



Central East (HHS Region 3)

PTTC

Prevention Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Step Five: Evaluation

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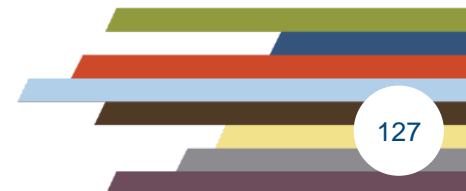
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Strategic Prevention Framework (SAMHSA)

- Step 1: Needs Assessment
 - Step 2: Build Capacity
 - Step 3: Planning
 - Step 4: Implementation
 - **Step 5: Evaluation**
-
- Be mindful throughout of:
 - Sustainability
 - Cultural Competence
 - Ethical Behavior



Learning Objectives

- Review the **IMPORTANCE** and **PRINCIPLES** of effective evaluation
- Explain **PROCESS vs. OUTCOME** evaluations
- Describe how **RESEARCH QUESTIONS** shape evaluation
- Explore the **RELATIONSHIP** between evaluation and the other SPF steps





Evaluation: Basics & Principles

Recap: What is Evaluation? (SAMHSA)

- Systematic collection of information related to an activity to:
 - Reduce uncertainty
 - Improve effectiveness
 - Facilitate decision-making
- Called SPF “Step 5”
- An ongoing feedback loop



Recap: Why Do Evaluation? (SAMHSA)

- Document & describe what you are doing
 - Create an “in-house” record
 - Inform other stakeholders
- Inform programming decisions with feedback
 - Continuous quality improvement (CQI)
- Learn about outputs & outcomes of activities
 - If something doesn’t work, don’t repeat it
- Build support for evidence-based prevention & advance prevention science



So, Evaluations Answer Our Questions!

- What did our program do?
 - Did we do what we meant to do?
 - Why or why not?
- How well did we do what we meant to do?
 - What worked well? What did not work?
 - Why or why not?
- Did we achieve our long-term goals?
 - Why or why not?
- How can we **LEARN** from all of this?
- It matters **WHICH** questions we ask and **HOW** we ask them



What Evaluation Is NOT...

Score keeping

- Some things wont work... and that's OK
- This is how you FIGURE OUT what works

A competition

- You are trying to learn from your program, not compete with other programs

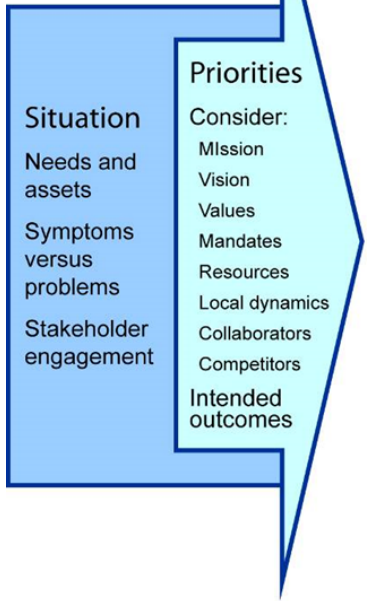
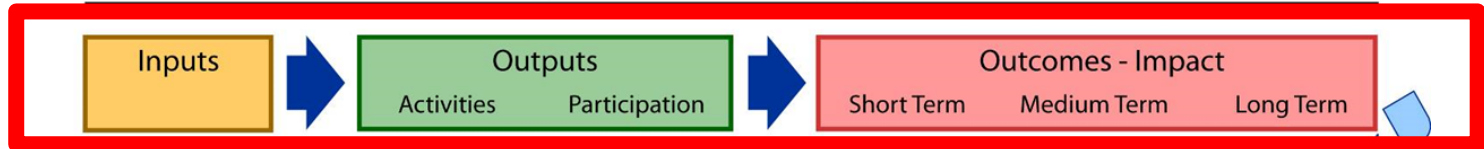
A “box to check”

- Take it seriously, you get out what you put in



When? All the Time!!

