

# Module Four - Evaluation

## Time

The anticipated time for the module is 4 hours.

## Learning Objectives

Participants will be able to:

- understand the purposes of evaluation
- distinguish between research and evaluation
- understand the key components of evaluation
- use a logic model as a guide to create an evaluation plan

## Materials and Preparation

1. Prepare an overhead projector or PowerPoint with the appropriate slides.
2. Have the following work sheets photocopied and available:
  - **Identifying Evaluation Stakeholders**
  - **Benefits of a Logic Model**
  - **Designing a Logic Model**
  - **Blank Logic Model**
  - **Sample Logic Model A**
  - **Sample Logic Model B**
  - **Examples of Evaluation Questions**
  - **Pros and Cons of Data Collection Methods**
  - **Choosing Appropriate Reporting Methods**
  - **References and Resources**

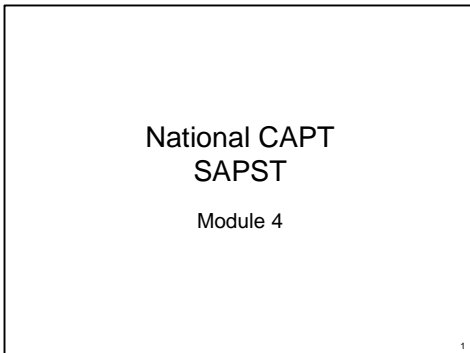
## Format of Training Guide

Trainer instructions are in *italics*. Suggested narrative is in normal font.

## Integrating the SPF throughout the SAPST

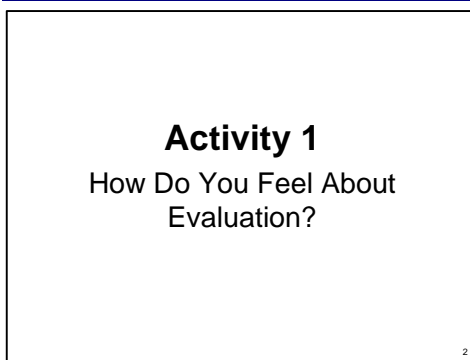
*The ongoing dynamic use of information throughout the SPF is a vital part of the process, Module 4 addresses one aspect of this process, Monitoring and Evaluation (SPF Step 4).*

## Slide 1



Show slide, **National CAPT SAPST Module 4 Evaluation**.  
Welcome participants.

## Slide 2



Show slide, **Activity 1**. Choose one of the following introductory icebreaking activities:

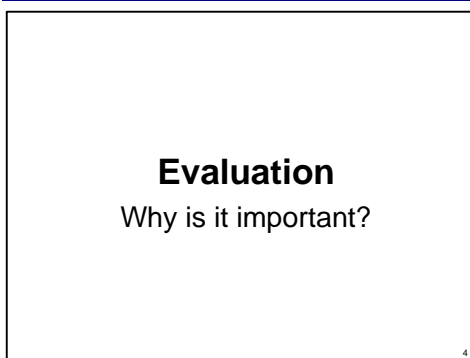
**Activity A:** In small groups, ask each participant to express one thought, feeling, or experience he or she has had related to program evaluation. Share responses with the larger group.

or

**Activity B:** Have participants take out a blank piece of paper. Have them write their greatest fear about evaluation on the paper. Let them know that many of us have fears about evaluation. Ask for some people to share their greatest fears.

Then ask everyone to crumple the paper up into a ball and throw the paper balls at you, the facilitator. Let the participants know that you are willing to “hold onto” their fears for them during the training so that they don’t have to. And hopefully many of their fears will be allayed through the workshop. Then at the end of the workshop, participants can decide whether or not they want their fear “returned” to them.

## Slide 3

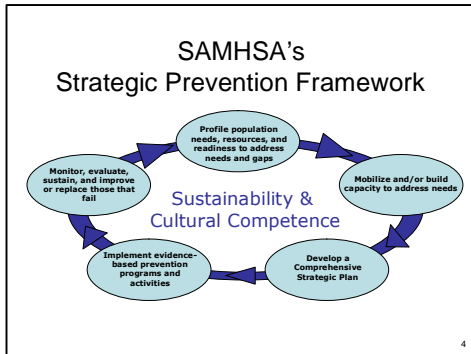


Show slide, **Evaluation Why is it Important?**

As prevention professionals, we can monitor and improve our programs more effectively by becoming more skillful at:

- Describing what we do for those who are in the field as well as those who are not in the field of prevention
- Systematically documenting what we do
- Demonstrating that our work is having an impact

## Slide 4

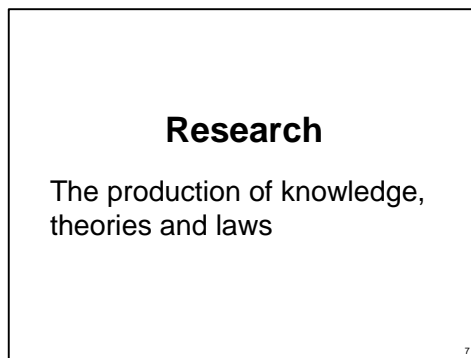


Show slide, *SAMHSA's SPF*.

As you can see in this slide, evaluation is one of the five main framework components in SAMHSA's Strategic Prevention Framework.

Before getting into the nuts and bolts of planning and implementing evaluation, it is important to understand the difference between research and evaluation.

## Slide 5

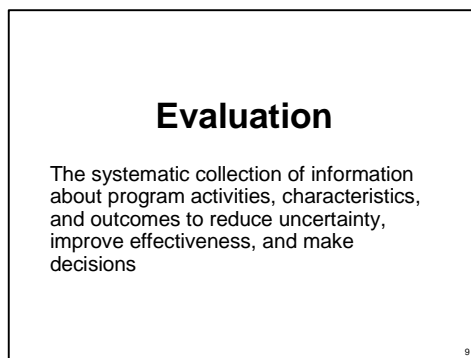


Show slide, *Research*.

Even though there is significant overlap between research and evaluation (for example, there is a field called "evaluation research"), there is a distinction, at least when we look at them in somewhat stereotypical fashion. So let's emphasize the distinction for purposes of illustration.

If we look at research in its purest sense, it is about knowledge for knowledge's sake. Research produces knowledge, theories, and laws.

## Slide 6



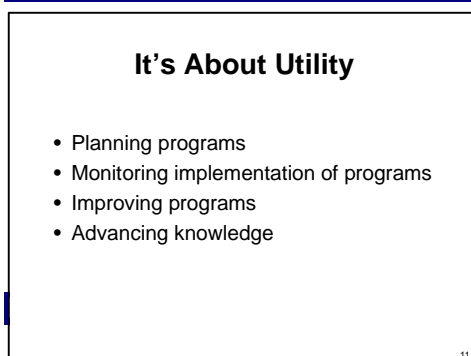
Show slide, *Evaluation*.

So what is evaluation exactly? Let's break it down.

- Evaluation is a systematic collection of information—it's not random or haphazard.
- It provides information about program activities, characteristics and outcomes. It answers questions like Who?, What?, How?, and So What?
- And most importantly, it is used to reduce uncertainty, improve effectiveness, and ultimately, to make better decisions about the program.

As you can see from this definition, evaluation compared to research is more practical and useful at the local level.

## Slide 7



Show slide, *It's About Utility*.

What's special about evaluation is that it's all about utility. It may be tempting to view evaluation as something that is imposed or required. Rather, evaluation strategies can benefit you and your programs by helping you to: plan programs, monitor implementation of programs, and improve programs.

And ultimately, good evaluation will help improve not only our own programs but those implemented by others.

This concept of utility should influence every decision we make when planning, designing, implementing, and reporting the results of an evaluation.

**Slide 8**

**Definitions**

**Process Evaluation** – Documenting program implementation

**Outcome Evaluation** – Documenting effects that you expect to achieve after the program is implemented

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*Show slide, Definitions.*

Process evaluation is documenting how a program is implemented. Was the program delivered as it was designed to be delivered, for example, was the same material presented in the same number of sessions over the same time frame to the same focus population? How many people participated? What was the dropout rate?

Outcome evaluation is tracking the program effects that you expect to achieve after the program is completed. What changes in knowledge, attitude, or behavior is the program expected to achieve? For example, a life skills training program is expected to show an increase in students' problem-solving skills soon after the program is implemented. In this same case, this short-term increase in problem-solving skills is expected to ultimately help prevent or reduce student drug use.

**Slide 9**

**Traditional vs. Collaborative Evaluation**

Traditional	Collaborative
Done to the program	Done with the program
Evaluator operates apart from the program	Evaluator operates in concert with the program
Evaluator decides	Evaluator advises
Evaluator retrieves information from program staff as needed to plan and carry out the study	Program staff are participants in planning and carrying out the study
Evaluator interacts relatively infrequently through the program director	Evaluation interacts regularly through the program staff and other stakeholders

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*Show slide, Traditional vs. Collaborative Evaluation.*

There are two models of evaluation – traditional and collaborative. And I think you'll see right away that the traditional model bears a strong resemblance to research.

