FOCUS YOUR EVALUATION

CDC – OSH S & E
Coffee Break
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Participatory Evaluation

- Values diverse perspectives; multidisciplinary
- Builds community capacity
- Based on local circumstances & issues
- Adapts to needs of coalition, strategies & population

Cousins & Whitmore, 1998; Kellogg Foundation, 1998
Help Members Value Evaluation

• Demystify & integrate evaluation into daily work – recognize its multiple purposes

• Reflect on how evaluation can improve work, influence stakeholders & ensure funding

• Share stories about evaluations that have led to new funding or enhanced visibility
Plan the Evaluation

- Engage partners
- Obtain buy-in/commitment to evaluate
- Establish evaluation team & resources
Are We Ready to Evaluate?

- Are we committed to evaluate coalition & its work?
- Are strategies consistent with coalition’s goals?
- Are desired results specific & clear enough?
- Are strategies well-grounded in theory/evidence?
- Do we know what kinds of data will be needed?
- Is data available? Can we access it?
- Do we know how data will be used?
- Are adequate resources available?
- Will we heed results, even if coalition must change?
4 “Ws “ of Coalition Evaluation

Why ????
When ????
What ????
Who ????
Why Should We Evaluate?

1. Builds capacity within organization & community
2. Determines whether objectives are achieved
3. Improves strategies, practices & policies
4. Provides accountability to partners & funders
When Do We Evaluate?

- Change in resources
- Change in membership, leadership or staff
- Change in structure
- Expand topics, population, geographic focus
- New project or important event
- Marketing or fund-raising campaign
Who Evaluates?

- Evaluation team – Experts, staff or coalition members coordinate evaluation efforts
- In-house evaluator - coalition makes decisions & controls process
- External consultant plans/collects data & engages coalition as appropriate
- External evaluation by funder
What will it Cost?

7-10% of program budget

- Salary & benefits
- Consultants
- Travel
- Communications
- Printing
- Software, equipment & supplies
- Incentives
Do We Evaluate?

Ask partners what they want to know about:

- Coalition
- Strategies & activities
- Outcomes
- Members & participants
- Coalition impact
- Influencing factors
Coalition Evaluation

- Are we meeting members’ needs?
- Do work groups function well?
- Which strategies are effective?
- Are we accomplishing goals & objectives?
- Are we reaching our priority audiences?
- Are we influencing policies & practices?
- Are we building community capacity?
- Could we improve? Do we make a difference?
- What unintended outcomes are occurring?
Know Your Coalition

Stage of coalition & strategies
- Planning or formation
- Implementation
- Maintenance

Problem Statement
- Nature & magnitude?
- Causes & trends?
- Consequences?

Create logic model
Logic Models

**Inputs/Resources**
Available resources: time, staff, volunteers, money, material

**Strategies/Activities**
Actions to be taken: Events, training, curricula, marketing, advocacy

**Outputs**
Tangible results or products of activities: # people reached, sessions held

**Short-term Outcomes**
Changes in learning, knowledge, skills

**Intermediate Outcomes**
Changes in behavior or practice

**Long-Term Outcomes**
Changes in health, policy, systems, or environments

**Influencing Factors** - Surrounding environments in which coalition exists (politics, socioeconomics, social norms & conditions, history, stage of development, staff turnover, other initiatives) that can positively or negatively affect its success

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**How your efforts...**

**...lead to change**
Logic Model: Tobacco Policy Change

**Inputs**
- Coalition members
- Time
- Funding
- Partners: Local, Regional, State
- Effective practice strategies
- Local media outlets

**Activities**
- Involve youth in establishing baseline for policy change in community
- Educate youth/adults on policy change options & how to achieve them
- Identify partners, including youth serving organizations & schools, for engaging youth in policy change
- Develop strategy for & promote engagement of youth in policy change
- Assist with developing youth advocacy skills
- Promote community support for involving youth in community affairs/policy change

**Reach**
- CBOs
- Businesses
- Policymakers
- Youth serving organizations
- Schools
- Youth

**Short**
- Increased # youth & community members who:
  - Understand communities’ tobacco use issues
  - Know how to advocate for policy change

**Intermediate**
- Increased # of youth actively engaged in advocating for policy change
- Increased # of activities or increased intensity of activities involving youth in policy change
- Increased adoption of strategies involving youth in policy change
  - Counter industry influence
  - Promote clean indoor air
  - Decreased availability of tobacco products in community
- Delayed average age at first use; reduced initiation

**Long**
- Increased # of tobacco policies in community
- Social norms less supportive of youth tobacco use

**Outcomes**
- Identify partners, including youth serving organizations & schools, for engaging youth in policy change
- Involve youth in establishing baseline for policy change in community
- Assist with developing youth advocacy skills
- Promote community support for involving youth in community affairs/policy change
Community Coalition Action Theory (CCAT)
Butterfoss & Kegler, 2008

Lead Agency/Convener Group
Coalition Membership
Processes
Leadership & Staff
Structures
Collaborative Synergy
Member Engagement
Pooled Resources
Assessment & Planning
Implementation of Strategies
Community Change Outcomes
Community Capacity
Health/Social Outcomes

Formation ➔ Maintenance ➔ Institutionalization

Community Context
Ecological Levels of Outcomes

- **Individual outcomes:** Changes in status, quality of life, attitude, behavior, knowledge, skills
- **Organizational outcomes:** Changes in policies, practices, programs, services, resources, perceptions/skills, mission
- **Inter-organizational outcomes:** Changes in linkages, relationships, collaboration, civic engagement, participation, authority, responsibility
- **Community or systems outcomes:** Changes in health, social or physical environment due to changes in policies, practices, norms

Coalition Focus
Kinds of Evaluation

• **Process evaluation:** Short-term
  - Coalition activities (budget, recruitment, meetings)
  - Program implementation (context, reach, doses delivered/received & fidelity)

• **Impact evaluation:** Intermediate
  - Create/modify programs, services, or policies
  - Change knowledge, attitudes & practices

• **Outcome evaluation:** Long-term
  - Change health status
  - Change community capacity/institutionalization
Levels of Coalition Evaluation

- **LEVEL 3**: Outcome - Change in policies, systems & environments
- **LEVEL 2**: Impact - coalition strategies
- **LEVEL 1**: Process - coalition effectiveness
Develop Your Evaluation Plan

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<th>Objective:</th>
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<td>Evaluation Questions</td>
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• Objectives & Questions
• Design (Pre-post, time series, case study)
• Indicators or Measures
• Data Sources
• Methods (qualitative and/or quantitative)
• Major tasks, responsible persons & timeline
Parting Tips

• Your questions about coalition & interventions should drive evaluation – not the other way around

• Enlist partners’ help - builds buy-in & cooperation

• Start small – plan 1 or 2 evaluation activities/year
References


• CDC. (2011). Developing an Effective Evaluation Plan. Atlanta: CDC, National Center for Chronic Disease Prevention & Health Promotion, Office on Smoking & Health; Div. of Nutrition, Physical Activity & Obesity.