Program Action - Logic Model



What we invest

- Staff
- Volunteers
- Time
- Money
- Research base
- Materials
- Equipment
- Technology
- Partners

What we do

- Conduct workshops, meetings
- Deliver services
- Develop products, curriculum, resources
- Train
- Provide counseling
- Assess
- Facilitate
- Partner
- Work with media

Who we reach

- Participants
- Clients
- Agencies
- Decision-makers
- Customers
- Satisfaction

What the short term results are

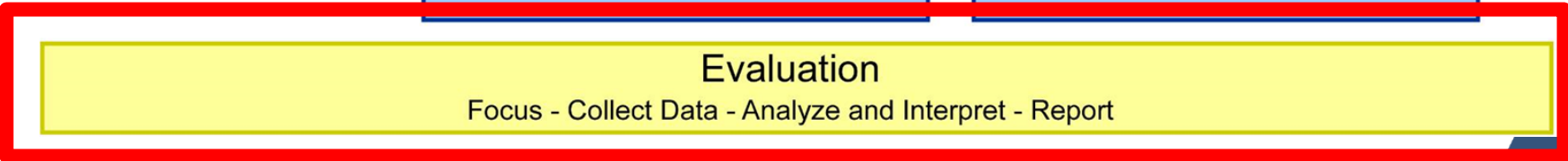
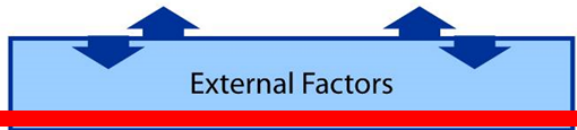
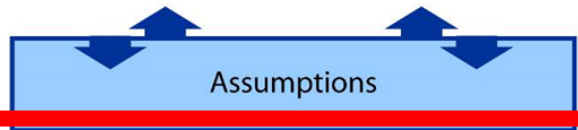
- Learning
- Awareness
- Knowledge
- Attitudes
- Skills
- Opinions
- Aspirations
- Motivations

What the medium term results are

- Action
- Behavior
- Practice
- Decision-making
- Policies
- Social Action

What the ultimate impact(s) is

- Conditions
- Social
- Economic
- Civic
- Environmental



Principles of Evaluation (SAMHSA)

- **Utility:** The evaluation meets your needs
- **Feasibility:** The evaluation is doable & realistic
- **Accuracy:** The evaluation is precise, dependable & honest
- **Propriety:** The evaluation follows legal & ethical guidelines and respects cultural contexts & norms



Utility... is it USEFUL?!

Good evaluations...

- Will **ANSWER** your stakeholders' **QUESTIONS**
- Will **NOT** answer **EVERY QUESTION**
- Must be **SHARED** to be of value
- Help you **LEARN** about your program
- Provide a **FEEDBACK LOOP** to **IMPROVE** your program
- Should **NOT** seek to **JUSTIFY** your program
 - They might do that, but they might help you re-focus your efforts instead!
- Should be **PLANNED** early and carefully



Feasibility... Can we DO it?!

Should be **REALISTIC** and **DOABLE...**

- **Budget** is a factor
 - We can't afford everything we want!
- Data collection should be **practical** and not disruptive
 - You may not be able to collect the “ideal” dataset
- Try to anticipate and mitigate **disruptions & obstacles**
- Ensure that you are being **efficient** and **cost-effective**
- **PLAN!**





Accuracy... Is it RIGHT?



- Data must be **VALID** and **RELIABLE**
 - **Validity**: Measuring what we are supposed to measure
 - **Reliability**: Test produces consistent results
- Analyze data **SYSTEMATICALLY** – don't look for the answers you want
 - You may justify your program, but you may also re-focus your efforts!
- Support all conclusions and do **NOT** cherry pick



Propriety... Is it **JUST** and **HONEST**?

- Respect the **RIGHTS** of all involved and protect their well-being
- Be **THOROUGH** and **IMPARTIAL**
- Be clear – upfront – about what findings you will publish and who you will share them with



So, Good Evaluations Should Be...