*Review contrasting bullet points on the slide, alternating between the columns for each point.*

Collaborative evaluation builds on the strengths, and values the contributions, of everyone involved. In the world of prevention, a collaborative approach is likely more useful because it: ensures that everyone is on the same page, increases staff buy-in, expands staff evaluation capacity, increases the likelihood that the evaluation will be culturally appropriate and relevant, and increases the chances that the results will be used.

**Slide 10**

**The Collaborative Model**

The primary mechanism is an evaluation team made up of:

- Evaluator
- Program Staff
- Other Stakeholders (e.g., in a school-based program, stakeholders may include curriculum designers, school board members, teachers, parents, students)

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*Show slide, The Collaborative Model.*

Collaborative evaluation relies on an evaluation team composed of one or more individuals trained in evaluation, program staff, and other stakeholders. Members of the team are involved in all phases of program development, from the conceptualization of problems to the evaluation and interpretation of findings.

And the team should also include representatives of all relevant ethnic and racial groups. This will help to ensure that your evaluation design, including methods and instruments used, is consistent with the cultural norms of the population and community that you serve. You must consider cultural implications at each step of your work.

*Explain that details of the cultural implications will not be covered during this Module, but will be addressed further in the **Cultural Context of Prevention** module.*

## Slide 11

### Framework for Evaluation

1. Engage Stakeholders
2. Describe the Program
3. Focus the Evaluation Design
4. Select Appropriate Methods
5. Justify Conclusions
6. Ensure Use and Share Lessons Learned

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*Show slide, **Framework for Evaluation**.*

Now that we've talked about how evaluation fits into the big picture and how it can benefit you, let's talk about exactly how you would go about conducting an actual evaluation. We'd like to offer you an overview—a framework to help you do this.

This framework comes out of the Centers for Disease Control and Prevention. We've used this framework in numerous settings, and it seems to work well for several reasons. First, it's simple and straightforward. But second, it contains all the necessary steps. Often, in conducting an evaluation, people will move right to design or methods. This framework, though, doesn't do that. And third, it emphasizes utility. Look at step six—it talks about ensuring use and sharing lessons learned. So it fits with our focus on utility.

Let's back up, though, and go through all six steps, one at a time.

## Slide 12

### Step 1: Engage Stakeholders

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*Show slide, **Step 1: Engage Stakeholders**.*

The first step is to engage the stakeholders.

## Slide 13

### Stakeholders

Those organizations and individuals who care about either the program or the evaluation findings

In general, anyone who has something to gain or lose from the program

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*Show slide, **Stakeholders**.*

What's a stakeholder? There are a couple of ways to define it. One definition is that it is those organizations or individuals who care about either the program or the evaluation findings.

Another way to put it is anybody who has something to gain or lose from the program.

Why is it important to identify and engage stakeholders? From experience, we've found that stakeholders can play a pretty important role in the course of an evaluation. Sometimes they can dictate how, or even whether, results get used. In the field of prevention, it seems that we have an awful lot of people looking over our shoulders. Sometimes it's parents, or it could be entities like school boards, city councils, legislators, or funders. All of these people may have a "stake" in the success of our program, or worst-case scenario, even a vested interest in making sure that it doesn't succeed. The important thing is that we identify who those people and organizations are, what their interests are, and how we can best address those interests.

Engaging stakeholders greatly increases the chance that your evaluation effort will be successful.

## Slide 14

### Activity 2 Who Are Your Stakeholders?

- Choose a program
- Briefly describe the program
- Identify the stakeholders
- Identify their interests
- Rank order from most to least important
  - Program stakeholders
  - Evaluation stakeholders

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*Show slide, Activity 2 Who Are Your Stakeholders? Break participants into small groups.*

In your small groups, identify the programs on which you work. Then choose one program to use as a working model.

Using your "Identifying Evaluation Stakeholders" worksheet, go through each of the following steps:

- First, describe the program.
- Then, identify the key stakeholders in your chosen program.
- Next, identify their interests—why do they care about the

success or failure of the program?

- Finally, do two rank orderings: (1) Who do you keep uppermost in your mind as you implement the program? and (2) Who do you keep uppermost in your mind as you conduct the evaluation?

*Prompt the group to move from identifying stakeholders and interests to ranking. Then move on to the following report-back portion of the activity.*

Now, let's hear from some of you. Who did you list as your stakeholders? And what were their interests? How did you rank them?

## Slide 15

### Activity 2 Things to Keep in Mind

- Did you put yourself on the list?
- Did you identify competing needs?
- Were the agendas of all stakeholders explicit?
- Were you clear about what could and couldn't be accomplished?

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*Show slide, Activity 2 Things to Keep in Mind.*

Here are some important considerations when working on stakeholder interests (*note that the language is written as bullet points that you can choose to speak*):

- Don't forget to include yourself on a list of stakeholders. You care deeply about the program and the evaluation findings.
- Ranking is difficult because there are often competing needs

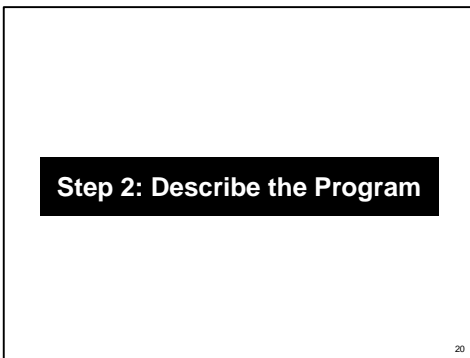
among stakeholders.

- You may find yourself caught in the middle between, for example, the needs of the funder and those of the client or population being served. As a service provider, you are focused mainly on

devoting your resources to keeping the project going and meeting the needs of your clients. This can lead to evaluation being relegated to a “back burner.”

- Be aware of each stakeholder’s agenda. Sometimes these are explicit; sometimes they’re hidden. Our job is to be aware of them, because at the end, they will affect the evaluation and therefore, the program. We tend to carry these agendas around in our heads, or maybe we have a vague sense that they’re out there. The point of this exercise is to name them and not keep them vague.
  - One way to avoid conflicts between competing stakeholder interests is to talk to each of the stakeholders, or representatives if they’re from a sector or organization, and ask them what their interest is in the program. You may be surprised—it may be different than what you had thought. That’s worth knowing. Or, they may not be willing to say outright what their actual agenda is. But at least you’ll have them be on record for what they say, and because it’s explicit, you can hold yourself accountable to that and not the hidden or unspoken agenda.
- Be clear about what you can and can’t accomplish. Some stakeholder agendas simply can’t be addressed within the scope of your program or evaluation. This is the stage to make that clear, not after the program’s completed and the evaluation’s done. You get to say up front, “This we can do, and these things we can’t.” And the stakeholders deserve to know that, too.

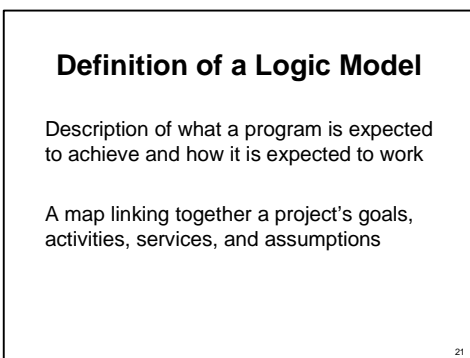
## Slide 16



*Show slide, Step 2.*

After sorting out the stakeholders’ needs, the next step is to describe the program—what are you going to evaluate? One way to define your program is to create a logic model.

## Slide 17



*Show slide, Definition of a Logic Model.*

A logic model lays out what a program is expected to achieve and how it’s expected to work. It is essentially a “map” linking together a project’s goals, activities, services and assumptions. Experience shows that taking time to develop a logic model before implementing a program or activity not only makes explicit the intended outcomes and assumptions of the project, but also makes evaluation easier and more meaningful to the program and to key stakeholders.

**Slide 18**

**Benefits of a Logic Model**

1. Develops understanding
2. Helps monitor progress
3. Serves as an evaluation framework
4. Helps expose assumptions
5. Helps restrain over-promising
6. Promotes communications

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Show slide, **Benefits of a Logic Model**. Refer participants to the handout of the same name. Review following points that correspond to the bullet points in the slide.

Building a logic model provides the following benefits:

1. A logic model develops understanding. It helps build understanding, if not consensus, about what the program is, what it's expected to do and what measures of success will be used.
2. A logic model helps to monitor progress. It provides a plan against which you can keep track of changes so that successes can be replicated and mistakes avoided.
3. A logic model serves as an evaluation framework. It makes it possible to identify appropriate evaluation questions and relevant data that are needed.
4. A logic model helps to bare assumptions. It helps program planners be more deliberate about what they're doing and identifies assumptions that may need validating.
5. A logic model helps to restrain over-promising. It helps program planners and others realize the limits and potential of any one program.
6. A logic model promotes communications. It creates a simple communication piece useful in portraying and marketing your program to others.

