locations missed?
 - How many media contacts occurred (letters, articles or coverage)?

Process Evaluation

- Example: Useful KIT Reports for Process Evaluation

Outcome Evaluation

- Looks at whether each program and policy is accomplishing its short-term and intermediate objectives.
- Attempts to answer to what extent prevention efforts are creating immediate *change*

Outcome Evaluation

Example Measures: Participation rates, citation rates, enforcement detail results, perceptions of enforcement, attitudes of risks

Example Sources: Record review, enforcement data, focus groups, survey data (MYDAUS), observations

Outcome Evaluation

- **Sample questions:**
 - How many citations were issued?
 - Was this lower/higher than we expected?
 - How many stores were compliant?
 - Was this lower/higher than we expected?
 - Where were stores located?
 - Did students perceptions of getting caught increase or decrease since implementing the strategy?

Outcome Evaluation

- Example: Useful KIT Reports for Outcome Evaluation
- Example: Useful MYDAUS Data for Outcome Evaluation

Impact Evaluation

- Examines whether the overall prevention effort is reducing student ATOD use and its consequences
- Tries to answer to what extent prevention efforts are addressing the issue and meeting long-term goals.

Impact Evaluation

Example Measures: Student consumption rates, number of serious injuries or related incidents, alcohol-related car crashes, etc.

Example Sources: Focus groups, student survey data about behaviors (MYDAUS), crime and health stats

Impact Evaluation

- Example: Useful MYDAUS Data for Impact Evaluation

Impact Evaluation

- Sample questions:
 - Did the rate of past 30-day use of alcohol decrease?
 - Did the number of alcohol-related crash fatalities decrease?
 - Did the perceptions of harm increase or decrease?
 - Did the perception of parents thinking substance use is wrong increase or decrease?

Making Your Work Measurable

- Define/pinpoint what you are evaluating
- Identify what kind of evaluation is the best fit (process, outcome, impact)
- “Operationalize” your goals and objectives

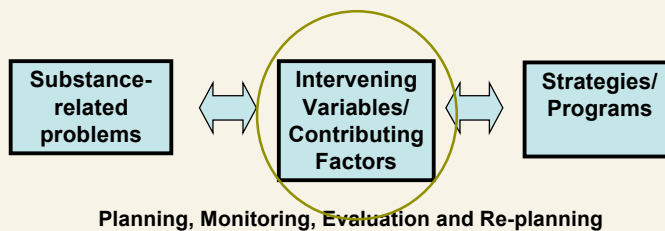
Operationalize, Operationalization: To define a concept in a way that can be measured.

Putting it All Together

The evaluation and planning cycle:



Linking Evaluation to Your Strategic Plan



Intervening Variables: groups of factors that social scientists have identified as influencing the occurrence and magnitude of substance use and its consequences (e.g., enforcement, availability, social norms).

Contributing Factors are the local manifestations of intervening variables and often differ from one community to the next (e.g. outlet density, stores selling to minors, parental furnishing).

Evaluation Activity (15 minutes)

Evaluation Activity: Report Out

- What did you learn?
- What was difficult? What was easy?
- What will you take back to your community?

Available Evaluation Resources

- SPF SIG evaluation tools and support services
 - Maine's SPF SIG Website
 - County profiles
 - Assessment tools
 - Strategic Plans
 - OSA Staff
 - Hornby Zeller Associates
- Community-based prevention professionals
- Web-based resources and tools (e.g., Northeast CAPT, CADCA)

Questions?

Sarah Goan
sgoan@hornbyzeller.com

Kristen McAuley
kmcauley@hornbyzeller.com

Hornby Zeller Associates
373 Broadway
South Portland, ME 04106
(207) 773-9529