- Honest
- Rigorous
- Replicable
- Inclusive
- Tailored to specific programs needs
- Built on existing knowledge & resources
- Started early and planned carefully
- Helpful to stakeholders
 - Improve program design & implementation
 - Demonstrate program impact





Evaluation: Types and Purpose(s)

Recap: Evaluations Types, by Phase

Program Stage	Before Program Begins	New Program	Established Program	Mature Program
	FORMATIVE		SUMMATIVE	
Question Asked	To what extent is the need being met? What can be done to address this need?	Is the Program operating as planned?	Is the program achieving its objectives?	What predicted and unpredicted impacts has the program had?
Evaluation Type	Needs Assessment	Process / Implementation Evaluation	Outcome Evaluation	Impact Evaluation

These summative evaluations build on data collected in the earlier stages.



SPF: What is Process Evaluation?



Answers: “Did we do what we said we would do?”



Assesses quality of implementation



Keeps implementation on track



Informs programmatic adjustments

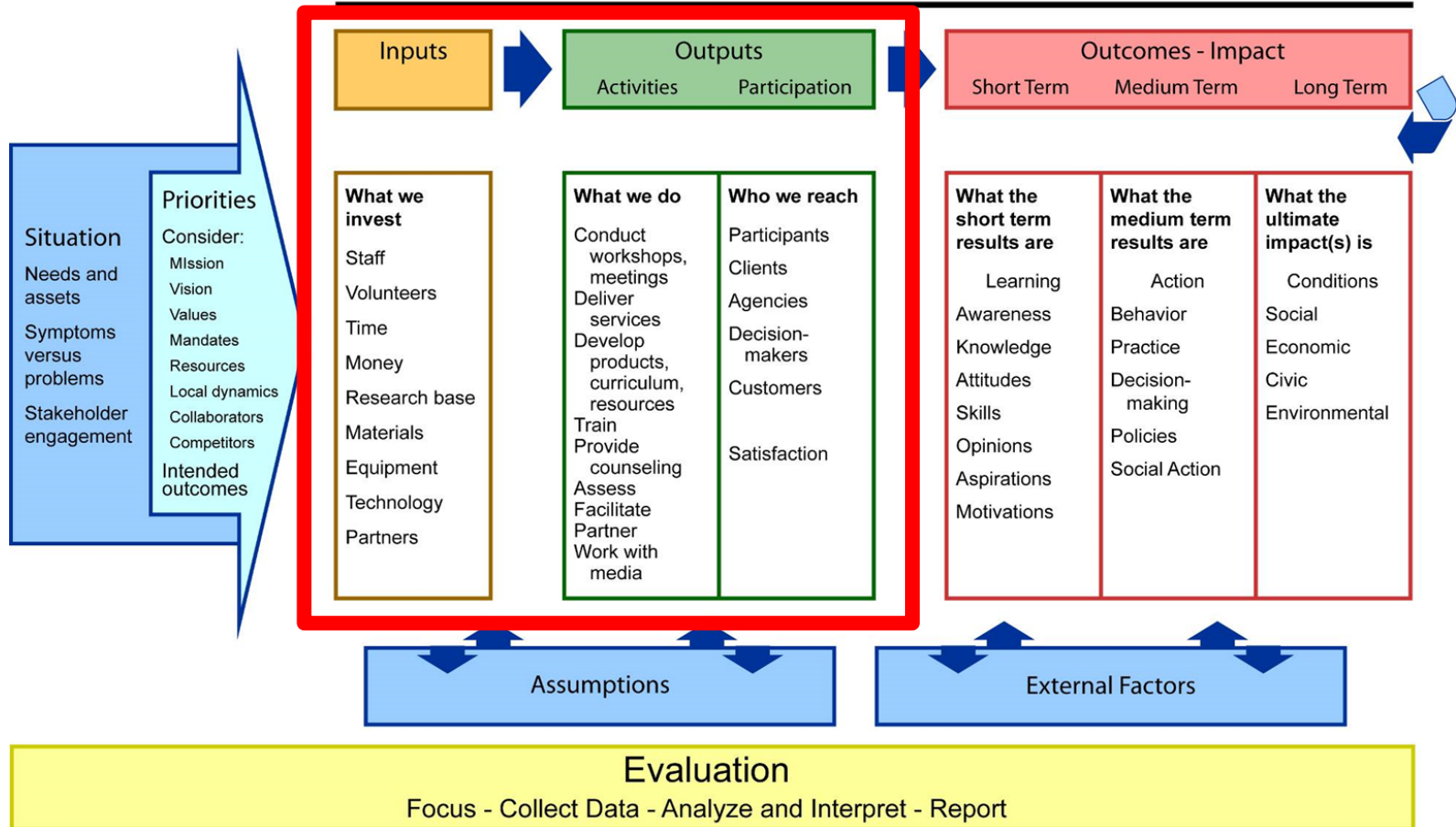


Is required for a good outcome evaluation, too!



This is PART of Logic Model Planning

Program Action - Logic Model



SPF: Process Evaluation Questions

Generic Process Questions

- Were programs and practices implemented as planned? Why or why not?
- What adaptations were made?
- Were the resources sufficient?
- What obstacles were encountered?
- Who participated and for how long?

In the field, questions will be more SPECIFIC!!



SPF: Outcome Evaluation



Measures the **DIRECT EFFECTS** of a program



What **CHANGED** after implementation?



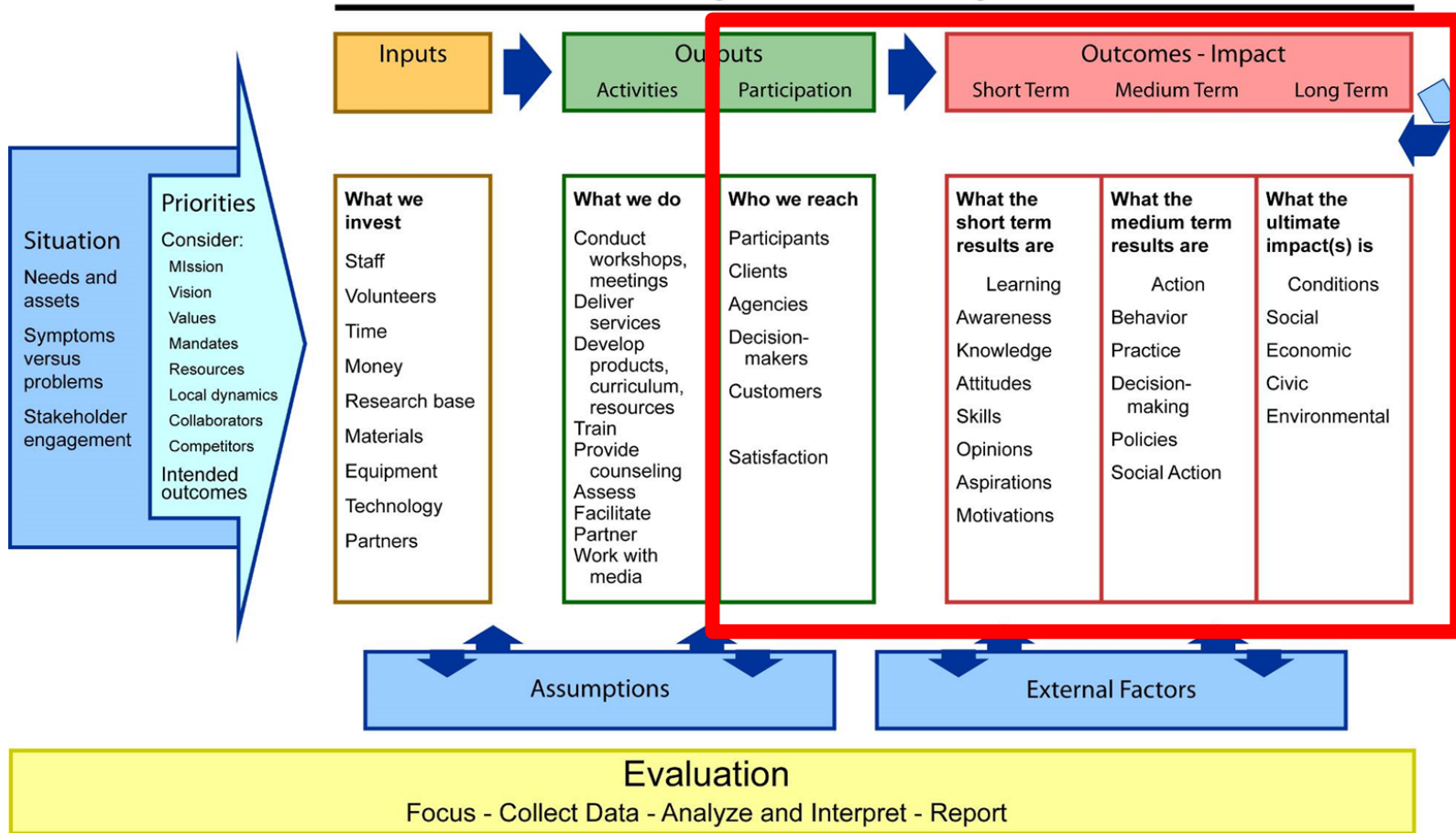
Did the program
IMPACT what it was
supposed to?