**Slide 19**

**Sample Logic Model A**

GOALS	INTERVENING VARIABLES	FOCUS POPULATION	STRATEGIES	IF-THEN STATEMENTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
A. To address this substance abuse or related problem:	B. To address the level of this risk or protective factor:	C. For these people:	D. We will do the following program activities/strategies (what, where, and how much):	E. We expect that this activity will lead to changes in these risk/protective factors, which in turn will lead to our program goal:	F. We will know when changes have occurred if:	G. We will know we are reaching our goals if:
<b>1. Logic Model:</b>						
<b>2. Evaluation Questions:</b>						

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Show slide, **Sample Logic Model A**. Refer participants to the "Blank Logic Model" worksheet. Explain to participants that to build a logic model, they'll need to answer seven questions about their program.

**Slides 20 and 21**

**Designing a Logic Model**

- A. Goals:** What substance abuse or related problem is to be addressed?
- B. Intervening Variable(s):** What intervening variables (e.g. risk and/or protective factor) will be addressed?
- C. Focus Population:** Who will participate in, or be influenced by, the program?
- D. Strategies:** What services and activities will be provided?

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Show slides, **Designing a Logic Model**. Refer to the "Designing a Logic Model" worksheet. Briefly overview each step of designing a logic model. You can be brief here, as you will provide in-depth information about each column using the *Sample Logic Model*.

## Designing a Logic Model

- E. “If-Then” Statements:** How will these activities lead to expected outcomes?
- F. Short-Term Outcomes:** What immediate changes are expected for individuals, organizations, or communities?
- G. Long-Term Outcomes:** What changes would the program ultimately like to create?

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### Slide 22

GOALS	INTERVENING VARIABLES	FOCUS POPULATION	STRATEGIES	“IF-THEN” STATEMENTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
A. To address this substance abuse or related problem:	B. By addressing these intervening variables (e.g. risk and/or protective factor):	C. For these people:	D. We will do the following program activities/strategies (what, where, and how much):	E. We expect that this activity will lead to changes in these risk/protective factors, which in turn will lead to our program goal:	F. We will know these changes have occurred if:	G. We will know we are reaching our goals if:
<b>1. Logic Model:</b>						
Alcohol and tobacco use by 7 <sup>th</sup> and 8 <sup>th</sup> grades students in XYZ community.						
<b>2. Evaluation Questions:</b>						

Show slide, *Sample Logic Model A*. Refer to the “Sample Logic Model A” worksheet (note that there is also a “Sample Logic Model B” with an alternative example).

For this slide, refer to Column A, “Goals” which looks at what substance abuse or related problems are to be addressed.

How do you know which substance abuse or related problem to focus on? If you’ve done a needs assessment, prioritized your data and identified resources, you should have a good idea of the substance abuse consumption or substance abuse

consequence that is important for your program to address. In our sample case, the goal is to decrease alcohol and tobacco use by 7<sup>th</sup> and 8<sup>th</sup> grade students in XYZ community.

### Slide 23

GOALS	INTERVENING VARIABLES	FOCUS POPULATION	STRATEGIES	“IF-THEN” STATEMENTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
A. To address this substance abuse or related problem:	B. By addressing these intervening variables (e.g. risk and/or protective factor):	C. For these people:	D. We will do the following program activities/strategies (what, where, and how much):	E. We expect that this activity will lead to changes in these risk/protective factors, which in turn will lead to our program goal:	F. We will know these changes have occurred if:	G. We will know we are reaching our goals if:
<b>1. Logic Model:</b>						
Alcohol and tobacco use by 7 <sup>th</sup> and 8 <sup>th</sup> grades students in XYZ community.						
<b>2. Evaluation Questions:</b>						
	Academic failure in early elementary school					

Show slide and refer to Column B, “Intervening Variables,” which looks at the variables (e.g. risk and protective factors) to be addressed.

So, the second thing that you need to know is what intervening variables (e.g. risk/protective factors) will effectively address the goal you are planning to address. How do you know which variables to focus on? You will need to consult the research literature to see what variables impact the substance abuse or related problem you are addressing. In our sample case, an

intervening variable that impacts youth alcohol and tobacco use is academic failure in late elementary school.

GOALS	INTERVENING VARIABLES	FOCUS POPULATION	STRATEGIES	“IF-THEN” STATEMENTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
A. To address this substance abuse or related problem:	B. By addressing these intervening variables (e.g. risk and/or protective factor):	C. For these people:	D. We will do the following program activities/strategies (what, where, and how much):	E. We expect that this activity will lead to changes in these risk/protective factors, which in turn will lead to our program goal:	F. We will know these changes have occurred if:	G. We will know we are reaching our goals if:
<b>1. Logic Model:</b>						
Alcohol and tobacco use by 7 <sup>th</sup> and 8 <sup>th</sup> grades students in XYZ community.						
<b>2. Evaluation Questions:</b>						
	Academic failure in early elementary school	Children in grades 1-3 at the local elementary school who are struggling academically as identified by teachers				

### Slide 24

Show slide and refer to Column C, “Focus Population,” or the people who will participate in or be influenced by the program.

The next question is, who is your focus population, to whom is the program being delivered? That is, who is the recipient of your program or whom do you expect to influence by your activities? Will you offer a program to all members of the population or all members of a subgroup? Will you offer a program to a group who is identified as being exposed to particular risks? Or will you offer a program to individuals already experiencing early signs of substance abuse?

*Remind participant that answering these questions will help them to determine whether they are implementing a universal, selective, or indicated strategy.*

In our example, the program is going to target kids in grades 1-3 who are struggling academically.

**Slide 25**

Sample Logic Model A						
GOALS	INTERVENING VARIABLES	FOCUS POPULATION	STRATEGIES	"IF-THEN" STATEMENTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
A. To address this substance abuse or related problem:	B. By addressing these intervening variables (e.g. risk and/or protective factors):	C. For these people:	D. We will do the following program activities/strategies (what, where, and how much):	E. We expect that this activity will lead to changes in these risk/protective factors, which in turn will lead to our program goal:	F. We will know these changes have occurred if:	G. We will know we are reaching our goals if:
<b>1. Logic Model:</b>						
Alcohol and tobacco use by 7 <sup>th</sup> and 8 <sup>th</sup> grades students in XYZ community.	Academic failure in basic elementary school.	Children in grades 1-3 at the local elementary school who are struggling academically as identified by teachers.	Tutoring 3 hours per week for one school year; 50 students.			
<b>2. Evaluation Questions:</b>						

*Show slide and refer to Column D, “Strategies” or services and activities that will be provided.*

So, what will you actually be doing? It’s very important to specify exactly what activities you plan to do and how you plan to do them; a program that isn’t implemented in the way it’s planned isn’t likely to lead to the expected program outcomes.

When recording your planned activities, answer the questions,

- What are we going to be doing?
- When are we going to do it?
- How much are we going to do?

“What are we going to be doing” may include such things as providing a mentoring program, delivering a school-based curriculum, developing policy or delivering a parenting program.

“When” and “How much” refer to when the program or activities will be delivered and how often (after school every day for 3 hours, a single day for 3 hours, etc.).

In our example, we are going to deliver tutoring to 50 students for 3 hours per week during one school year.

**Slide 26**

Assumptions
<ul style="list-style-type: none"> <li>• Identify the assumptions underlying your program.</li> <li>• Do your program activities lead logically to your goals?</li> <li>• How and why do you expect your program to achieve your goals?</li> <li>• What are the steps that will lead logically from your program activities to your goals?</li> </ul>

*Show slide, Assumptions.*

Before moving on, we need to identify the assumptions underlying your program. That is, think about why and how program activities are expected to lead to your goals and desired changes. A very common problem in prevention programs is choosing program activities and strategies that don’t lead logically to the goals or outcomes that the program is trying to achieve. So, why and how do you expect your program to lead to the desired changes? You can think about this as a series of ‘if-then’ relationships.

**Slide 27**

Show slide, *“If-Then” Statements.*

**“If-Then” Statements**

- IF the program invests time and money to develop an inventory of the drug-free activities... THEN youth will be more informed about opportunities within the community.
- IF youth know what’s available... THEN they’ll be more likely to participate.
- IF youth participate in alternative activities... THEN they’ll be more likely to develop friendships with non-using peers and then be less likely to use ATOD themselves.

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Here are some examples of if/then statements:

- If the program invests time and money to develop an inventory of drug-free summer activities, then youth will be more informed about what’s available in the community.
- If youth know what is available in the community, then they’ll be more likely to participate in these programs.
- If youth participate in alternative activities, then they’ll be more likely to develop friendships with non-using peers and

then be less likely to use ATOD themselves.

Note that each ‘if...’ statement begins with the previous ‘...then...’ statement, so the assumptions build logically on each other. Even in this very simple series of “if-then” statements, there are a number of assumptions about the problem to be addressed, how the program will work, and what it can achieve. For example:

- Currently, youth don’t know about many available activities.
- The collaborative will have the necessary time, money, and expertise to develop the resource inventory.
- Once the resource inventory is developed, people will use it, particularly the identified focus population.
- Knowing about the activities will lead youth to actually use the activities.
- The activities will support development of new, positive peer relationships.

In summary, when developing your map or logic model, think about the underlying assumptions. Are they realistic and sound? Are you making any leaps of logic?

**Slide 28**

Show slide and refer to Column E, *“If-Then Statements.”*

**Sample Logic Model A**

GOALS	INTERVENING VARIABLES	FOCUS POPULATION	STRATEGIES	“IF-THEN” STATEMENTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
A. To address this substance abuse or related problem:	B. By addressing these intervening variables (e.g. risk and/or protective factor):	C. For these people:	D. We will do the following program activities/strategies (what, where, and how much):	E. We expect that this activity will lead to changes in these risk/protective factors, which in turn will lead to our program goal.	F. We will know these changes have occurred if:	G. We will know we are reaching our goals if:
<b>1. Logic Model:</b>						
Alcohol and tobacco use by 7 <sup>th</sup> and 8 <sup>th</sup> students in XYZ community.	Academic failure in late elementary school.	Children in grades 7-8 at the local elementary school who are struggling academically as identified by teachers.	Tutoring 3 hours per week for one school year. 50 students	If tutoring is offered to students having academic problems, then students will have the opportunity to improve their academic skills. If the students take the opportunity, they will improve their academic skills. If they improve their academic skills, they will not fall in school. If they don't fall in school, they will be less likely to abuse alcohol, tobacco, and other drugs.		

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If you look at Column E in our sample logic model, you can see the series of statements that links tutoring to the reduction of substance use.

The final column in our logic model deals with the outcomes to expect from your programs. Before working on this question, let’s discuss some issues in defining program outcomes.

**The Short & Long of It**

**Short-Term Outcomes** – the immediate program effects that you expect to achieve (e.g., improving problem solving skills)

**Long-Term Outcomes** – the long-term or ultimate effects of the program (e.g., reducing drug use)

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**Slide 29**

Show slide, *The Short & Long of It.*

It is important to understand the difference between short- and long-term outcomes. Short-term outcomes are the immediate program effects that you expect to achieve. Remember our earlier example in which a life skills training program was expected to increase students' problem-solving skills.

Long-term outcomes, on the other hand, are the long-term or ultimate effects of the program. Let's follow our life skills training program example one step further. We attempt to increase students' problem-solving skills because we believe that increasing skills will ultimately help to prevent or reduce student drug use.

## Slide 30

### Outcomes

- No right number of outcomes
- The more immediate the outcome, the more influence the program has over its achievement
- The longer term the outcome, the less direct influence a program has over its achievement
- Because other forces affect an outcome doesn't mean it shouldn't be included
- Long-term shouldn't go beyond the program's purpose or focus audience

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*Show slide, **Outcomes**.*

Some additional issues that need to be discussed about short-term outcomes and long-term outcomes include:

- There is no right number of outcomes. The number of outcomes selected by your program will depend on the nature and purpose of the program, resources, and number of stakeholders represented.
- The more immediate the outcome, the more influence the program has over its achievement. In parent training

programs teaching family management skills, changes in participants' family management skills can be reasonably attributed to the program.

- Conversely, the longer term the outcome, the less direct influence a program has over its achievement and the more likely other extraneous forces are to intervene. The final impact of decreased adolescent substance use is influenced by a variety of factors in the sociocultural, political and economic environment. It is difficult to distill out specific program effects.
- Because other forces affect an outcome doesn't mean it shouldn't be included. Despite the influence of other factors on substance use, the program may wish to measure and track this information in order to understand the rates of use in the community and how a confluence of factors, including the specific program being implemented, may affect overall rates of use.
- Outcomes, however, should not go beyond the program's purpose or focus population. Think about what the program is designed to do – where its influence is likely to be felt – and focus the outcome measurement at that level. Likewise, keep the outcome measures focused on the intended population. The ultimate long-term outcome of substance abuse prevention should be to prevent or decrease use in the focus population.

## Slide 31

### Activity 3 Understanding Baseline and Outcome Data

31

*Show slide, **Activity 3**. Before heading back to the Logic Model, let's do something fun.*

*Ask participants to find a partner and stand with them somewhere in the room. Instruct them to stand back-to-back with their partner and make three changes to their appearance. When everyone has made three changes, have the partners face each other and try to identify the changes their partner made.*

Debrief by asking, “What would have made this activity easier for you?” Make sure that someone points out that it would have been helpful to study their partner before (s)he made changes. This is called getting baseline data. You have to know what something looks like before you change it in order to measure changes. We need to do this in prevention program evaluation, too.

**Slide 32**

**Sample Logic Model A**

GOALS	INTERVENING VARIABLES	FOCUS POPULATION	STRATEGIES	"IF-THEN" STATEMENTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
A. To address the substance abuse or related problem:	B. By addressing these intervening variables (e.g. risk and/or protective factor):	C. For these people:	D. We will do the following program activities/strategies (what, where, and how much):	E. We expect that this activity will lead to changes in these risk/protective factors, which in turn will lead to our program goal:	F. We will know these changes have occurred if:	G. We will know we are reaching our goals if:
<b>1. Logic Model:</b>						
Alcohol and tobacco use by 7 <sup>th</sup> and 8 <sup>th</sup> grades students in K-12 community.	Academic failure in 1 <sup>st</sup> and 2 <sup>nd</sup> grade elementary school.	Children in grades 1-3 at the local elementary school who are struggling academically as identified by teachers.	Tutoring 3 hours per week for one school year 50 students	If tutoring is offered to students having academic problems, then students will have the opportunity to improve their academic skills. If the students take the opportunity, they will improve their academic skills. If they improve their academic skills, they will not fall in school. If they don't fall in school, they will be less likely to abuse alcohol, tobacco, and other drugs.	Participants grades improve; participants move to next grade level on time.	Participants do not begin using alcohol and tobacco within five years of participating in the program.

32

Show slide and refer to Column F, “Short-Term Outcomes” and Column G “Long-Term Outcomes.”

In the logic model framework, short-term outcomes generally reflect the intervening variables factors specified in column B. Long-term outcomes are often linked to column A and are the ultimate effect that you want your program to have.

Remember that risk and protective factor theory is founded on the principle that substance abuse can be prevented by implementing strategies that reduce risk factors and increase protective factors. A long-term outcome of your program is likely an eventual decrease in substance use; however, keep in mind that this is influenced by a wide variety of factors and it is difficult to know the impact of a particular program on future ATOD use, unless you are able to conduct a rigorous, often costly, and very long-term evaluation study.

In our example, the expected short-term outcomes are related to academic achievement, while the long-term outcome is delayed onset of alcohol and tobacco use.

**Slide 33**

**Activity 5**

**Generating a Logic Model**

- Review the work sheets, “Sample Logic Models A and B.”
- Complete Row 1 of the Blank Logic Model work sheet using a program which members of your group are familiar.
- Record your Logic Model on chart paper and post.

36

Show slide, **Activity 5.**

*Part 1:* Arrange participants into their case study groups. Ask each group to work together to write a logic model by completing row 1 of the Blank Logic Model work sheet for the program identified in their sample community in Module 3. They are to use a prevention program with which their group is familiar. They should complete all cells of the first row. Allow 20 minutes for this portion of the activity. Provide chart paper, markers, and tape for groups to record and post their logic models.

Refer participants to the following information sheets as references when writing their logic models:

- *Designing a Logic Model*
- *Sample Logic Models A and B*

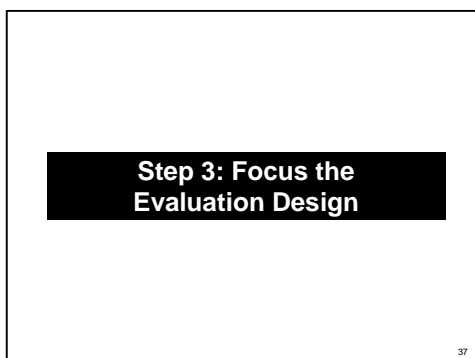
Circulate around the room, monitoring group work and assisting to assure success. Especially make sure all groups correctly identify column B (intervening variables) in terms of reducing particular risk factors and/or increasing particular protective factors. Reinforce accurate risk and protective factor language. Groups may also require assistance writing “if-then” statements that build logically on each other. Also check for both short- and long-term outcome statements that are linked to the intervening variables and program goals.

*Part 2: Bring participants back together and have groups present their logic models as time permits. Debrief by checking for consistency in risk and protective factor language, leaps of logic, and appropriate outcomes.*

*Recommend that participants regularly review and update their logic models in order to reflect changes, keep track of progress, make modifications, or communicate to others about what the program is doing and why. Over time, programs are changed, adapted and improved. The logic model provides a “picture” of these changes and allows for systematic evaluation of adaptations and changes, intentional or accidental, made to programs.*

*Have participants review the other posted logic models during breaks. An alternative method of viewing other posted logic models is to have participants take a “gallery tour” of logic models posted around the room.*

#### **Slide 34**

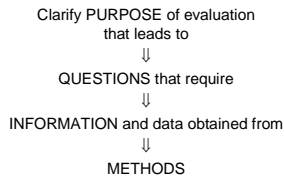


*Show slide, **Step 3: Focus the Evaluation Design.***

Now that you have your logic model, you can use it to focus your evaluation design. This is the point where you identify the questions that you want your evaluation to answer.

## Slide 35

### Designing an Evaluation



38

*Show slide, **Designing an Evaluation.***

A common mistake at this stage is to start thinking about *how* to collect data before determining *what* to collect. This is usually accompanied by the phrase, “Let’s do a survey!!” But before you choose your methods, you need to back up.