Why? Why not? How?



This is ALSO Part of LM Planning!

Program Action - Logic Model



SPF Outcome Evaluation Questions

Generic Outcome Questions

- What changes occurred after the program?
- How did those changes compare to what the program was expected to achieve?
- How did those changes compare with those of individuals not exposed to the program or practice?
- How did changes documented in the **PROCESS EVALUATION** impact outcomes?

In the field, questions will be more SPECIFIC!!





Fun with Research Questions: A Group Activity



Unpacking The Activity: What Did We Learn?

Activity Deep Dive: Outcome Question 2

How did **CHANGES** to the program effect expected outcomes?

- This question **BUILDS** off the **PROCESS EVALUATION**
- If you have not **MEASURED** program changes, you cannot measure their **RESULTS**
- **HOW** you measure **PROCESS** determines **WHETHER** and **HOW** you can examine **OUTCOMES**



Deep Dive Continued: All 3 Lessons

Outcome: Did youth who got all 3 lessons have different outcomes than youth who got only some?

- **Process Question:** Did students receive the full program or only part?
- The outcome question requires **INDIVIDUAL-LEVEL** process data
- If you collect only # of students who get the full program, you can't tell anything about the effects



Deep Dive Continued (One More Time)

- We may not want to answer EVERY question we could ask about your program
- Decide early in the SPF process what questions you want to answer, they determine
 - What your logic model looks like
 - What you ask from your partners (and possibly if they will participate)
 - What data you collect
 - How you collect the data you want



Evaluation Throughout the SPF

Effects on Planning & Capacity Building

- Higher burden on teachers
- Requires buy-in upfront
- Requires a JOINT decision with all stakeholders and evaluator
- Decision must be made during PLANNING – maybe even as part of CAPACITY BUILDING



Evaluation Throughout the SPF (Still!)

Effects on Implementation

- Data collection must be built into the **ACTION PLAN!**
 - It was missing from ours because we had not created **RESEARCH QUESTIONS** yet!
- Evaluation is how you monitor **EBP FIDELTY**
- Evaluation occurs at **EVERY** step!



Conclusion

- The **IMPORTANCE** and **PRINCIPLES** of effective evaluation
- Differences in **PROCESS vs. OUTCOME** evaluations
- How **RESEARCH QUESTIONS** shape evaluation
- The **RELATIONSHIP** between evaluation and the other SPF steps