Designing an evaluation is a process that goes from the general to the specific. First, you need to clarify the purpose of the evaluation. That leads to developing questions that then require information and data obtained from methods. But the

methods come last, not first.

Think of the methods like the engine in a car. The purpose of the evaluation – that’s the driver.

## Slide 36

### Tips for Generating Evaluation Questions

- 3 to 5 questions are often adequate.
- Use open-ended questions, not “yes-no.”
- Avoid compound questions, i.e., questions that include multiple statements.
- A good rule of thumb is that the questions start with “To what extent . . .”

41

*Show slide, **Tips for Generating Evaluation Questions.***

Here are just a few tips to keep in mind when you are generating evaluation questions.

*Refer to bullets.*

## Slide 37

### Sample Evaluation Questions

#### Process Evaluation

- How are resources allocated to various activities?
- To what extent was the program implemented as planned?
- What obstacles were encountered during program implementation?

#### Outcome Evaluation

- Over the duration of the program, to what extent has:
- School attendance improved?
  - Community-wide prevention awareness activities changed adult norms about substance use?
  - Youth substance use decreased?

42

Show slide, *Sample Evaluation Questions*.

Remember that we discussed two types of evaluation – process and outcome. Here are some sample evaluation questions for both.

Review bullets and refer people to the “Examples of Evaluation Questions” handout.

## Slide 38

### Beware of the “Black Box”!

Outcome evaluations that focus solely on program effects are dangerous!

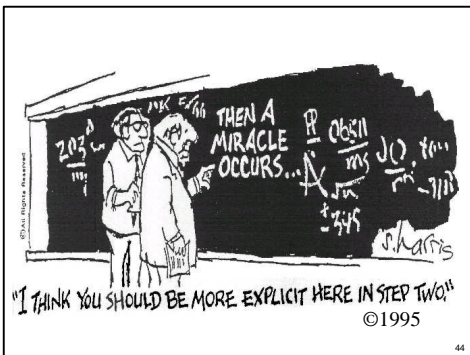
43

Show slide, *Beware of the “Black Box!”*

Evaluation that only focuses on outcomes is sometimes called a “black box” evaluation because it does not take process evaluation into consideration. Disappointing outcome evaluation results can frequently be illuminated by examining how the program was implemented, the number of clients served, dropout rates, and how clients experienced the program. These are process evaluation questions. On the flip side, you can’t take credit for results if you can’t show that you did something that caused them to happen. Outcome

evaluation only, without a process evaluation component, won’t provide information about why a program did or didn’t work.

## Slide 39



Show slide and review.

## Slide 40

Show slide, *Sample Logic Model A (Evaluation Questions)*. Review slide.

## Slide 41

### Activity 5

#### Developing Your Questions

- Complete Row 2 of your “Logic Model” work sheet, developing 2-3 evaluation questions for each column.
- Select the top 3 evaluation questions you would like answered.

Show slide, **Activity 5**. For this activity, have participants re-join their small groups. Show slide and have participants:

- Complete row 2 of their “Blank Logic Model” worksheet, developing 2-3 evaluation questions for each column. Have them discuss the questions chosen and ask whether they seem appropriate given
  - the purpose of the evaluation,
  - stakeholder concerns,
  - the developmental stage of the program, and
  - their feasibility given timelines and available resources.
- Select the top 3 evaluation question that they would like answered.

**Slide 42**

**Step 4: Select  
Appropriate Methods**

*Show slide, Step 4: Select Appropriate Methods.*

So now that you know what you want to know, it's time to find out how to get the information that you need. What are the best methods to use? It depends on who the information is for and how they will use it (remember our discussion about identifying the stakeholders and their needs). It should not depend solely on your preference for or familiarity with one method or another. It does depend on the kind and number of resources you have available.

**Slide 43**

**Evaluation Methods**

Quantitative	Qualitative
Counting	Anecdotes
Checklists	Case studies
Surveys	Focus groups
Pre-post tests	Key informant interviews
Analysis of existing statistics	Observations
	Analysis of existing files

*Show slide, Evaluation Methods.*

There are two types of evaluation methods: quantitative and qualitative. Quantitative methods (numbers) typically include counting, checklists, surveys, and analysis of existing statistics. Qualitative methods (words) typically include stories, testimonials, case studies, analysis of existing files, focus groups, key informant interviews, and observation.

Take a look at the "Pros and Cons of Data Collection Methods" handout. This provides an overview of the methods available to you, including their comparative pros and cons, costs, and time to complete. Obviously, people teach whole

courses on methods, so our goal is not to turn you into methodologists. Rather, we want to equip you with a basic understanding of the types of methods that are available to you.

**Slides 44-45**

*Show slide, Benefits of Quantitative Methods. Review slide.*

**Benefits of  
Quantitative Methods**

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

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**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

Remember that surveys aren't the only way to collect quantitative information, even though many people think so. Surveys are hard to develop and may yield information that can be discounted if your assessment tool wasn't developed according to academic standards. A good evaluation doesn't have to include a survey, and a survey doesn't guarantee good evaluation results.

*Show slide, Benefits of Qualitative Methods. Review slide.*

Qualitative data help you paint a picture that many people can relate to. Certain stakeholders may find it easier to relate to people's words and thoughts rather than to just numbers.

Qualitative data also complement quantitative data by helping to explain findings. For example, you may learn from an open-ended item on a feedback survey that the reason that 95% of participants were dissatisfied with Wednesday's session wasn't because of the content, but because the room was too cold (as was the food). Finally, qualitative methods are often used in field or pilot testing of programs or even evaluation instruments.

#### Slide 46

Show slide, **Sample Logic Model A (Methods)**. Review slide.

Have participants complete row 3 of their Logic Model, recording what methods and sources of data they will use to answer their evaluation questions. Note that they may use a combination of quantitative and qualitative measures and data to answer their evaluation questions.

#### Slide 47

Show slide, **Limitations of Multi-Method Evaluation**.

We encourage you to use both qualitative and quantitative methods. We call this a multi-method approach and it has several benefits. Participants who believe that statistics can be manipulated to prove any point often respond to anecdotes and stories. Others who prefer numbers rather than opinions may respond better to quantitative approaches. Your audiences will consist of both so you will need to be prepared for both. But using several methods also has limitations.

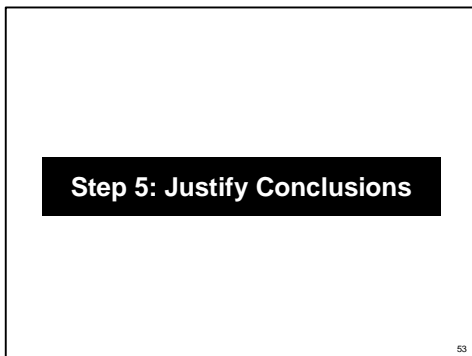
Review points on slide.

However, some of these can work to your advantage. For example, contradictory or inconsistent findings can generate helpful discussion and reflect the complexity of the topic under study.

#### Slide 48

Show slide **Step 5: Justify Conclusions**.

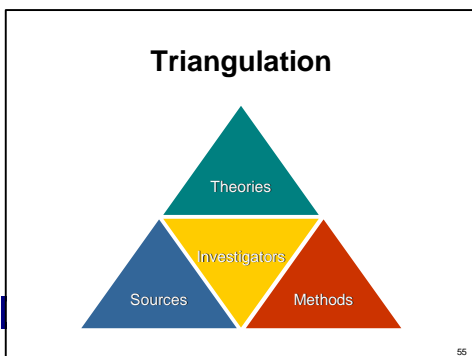
Now you have all of this data – so what's next?



#### Slide 49

Show slide, **Triangulation**.

Just as a minimum of three legs makes a stool strong, so does the use of several approaches. Your evaluation will be more stable if you use multiple sources of data, a team of investigators with a variety of perspectives, multiple methods of data collection, as well as multiple theories. The



conclusions drawn from several approaches will be more easily justified in the end.

**Slide 50**

**Step 6: Ensure Use and Share Lessons Learned**

*Show slide, Step 6: Ensure Use and Share Lessons Learned.*

You might expect that the final step in our process to be titled something simple like “Report Findings.” But remember that the participatory evaluation approach involves making use of evaluation information throughout your project. The best way to do this is to communicate your findings in ways that meet the needs of your various stakeholders.

**Slide 51**

“Use is not simply determined by some configuration of abstract factors; it is determined in large part by real, live, caring human beings.”

Michael Quinn Patton, 1997

*Show slide, Patton quote.*

The most important thing to remember in ensuring use is this: organizations don’t use evaluation findings; people do. The Department of Health, for example, isn’t going to use the results of an evaluation, but “Cathy Smith” in the Department of Health may. So unless we get the results of the program evaluation into people’s hands and explain to them how they personally can use the results, they will sit on a shelf.

**Slide 52**

### Creating a Data Dissemination Plan

1. WHAT is the nature of the data you have collected?
2. WHY do you want to present the data?
3. TO WHOM are you presenting the data?
4. HOW are you going to present the data?
5. HOW MUCH data are you going to present?
6. WHO will present the data?
7. WHERE are you going to present the data?
8. WHEN are you going to present the data?

---

### Choosing Appropriate Reporting Methods

AUDIENCE	METHODS							
	Abstracts & Briefings	Annual Evaluation Reports	Fact Sheets	Brochures & Posters	Exhibits	Press Conferences	Press Releases	Town Meetings
Current/Potential Funder	X	X						
New Potential Funder	X		X					
Administrator	X	X						X
Board Members	X	X	X					X
Community Groups			X	X				X
General Public			X	X	X		X	X
Organizations			X		X			
Media			X			X	X	X

Adapted from (1) Borden, DeBord, and Snipes and (2) Morris, Gibson, and Freeman.

*Show slide, Creating a Data Dissemination Plan.*

Remember back to grammar school, when you were taught the essential elements of a good story? You needed to answer who, what, when, where, why, and how. You can use a similar set of questions to guide the way that you choose to present data and tailor your presentation based on some of the factors that we just discussed.

*Review slide contents.*

**Slide 53**

*Show slide, Choosing Appropriate Reporting Methods.*

Making your evaluation results useful is not just about writing one large “final report.” This is one method of reporting your findings and you may need to write that type of report to satisfy your funder.

But think about your other stakeholders and their needs. That sort of dense, technical report may not be best for them. For example, school administrators might prefer to have you do a community presentation on youth use of inhalants for parents of middle school students in order to raise their awareness about that particular issue.

And don’t forget your needs. You may be able to use the information to support your sustainability efforts by preparing an abstract or fact sheet that highlights some of your particularly strong findings.

The table on this slide and on your “Choosing Appropriate Reporting Methods” handout presents a variety of methods that you can use to present your findings.

*Review table. Invite participants to give examples of reporting that they’ve used or seen used.*

#### Slide 54

##### **Making Evaluation Results Useful**

- Brief stakeholders throughout the project
- Help stakeholders understand data
- Create a dissemination plan
- Select the most useful media for reporting results

63

*Show slide, **Making Evaluation Results Useful.***

In summary, here are some points to keep in mind when sharing the lessons that you learned from your evaluation:

- Try to avoid surprising your stakeholders with the results of your evaluation. As part of the collaboration, brief them along the way rather than waiting to the end of the project. Present a draft form of your report before it goes public.
- Take time to review the findings with your stakeholders,

discussing the ramifications of what you found. Don’t shy away from negative or unexpected results. Instead, use these as an opportunity to inform future efforts.

- Create a plan for disseminating your results to a variety of audiences. Be careful not to overlook your target population.

#### Slide 55

##### **Framework Revisited**

1. Engage the Stakeholders
2. Describe the Program
3. Focus the Evaluation Design
4. Select Appropriate Methods
5. Justify Conclusions
6. Ensure Use and Share Lessons Learned

64

*Show slide, **Framework Revisited.***

So, how do you feel about evaluation now? Hopefully, we have been able to address some of the initial fears that you had about evaluation.

*Reflect back on feelings/fears about evaluation from Activity 1.*

*Provide a forum for questions and discussion if time allows.*



## **Benefits of a Logic Model**

1. A logic model develops understanding. It helps build understanding, if not consensus, about what the program is, what it's expected to do, and what measures of success will be used.
2. A logic model helps to monitor progress. It provides a plan against which you can keep track of changes so that successes can be replicated and mistakes avoided.
3. A logic model serves as an evaluation framework. It enables you to identify appropriate evaluation questions and relevant data.
4. A logic model helps to bare assumptions. It helps you be more deliberate about what you're doing and to identify assumptions that may need validating.
5. A logic model helps curb overpromising. It helps you realize the limits and potential of any single program.
6. A logic model promotes communication. It creates a simple communication piece for portraying and marketing a program.

## **Designing a Logic Model**

### **A. What substance-abuse or related problem will you address?**

(goals)

You will first need to identify the substance-abuse or related problem you want to address. If you've done a needs assessment, prioritized your data, and identified resources, you should have a good idea of the substance consumption or substance-abuse consequence that is important for your program to address.

### **B. What risk and protective factors will you address?**

(intervening variables)

The second thing you need to know is which intervening variables (e.g., risk/protective factors) apply to the goal you've selected. You will need to consult the research literature to determine which variables affect the substance-abuse or related problem you are addressing.

### **C. Who will participate in, or be influenced by, the program?**

(focus population)

Who is your focus population? That is, who is the recipient of your program or whom do you expect to be influenced by your activities? Will you offer a program to all members of the population or all members of a subgroup? Will you offer a program to a group that is identified as being exposed to particular risks? Or will you offer a program to individuals already experiencing early signs of substance abuse? Answering these questions will help you determine whether you are implementing a universal, selective, or indicated strategy.

### **D. What services and activities will be provided?**

(strategies)

What are the activities involved in your program? That is, what will you actually be doing? It's very important to specify what activities you plan to do; a program that isn't implemented as planned (with fidelity) isn't likely to lead to the expected program outcomes. When recording your planned activities, answer the questions, "What are we going to be doing?" and "When and how much are we going to do it?"

- The answer to the question "What are we going to be doing?" may include providing a mentoring program, delivering a school-based curriculum, developing policy, or delivering a parenting program.
- The question of "When and how much?" refers to when the program or activities will be delivered and how much time these activities will require (e.g., after school every day for 3 hours or a single day for 3 hours).

### **E. How will these activities lead to expected outcomes?**

("if-then" statements)

Identify the assumptions underlying your program. That is, think about why and how program activities are expected to lead to the desired outcomes. A very common problem in prevention programs is that planners often choose program activities and strategies that don't lead logically to the goals or outcomes that the program is intended to achieve. That's why we recommend thinking through your assumptions. Why and how do you expect your program to lead to the desired changes? Your assumptions can be seen as a series of "if-then" relationships.

**F. What immediate changes are expected for individuals, organizations, or communities?**  
(short-term outcomes)

Short-term outcomes are the immediate program effects that you expect to achieve. For example, a life-skills training program is expected to show an increase in students' problem-solving skills when the program is completed.

**G. What changes would you like for the program ultimately to create?**  
(long-term outcomes)

Long-term outcomes are the long-term or ultimate effects of the program. For example, we attempt to increase students' problem-solving skills, the immediate or short-term outcome, because we believe that increasing these skills will ultimately help to prevent or reduce student drug use, which is the expected long-term outcome.

## Blank Logic Model

GOALS	INTERVENING VARIABLES	FOCUS POPULATION	STRATEGIES	“IF-THEN” STATEMENTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
A. To address this substance-abuse or related problem:	B. By addressing these intervening variables (e.g., risk and/or protective factors):	C. For these people:	D. We will do the following program activities/strategies (what, where, and how much):	E. We expect that this activity will lead to changes in these risk/protective factors, which in turn will lead to our program goal:	F. We will know these changes have occurred if:	G. We will know we are reaching our goals if:
<b>1. Logic Model:</b>						

# Blank Logic Model - continued

<b>2. Evaluation Questions:</b>						
<b>GOALS</b>	<b>INTERVENING VARIABLES</b>	<b>FOCUS POPULATION</b>	<b>STRATEGIES</b>	<b>“IF-THEN” STATEMENTS</b>	<b>SHORT-TERM OUTCOMES</b>	<b>LONG-TERM OUTCOMES</b>
<b>3. Methods:</b>						
<b>GOALS</b>	<b>INTERVENING VARIABLES</b>	<b>FOCUS POPULATION</b>	<b>STRATEGIES</b>	<b>“IF-THEN” STATEMENTS</b>	<b>SHORT-TERM OUTCOMES</b>	<b>LONG-TERM OUTCOMES</b>

# Sample Logic Model A

GOALS	INTERVENING VARIABLES	FOCUS POPULATION	STRATEGIES	“IF-THEN” STATEMENTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
<b>A. To address this substance-abuse or related problem:</b>	<b>B. By addressing these intervening variables (e.g., risk and/or protective factors):</b>	<b>C. For these people:</b>	<b>D. We will do the following program activities/strategies (what, where, and how much):</b>	<b>E. We expect that this activity will lead to changes in these risk/protective factors, which in turn will lead to our program goal:</b>	<b>F. We will know these changes have occurred if:</b>	<b>G. We will know we are reaching our goals if:</b>
<b>1. Logic Model:</b>						
Alcohol and tobacco use by students in grades 7 and 8 in XYZ community	Academic failure in late elementary school	Children in grades 1 to 3 at the local elementary school who are struggling academically, as identified by teachers	Tutoring: 3 hours per week for 1 school year: 50 students	If tutoring is offered to students with academic problems, then students will have the opportunity to improve their academic skills. If the students take the opportunity, they will improve their academic skills. If they improve their academic skills, they will not fail in school. If they don't fail in school, they will be less likely to abuse alcohol, tobacco, and other drugs.	Participants' grades improve; participants move to next grade level on time.	Participants do not begin using alcohol, tobacco, and other drugs within 5 years of participating in the program.
<b>2. Evaluation Questions:</b>						
To what extent was alcohol and tobacco use reduced in the target population?	To what extent was academic failure reduced in the target population?	To what extent were the participants children in grades 1 to 3 who were struggling academically?	Did 50 students participate in a tutoring program for 3 hours per week for 1 school year?	To what extent did students who were selected for the program participate? Did the students' academic skills improve?	To what extent did participants' grades improve? To what extent did participants move on to the next grade level?	To what extent did participants use tobacco, alcohol, and other drugs within 5 years of the end of the program?

## Sample Logic Model A - continued

<b>3. Methods:</b>						
<b>GOALS</b>	<b>INTERVENING VARIABLES</b>	<b>FOCUS POPULATION</b>	<b>STRATEGIES</b>	<b>“IF-THEN” STATEMENTS</b>	<b>SHORT-TERM OUTCOMES</b>	<b>LONG-TERM OUTCOMES</b>
Existing database at school (student use survey)	Existing database at school (grade records)	Program records from the tutoring program coordinator	Program records from the tutoring program coordinator	Program records from the tutoring program coordinator and surveys of the student participants	Existing database at school (grade records)	Surveys conducted with the student participants (student use survey)

# Sample Logic Model B

GOALS	INTERVENING VARIABLES	FOCUS POPULATION	STRATEGIES	“IF-THEN” STATEMENTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
<b>A. To address this substance-abuse or related problem:</b>	<b>B. By addressing these intervening variables (e.g., risk and/or protective factors):</b>	<b>C. For these people:</b>	<b>D. We will do the following program activities/strategies (what, where, and how much):</b>	<b>E. We expect that this activity will lead to changes in these risk/protective factors, which in turn will lead to our program goal:</b>	<b>F. We will know these changes have occurred if:</b>	<b>G. We will know we are reaching our goals if:</b>
<b>1. Logic Model:</b>						
Tobacco use by young adolescents in Cooltown, USA	Reduce community laws and norms favorable toward tobacco Reduce favorable attitudes toward tobacco	Children and adolescents ages 10 to 13 in Cooltown, USA	Run radio and TV ads after school in 30,000 homes daily for 3 months; display antitobacco billboards to be seen by 1,000 children daily for 3 months; place antitobacco ads in three youth magazines with circulations of 3,000 for 3 months.	If media ads depicting tobacco use as “uncool” are displayed, then children and youth will be exposed to antitobacco messages. If children are exposed to antitobacco messages, then they will view tobacco use as “uncool.” If children view tobacco use as “uncool,” then they will have attitudes unfavorable to tobacco use. If children have attitudes unfavorable to tobacco use, then they will be less likely to use tobacco.	Children who see the ads report that smoking tobacco is “uncool.” Children who see the ads report that they don’t intend to use tobacco.	Ninety percent of children and young people exposed to the antitobacco ads do not initiate tobacco use within 6 to 12 months following the media campaign.
<b>2. Evaluation Questions:</b>						
To what extent was tobacco use by adolescents decreased in Cooltown, USA?	To what extent were community laws and norms reduced? Were favorable attitudes toward tobacco reduced?	How many children ages 10 to 13 saw the ads? How often did they see them?	To what extent did antitobacco ads run on radio and TV in 30,000 local homes daily for 3 months? Did antitobacco billboards run for 3 months? Did 1,000 children see them daily? Were antitobacco ads run in three youth magazines with circulations of 3,000 for 3 months?	To what extent did most children report having seen the ads? Do young people exposed to the ads have attitudes unfavorable to tobacco use? Are young people exposed to the ads less likely to use tobacco? Which type of advertisement do young people think is most effective in conveying the message?	To what extent did children who saw the ads have changes in perceptions of norms? Do young people exposed to the ads see smoking as more dangerous and less “cool?” Did young people who saw the ads report that they don’t intend to use tobacco?	To what extent did children and young people exposed to the antitobacco ads initiate tobacco use within 6 to 12 months following the media campaign?

# Sample Logic Model B - continued

<b>3. Methods:</b>						
<b>GOALS</b>	<b>INTERVENING VARIABLES</b>	<b>FOCUS POPULATION</b>	<b>STRATEGIES</b>	<b>“IF-THEN” STATEMENTS</b>	<b>SHORT-TERM OUTCOMES</b>	<b>LONG-TERM OUTCOMES</b>
Student use survey	Community survey and student survey	Program survey	Program records	Program survey and student use survey	Program survey and student use survey	Student use survey

## **Examples of Evaluation Questions**

### **PROCESS EVALUATION QUESTIONS**

1. How are resources allocated and used to implement activities? For example: staff hours, skills, experience, and training required; budget required; accuracy of planned allocation.
2. How is the work plan implemented? For example: consistency (comparison of actual activity with planned activity, accuracy of original timeline, degree of adaptation required for each activity); participation rates in key services/activities; attitudes regarding participation in key services/activities; perceived quality of work plan implementation.
3. What obstacles or barriers were encountered as each activity was implemented?
4. How did any broad changes in the community change the context in which activities were implemented?
5. How are preliminary evaluation findings used to improve implementation of activities throughout the project?

### **OUTCOME EVALUATION QUESTIONS**

#### **Examples From a School-Based Program**

1. To what extent has the use of alcohol, tobacco, and other drugs decreased among students over the duration of this project?
2. To what extent has academic failure been reduced over the duration of this project?
3. To what extent has school attendance improved over the duration of this project?
4. To what extent has the number of discipline referrals decreased over the duration of this project?
5. To what extent has the average number of assets increased among students over the duration of this project?

#### **Examples From a Community-Based Initiative**

1. To what extent can a series of community-wide prevention awareness activities change adult norms about the use of alcohol, tobacco, and other drugs in the community?
2. To what extent can a series of community-wide prevention awareness activities result in more consistent enforcement of tobacco and alcohol laws and ordinances?
3. To what extent do community-wide prevention awareness activities and consistent enforcement of tobacco and alcohol laws and ordinances lead to reduced youth access to these substances?
4. What are the factors that enhance and inhibit efforts to make enforcement of tobacco and alcohol laws consistent?
5. To what extent do community-wide prevention awareness activities lead to an increase in the number of parents who clearly state their expectations about the use of alcohol, tobacco, and other drugs to their children?
6. To what extent do community-wide prevention awareness activities lead to an increase in the number of young people who believe adults in the community care about them?

## **Pros and Cons of Data Collection Methods\***

<b>Method</b>	<b>Pros</b>	<b>Cons</b>	<b>Costs</b>	<b>Time to Complete</b>
<b>Archival research</b>	Can provide detailed information about a program	May be difficult to organize	Inexpensive	Time consuming
<b>Archival trend data</b>	Fast, cheap, a lot of data available	Difficult to compare; may not show changes	Inexpensive	Quick
<b>Focus groups</b>	Can quickly get information about needs, community attitudes, and norms; information can be used to generate survey questions	Can be difficult to run (requires a good facilitator) and analyze; may be difficult to gather groups together	Cheap if done in-house; can be expensive to hire facilitator	Groups last about 1.5 hours each
<b>Observation</b>	Can see a program in operation	Requires much training; can influence participants	Inexpensive, requires only staff time	Quick, but depends on the number of observations
<b>Open-ended questions on a written survey</b>	Can add more in-depth information to a structured survey	May not be answered; may be difficult to interpret	Inexpensive	Only adds a few more minutes to a written survey; quick analysis time
<b>Participant observation</b>	Can provide detailed information and an “insider” view	Observer can be biased; can be a lengthy process	Inexpensive	Time consuming
<b>Record review</b>	Objective, quick, does not require program staff or participants; records are preexisting	Records can be difficult to interpret; records are often incomplete	Inexpensive	Takes much time
<b>Self-administered surveys</b>	Anonymous, cheap, easy to analyze; standardized, making them easy to compare with other data	Results are easily biased; surveys miss information; attrition is a problem for analysis	Moderate	Moderate to high
<b>Face-to-face structured surveys</b>	Same as written surveys but allows responses to be clarified	Same as written surveys but requires more staff and time	More than self-administered	Moderate to high
<b>Telephone surveys</b>	Same as written surveys but allows you to target a wider area and clarify responses	Same as written surveys but misses people without phones (low-income)	More than self-administered	Moderate to high
<b>Unstructured interviews</b>	Gather in-depth information that can be used to generate survey questions	Require much time and expertise to conduct and analyze; potential interview bias possible	Inexpensive if done in-house; can be expensive to hire interviewers	Quick, but depends on the number of observations and/or transcribers
<b>Case study</b>	Gather in-depth information about a specific phenomenon or population	Takes much time (often years); limited validity and potential of bias	Can be expensive due to time required	Time consuming

\* Based largely on the National Center for Advancement of Prevention’s “NCAPtion Training Guide,” Spring 2000.

### Choosing Appropriate Reporting Methods

Adapted from Borden, DeBord, and Snipes (2004), and Morris, Gibson, and Freeman (1987).

AUDIENCE	METHODS							
	Abstracts & Briefings	Annual/ Evaluation Reports	Fact Sheets	Brochures & Posters	Exhibits	Press Conferences	Press Releases	Town Meetings
<b>Current/ Potential Funder</b>	X	X						
<b>New Potential Funder</b>	X		X					
<b>Administrator</b>	X	X						X
<b>Board Members</b>	X	X	X					X
<b>Community Groups</b>			X	X				X
<b>General Public</b>			X	X	X		X	X
<b>Organizations</b>			X		X			
<b>Media</b>			X			X	X	X

## **References and Resources**

### **References**

Borden, L., DeBord, K., & Snipes, S. (2004). *Beyond data*. Department of Family and Consumer Sciences at North Carolina State University. Available online at [www.ces.ncsu.edu/depts/fcs/beyonddata/](http://www.ces.ncsu.edu/depts/fcs/beyonddata/)

Morris, L. L., Gibson, C. T., & Freeman, M. E. (1987). *How to communicate evaluation findings*. Newberry Park, CA: Sage.

### **Resources**

#### **Web sites and Tools**

**Prevention Platform of the Substance Abuse and Mental Health Services Administration (SAMHSA)** (<http://preventionplatform.samhsa.gov>). The prevention platform site is an excellent resource because it contains useful tools for needs assessment, capacity building, planning, implementation, and evaluation. It is a more recent version of what used to be called “Prevention DSS” and “PrevTech.” It includes the following tools related to assessment and evaluation:

- **Assessment Tool**—Allows you to quickly gather indicator data, build profiles, fill gaps, and determine target groups and modifiable risk and protective factors.
- **Create GIS Maps**—Allows you to build customized maps to display indicators of prevention needs and resources.
- **Evaluation Tool**—Allows you to design an outcome or process evaluation. It exports the evaluation plan to an installed database builder. It can also export the plan to a database builder demo for testing purposes.
- **Database Builder**—Manages large multilevel data collection projects such as statewide systems. Allows you to try out a working demo.
- **Measures and Instruments Repository**—Contains SAMHSA’s national outcome measures for substance abuse prevention, substance abuse treatment, and mental health treatment. Allows you to browse and select from other measures and instruments related to substance abuse and other health and community issues.
- **Minimum Data Set (MDS)**—Manages the collection of process evaluation data for large multilevel projects such as statewide systems. Allows you to try out a working demo.
- **Service and Activity Tracking Tool**—Manages the collection of basic process evaluation data (like the MDS tool) in community-level settings. Ready to use immediately.

**Prevention Pathways of the Center for Substance Abuse Prevention (CSAP): Online Courses** (<http://pathwayscourses.samhsa.gov>). The courses offer a basic introduction to evaluation to prevention professionals and members of the public. They are designed for people not familiar with the basic concepts of program evaluation. Pathways offers three evaluation courses:

1. Evaluation for the Unevaluated: Program Evaluation 101
2. Evaluation for the Unevaluated: Program Evaluation 102

### 3. Wading Through the Data Swamp: Program Evaluation 201

**American Evaluation Association (AEA)** ([www.eval.org](http://www.eval.org)). The AEA is an international professional association of evaluators. Resources available on their Web site include the following:

- “Guiding Principals for Evaluators,” which describes the professional practice of evaluators and what clients and the public can expect from professional evaluators with whom they work.
- A list of local affiliate organizations to help you locate a qualified evaluator appropriate for your project and budget.
- Links to other resources, including independent consultants and evaluation firms, Web resources on evaluation, and online evaluation handbooks and textbooks.

**Beyond Data** ([www.ces.ncsu.edu/depts/fcs/beyonddata/index.htm](http://www.ces.ncsu.edu/depts/fcs/beyonddata/index.htm)). This Web-based resource created by the Department of Family and Consumer Sciences at North Carolina State University focuses on understanding needs assessments and evaluation. It includes an information bank that describes a number of data collection methods, provides sample data for each of these methods (and an interactive quiz to help users understand how to draw implications from data), and reports and presents data so they can be understood by others.

**Bureau of Justice Assistance (BJA) Evaluation Web site**

([www.ojp.usdoj.gov/BJA/evaluation/](http://www.ojp.usdoj.gov/BJA/evaluation/)). This Web site provides state staff members, criminal justice planners, researchers, evaluators, and local practitioners with a variety of resources for evaluating criminal justice programs. The site includes information on the following topics:

- evaluation logic models
- performance measures
- program monitoring
- data collection and analysis
- process and impact evaluations
- evaluation planning
- how to choose an evaluation team

**Community Toolbox** (<http://ctb.ku.edu/index.jsp>). This Web site was created and is maintained by the Work Group on Health Promotion and Community Development at the University of Kansas, in collaboration with AHEC/Community Partners in Amherst, Massachusetts. The toolbox includes practical guidance for the tasks necessary to promote community health and development. Each section, including the sections on evaluation and assessment, includes the following:

- a description of the task
- advantages of performing this task
- step-by-step guidelines
- examples
- checklists of points to review

- training materials

In addition to sections on evaluation and assessment, the toolbox contains sections on the following topics:

- leadership
- strategic planning
- grant writing
- other tasks and activities

**Evaluation Center at Western Michigan University** ([www.wmich.edu/evalctr/index.html](http://www.wmich.edu/evalctr/index.html)).

This Web site provides a wide range of online evaluation resources, including the following:

- Evaluation checklists—a collection of refereed checklists for designing, budgeting, contracting, staffing, managing, and assessing evaluations of programs, personnel, and students; for collecting, analyzing, and reporting evaluation information; and for determining merit, worth, and significance
- Glossary resources, including glossaries of evaluation terms and links to other evaluation glossaries
- Evaluation bibliographies
- An international directory of evaluators that can be searched by country, State, region of the United States, name, and specialty
- Evaluation e-mail discussion lists
- Many useful publications, of which many are available for download at no cost

## **Publications Available Online**

### **Framework for Program Evaluation in Public Health**

([www.cdc.gov/mmwr/preview/mmwrhtml/rr4811a1.htm](http://www.cdc.gov/mmwr/preview/mmwrhtml/rr4811a1.htm)). “Morbidity and Mortality Weekly Reports,” 48 (RR11). September 17, 1999.

This framework from the Centers for Disease Control (CDC) is a practical, nonprescriptive tool to summarize and organize essential elements of program evaluation. The framework comprises steps in program evaluation practice and standards for effective program evaluation. Adhering to the steps and standards of this framework will enable users to understand each program’s context and will improve their ability to conceive and conduct program evaluations. Furthermore, the framework encourages an approach to evaluation that is integrated with routine program operations. The emphasis is on practical, ongoing evaluation strategies that involve all program stakeholders, not just evaluation experts. Understanding and applying the elements of this framework can help users plan effective public health strategies, improve existing programs, and demonstrate the results of resource investments.

### **Guide to Project Evaluation: A Participatory Approach**

([http://www.phac-aspc.gc.ca/nfv-cnivf/familyviolence/html/fvprojevaluation\\_e.html](http://www.phac-aspc.gc.ca/nfv-cnivf/familyviolence/html/fvprojevaluation_e.html)). Ottawa: Health Canada, 1996.

This guide provides an easy-to-use, comprehensive framework for project evaluation. The guide includes information on defining the key evaluation questions, delineating key evaluation steps, writing project goals and objectives, outlining success indicators, collecting and interpreting data, and using evaluation results.

**W. K. Kellogg Foundation Evaluation Toolkit** ([www.wkcf.org](http://www.wkcf.org)). This Web site contains several online publications about evaluation, including the following:

- W. K. Kellogg Foundation Logic Model Development Guide
- W. K. Kellogg Foundation Evaluation Handbook
- Fundación W. K. Kellogg Manual de Evaluación
- Guiding Program Direction With Logic Models
- Evaluation in Foundations: The Unrealized Potential

### **Program Manager’s Guide to Evaluation**

([www.acf.hhs.gov/programs/core/pubs\\_reports/prog\\_mgr.html](http://www.acf.hhs.gov/programs/core/pubs_reports/prog_mgr.html)). Washington, DC.

Administration for Children and Families, U.S. Department of Health and Human Services, no date.

A basic guide to evaluation for program managers, this Web site discusses why and how programs should be evaluated, as well as how to report evaluation results.

### **User-Friendly Handbook for Mixed Method Evaluations**

([www.ehr.nsf.gov/EHR/REC/pubs/NSF97-153/start.htm](http://www.ehr.nsf.gov/EHR/REC/pubs/NSF97-153/start.htm)). Arlington, VA: National Science Foundation, 1997.

This handbook is based on the recognition that experienced evaluators have found that the best evaluation results are often achieved by using mixed-method evaluations, which combine quantitative and qualitative techniques. It contains a discussion of the differences between quantitative and qualitative evaluation methods and how the two can be used together to provide a comprehensive perspective on a program’s success.

### **Writing@CSU Writing Guides: Empirical Research**

(<http://writing.colostate.edu/guides/index.cfm>). This Web site provides a series of “online

textbooks” created at the Writing Center at Colorado State University that provide detailed coverage of many issues relevant to evaluation and other types of quantitative and qualitative research. Publications in this series include the following:

- Reliability and Validity
- Generalizability and Transferability
- Introduction to Statistics
- Experimental Methods and Design
- Ethnography, Observational Research, and Narrative Inquiry
- Case Studies
- Survey Research
- Content Analysis
- Rhetoric and the Presentation of Research in English Studies